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

To view the most current version of this catalog, the reader is directed to our website: uiu.edu. In the event of discrepancies related to the information contained in the printed copy and electronic version of this catalog, the information contained in the printed copy will be superseded by the electronic version of this catalog.
Our MISSION
Upper Iowa University provides quality educational opportunities accessible through varied delivery methods to inspire success and empower lives.

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

Our Core Values
Integrity, Excellence, Accessibility, Respect, Stewardship

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

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

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

Upper Iowa University recognizes that diversity is fundamental to the quality and excellence of the faculty, staff, and student body of any institution of higher learning and is an important factor in helping students with their college selection and overall educational experience.
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## Fayette 2022-2023 Academic Calendar

### Fall Semester

#### Session 1
- **Peacock Experience**: August 25-28
- **Classes Begin**: August 29
- **Last Day to Add Courses**: August 31
- **Labor Day - No Classes**: September 5
- **Last Day to Withdraw From Courses**: October 2
- **Final Exams**: October 19 - 20

#### Session 2
- **Classes Begin**: October 24
- **Last Day to Add Courses**: October 26
- **Thanksgiving Break**: November 24 - 27
- **Last Day to Withdraw From Courses**: November 27
- **Final Exams**: December 14 - 15

#### Semester Long
- **Classes Begin**: August 29
- **Last Day to Add Courses**: August 31
- **Labor Day - No Classes**: September 5
- **Last Day to Withdraw From Courses**: November 6
- **Thanksgiving Break**: November 24 - 27
- **Final Exams**: December 14 - 15

### Spring Semester

#### Session 3
- **Classes Begin**: January 9
- **Last Day to Add Courses**: January 11
- **Last Day to Withdraw From Courses**: February 12
- **Final Exam**: March 1 - 2
- **Spring Break**: March 3 - 12

#### Session 4
- **Classes Begin**: March 13
- **Last Day to Add Courses**: March 15
- **Easter Break**: April 7 - 9
- **Last Day to Withdraw From Courses**: April 16
- **Final Exams**: May 3 - 4
- **Commencement Ceremony**: May 6

#### Semester Long
- **Classes Begin**: January 9
- **Last Day to Add Courses**: January 11
- **Spring Break**: March 3 - 12
- **Last Day to Withdraw From Courses**: March 26
- **Easter Break**: April 7 - 9
- **Final Exams**: May 3 - 4

### Summer Semester

#### Session 5
- **Classes Begin**: May 15
- **Last Day to Add Courses**: May 17
- **Last Day to Withdraw From Courses**: June 18
- **Last Day of Classes**: July 6

#### Session 6
- **Classes Begin**: July 10
- **Last Day to Add Courses**: July 12
- **Last Day to Withdraw From Courses**: August 6
- **Last Day of Classes**: August 17

#### Semester Long
- **Classes Begin**: May 15
- **Last Day to Add Courses**: May 17
- **Last Day to Withdraw From Courses**: July 12
- **Final Exams**: August 17
## Upper Iowa University 2022 - 2023
### Session Dates for Fayette, Centers, Online, Self-Paced

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

* CEP Programs – Check with an academic advisor

### 2022-23 Graduation Application/Conferral Dates

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

** Commencement Ceremony at Fayette Campus will be held Saturday, May 6, 2023
Upper Iowa University is... A University Committed To Providing All Students 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.

UIU Residential Courses
Residential courses are traditional courses held at Fayette Campus. Students attend face-to-face courses with an instructor in the classroom.

UIU Centers/Courses
UIU centers include Alexandria (LA), Baton Rouge (LA), Cedar Rapids (IA), DeRidder (LA), Elkhorn (WI), Fort Hood (TX), Fort Leavenworth (KS), Fort Polk (LA), Fort Riley (KS), Fort Sill (OK), Janesville (WI), Madison (WI), Meridian (MS), Mesa (AZ), Milwaukee (WI), New London (CT), New Orleans (LA), Prairie du Chien (WI), Quad Cities ( Bettendorf, IA), Rockford (IL), Waterloo (IA), and Wausau (WI).

Additional information about each center is located on the website at uiu.edu/locations and on pages 183-184 of this catalog.

UIU centers offer two types of courses. Center hybrid courses provide students with a face-to-face experience that meets face-to-face weekly and includes weekly online coursework.

Center virtual courses are offered with the instructor in the classroom at one UIU location. The instructor and students at this location teleconference virtually with students at various other UIU locations (video conferencing). Virtual courses provide students with a face-to-face experience that meets weekly and includes weekly online coursework.

uiuLive Courses
uiuLive courses use synchronous online learning delivered via Zoom that meets weekly at a scheduled day and time. uiuLive provides a face-to-face experience that includes weekly online coursework. Course content is available via a learning management system (uiuLearn) and allows students to complete coursework and attend class from home, at work or even while traveling. Some courses require proctored exams that can be done via an online proctoring service.

Online Program/Courses
UIU offers undergraduate and graduate degrees through online learning. Courses are taught by experienced online instructors who are often practicing professionals and who bring a variety of real-world perspectives into the classroom. Current students represent numerous professional fields allowing for diverse networking opportunities.

Online courses are delivered asynchronously through a learning management system (uiuLearn). All lectures and instructional materials are made available via the learning management system. Discussion posts, assignments and quizzes are submitted through uiuLearn. Some courses require proctored exams that can be done via an online proctoring service.

Self-Paced Degree Program/Courses
The Self-Paced Degree Program began in 1973 and was one of the first of its kind in the nation. Students receive personalized attention through one-on-one interactions with instructors while enjoying the flexibility of studying at their own pace. Self-Paced courses are offered in both paper and web formats and all courses can be completed at a distance with no residential attendance required. The Self-Paced paper format is structured around written assignments and proctored exams while the Self-Paced web format offers a web-based platform for assignment submission and course completion. Students may enroll in a Self-Paced course at the beginning of each calendar month during the year.

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

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

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

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

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

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

1. The right to inspect and review the student’s education records within 45 days of the day the University receives a request to access.
   
   Students should submit to the University Registrar or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student’s education records that the student believes is inaccurate or misleading.
   
   Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

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

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

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

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Upper Iowa University to comply with the requirements of FERPA. To file a complaint, go to FERPA.Complaints@ed.gov and follow the instructions at 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, height and weight 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.

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 liv-
ing and learning environment and a nondiscriminatory environment for visitors to the campus. Upper Iowa University herein renews its commitment 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 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
Address: PO Box 1857, Fayette, IA 52142

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

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

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

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

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

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

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

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

- Demonstrate technological literacy;
- Exercise critical thinking across disciplines;
- Communicate effectively; and
- Engage as members of a diverse community.

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

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

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

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

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

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

Credit Hours

Learning Time Guidelines

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

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

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

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

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

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

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

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

Associate of Arts with the following emphases:
- Criminal Justice
- General Business
- Liberal Arts
- Psychology

Bachelor of Arts for the following majors:
- All Language Arts
- Art Education
- Birth - Grade 3: Inclusive Settings
- Elementary Education
- Graphic Design
- Instructional Strategist BD/LD/ID
- Liberal Arts
- Reading
- All Social Science
- Social Science Basic
- Sociology

Bachelor of Science for the following majors:
- Accounting
- Agriculture Education
- All Business
- All Science
- Agricultural Business
- American Sign Language (ASL)
- Biology
- Business Administration
- Communication Studies
- Conservation Management
- Criminal Justice
- Emergency and Disaster Management
- Exercise Science
- Financial Management
- Health Services Administration
- Human Resources Management
- Human Services
- Industrial Technology
- Information Systems
- Information Technology
- Life Science
- Management
- Marketing
Students may not have an associate degree and bachelor’s degree conferred with the same conferral date. At least one session and one course must be completed after the associate degree is conferred in order to have both degrees conferred.

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

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

Choosing a minor field of study is optional. Minors are offered in accounting, art, biology, chemistry, communication studies, criminal justice, exercise science, Earth systems science, economics, financial management, general business, graphic design, health services administration, human resources management, human services, information systems, information technology, management, marketing, mass media, mortuary science, pre-law, psychology, public administration, sociology, and sustainability. The same course may not be used in a major and a minor unless the course is a required course (not part of a “select” area) in both the major and the minor.

A minimum of 15 semester hours of separate identifiable semester credits must be earned for each minor that is declared. The same course may not be used in a major and a minor or among multiple minors unless the course is a required course (not part of a “select” area) in both the major and the minor or among multiple minors.

For a list of master degree programs see page 142.

**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 defined as follows for each of the learning modalities (see page 6).

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.

**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 at least one of the first three class sessions will have an NA grade posted. For classes meeting twice per week a student must attend the first, second or third session. For classes meeting once per week a student must attend either the first week or the second week.

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.

**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 attend-
ed 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 registration period as follows:

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

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

14-Week Registration Period: Wednesday of week nine.

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

Other Registration Periods: Contact the center or the Registrar’s Office.

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

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

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

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

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.

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).

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

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

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

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

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

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

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

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

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

Transfer credits toward degree are counted in this calculation.

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

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

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

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

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

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

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

**SAP Rules**

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

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

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

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

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

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

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

SAP Procedures

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

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

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

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

5. An academic plan

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

SAP Academic Plan

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

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

Reinstatement

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

The Financial Aid Office will attempt to notify any student currently receiving financial aid who is placed on Financial Aid Suspension. However, failure to receive such notification does not relieve the student of the requirement to read, understand and follow the Satisfactory Academic Progress requirements for financial aid recipients.
Financial Aid
The Financial Aid Office at Upper Iowa University is charged with assisting students in obtaining funds to meet educational costs. Additionally, the Financial Aid Office is charged with assisting students in applying for student aid and fostering financial literacy and debt management. To meet these standards, the Financial Aid Office participates in many Federal, State, and Institutional aid programs designed to assist students in their educational endeavors.

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

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

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

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

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.

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

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

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

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

1. The student must be admitted to Upper Iowa University (UIU) and be enrolled in a degree program. Undergraduate students who have already received a bachelor’s degree are eligible for financial aid if they are enrolled in a second bachelor's degree program or in a teacher licensure program. Second majors within an already completed bachelor’s degree will not be eligible for federal financial aid. Non-degree seeking students are not eligible for financial aid. If a student is enrolled as a non-degree seeking student, and want to receive financial aid, they are to contact their respective academic department or the Registrar’s Office to determine their individual degree status.

2. The student must be making satisfactory academic progress (SAP) according to the standards set forth by the UIU Financial Aid Office.

3. The student must report the receipt of any grants, scholarships or loans from all sources outside of federal, state and institutional aid.

4. The student must not have been convicted under federal or state law of the sale or possession of drugs, if the offense occurred during a period of enrollment for which federal student aid (grants, loans, and/or work-study) was received.

5. The student must not be in default on a federal student loan nor owe money on a federal student grant.

6. The student may only receive federal financial aid at one institution at a time.

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

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

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

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

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

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).

Repeat Policy

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

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

An exception may also be granted for students requesting to repeat a course for a second time (3rd registration) by the Dean of the School and/or designee in which the course resides. Further exceptions may be possible for extenuating circumstances at the discretion of the Dean of the school in which the course resides.
Grade Appeal Process
The grade for any given course is based on the achievement or success of the student as defined by the individual instructor. This may be a quantitative score or a qualitative and subjective decision. The grade received for a course is final unless the instructor makes a formal grade change. If a student wishes to appeal a grade they feel was determined incorrectly, the student must complete the process outlined in this policy within six weeks after the final grade was posted in myUIU.

1. If the student disputes a final grade, the instructor of record must be contacted by the student within seven Upper Iowa University business days of the final grade being posted in myUIU. The instructor of record and student should make every effort to resolve the concern with the final grade within 14 Upper Iowa University business days of the final grade being posted in myUIU. This must occur before the formal grade appeal process begins.

   a. If the concern is resolved by both the student and the instructor of record, if necessary, the instructor of record will submit a grade change form to the Department Chair/Program Director and Registrar.

   b. If the concern is not resolved, and the student does not agree with the decision of the instructor of record, the student may begin the formal grade appeal process. The formal process involves levels of review beyond the instructor of record. The student is required to provide evidence of communication with instructor, or attempted email correspondence, after the final grade has been posted in myUIU to begin the formal process.

2. The student may appeal the decision of the instructor of record to the Department Chair/Program Director in which the class resides. A student must submit this appeal within 19 Upper Iowa University business days of the final grade being posted in myUIU. The Department Chair/Program Director of the will investigate and may meet with the student or additional personnel as needed.

   a. The Chair/Director of the department/program in which the class resides will render a decision in writing to the student and instructor within 10 Upper Iowa University business days.

   b. The Chair/Director of the department/program will submit a grade change to the Registrar if the grade appeal is successful.

3. The student may appeal the decision of the Chair/Director to the Dean of the school 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 10 Upper Iowa University business days. The decision of the Dean is final.

   a. The Dean of the school in which the class resides 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 of the school in which the class resides and any subsequent appeal in which new and compelling evidence is presented will go to the VPASA.

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

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.

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 or 563-425-5261, or for help 24/7 the Peacock Library Chat box on the library’s homepage at 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 or visit on the web at uiu.edu/it.

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

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

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

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

For Financial Aid:

1. The student’s total financial aid award amount for the semester (Fayette)/session (Center/Online) must exceed all institutional charges on the student’s account (including, but not limited to tuition, fees, campus housing, and meals).

2. The student must have accepted enough of the aid offered to cover their charges, and have the Master Promissory Note (MPN), entrance counseling, and any outstanding requirements completed.

3. The student must be registered.

4. The student may be eligible for up to $750 per semester for Fayette Campus and $375 per session for Center/Online.

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

For other sources:

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

2. The student must be registered.

**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:

<table>
<thead>
<tr>
<th>Month Conferred</th>
<th>Application Due</th>
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<tbody>
<tr>
<td>October</td>
<td>May/June</td>
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<tr>
<td>December</td>
<td>July/August</td>
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<tr>
<td>March</td>
<td>September/October</td>
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<tr>
<td>May</td>
<td>November/December</td>
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<td>July</td>
<td>January/February</td>
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<tr>
<td>August</td>
<td>March/April</td>
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</tbody>
</table>

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

**Transcript Fees**

There is 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. For additional information, email careers@uiu.edu or call 563-425-5229.

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

**Dual Enrollment**

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

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

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

**Transferability of Credit**

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

**Student Handbook**

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

**Record Retention**

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

**Student Complaints**

(uiu.edu/report)

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

**Arizona students**

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

**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

**Connecticut students**

If you have exhausted the complaint process at Upper Iowa University and still have a complaint to file, please reach out directly to the Connecticut Office of Higher Education. Formal complaints can be lodged by going here: Student Complaints (ct.gov) or by emailing Emily.Bjornberg@ct.gov.

**Mississippi students**

The Mississippi State Approving Agency (SAA) is the approving authority of education and training programs for Mississippi. The office investigates complaints of GI Bill® beneficiaries. While most complaints should initially follow the school grievance policy, if the situation cannot be resolved at the school, the beneficiary should contact the office via email at saa@msva.ms.gov. “GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at https://www.benefits.va.gov/gibill.”

**Texas students**

Texas Higher Education Coordinating Board
gfrieder.texas.gov/links/student-complaints
Wisconsin students
Department of Safety and Professional Services – Educational Approval Program
PO Box 8366
4822 Madison Yards Way
Madison, WI 53705
www.dspswi.gov/Pages/Programs/EducationalApproval/EAP-FileAComplaint@wisconsin.gov.aspx
608-266-1996

Online students
Iowa College Student Aid Commission
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 recalculation of aid.

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

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

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

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

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

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

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

Requirements for Admission

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

Transfer: Transfer students with 24 or more semester hours of graded transferable college credit will be considered for admission based on their college credentials from all institutions. Upper Iowa reserves the right to refuse admission to anyone who does not meet its standards for admission. Acceptance to a center, online, self-paced or international degree program does not guarantee acceptance to Fayette Campus.

Applying for Admission

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

1. A completed application for admission. Apply online at uiu.edu/apply. Students may submit an application for admission at any time but no later than the day prior to the first day of the session in which the student plans to register.

2. Official transcripts from each college and university the student previously attended. Official reports for Advanced Placement may also be submitted. Official transcripts must be sent directly from the granting institution. They must not pass through the student's hands.

3. Official transcript of the student's high school record for those seeking admission as a freshman (see above). This includes students who have completed Advanced Placement or college transfer credit while in high school. This requirement is fulfilled by one of the following:
   a. An official high school transcript
   b. Official GED certificate or score report
   c. Official copy of Joint Services Transcript (JST) or Community College of the Air Force (CCAF)
   d. Evidence of a passing score on tests recognized by the state such as the High School Equivalency Test (HSET) and the Test Assessing Secondary Completion (TASC)
   e. For International students only, official transcripts verifying completion of secondary education

4. Official or unofficial transcript of the student's high school record for those seeking admission as a freshman with less than 24 semester hours of graded transferable college credit or ACE (American Council of Education) credit that is earned after graduating from high school (see above). This requirement is fulfilled by one of the following:
   a. Any item in 3a - 3e above
   b. Official college or university transcript that lists the high school graduation date
Students offered acceptances submit the following before enrolling:

1. An enrollment deposit of $250 deposit. (Students register for classes and housing after the University receives the deposit.) The deposit is refundable through May 1 of the application year (December 31 for second-semester applicants).

2. Final transcripts of all high school and college work completed.

3. Room and board contracts and health forms can be found on myUIU.

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

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

The complete policy is located at uiu.edu/rrpolicy.

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.

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

**UIU Honors Program Mission**

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

For more information go to uiu.edu/academics/honors-program.

**Required courses (8-10 credits)**

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<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HON 100</td>
<td>3</td>
</tr>
<tr>
<td>HON 220</td>
<td>3</td>
</tr>
<tr>
<td>HON 399</td>
<td>1</td>
</tr>
<tr>
<td>(may be repeated 3 times for credit)</td>
<td></td>
</tr>
<tr>
<td>HON 499</td>
<td>1</td>
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</tbody>
</table>

Three of the following 9 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HON 110</td>
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<tr>
<td>HON 115</td>
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<td>HON 120</td>
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<td>HON 125</td>
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<td>HON 130</td>
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<td>HON 135</td>
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<tr>
<td>HON 140</td>
<td></td>
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<tr>
<td>HON 200</td>
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</tbody>
</table>

**Former students**

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

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

**International students**

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

For a list of English speaking countries, see uiu.edu/english-waiver.

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
- 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.

**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. International student applicants must submit the following documents directly to the Office of Admissions in order to complete the international student admission process.

• Completed application for admission

• Official transcripts verifying completion of secondary education

• If applicable, official transcripts from each college and university previously attended. Official transcripts must be in English. Otherwise, the transcripts may need to be translated and evaluated by a certified evaluator at the student’s expense. This evaluation must be sent directly to Upper Iowa University.

• If applicable, an official copy of the certificate verifying credit earned through postsecondary public examination (i.e. A-Level, STPM, etc.)

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

• An official letter or a bank statement (no more than six months old) from a financial institution that states that the student has adequate resources to meet all required expenses such as the first year’s tuition and living expenses. The amount required for adequate resources varies according to the student’s individual financial package. Please contact the Office of Admissions for more details.

• A copy of a valid passport.

• Copies of any visas, immigration documents (i.e. I-20, DS-2019), and I-94 documents must be presented if the student is currently in the United States.

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

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

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

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

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

Upper Iowa University will also consider acceptance of 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 evaluators 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:

24
1. Up to nine semester credits of activity courses, including transcripted intercollegiate athletics.

2. No credits from courses identified by Upper Iowa University as remedial or developmental level (except for articulated intensive English credits from partner institutions).

3. No more than 30 semester credits from one year occupational diploma programs.

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

Up to 78 lower division semester credits and 12 upper division semester credits evaluated by the American Council on Education (ACE) 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 general education requirements for a baccalaureate program. Upper Iowa University will also accept associate degrees with a major in nursing from registered nurses (must have current license) as fulfillment of its general education requirements for the BSN program. Prerequisites are not waived.

**Experiential Learning Credit**

Upper Iowa University recognizes that students in higher education come with many experiences and from varied backgrounds. Learning experiences gained through training programs and academic institutions 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 transcripting ACE or NCCRS recommended credit. Credits earned through ACE or NCCRS do not reduce the minimum required 30 semester credits of coursework through Upper Iowa University for graduation. Credits earned through ACE or NCCRS do not apply to the 60 graded credits needed to graduate with Magna or Summa Cum Laude honors.

**Credit by Examination**

Students may earn credit through CLEP/DSST/Excelsior College and/or ACT-PEP examinations. There is a minimal testing fee. Credit by examination is transcripted without charge when the student’s score is at the level recommended by ACE for credit. These exams are accepted to fulfill requirements in very specific ways. A student 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 transcripted at no charge. Training completed may be verified by an official Joint Service Transcript (JST) or Community College of the Air Force (CCAF) transcript, DD295, or copies of certificates; a portfolio is not required. Up to 78 lower division semester credits and an additional 12 upper division semester ACE-evaluated military credits may be transferred for a maximum of 90 semester credits toward the 120 semester credits required for graduation. ACE-recommended military credits do not reduce the minimum required 30 semester credits of coursework through Upper Iowa University for a bachelor’s degree or 15 semester credits for an associate’s degree. ACE-recommended military credits do not apply to the 60 graded credits needed to graduate with Magna or Summa Cum Laude honors.

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

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

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

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

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

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

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

Military Spouse Program: The MyCAA Scholarship is a workforce development program that provides up to $4,000 of tuition assistance to eligible military spouses. The scholarship helps military spouses pursue licenses, certificates, certifications or associate degrees necessary to gain employment in high demand, high growth portable career fields and occupations. Spouses may use their MyCAA funds at any academic institution approved for participation in the MyCAA Scholarship.
Undergraduate Tuition and Fees,  
2022-2023 Academic Year

<table>
<thead>
<tr>
<th>FULL-TIME ENROLLMENT</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (12-18 credits)</td>
<td>$32,589</td>
</tr>
<tr>
<td>Student Fee/Non-refundable</td>
<td>$1,050</td>
</tr>
<tr>
<td>Board charges:</td>
<td></td>
</tr>
<tr>
<td>Peacock Basic (Lee Towers residents only)</td>
<td>$3,926</td>
</tr>
<tr>
<td>Peacock Blue</td>
<td>$5,015</td>
</tr>
<tr>
<td>Peacock Platinum</td>
<td>$5,172</td>
</tr>
<tr>
<td>Commuter Block Plan (40 meals/semester)</td>
<td>$770</td>
</tr>
<tr>
<td>Commuter Block Plan (80 meals/semester)</td>
<td>$1,377</td>
</tr>
<tr>
<td>Room charges:</td>
<td></td>
</tr>
<tr>
<td>Garbee Hall – double room</td>
<td>$3,690</td>
</tr>
<tr>
<td>Garbee Hall – single room</td>
<td>$5,367</td>
</tr>
<tr>
<td>Lee Tower – double room</td>
<td>$5,143</td>
</tr>
<tr>
<td>Lee Tower – single room</td>
<td>$7,268</td>
</tr>
<tr>
<td>South Village 1 – double room</td>
<td>$4,360</td>
</tr>
<tr>
<td>South Village 1 – single room</td>
<td>$6,262</td>
</tr>
<tr>
<td>South Village 1 – single plus</td>
<td>$6,821</td>
</tr>
<tr>
<td>South Village 2/3 – double room</td>
<td>$4,696</td>
</tr>
<tr>
<td>South Village 2/3 – single room</td>
<td>$6,485</td>
</tr>
<tr>
<td>South Village 2/3 – single plus</td>
<td>$7,044</td>
</tr>
</tbody>
</table>

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.

OTHER CHARGES

Tuition (less than full-time):

- Fayette Campus rate per semester hour under 12 credits: $1,355
- Semester overload fee (per semester credit after total of 18 credits for Fall Semester or after total of 18 credits for Spring Semester): $517
- Audit fee (per semester credit): $95
- Summer Internship per semester hour: $498
- Summer Tuition per semester hour: $498

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

Transcripts, per copy:

- By email (2-4 day processing time): $10
- By mail (2-4 day processing time): $10
- Certificate Claim fee (paper copy) payable at time of application for certificate: $15
- Tuberculosis Test (additional fees may apply): $86

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 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.

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

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

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

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

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

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

Session-long course refund schedule

<table>
<thead>
<tr>
<th>Fall Semester 2022</th>
<th>Session 1</th>
<th>Session 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charge</td>
<td>Refund</td>
<td>Last Date of Attendance</td>
</tr>
<tr>
<td>10%</td>
<td>90%</td>
<td>Aug 29 - Aug 31</td>
</tr>
<tr>
<td>25%</td>
<td>75%</td>
<td>Sep 1 - Sep 4</td>
</tr>
<tr>
<td>50%</td>
<td>50%</td>
<td>Sep 5 - Sep 11</td>
</tr>
<tr>
<td>100%</td>
<td>0%</td>
<td>After Sep 11</td>
</tr>
</tbody>
</table>

Spring Semester 2023

<table>
<thead>
<tr>
<th>Charge</th>
<th>Refund</th>
<th>Last Date of Attendance</th>
<th>Last Date of Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>10%</td>
<td>90%</td>
<td>Jan 9 - Jan 11</td>
<td>Mar 13 - Mar 15</td>
</tr>
<tr>
<td>25%</td>
<td>75%</td>
<td>Jan 12 - Jan 15</td>
<td>Mar 16 - Mar 19</td>
</tr>
<tr>
<td>50%</td>
<td>50%</td>
<td>Jan 16 - Jan 22</td>
<td>Mar 20 - Mar 26</td>
</tr>
<tr>
<td>100%</td>
<td>0%</td>
<td>After Jan 22</td>
<td>After Mar 26</td>
</tr>
</tbody>
</table>

Summer Semester 2023

<table>
<thead>
<tr>
<th>Charge</th>
<th>Refund</th>
<th>Last Date of Attendance</th>
<th>Last Date of Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>10%</td>
<td>90%</td>
<td>May 15 - May 17</td>
<td>July 10 - July 12</td>
</tr>
<tr>
<td>25%</td>
<td>75%</td>
<td>May 18 - May 21</td>
<td>July 13 - July 16</td>
</tr>
<tr>
<td>50%</td>
<td>50%</td>
<td>May 22 - May 28</td>
<td>July 17 - July 23</td>
</tr>
<tr>
<td>100%</td>
<td>0%</td>
<td>After May 28</td>
<td>After July 23</td>
</tr>
</tbody>
</table>

Semester-long course refund schedule

<table>
<thead>
<tr>
<th>Fall Semester 2022</th>
<th>Aug 29 - Dec 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charge</td>
<td>Refund</td>
</tr>
<tr>
<td>25%</td>
<td>75%</td>
</tr>
<tr>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>75%</td>
<td>25%</td>
</tr>
<tr>
<td>100%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Spring Semester 2023 | Jan 9 - May 4

<table>
<thead>
<tr>
<th>Charge</th>
<th>Refund</th>
<th>Last Date of Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>25%</td>
<td>75%</td>
<td>Jan 9 - Jan 15</td>
</tr>
<tr>
<td>50%</td>
<td>50%</td>
<td>Jan 16 - Jan 22</td>
</tr>
<tr>
<td>75%</td>
<td>25%</td>
<td>Jan 23 - Jan 29</td>
</tr>
<tr>
<td>100%</td>
<td>0%</td>
<td>After Jan 29</td>
</tr>
</tbody>
</table>

Summer Semester 2023 | May 15 - Aug 17

<table>
<thead>
<tr>
<th>Charge</th>
<th>Refund</th>
<th>Last Date of Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>25%</td>
<td>75%</td>
<td>May 15 - May 21</td>
</tr>
<tr>
<td>50%</td>
<td>50%</td>
<td>May 22 - May 28</td>
</tr>
<tr>
<td>75%</td>
<td>25%</td>
<td>May 29 - June 4</td>
</tr>
<tr>
<td>100%</td>
<td>0%</td>
<td>After June 4</td>
</tr>
</tbody>
</table>
Fall Semester 2022

<table>
<thead>
<tr>
<th>Last day to cancel registration and receive 100% tuition &amp; fee adjustment.</th>
<th>First Session</th>
<th>Second Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 28</td>
<td>Oct 23</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Last day a student may reduce their number of credits below full time and have tuition adjusted based on remaining credits</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sep 11 (Sep 18 for semester long)</td>
<td></td>
<td>Nov 6</td>
</tr>
</tbody>
</table>

Spring Semester 2023

<table>
<thead>
<tr>
<th>Last day to cancel registration and receive 100% tuition &amp; fee adjustment.</th>
<th>First Session</th>
<th>Second Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 8</td>
<td>March 12</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Last day a student may reduce their number of credits below full time and have tuition adjusted based on remaining credits</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 22 (Jan 29 for semester long)</td>
<td></td>
<td>March 26</td>
</tr>
</tbody>
</table>

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 $16,294/semester.

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

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

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

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

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

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

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

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

Students registering for more than 18 credits total for Fall Semester Sessions 1 and 2, or students registering for more than 18 credits total for Spring Semester Sessions 3 and 4 will be charged an overload fee. See page 26 for fee.

Registration
Near the end of each semester, registration for the following semester is conducted. To ensure that degree program requirements are being met in a timely manner, students will need to consult with their advisor regularly and select courses carefully. New students will register on specially designed Orientation, 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.
Grading System
Upper Iowa University uses a standard grading system:

<table>
<thead>
<tr>
<th>Grades</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>0.67</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
</tr>
</tbody>
</table>

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

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.

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.

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

I - Incomplete
A temporary grade assigned by the faculty member that will be changed to a letter grade of A-F by the end of the following session (center or online courses) or semester (Fayette Campus courses). An “I” may be posted to a self-paced course for as long as four months (see time limit information on page 47).

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

W-Withdrawal
For Center or Online Program students the grade W is used to denote courses dropped that are student-initiated between the first and fifth week of an eight-week session will be issued a letter grade (A-F) based on work completed in relation to total course requirements. See the course withdrawal schedule on page 12.

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

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

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

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

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

Academic Renewal without Course Repetition Policy
Inasmuch as past performance does not always accurately reflect a student’s academic ability, Upper Iowa University has established a policy of academic renewal without course repetition.

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

1. The student must not have enrolled at Upper Iowa University for five or more consecutive years.
2. The student must not have graduated from Upper Iowa University.
3. The student must have demonstrated academic ability by earning a GPA of 2.00 or higher upon completion of 12 semester credits after returning to Upper Iowa University.
If academic renewal is granted, the following conditions will apply:

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

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

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

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

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

Academic dishonesty includes, but is not limited to:

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

Plagiarism includes, but is not limited to:

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

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

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

Dean’s List
Each semester those students who are enrolled as full-time students and who have achieved at least a 3.50 GPA in at least 12 letter-graded semester credits for the semester will have their names placed on the Dean’s List. Students with “I” grades in this semester will not be placed on the list. (“I” grades in field experiences, student teaching, internships, or Math seminar are exempt.) Students will be notified of this honor and 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
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.
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 admis-
sion 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 Uni-
versity, PO Box 1857, Fayette, IA 52142:

1. A completed application for admission. Apply online at
www.uiu.edu/apply. Students may submit an application
for admission at any time but no later than the day prior
to the first day of the session in which the student plans to
register.

2. Official transcripts from each college and university previously
attended. Official reports for Advanced Placement may also be
submitted. Official transcripts must be sent directly from the
granting institution. They must not pass through the student's
hands.

3. Official transcript of the student's high school record for
those seeking admission as a freshman (see Requirement
for Admission). This includes students who have completed
Advanced Placement or college transfer credit while in
high school. This requirement is fulfilled by one of the
following:
   a. An official high school transcript
   b. Official GED certificate or score report
   c. Official copy of Joint Services Transcript (JST) or Com-
munity College of the Air Force (CCAF)
   d. Evidence of a passing score on tests recognized by the
   state such as the High School Equivalency Test (HSET)
   and the Test Assessing Secondary Completion (TASC)
   e. For International students only, official transcripts veri-
fying completion of secondary education

4. Official or unofficial transcript of the student's high school
record for those seeking admission as a freshman with less
than 24 semester hours of graded transferable college credit
or ACE (American Council of Education) credit that is
earned after graduating from high school (see Requirement
for Admission). This requirement is fulfilled by one of the
following:
   a. Any item in 3a - 3e above
b. Official college or university transcript that lists the high school graduation date
c. Unofficial high school transcript or copy of high school diploma
d. Official copy of Joint Services Transcript (JST) or Community College of the Air Force (CCAF)

5. Veterans – an application for veterans’ benefits or change of place of training form and a copy of the DD214.


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, materials may be required to be resubmitted.

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Test</th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOEFL <a href="http://www.ets.org">www.ets.org</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(institution code: 6885)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paper-based</td>
<td>500</td>
<td>550</td>
</tr>
<tr>
<td>Internet-based</td>
<td>61</td>
<td>79</td>
</tr>
<tr>
<td>IELTS <a href="http://www.ielts.org">www.ielts.org</a></td>
<td>5.0</td>
<td>6.0</td>
</tr>
<tr>
<td>Required Writing score</td>
<td>5.0</td>
<td>6.0</td>
</tr>
<tr>
<td>MELAB <a href="http://www.isa.umich.edu/eli/testing/melab">www.isa.umich.edu/eli/testing/melab</a> Michigan English Language Assessment Battery</td>
<td>69</td>
<td>77</td>
</tr>
<tr>
<td>MUET <a href="http://www.mpm.edu.my/bi/main.php">www.mpm.edu.my/bi/main.php</a></td>
<td>4.0</td>
<td>5.0</td>
</tr>
<tr>
<td>Cambridge O Level English Language Exam</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>Duolingo</td>
<td>83</td>
<td>97</td>
</tr>
<tr>
<td>International General Certificate of Secondary Education (IGCSE) (English Subject)</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>ELS Language Center <a href="http://www.els.edu">www.els.edu</a></td>
<td>112</td>
<td>N/A</td>
</tr>
<tr>
<td>SAT <a href="http://sat.collegeboard.com">http://sat.collegeboard.com</a></td>
<td>430</td>
<td>N/A</td>
</tr>
<tr>
<td>(institution code:6885)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Minimum critical reading sub-score)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACT <a href="http://act.org">http://act.org</a> (institution code: 1360) (Minimum English sub-score)</td>
<td>18</td>
<td>N/A</td>
</tr>
<tr>
<td>HKCEE English Language (Syllabus B)</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>HKALE English Language (AS Level)</td>
<td>E</td>
<td></td>
</tr>
<tr>
<td>HKDSE</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

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

- 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.

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

Upper Iowa University will also consider acceptance of 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 evaluators 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 a student's cumulative grade point average (GPA) maintained at Upper Iowa University, but are included in calculating the major/endorsement GPA.
Upper Iowa University may transfer up to 78 lower division college semester credits from accredited institutions. These 78 semester credits may include:

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

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

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

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

Upper Iowa University will accept AA or AS degrees with a liberal arts core as fulfillment of the general education requirements for a baccalaureate program. Upper Iowa University will also accept associate degrees with a major in nursing from registered nurses (must have current license) as fulfillment of its requirements for a baccalaureate program. Student's score is at the level recommended by ACE for credit.

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. Contact an academic advisor for more information. All fees are due within 90 days of assessment, and before credit will be recorded on a transcript. An official transcript will be issued only after a course has been completed with Upper Iowa University.

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

Credits earned for law enforcement and/or fire science training do not reduce the minimum required 30 semester credits of 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.

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 transcripting 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 transcripted without charge when the student’s score is at the level recommended by ACE for credit. These exams are accepted to fulfill requirements in very specific ways. Contact an academic advisor before taking any credit-bearing exams to ascertain the appropriate exam for a degree plan.

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.
Military Credit
Credit for military courses, training and occupational specialties/ratings with American Council on Education (ACE) college credit recommendation guidelines will be transferred 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.

Upper Iowa has been named a top Military-Friendly University by Military Advanced Education and VIQTORY for many years. The University is a proud institution in the Principles of Excellence and Yellow Ribbon programs.

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

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

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

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

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

Military Spouse Program: The MyCAA Scholarship is a workforce development program that provides up to $4,000 of tuition assistance to eligible military spouses. The scholarship helps military spouses pursue licenses, certificates, certifications or associate degrees necessary to gain employment in high demand, high growth portable career fields and occupations. Spouses may use their MyCAA funds at any academic institution approved for participation in the MyCAA Scholarship.
### Undergraduate Program – 2022-2023 Tuition and Fees

<table>
<thead>
<tr>
<th>Fee Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition per undergraduate semester credit for U.S. WI/IL/AZ on-site courses</td>
<td>$498</td>
</tr>
<tr>
<td>Tuition per undergraduate semester credit for U.S. IA on-site courses</td>
<td>$498</td>
</tr>
<tr>
<td>Tuition per undergraduate semester credit for U.S. Alexandria on-site courses</td>
<td>$321</td>
</tr>
<tr>
<td>Tuition per undergraduate semester credit for U.S. Baton Rouge on-site courses</td>
<td>$321</td>
</tr>
<tr>
<td>Tuition per undergraduate semester credit for U.S. DeRidder on-site courses</td>
<td>$321</td>
</tr>
<tr>
<td>Tuition per undergraduate semester credit for U.S. Online Program courses and uiuLive courses</td>
<td>$498</td>
</tr>
<tr>
<td>Tuition per undergraduate semester credit for undergraduate Education courses (center, online and uiuLive)</td>
<td>$375</td>
</tr>
<tr>
<td>Tuition per undergraduate semester credit for Self-Paced Degree Program courses</td>
<td>$330</td>
</tr>
<tr>
<td>Late payment fee</td>
<td>$25</td>
</tr>
<tr>
<td>Application fee for incarcerated students</td>
<td>$50</td>
</tr>
<tr>
<td>Audit fee, per semester credit</td>
<td>$95</td>
</tr>
<tr>
<td>not available in the U.S. Online Program</td>
<td></td>
</tr>
<tr>
<td>Experiential Learning Portfolio assessment fee (nonrefundable),</td>
<td>$60</td>
</tr>
<tr>
<td>applicable toward semester credit charge if credit for experiential learning is awarded</td>
<td>$60</td>
</tr>
<tr>
<td>Experiential learning credit, per semester credit, payable within 90 days of the granting of this credit (nonrefundable)</td>
<td>$60</td>
</tr>
<tr>
<td>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</td>
<td>$200</td>
</tr>
<tr>
<td>Internship liability insurance, one time fee for PSY 403 only</td>
<td>$20</td>
</tr>
<tr>
<td>Transcripting credit as recommended by ACE guidelines, including PEP, DSST and CLEP</td>
<td>No Charge</td>
</tr>
<tr>
<td>DSST administrative fee (plus the cost of exam)</td>
<td>$20</td>
</tr>
<tr>
<td>Transcripts, per copy (A minimum of $25 will be charged for rush orders.)</td>
<td>$10</td>
</tr>
<tr>
<td>By mail or email (2-4 day processing time)</td>
<td></td>
</tr>
<tr>
<td>Certificate Claim fee (paper copy)</td>
<td>$15</td>
</tr>
<tr>
<td>payable at time of application for certificate</td>
<td></td>
</tr>
<tr>
<td>Graduation fee (Domestic), payable at time of application for graduation</td>
<td>$70</td>
</tr>
<tr>
<td>Self-Paced Degree Program administrative withdrawal fee</td>
<td>$99</td>
</tr>
<tr>
<td>Self-Paced Degree extension fee</td>
<td>$99</td>
</tr>
<tr>
<td>Overseas Postage for Self-Paced Courses Fee</td>
<td>$40</td>
</tr>
<tr>
<td>Non-sufficient funds check fee - paper and E-check</td>
<td>$25</td>
</tr>
</tbody>
</table>

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.

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

*Students at military installations should contact their center director for tuition rates. A full listing may be found on the website at uiu.edu/admissions/regional-location.

### 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.

Classification of Students

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

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

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

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

Course Loads

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

1. Meet the minimum GPA requirement. A cumulative minimum GPA of 3.0 is required to enroll in nine semester credits, and a 3.5 is required to enroll in 12 semester credits per session.
2. Have been a full-time student with Upper Iowa University during a previous session; and,
3. Have the permission of the program/center director or academic advisor.

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

Grading System
Upper Iowa University uses a standard grading system:

<table>
<thead>
<tr>
<th>Grades</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
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<tr>
<td>C</td>
<td>2.00</td>
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<tr>
<td>C-</td>
<td>1.67</td>
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<tr>
<td>D+</td>
<td>1.33</td>
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<tr>
<td>D</td>
<td>1.00</td>
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<tr>
<td>D-</td>
<td>0.67</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
</tr>
</tbody>
</table>

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

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.

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

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

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

I - Incomplete
A temporary grade assigned by the faculty member that will be changed to a letter grade of A-F by the end of the following session (center or online courses) or semester (Fayette Campus courses). An “I” may be posted to a self-paced course for as long as four months (see time limit information on page 44).

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

**W - Withdrawal**

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

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

**AU - Audit**

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

**AW - Administrative Withdrawal**

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

**NA - Non-attendance**

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

An official grade is the grade posted to myUIU at the end of the grading period. It is the student’s responsibility to check myUIU for accuracy. Students may request an evaluation of their grading period. It is the student’s responsibility to check myUIU for accuracy. Students may request an evaluation of their grading period.

**Expected Timeline for Graduation**

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

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

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

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

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

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

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

**Academic Renewal without Course Repetition Policy**

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

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

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

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

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

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

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

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

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

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

Cheating includes, but is not limited to:

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

Academic dishonesty includes, but is not limited to:

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

Plagiarism includes, but is not limited to:

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

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

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

U.S. Center Program Information

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

Center Program Registration

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

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

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

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

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

Auditing Center Program Courses
By advance permission of the program/center director or academic advisor, students may enroll for courses on an audit basis. As an auditor, a student will not be required to take examinations and will earn no college credit. A special tuition fee of $95 per semester credit is charged (see page 39). Note: Financial aid is not available for auditors.

Changes in Center Program Registration
Note the following policies for changing a registration:

1. A student may not add a course after the registration period has ended.
2. If a student wishes to withdraw from a course, a Course Withdrawal form (located on myUIU) must be completed prior to the end of the fifth week of an eight-week session. See page 11 for other session lengths. Failure to attend class does not constitute withdrawal. Students who register for a course and fail to attend will be assigned a grade of NA unless a withdrawal form is completed prior to the first day of the course.
3. Courses registered as audit cannot be converted to credit-bearing courses after the last date to add. Courses registered as credit-bearing cannot be converted to audit after the last date to add.

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

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

For students from Wisconsin, Maryland, Georgia, Oregon, or Arizona centers, state laws apply. Wisconsin students and Military Tuition Assistance (TA) students refer to pages 19-20.

<table>
<thead>
<tr>
<th>Session-long course refund schedule</th>
<th>Fall Semester 2022</th>
<th>Session 1 Aug 29 - Oct 20</th>
<th>Session 2 Oct 24 - Dec 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charge</td>
<td>Refund</td>
<td>Last Date of Attendance</td>
<td>Last Date of Attendance</td>
</tr>
<tr>
<td>25%</td>
<td>75%</td>
<td>Aug 29 - Sep 4</td>
<td>Oct 24 - Oct 30</td>
</tr>
<tr>
<td>50%</td>
<td>50%</td>
<td>Sep 5 - Sep 11</td>
<td>Oct 31 - Nov 6</td>
</tr>
<tr>
<td>100%</td>
<td>0%</td>
<td>After Sep 11</td>
<td>After Nov 6</td>
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<tr>
<th>Spring Semester 2023</th>
<th>Session 3 Jan 9 - Mar 2</th>
<th>Session 4 Mar 13 - May 4</th>
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</thead>
<tbody>
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<td>Refund</td>
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<tr>
<td>25%</td>
<td>75%</td>
<td>Jan 9 - Jan 15</td>
</tr>
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<td>50%</td>
<td>50%</td>
<td>Jan 16 - Jan 22</td>
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</table>

<table>
<thead>
<tr>
<th>Summer Semester 2023</th>
<th>Session 5 May 15 - July 6</th>
<th>Session 6 July 10 - Aug 17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charge</td>
<td>Refund</td>
<td>Last Date of Attendance</td>
</tr>
<tr>
<td>25%</td>
<td>75%</td>
<td>May 15 - May 21</td>
</tr>
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<td>May 22 - May 28</td>
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<td>After May 28</td>
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</table>

<table>
<thead>
<tr>
<th>Semester-long course refund schedule</th>
<th>Fall Semester 2022</th>
<th>Aug 29 - Dec 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charge</td>
<td>Refund</td>
<td>Last Date of Attendance</td>
</tr>
<tr>
<td>25%</td>
<td>75%</td>
<td>Aug 29 - Sept 4</td>
</tr>
<tr>
<td>50%</td>
<td>50%</td>
<td>Sept 5 - Sept 11</td>
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<td>75%</td>
<td>25%</td>
<td>Sept 12 - Sept 18</td>
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<td>100%</td>
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<td>After Sep 18</td>
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</table>

<table>
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<tr>
<th>Spring Semester 2023</th>
<th>Jan 9 - May 4</th>
</tr>
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<tbody>
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</tbody>
</table>
Upper Iowa University is required to use a pro rata schedule to determine the amount of Title IV aid the student has earned at the time of withdrawal. If financial aid funds have been released to the student because of a credit balance on the student’s account at Upper Iowa University, the student may be required to repay some or all of the amount released to the student. This policy is subject to federal regulations. Contact the Financial Aid Office for details.

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

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

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

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

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

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

1. Special Project: Students and their instructor design a course in an area they are especially interested in exploring.

2. Internship: Students should contact their academic advisor for internship information.

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

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

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

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

**Distance Education**

**Online and Self-Paced Degree Programs**
Upper Iowa University offers two distance learning programs. The programs are designed to provide affordable, accessible education to students worldwide.

**Programs, Majors and Courses Offered Through Distance Education**
The programs, majors and courses available through the distance learning programs are available on the UIU website at uiu.edu/online or by contacting the University.

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

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

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

Enrollment

Flexibility and Convenience

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

Self-Paced Degree Program Registration

1. Course Registration: All Upper Iowa University students register through myUIU, Upper Iowa University’s web portal. Access to myUIU is on the University website at uiu.edu. Step-by-step instructions for course registration are listed on the Academics tab and also can be found under the Student Help portlet. Note: Students who are unable to use myUIU may contact their academic advisor for assistance.

2. Payment: Tuition and any course-related fees are due prior to start of class.

3. Financial Aid: Federal Financial Aid may be available for students enrolled in the Self-Paced Degree Program.

4. Military Tuition Assistance (TA): Active-duty Army, Army Reserves, and Army National Guard personnel must register through the ArmyLinkED portal.

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

5. Auditing Self-Paced Degree Program Courses: By advance permission of an academic advisor, a student may enroll for courses on an audit basis. As an auditor, a student will not be required to take examinations and will earn no college credit. A special tuition fee of $95 per semester credit is charged (see page 39). 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/repayment shall be calculated using the percentages noted above as determined using the number of assignments completed and the number of assignments yet to be submitted.

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

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

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

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

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

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

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

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

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

**Web-based Format Option**
After enrollments are processed each month, learners will receive a link for accessing the web-based course materials, including textbook information, and detailed instructions for completing the course. As a student moves through the course, each assignment will be submitted electronically using uiuLearn (D2L Brightspace), UIU’s learning management system. The use of uiuLearn requires access to a computer or laptop, the Internet and a web browser. (Google Chrome is recommended). Access will be given to the classroom the first day of the course.

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

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

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

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

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

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

**The Honor System**
It is expected that students submit their own work. The written answers to all lessons, tests or examinations submitted by each student for grading and/or credit in a Self-Paced Degree course must be his/her own work. While a student may wish to study and discuss with others, work submitted must be that of the individual student. Self-paced students are subject to the Academic Misconduct Policy. Students who violate the Academic Misconduct Policy will be at the instructor's discretion receive an F for the work and/or course. If this occurs there will be no refund. See Academic Misconduct Policy on page 42.

**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/university
- embassy officials
- military education officers or test control officers
- company education directors, directors of training and development or human resource directors (student must be employed by the company).
- professional testing center
- UIU Center staff

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

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

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

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

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

Extension
Students will be allowed to request one four-month extension at the end of their original six month enrollment period if:
- A minimum of one assignment has been received for grading per guidelines AND
- All course units and exams are not completed and submitted OR
- A course withdrawal has not been initiated.

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

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

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

Online Program Registration
Who May Enroll in UIU Online courses?
• Individuals interested in flexible course schedules, nontraditional instruction and personal and professional enrichment.
• New, returning and currently enrolled UIU students.
• High school students in good academic standing.

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

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

Registration Process
New students must register with their admissions counselor. All returning Upper Iowa University students register through myUIU, Upper Iowa University’s online portal. Access to myUIU is on the University website at my.uiu.edu/ics. 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 page 5. No registrations will be accepted after the published last day to register for the session.

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

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

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

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

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 pages 19-20.

Session-long course refund schedule

<table>
<thead>
<tr>
<th></th>
<th>Fall Semester 2022</th>
<th></th>
<th>Session 2</th>
<th></th>
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<tbody>
<tr>
<td></td>
<td>Session 1</td>
<td>Session 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Charge</td>
<td>Refund</td>
<td>Last Date of Attendance</td>
<td>Last Date of Attendance</td>
<td></td>
</tr>
<tr>
<td>25%</td>
<td>75%</td>
<td>Aug 29 - Sep 4</td>
<td>Oct 24 - Oct 30</td>
<td></td>
</tr>
<tr>
<td>50%</td>
<td>50%</td>
<td>Sep 5 - Sep 11</td>
<td>Oct 31 - Nov 6</td>
<td></td>
</tr>
<tr>
<td>100%</td>
<td>0%</td>
<td>After Sep 11</td>
<td>After Nov 6</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Spring Semester 2023</td>
<td>Session 3</td>
<td>Session 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Charge</td>
<td>Refund</td>
<td>Last Date of Attendance</td>
<td>Last Date of Attendance</td>
<td></td>
</tr>
<tr>
<td>25%</td>
<td>75%</td>
<td>Jan 9 - Jan 15</td>
<td>Mar 13 - Mar 19</td>
<td></td>
</tr>
<tr>
<td>50%</td>
<td>50%</td>
<td>Jan 16 - Jan 22</td>
<td>Mar 20 - Mar 26</td>
<td></td>
</tr>
<tr>
<td>100%</td>
<td>0%</td>
<td>After Jan 22</td>
<td>After Mar 26</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer Semester 2023</td>
<td>Session 5</td>
<td>Session 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Charge</td>
<td>Refund</td>
<td>Last Date of Attendance</td>
<td>Last Date of Attendance</td>
<td></td>
</tr>
<tr>
<td>25%</td>
<td>75%</td>
<td>May 15 - May 21</td>
<td>July 10 - July 16</td>
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<td>May 22 - May 28</td>
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<tr>
<td>100%</td>
<td>0%</td>
<td>After May 28</td>
<td>After July 23</td>
<td></td>
</tr>
</tbody>
</table>
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.

Withdrawal 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.

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 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 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.

**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 or 877-325-7778.
Certificate Programs

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

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

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

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

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

Upon successful completion of all required courses in the certificate, a Certificate Claim Form must be completed. Certificates are free for electronic copies. There is a certificate claim fee of $15 for paper copies. Certificates are awarded on the same dates as the established graduation dates published by the Registrar’s Office (see page 5).

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

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

Upper Iowa University will accept transfer credit towards the certificate, including courses taken at other accredited colleges/universities (see page 24), experiential learning portfolio credit through UIU, and CLEP (see policies listed on page 25). The amount transferred and applied to the certificate will not exceed nine of the 15 credits required. A minimum of six semester credits through Upper Iowa University must be completed to earn an Upper Iowa University certificate. If transfer credit is being used for the certificate, an official transcript must be provided.

The Certificate Programs available at the undergraduate level are listed here. The Certificate Programs available at the graduate
level are listed in the graduate section of this catalog. See pages 151-156.

**Emergency and Disaster Management Certificate**
- PA 306 Principles of Emergency Management 3
- PA 320 Political and Policy Basis of Emergency Management 3
- PA 332 Emergency Preparedness and Planning 3
- PA 346 Disaster Response and Recovery 3

One of the following:
- PA 404 Integrated Emergency Management 3
- PSY 409 Psychology of Disaster 3
- PA 414 Principles and Practice of Hazards Mitigation 3
- BA 449 Business and Industrial Crisis Management 3

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

**Human Resources Management Certificate**
- BA 210 Management Principles 3
- BA 361 Human Resources Management 3

Three of the following:
- BA 371 Training and Development 3
- BA 383 Compensation and Benefits Management 3
- BA 393 Personnel Selection and Evaluation 3
- BA 411 Labor Relations and Negotiation 3

**Psychology Certificate**
- PSY 190 General Psychology 3
- PSY 355 Skills and Strategies in the Helping Professions 3
- PSY 360 Abnormal Psychology 3
- HSV 454 Issues and Ethics in the Helping Professions 3

Select one of the following:
- EDU 142 Human Growth, Development, and Guidance 3
- PSY 212 Developmental Psychology: Birth to Adolescence 3
- PSY 222 Developmental Psychology: Young Adulthood to Late Adulthood 3
- HSV 397 Social Gerontology 3

**Sustainability Certificate**
- ES 161 Environmental Science 3
- ES 321 Building an Eco-Economy 3
- ES 340 Environmental Policy 3
- ES 410 Regional Sustainability 3

One of the following:
- PHIL 150 Introduction to Philosophy 3
- PHIL 202 Contemporary Ethics 3

**Associate of Arts Degree**

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

1. Complete a minimum of 60 semester credits. (UIU courses numbered below 100 will not count toward the 60 credits)
2. Meet the general education requirements listed on page 93.
3. Achieve a cumulative grade point average of at least 2.00.
4. Complete a minimum of 15 semester credits from Upper Iowa University.
5. Complete 12 of the last 15 semester credits required for graduation from Upper Iowa University.

**Graduation Requirements**

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

Please see pages 93-95 for General Education requirements.

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

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

**Associate of Arts - Criminal Justice Emphasis**

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.

**Credits**

Complete general education requirements. 36
General education coursework must include
MATH 220 Elementary Statistics and SOC 110 Principles of Sociology.
Associate of Arts - General Business Emphasis
The General Business Associate of Arts degree prepares the student to meet the challenges of entry level positions in a rapidly evolving and increasingly computer-dependent business environment. It provides the student with a broad-based preparation for business applications as well as for continued study towards a baccalaureate degree in business or other disciplines.

Credits
Complete general education requirements. 36
ECON 160 Principles of Microeconomics 3
ACCT 201 Accounting Principles I 3
MKT 208 Marketing Principles 3
BA 210 Management Principles 3
BA 222 Management Information Systems 3
BA 302 Business Law and Ethics 3

General Electives 6*

*9 credits needed if ECON 160 is used to satisfy general education social science requirement.

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

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

Elective in Psychology or Human Services (see full list of psychology/human services offerings) 3

*12 credits needed if PSY 212, 222 or 321 used to satisfy social science general education requirement.
Requirements for a Baccalaureate Degree

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

1. Complete a minimum of 120 semester credits. (UIU courses numbered below 100 will not count toward the 120 credits). Of those credits, a minimum of 30 credits must be upper division credits. Credits evaluated by the American Council of Education as being upper division will meet this requirement as will Experiential Learning Portfolios based on 300-400 level course requirements.

2. Meet the general education requirements listed on page 93.

3. Achieve a cumulative grade point average of at least 2.00.

4. Complete the requirements for a major as stated on pages 55-92. A minimum of six semester credits in the major must be completed through Upper Iowa University. Center, online, self-paced and international students select a major upon acceptance to the university. Fayette campus students must declare a major by the end of the fourth semester (a stipulation that is consistent with NCAA requirements).

5. Achieve a minimum of a 2.00 grade point average in the major, and in the minor, if any. Transfer credits in the major or minor will contribute to these averages.

6. Complete a minimum of 30 semester credits from Upper Iowa University.

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

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

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

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.

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

Students will normally have seven years after initial enrollment to complete the baccalaureate program under the requirements in effect at the time of enrollment. If the program is not completed within seven years, the requirements in effect at the time of the next enrollment will be used to determine graduation requirements. The University reserves the right to make changes in its academic regulations and requirements when, in its judgment, the best interests of the institution are served. In addition, changes in certification requirements of the Iowa Department of Education may affect requirements for students seeking certification to teach. Financial aid guidelines may vary.

Please see pages 93-95 for General Education requirements.

Educational Programs

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

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

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

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

School of Arts and Sciences

The School of Arts and Sciences offers majors in all science, biology, communication studies, conservation management, criminal justice, emergency disaster management, graphic design, human services, liberal arts, psychology, public administration, social science, and sociology. Minors are offered in art, biology, chemistry, communication studies, criminal justice, earth systems science, graphic design, human services, journalism, mass media, mortuary science, pre-law, psychology, public administration, and sustainability.

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

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

Associate of Arts degrees are available with emphasis areas of criminal justice, liberal arts or psychology. Certificates are available in arts administration, emergency and disaster management, geographic information systems, psychology and sustainability. See pages 51-53 for details.

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

Department of Biology and Chemistry

Biology

The biology major offers “Core Quality” structured around core classes that provide the foundation of the biological studies. From there, the biology major has 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.

<table>
<thead>
<tr>
<th>Biology Core</th>
<th>Credits</th>
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<tr>
<td>BIO 135 Principles of Biology I</td>
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<tr>
<td>BIO 140 Principles of Biology II</td>
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<tr>
<td>BIO 201 Scientific Literature Skills</td>
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<tr>
<td>BIO 283 General Genetics</td>
<td>4</td>
</tr>
<tr>
<td>BIO 340 Evolution</td>
<td>3</td>
</tr>
<tr>
<td>BIO 381 Cell and Molecular Biology</td>
<td>3</td>
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<tr>
<td>CHEM 151 General Chemistry I</td>
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<tr>
<td>MATH 220 Elementary Statistics</td>
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<tr>
<td>Total Credits</td>
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</table>
General Biology Emphasis
The possibilities are wide and varied for an individual with a general biology emphasis. This emphasis prepares a student for a career in the biological sciences, plant or animal care and research, for positions in biological industry, and for entrance into graduate programs in biology. Skills in biology can also be combined with skills in art (medical illustration, molecular modeling), math (biostatistics, epidemiology), law (biotechnology patents), and public health (food safety, drug testing, and quality control) for even wider career paths.

Credits
BIO 398 Thesis Research I 2
BIO 498 Thesis Research II 2
CHEM 152 General Chemistry II 4
One of the following 3
MATH 115 Trigonometry and Analytic Geometry
MATH 120 Calculus I
MATH 200 Calculus II
Two of the following: 8
CHEM 251 Organic Chemistry I (4)
CHEM 252 Organic Chemistry II (4)
PHY 111/112 Introductory Physics I and Lab (4)
PHY 113/114 Introductory Physics II and Lab (4)
Electives in Biology numbered 200 or above, 24
12 credits of which must be 300 or above.

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.

Credits
BIO 496 Senior Project 2
One of the following: 3
MATH 105 College Mathematics with Applications
MATH 107 College Algebra
MATH 115 Trigonometry and Analytical Geometry
MATH 120 Calculus I
MATH 200 Calculus II
Electives in Biology numbered 200 or above, 20
10 credits of which must be 300 or above.

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 (NAAACLS). For example, UIU graduates have furthered their careers through the Medical Laboratory Science Program at the Mayo Clinic.

Credits
BIO 210 Microbiology 4
BIO 268 Intro to Human Anatomy and Physiology 4
BIO 398 Thesis Research I 2
BIO 498 Thesis Research II 2
CHEM 152 General Chemistry II 4
CHEM 251 Organic Chemistry I 4
CHEM 252 Organic Chemistry II 4
CHEM 330 Biochemistry I 3
One of the following 3
MATH 115 Trigonometry and Analytic Geometry
MATH 120 Calculus I
MATH 200 Calculus II
One of the following: 3-4
BIO 330 Vertebrate Histology (4)
BIO 370 Pathophysiology (3)
BIO 375 Immunology (3)
BIO 396 Molecular Tools I (3)
BIO 397 Molecular Tools II (3)
BIO 420 Cancer Biology (3)

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

Credits
BIO 270 Human Anatomy and Physiology I 4
BIO 275 Human Anatomy and Physiology II 4
CHEM 152 General Chemistry II 4
CHEM 251 Organic Chemistry I 4
CHEM 252 Organic Chemistry II 4
PHY 111/112 Introductory Physics I and Lab 4
PHY 113/114 Introductory Physics II and Lab 4
One of the following 3
MATH 115 Trigonometry and Analytic Geometry
MATH 120 Calculus I
MATH 200 Calculus II

Pre-Nursing Emphasis
After successfully completing 90 credits including the Biology Core, the courses in this emphasis, and fulfilling all of UIU’s general education requirements, a student may matriculate at Allen College into the Accelerated BSN program and transfer 30 credits from their first year back to UIU to reach 120 credits and graduate from UIU, or complete the last 30 credits (including 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.

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<tr>
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<td>Human Biology and Nutrition</td>
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<td>BIO 210</td>
<td>Microbiology</td>
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<tr>
<td>BIO 270</td>
<td>Human Anatomy and Physiology I</td>
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<td>BIO 275</td>
<td>Human Anatomy and Physiology II</td>
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<td>BIO 496</td>
<td>Senior Project</td>
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<td>EDU 142</td>
<td>Human Growth, Development, and Guidance</td>
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<td>PSY 190</td>
<td>General Psychology</td>
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<td>Abnormal Psychology</td>
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<td>Principles of Sociology</td>
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<td>SOC 240</td>
<td>Diversity in the United States</td>
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<tr>
<td>MATH 107</td>
<td>College Algebra</td>
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</tr>
<tr>
<td>MATH 115</td>
<td>Trigonometry &amp; Analytical Geometry</td>
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<tr>
<td>MATH 120</td>
<td>Calculus I</td>
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<td>Introductory Physics I and Lab (4)</td>
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<td>PHY 113/114</td>
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<td>Experience in Health Science Careers (3)</td>
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<td>CHEM 251</td>
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<td>PHY 112</td>
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<td>BIO 135</td>
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<td>BIO 140</td>
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<td>BIO 283</td>
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<td>BIO 340</td>
<td>Evolution</td>
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<tr>
<td>BIO 381</td>
<td>Cell and Molecular Biology</td>
<td>3</td>
</tr>
</tbody>
</table>

*Note: BIO 496 is waived for students who complete the 3+1 articulation.

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 for more information and a comparison of courses commonly required by professional programs.

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<tr>
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<td>Introductory Physics I and Lab (4)</td>
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Minor in Biology

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<td>BIO 140</td>
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<td>Evolution</td>
<td>3</td>
</tr>
<tr>
<td>BIO 381</td>
<td>Cell and Molecular Biology</td>
<td>3</td>
</tr>
</tbody>
</table>

Minor in Mortuary Science

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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
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<tr>
<td>BIO 210</td>
<td>Microbiology</td>
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<tr>
<td>BIO 268</td>
<td>Introduction to Human Anatomy and Physiology</td>
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<tr>
<td>CHEM 151</td>
<td>General Chemistry I</td>
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<td>PSY 190</td>
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<td>PSY 321</td>
<td>Death and Dying</td>
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<td>PSY 355</td>
<td>Skills and Strategies in the Helping Profession</td>
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</tbody>
</table>
Chemistry
Students with education and training in chemistry can serve society in many ways. Chemistry is related to many of our most pressing social concerns, such as public health, environmental deterioration, the energy shortage, famine and overpopulation. Coupled with other disciplines such as biology, education, political science or business administration, chemistry provides preparation for many careers directly related to society’s needs.

Preprofessional Programs
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.

Minor in Chemistry

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<td>CHEM 220</td>
<td>Quantitative Analysis</td>
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<td>CHEM 251</td>
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<td>CHEM 252</td>
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<tr>
<td>Electives in chemistry numbered 300 or above</td>
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Conservation Management
Upper Iowa University has a highly respected Conservation Management program where students will experience academic and hands-on preparation for employment in the many areas of conservation management. Employment opportunities in conservation management exist in county, state, and federal government conservation agencies, as well as non-governmental organizations and with private consultants.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIO 135</td>
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<td>BIO 220</td>
<td>Zoology</td>
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<td>BIO 231</td>
<td>General Botany</td>
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<td>BIO 280</td>
<td>Plants of Iowa</td>
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<td>BIO 335</td>
<td>Ecology</td>
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<td>BIO 365</td>
<td>Conservation Biology</td>
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<td>BIO 403</td>
<td>Field Internship</td>
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<td>BIO 496</td>
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<tr>
<td>ES 220</td>
<td>Soil and Water Conservation</td>
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<tr>
<td>GEOG 356</td>
<td>Introduction to Geographic Information Systems</td>
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</table>

One of the following: 4

BIO 430 Wildlife Management
BIO 433 Ecological Restoration and Ecosystem Management Practices and Principles
BIO 435 Fisheries Management

One of the following: 3

MATH 105 College Mathematics with Applications
MATH 107 College Algebra
MATH 115 Trigonometry and Analytic Geometry
MATH 120 Calculus I

MATH 200 Calculus II
Electives from the following: 11

MATH 220 Elementary Statistics (3)
BIO 301 Individual Research in the Biological Sciences (1)
BIO 315 Ichthyology (4)
BIO 323 Plant Nutrition (3)
BIO 325 Plant Physiology (4)
BIO 385 Ornithology (4)
BIO 391 Mammalogy (4)
BIO 393 Herpetology (4)
BIO 428 Plant Pathology (4)
BIO 430 Wildlife Management (4)
BIO 433 Ecological Restoration and Ecosystem Management Practices and Principles (4)
BIO 435 Fisheries Management (4)
BIO 480 Stream Ecology (4)
ES 326 Soil Genesis Classification and Morphology (4)

Department of Fine Arts, Communication Studies and Humanities

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

Minor in Art
The Art minor challenges students to develop a personal approach to the arts while they strengthen their artistic skills.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ART 101</td>
<td>Digital Tools</td>
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<tr>
<td>ART 109</td>
<td>2-D Foundations</td>
<td>3</td>
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<tr>
<td>ART 110</td>
<td>Drawing</td>
<td>3</td>
</tr>
<tr>
<td>ART 120</td>
<td>3-D Foundations</td>
<td>3</td>
</tr>
</tbody>
</table>

Three of the following: 6

ART 202 Painting
ART 204 Printmaking
ART 210 Intermediate Drawing
ART 222 Ceramics/Hand Building
ART 223 Ceramics/Wheel Throwing
ART 225 Sculpture
GRAF 218 Digital Photography
The Communication Studies major provides students with the opportunity to learn about the central role communication has in our lives. Students learn to identify, analyze, and evaluate various communication goals and successfully adapt messages to the demands of complex situations. As global citizens, students learn to understand, value, and manage diverse communication behaviors associated with people from other groups, organizations, and cultures. As communication professionals, students gain competence in the theoretical and ethical foundations that drive research, organizational, and professional practices. A major in communication studies prepares students for a professional career in government, industry, academia, or graduate school. Students majoring in Communication Studies must complete the 12-credit communication studies core and the additional 33 hours in a specific area of emphasis.

### Communication Studies Core (12 credit hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<td>Introduction to Mass Media</td>
<td>3</td>
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<tr>
<td>COMM 105</td>
<td>Public Speaking</td>
<td>3</td>
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<tr>
<td>COMM 203</td>
<td>Communication Theory</td>
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<td>COMM 415</td>
<td>Communication and Media Ethics</td>
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### Communication Studies Emphasis (33 credit hours)

#### Mass Media Emphasis (33 credit hours)

<table>
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<td>Principles of Interviewing</td>
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<tr>
<td>COMM 320</td>
<td>News Editing</td>
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<tr>
<td>COMM 326</td>
<td>New and Experimental Media</td>
<td>3</td>
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<tr>
<td>COMM 332</td>
<td>Writing for Media</td>
<td>3</td>
</tr>
<tr>
<td>COMM 334</td>
<td>Public Relations</td>
<td>3</td>
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<tr>
<td>GRAF 218</td>
<td>Digital Photography</td>
<td>3</td>
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<tr>
<td>GRAF 335</td>
<td>Publication Design</td>
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#### Sports Communication Emphasis (33 credit hours)

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<tr>
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<tr>
<td>COMM 261/361/461</td>
<td>Radio Workshop (1/1/1)</td>
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<td>COMM 271/371/471</td>
<td>TV Workshop (1/1/1)</td>
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<tr>
<td>COMM 305</td>
<td>Organizational Communication</td>
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<tr>
<td>COMM 307</td>
<td>Business &amp; Professional Communication</td>
<td>3</td>
</tr>
<tr>
<td>COMM 308</td>
<td>Sports Writing and Reporting</td>
<td>3</td>
</tr>
<tr>
<td>COMM 310</td>
<td>Feature Writing</td>
<td>3</td>
</tr>
<tr>
<td>GRAF 280</td>
<td>Interaction Design</td>
<td>3</td>
</tr>
<tr>
<td>GRAF 319</td>
<td>Digital Video and Editing</td>
<td>3</td>
</tr>
<tr>
<td>GRAF 332</td>
<td>Digital Imaging</td>
<td>3</td>
</tr>
<tr>
<td>GRAF 380</td>
<td>Advertising Design</td>
<td>3</td>
</tr>
</tbody>
</table>

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

#### One of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 276</td>
<td>TV Production</td>
<td>3</td>
</tr>
<tr>
<td>COMM 286</td>
<td>Radio Production</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Two of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 241/341/441</td>
<td>Journalism Workshop (1/1/1)</td>
<td>3</td>
</tr>
<tr>
<td>COMM 261/361/461</td>
<td>Radio Workshop (1/1/1)</td>
<td>3</td>
</tr>
<tr>
<td>COMM 271/371/471</td>
<td>TV Workshop (1/1/1)</td>
<td>3</td>
</tr>
<tr>
<td>COMM 305</td>
<td>Organizational Communication</td>
<td>3</td>
</tr>
<tr>
<td>COMM 307</td>
<td>Business &amp; Professional Communication</td>
<td>3</td>
</tr>
<tr>
<td>COMM 308</td>
<td>Sports Writing and Reporting</td>
<td>3</td>
</tr>
<tr>
<td>COMM 310</td>
<td>Feature Writing</td>
<td>3</td>
</tr>
<tr>
<td>GRAF 280</td>
<td>Interaction Design</td>
<td>3</td>
</tr>
<tr>
<td>GRAF 319</td>
<td>Digital Video and Editing</td>
<td>3</td>
</tr>
<tr>
<td>GRAF 332</td>
<td>Digital Imaging</td>
<td>3</td>
</tr>
<tr>
<td>GRAF 380</td>
<td>Advertising Design</td>
<td>3</td>
</tr>
</tbody>
</table>

Note: Students must complete at least 18 credits in upper division courses.
**Students may use credits from any of the three workshops.

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

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

**Minor in Communication Studies**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 105</td>
<td>3</td>
</tr>
<tr>
<td>COMM 107</td>
<td>3</td>
</tr>
<tr>
<td>COMM 200</td>
<td>3</td>
</tr>
<tr>
<td>COMM 203</td>
<td>3</td>
</tr>
<tr>
<td>COMM 221</td>
<td>3</td>
</tr>
<tr>
<td>COMM 352</td>
<td>3</td>
</tr>
<tr>
<td>COMM 415</td>
<td>3</td>
</tr>
</tbody>
</table>

One of the following: 3
COMM 305 Organizational Communication
COMM 307 Business and Professional Communication
COMM 326 New and Experimental Media
THE 240 Oral Interpretation
THE 260 Storytelling

**Minor in Mass Media**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor Core</td>
<td></td>
</tr>
<tr>
<td>COMM 102 Introduction to Mass Media</td>
<td>3</td>
</tr>
<tr>
<td>COMM 105 Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>COMM 203 Communication Theory</td>
<td>3</td>
</tr>
<tr>
<td>COMM 415 Communication and Media Ethics</td>
<td>3</td>
</tr>
</tbody>
</table>

Two of the following: 6
COMM 220 Principles of Interviewing
COMM 310 Feature Writing
COMM 320 News Editing
COMM 326 New and Experimental Media
COMM 332 Writing for Media

Two of the following: 6
COMM 276 TV Production
COMM 286 Radio Production
COMM 305 Organizational Communication
COMM 307 Business and Professional Communication
COMM 308 Sport Writing and Reporting
COMM 334 Public Relations
GRAF 218 Digital Photography
GRAF 280 Interaction Design
GRAF 319 Digital Video and Editing
MKT 358 Consumer Behavior
MKT 363 Advertising and Integrated Marketing Communication

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

**English**

English courses develop sound technical and creative writing skills. Literature courses are a foundation for an understanding of creativity and culture.

**Graphic Design**

**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

**Required Studio Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRAF 112 Introduction to Graphic Design</td>
<td>3</td>
</tr>
<tr>
<td>GRAF 280 Interaction Design</td>
<td>3</td>
</tr>
<tr>
<td>GRAF 319 Digital Video and Editing</td>
<td>3</td>
</tr>
<tr>
<td>GRAF 332 Digital Imaging</td>
<td>3</td>
</tr>
<tr>
<td>GRAF 333 Digital Illustration</td>
<td>3</td>
</tr>
<tr>
<td>GRAF 334 History of Graphic Design</td>
<td>3</td>
</tr>
<tr>
<td>GRAF 335 Publication Design</td>
<td>3</td>
</tr>
<tr>
<td>GRAF 355 Typography</td>
<td>3</td>
</tr>
<tr>
<td>GRAF 380 Advertising Design</td>
<td>3</td>
</tr>
<tr>
<td>GRAF 442 Digital Animation</td>
<td>3</td>
</tr>
<tr>
<td>GRAF 480 Senior Thesis and Portfolio</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose three of the following: 9
ART 101 Digital Tools
ART 110 Drawing
ART 211 Art History
ART 212 Art History
GRAF 218 Digital Photography
MKT 208 Marketing Principles
MKT 479 Branding

**Minor in Graphic Design**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRAF 112 Introduction to Graphic Design</td>
<td>3</td>
</tr>
<tr>
<td>GRAF 333 Digital Illustration</td>
<td>3</td>
</tr>
<tr>
<td>GRAF 335 Publication Design</td>
<td>3</td>
</tr>
<tr>
<td>GRAF 355 Typography</td>
<td>3</td>
</tr>
<tr>
<td>GRAF 380 Advertising Design</td>
<td>3</td>
</tr>
<tr>
<td>GRAF 480 Senior Thesis and Portfolio</td>
<td>3</td>
</tr>
</tbody>
</table>
Choose one of the following:  
GRAF 280 Interaction Design  
GRAF 319 Digital Video and Editing

Choose one of the following:  
GRAF 218 Digital Photography  
GRAF 332 Digital Imaging

Intensive English Program
The Intensive English Program (IEP) provides English language and cultural preparation for successful integration into Upper Iowa University’s undergraduate majors, campus life, and surrounding communities. The institute is a comprehensive program which includes the following courses: reading, grammar, writing, listening/speaking, and American culture. For the fall and spring semesters (16 weeks each), these five courses are equivalent to 20 hours of in-class studying per week. The 9-week summer semester is equivalent to 30 hours of in-class studying per week and covers the same material as the regular semesters. Upon arrival to Upper Iowa University, students take a placement exam that assesses which IEP courses they are required to take based on their English proficiency level.

Structure of the Intensive English Program
If placed in the beginner level, a student needs at least three semesters to complete the IEP program. If placed in the intermediate level, a student needs at least two semesters to complete the IEP program. If placed in the advanced level, a student needs at least one semester to complete the IEP program.

Beginner Level
ESL 011 Reading I
ESL 012 Grammar I
ESL 013 Writing I
ESL 014 Listening/Speaking I
ESL 015 American Culture I

Intermediate Level
ESL 021 Reading II
ESL 022 Grammar II
ESL 023 Writing II
ESL 024 Listening/Speaking II
ESL 025 American Culture II

Advanced Level
ESL 031 Reading III
ESL 032 Grammar III
ESL 033 Writing III
ESL 034 Listening/Speaking III
ESL 035 American Culture III

Matriculation into Undergraduate Studies
To be considered for completion of the Intensive English Program and matriculation into undergraduate or graduate studies at Upper Iowa University, a student must meet the following conditions:

1. Each level must be completed within two semesters. Students who are unable to complete a level in two semesters will not be allowed to continue enrollment at UIU and will not complete the Intensive English Program.
2. Students must complete all required courses with a grade of ‘C’ or better to advance.
3. A student's writing sample must demonstrate undergraduate writing ability.

Liberal Arts
The Bachelor of Arts in Liberal Arts degree program offers students an educational experience that is both flexible and dynamic while remaining firmly rooted in the liberal arts tradition. This program serves both the adult learner who has amassed a variety of credits over an extended period of time and the more traditional student whose academic interests are not rigidly defined.

For the nontraditional student with wider college exposure, the major permits the constructive utilization of more transfer credit than can usually be accommodated given the specific requirements of Upper Iowa’s more traditional majors.

For the traditional student, the curriculum provides a deeper immersion in the various liberal arts than does the common general education, and it can be expected to direct the student toward a defined curriculum in one or more of the identified emphasis areas.

Major in Liberal Arts:
The learning outcomes will be achieved in part through the successful completion of the following common core of courses:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Two courses in Art or Graphic Design</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Two courses in English (excluding courses in composition)</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Two courses in History</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Two courses in Political Science</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Two courses from each of two of the following disciplines:</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Psychology/Human Services</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Communication</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sociology/Criminal Justice</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Foreign Language</td>
<td></td>
</tr>
</tbody>
</table>

Note: Some courses a student completes as part of the General Education may also serve as components of the common core.

A student’s area or areas of interest will be addressed through the successful completion of four courses at the 300- and 400-levels within a single Liberal Arts Discipline or two courses at the 300- and 400-levels within each of two Liberal Arts Disciplines.

<table>
<thead>
<tr>
<th>Credits</th>
<th>LA 498 Liberal Arts Capstone</th>
<th>1</th>
</tr>
</thead>
</table>

Religion
Religion courses describe, compare, interpret, and explain religion, emphasizing systematic, historically based, and cross-cultural perspectives.
Spanish
Spanish courses concentrate on building a vocabulary, understanding grammatical structure and developing reading and writing skills.

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

Department of Geosciences, Geography and Mathematical Sciences (GeMS)

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ES 100</td>
<td>Introduction to Geology</td>
<td>3</td>
</tr>
<tr>
<td>ES 161</td>
<td>Environmental Science</td>
<td>3</td>
</tr>
<tr>
<td>BIO 135</td>
<td>Principles of Biology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 140</td>
<td>Principles of Biology II</td>
<td>4</td>
</tr>
<tr>
<td>Elective in Biology (300 or above)</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CHEM 151</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 152</td>
<td>General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>Elective in Chemistry (200 or above)</td>
<td>3-4</td>
<td></td>
</tr>
<tr>
<td>PHY 109/110</td>
<td>Astronomy with lab</td>
<td>4</td>
</tr>
<tr>
<td>PHY 111/112</td>
<td>Physics I with lab*</td>
<td>4</td>
</tr>
<tr>
<td>PHY 113/114</td>
<td>Physics II with lab</td>
<td>4</td>
</tr>
<tr>
<td>BIO 496</td>
<td>Senior Seminar</td>
<td>2</td>
</tr>
</tbody>
</table>

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

Minor in Earth Systems Science
One of the following: 3

- ES 100 Introduction to Geology
- ES 161 Intro to Environmental Science
- GEOG 100 Physical Geography
- ES 175 Earth Systems Laboratory
- ES 220 Soil and Water Conservation
- ES 326 Soil Genesis, Classification, Morphology

Seven or more credits from the following 7

- ES 295 Field Studies in Geosciences (1-3)
- ES 316 Geomorphology (4)

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

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

Mathematics
Offerings in mathematics are designed to provide an understanding of the discipline at various levels, ranging from the general to those leading to graduate study. The variety of courses include current and emerging applications of mathematics.

Department of Psychology and Human Services

Human Services
An interdisciplinary major in human services is offered to those students who intend to pursue careers in the human services area after graduation. The major also provides excellent preparation for those wishing to continue their education in graduate school. At least 18 credits in this major must be earned in courses numbered 300 or above.

Specific General Education Requirements:

Mathematics

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 220</td>
<td>Elementary Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

Major in Human Services

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 110</td>
<td>Principles of Sociology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 190</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>HSV 221</td>
<td>Introduction to Human Services</td>
<td>3</td>
</tr>
<tr>
<td>SOC 220</td>
<td>Social Problems</td>
<td>3</td>
</tr>
</tbody>
</table>
SOC 240  Diversity in the United States  3  
PSY 302  Substance Abuse  3  
HSV 361  Marriage and Family  3  
HSV 375  Methods in Human Services I  3  
HSV 384  Social Welfare Programs and Policies  3  
HSV 454  Issues and Ethics in the Helping Professions  3  

Two upper division electives selected from any human services, psychology or sociology courses.  6  

One of the following:  3  
HSV 403  Internship  
HSV 498  Senior Project  
HSV 499  Special Project  

### Human Services Major for Social Work Training Certification:  
(Available only at Wisconsin Centers)  

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 220</td>
<td>Social Problems</td>
</tr>
<tr>
<td>HSV 221</td>
<td>Introduction to Human Services</td>
</tr>
<tr>
<td>PSY 302</td>
<td>Substance Abuse</td>
</tr>
<tr>
<td>PSY 373</td>
<td>Research Methods</td>
</tr>
<tr>
<td>HSV 383</td>
<td>Human Behavior in the Social Environment</td>
</tr>
<tr>
<td>HSV 384</td>
<td>Social Welfare Programs and Policies</td>
</tr>
<tr>
<td>HSV 391</td>
<td>Social Work Practice I: Individuals</td>
</tr>
<tr>
<td>HSV 392</td>
<td>Social Work Practice II: Families and Groups</td>
</tr>
<tr>
<td>HSV 393</td>
<td>Social Work Practice III: Social Institutions</td>
</tr>
<tr>
<td>HSV 454</td>
<td>Issues and Ethics in the Helping Professions</td>
</tr>
<tr>
<td>HSV 403</td>
<td>Internship</td>
</tr>
</tbody>
</table>

One upper division elective selected from any human services, psychology or sociology courses.  3  

Senior Project:  
HSV 498  Senior Project  3  

### Specific General Education Requirements:  

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Social Science</th>
<th>Cultures</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 220</td>
<td>General Psychology</td>
<td>Diversity in the United States</td>
</tr>
<tr>
<td>PSY 190</td>
<td>Principles of Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 110</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

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.

### Minor in Human Services  

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSV 221</td>
<td>Introduction to Human Services</td>
</tr>
<tr>
<td>HSV 361</td>
<td>Marriage and the Family</td>
</tr>
<tr>
<td>HSV 375</td>
<td>Methods in Human Services I</td>
</tr>
<tr>
<td>HSV 384</td>
<td>Social Welfare Programs and Policies</td>
</tr>
<tr>
<td>HSV 454</td>
<td>Issues and Ethics in the Helping Professions</td>
</tr>
</tbody>
</table>

Elective in human services, psychology or sociology  3  

### Psychology  

The study of psychology offers the opportunity to learn about the origins and development of human behavior and mental processes and the factors that influence change. Psychology provides a valuable foundation of knowledge important in a wide variety of fields, including human services, business, law, education, communication and health. The program in psychology may also lead to graduate preparation for professional psychology.

At least 18 credits toward a major and nine credits toward a minor in psychology must be earned in courses numbered 300 or above.

### Major in Psychology  

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 190</td>
<td>General Psychology</td>
</tr>
<tr>
<td>PSY 373</td>
<td>Research Methods</td>
</tr>
<tr>
<td>MATH 220</td>
<td>Elementary Statistics*</td>
</tr>
</tbody>
</table>

* MATH 220 has a prerequisite of MATH 105.

### Specific General Education Requirements:  

<table>
<thead>
<tr>
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<th>Cultures</th>
</tr>
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<tbody>
<tr>
<td>MATH 220</td>
<td>General Psychology</td>
<td>Diversity in the United States</td>
</tr>
<tr>
<td>PSY 190</td>
<td>Principles of Sociology</td>
<td>3</td>
</tr>
</tbody>
</table>

Biological Bases of Behavior (choose one of the following):  
PSY 335  Biological Psychology  
PSY 338  Motivation  

Developmental Changes in Behavior (choose two of the following):  
PSY 212  Developmental Psychology: Birth to Adolescence  
PSY 222  Developmental Psychology: Young Adulthood to Late Adulthood  
PSY 321  Death and Dying  
HSV 397  Social Gerontology  

**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.
Capstone Experience (choose one of the following): 3
PSY 403 Internship
PSY 498 Senior Project
PSY 499 Special Project

Electives in Psychology or Human Services
(see full list of psychology offerings) 9

*MATH 220 has a prerequisite of MATH 105.

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

**Psychology Major for Social Work Training Certification**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 190</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 373</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>MATH 220</td>
<td>Elementary Statistics*</td>
<td>3</td>
</tr>
</tbody>
</table>

Learning and Cognition (choose one of the following): 3
PSY 323 Cognition
PSY 445 Learning and Memory

Individual Differences (choose two of the following): 6
PSY 310 Social Psychology
PSY 332 Personality
PSY 360 Abnormal Psychology

Biological Bases of Behavior
(choose one of the following): 3
PSY 335 Biological Psychology
PSY 338 Motivation

Developmental Changes in Behavior
(choose two of the following): 6
PSY 212 Developmental Psychology: Birth to Adolescence
PSY 222 Developmental Psychology: Young Adulthood to Late Adulthood
PSY 321 Death and Dying
HSV 397 Social Gerontology

Capstone Experience (choose one of the following): 3
PSY 403 Internship
PSY 498 Senior Project
PSY 499 Special Project

Electives in Psychology or Human Services
(see full list of psychology offerings) 9

*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**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSV 383</td>
<td>Human Behavior in the Social Environment</td>
</tr>
<tr>
<td>HSV 384</td>
<td>Social Welfare Programs and Policies</td>
</tr>
<tr>
<td>HSV 391</td>
<td>Social Work Practice I: Individuals</td>
</tr>
<tr>
<td>HSV 392</td>
<td>Social Work Practice II: Families and Groups</td>
</tr>
<tr>
<td>HSV 393</td>
<td>Social Work Practice III: Social Institutions</td>
</tr>
<tr>
<td>HSV 40341</td>
<td>Internship</td>
</tr>
<tr>
<td>HSV 40342</td>
<td>Internship</td>
</tr>
<tr>
<td>HSV 40343</td>
<td>Internship</td>
</tr>
<tr>
<td>HSV 454</td>
<td>Issues and Ethics in the Helping Professions</td>
</tr>
</tbody>
</table>

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.

**Minor in Psychology**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 190</td>
<td>General Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

Learning and Cognition (choose one of the following): 3
PSY 323 Cognition
PSY 445 Learning and Memory

Individual Differences (choose one of the following): 3
PSY 310 Social Psychology
PSY 332 Personality
PSY 360 Abnormal Psychology

Biological Bases and Behavior
(choose one of the following): 3
PSY 335 Biological Psychology
PSY 338 Motivation

Developmental Changes in Behavior
(choose one of the following): 3
PSY 212 Developmental Psychology: Birth to Adolescence
PSY 222 Developmental Psychology: Young Adulthood to Late Adulthood
PSY 321 Death and Dying
HSV 397 Social Gerontology
Electives in Psychology or Human Services
(see full list of psychology and human services offerings) 3
Note: PSY 190 General Psychology is prerequisite to other courses in psychology with these exceptions: PSY 201 Adjustment may be taken with no prerequisite; courses cross-listed with sociology may be taken without PSY 190 if the student has completed SOC 110 Principles of Sociology; or by permission of the instructor.

**Department of Criminal Justice and Social Science**

**Anthropology**

Broadly conceived, anthropology is the study of humans. Cultural anthropology examines the variety of human cultures in the past and, especially, the present. Individual courses in anthropology may be taken to satisfy general education requirements in either cultures or social science. They may also be taken for elective credit.

**Criminal Justice**

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

### Major in Criminal Justice

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ 224</td>
<td>Introduction to Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CJ 333</td>
<td>Criminology</td>
<td>3</td>
</tr>
<tr>
<td>CJ 365</td>
<td>Introduction to Policing</td>
<td>3</td>
</tr>
<tr>
<td>CJ 367</td>
<td>Ethics in Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CJ 380</td>
<td>Introduction to Corrections</td>
<td>3</td>
</tr>
<tr>
<td>CJ 388</td>
<td>Comparative Justice</td>
<td>3</td>
</tr>
<tr>
<td>SOC 334</td>
<td>Sociological Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>One of the following</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>SOC 220</td>
<td>Social Problems</td>
<td></td>
</tr>
<tr>
<td>SOC 240</td>
<td>Diversity in the United States</td>
<td></td>
</tr>
<tr>
<td>One of the following – Law Enforcement</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>CJ 237</td>
<td>Criminal Law</td>
<td></td>
</tr>
<tr>
<td>CJ 291</td>
<td>Community Policing</td>
<td></td>
</tr>
<tr>
<td>CJ 362</td>
<td>Criminal Investigations</td>
<td></td>
</tr>
<tr>
<td>One of the following – Law Adjudication</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>CJ 315</td>
<td>Juvenile Justice</td>
<td></td>
</tr>
<tr>
<td>CJ 353</td>
<td>Sociology of Law</td>
<td></td>
</tr>
<tr>
<td>CJ 398</td>
<td>Justice Administration</td>
<td></td>
</tr>
<tr>
<td>One of the following – Corrections</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>CJ 396</td>
<td>Community Corrections</td>
<td></td>
</tr>
<tr>
<td>CJ 426</td>
<td>Institutional Corrections</td>
<td></td>
</tr>
<tr>
<td>CJ 428</td>
<td>Offender Treatment</td>
<td></td>
</tr>
<tr>
<td>Criminal Justice or Sociology Electives</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>One of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CJ 403</td>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>CJ 499</td>
<td>Special Project</td>
<td></td>
</tr>
</tbody>
</table>

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

### Major in Criminal Justice with Homeland Security Emphasis

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ 224</td>
<td>Introduction to Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CJ 333</td>
<td>Criminology</td>
<td>3</td>
</tr>
<tr>
<td>CJ 365</td>
<td>Introduction to Policing</td>
<td>3</td>
</tr>
<tr>
<td>CJ 367</td>
<td>Ethics in Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CJ 380</td>
<td>Introduction to Corrections</td>
<td>3</td>
</tr>
<tr>
<td>CJ 388</td>
<td>Comparative Justice</td>
<td>3</td>
</tr>
<tr>
<td>SOC 334</td>
<td>Sociological Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>One of the following</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>SOC 220</td>
<td>Social Problems</td>
<td></td>
</tr>
<tr>
<td>SOC 240</td>
<td>Diversity in the United States</td>
<td></td>
</tr>
<tr>
<td>One of the following</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>CJ 403</td>
<td>Internship</td>
<td></td>
</tr>
<tr>
<td>CJ 499</td>
<td>Special Project</td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PA 306</td>
<td>Principles of Emergency Management</td>
<td></td>
</tr>
<tr>
<td>PA 320</td>
<td>Political and Policy Basis of Emergency Management</td>
<td></td>
</tr>
<tr>
<td>PA 414</td>
<td>Principles and Practice of Hazards Mitigation</td>
<td></td>
</tr>
<tr>
<td>CJ 423</td>
<td>Introduction to Terrorism</td>
<td></td>
</tr>
<tr>
<td>CJ 425</td>
<td>Intelligence Analysis and Security Management</td>
<td></td>
</tr>
<tr>
<td>PSY 409</td>
<td>Psychology of Disaster</td>
<td></td>
</tr>
<tr>
<td>GEOG 356</td>
<td>Introduction to Geographic Information Systems</td>
<td></td>
</tr>
<tr>
<td>PS 211</td>
<td>International Relations</td>
<td></td>
</tr>
<tr>
<td>PS 230</td>
<td>State and Local Government</td>
<td></td>
</tr>
<tr>
<td>PS/HIST 342</td>
<td>The Development of American Foreign Policy</td>
<td></td>
</tr>
<tr>
<td>SOC 351</td>
<td>Sociology of 9/11 and The War on Terror</td>
<td>3</td>
</tr>
</tbody>
</table>

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

### Criminal Justice Minor

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ 224</td>
<td>Introduction to Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CJ 237</td>
<td>Criminal Law</td>
<td>3</td>
</tr>
<tr>
<td>CJ 299</td>
<td>Special Project</td>
<td>3</td>
</tr>
<tr>
<td>CJ 367</td>
<td>Ethics in Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>One of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOC 220</td>
<td>Social Problems</td>
<td></td>
</tr>
<tr>
<td>SOC 240</td>
<td>Diversity in the United States</td>
<td></td>
</tr>
</tbody>
</table>

Two courses from any Criminal Justice or Sociology courses 300 level or higher

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At least 18 credits in the major must be earned in courses numbered 300 or above.
Emergency and Disaster Management
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 general education core outlined on pages 93-95, along with additional elective credits to complete the 120 semester credits required for the Bachelor of Science degree (see specific general education requirements listed below). At least 18 credits in this major must be earned in upper division coursework. A minimum 2.0 GPA in the major is required for graduation.

Specific General Education Requirements:
Social Science
PSY 190 General Psychology 3

Emergency and Disaster Management Major Credits
PS 100 U.S. Government 3
PS 230 State and Local Government 3
PA 306 Principles of Emergency Management 3
PA 320 Political and Policy Basis of Emergency Management 3
PA 332 Emergency Preparedness and Planning 3
PA 346 Disaster Response and Recovery 3
GEOG 356 Introduction to Geographic Information Systems 3
BA 362 Supervision 3
PA 371 Urban Management 3
PSY 373 Research Methods OR SOC 334 Introduction to Sociological Research Methods 3
PA 404 Integrated Emergency Management 3
PSY 409 Psychology of Disaster 3
PA 414 Principles and Practice of Hazards Mitigation 3
PA 430 Cases in Public Administration 3
PA 440 Public Budgeting Process 3
PA 445 Administrative Law 3
PA 49802 Senior Project 3

51

Note: The following prerequisites are required for this major: BA 210 Management Principles, BA 361 Human Resource Management, IS 102 Introduction to Computer Applications and Technology, ENG 102 English Composition II and PA 364 Public Administration.

History
History is the study of change over time and it covers all aspects of human society. Individual courses in history may be taken to satisfy general education courses in either cultures or social science. They may also be taken for elective credit.

Public Administration
The purpose of a public administration major is to prepare a student to understand public organizations and to utilize that knowledge to manage, plan and administer public policy. The Public Administration major consists of nine credits of specific general education requirements, 12 credits of core courses, and 24 credits in an emphasis area for a total of 45 credits.

Major in Public Administration
Specific General Education Requirements
PS 100 U.S. Government 3
COMM 105 Public Speaking 3

Core Courses
PS 230 State and Local Government 3
PA 364 Public Administration 3
PA 430 Cases in Public Administration 3
PA 49801 Senior Project 3

Policy/Politics Emphasis
PS 211 International Relations OR PS 212 Comparative Politics 3
PS 222 Introduction to Political Society 3
PS 368 Political Parties and Interest Groups 3
PS 380 Congress and the President 3
PS/HIST 342 Development of Foreign Policy OR HSV 384 Social Welfare Programs and Policy 3
Electives* 9

General Emphasis
BA 210 Management Principles 3
PA 305 Grant Writing 3
PA 371 Urban Management 3
PA 440 Public Budgeting Process 3
Electives* 12

Emergency Management Emphasis
PA 306 Principles of Emergency Management 3
PA 320 Political and Policy Basis of Emergency Management 3
PA 332 Emergency Preparedness and Planning 3
PA 346 Disaster Response and Recovery 3
Electives* 12

* At least 6 must be in Public Administration or Political Science. Other acceptable electives, as approved by the Department of Social Sciences, from Business, Communication, Criminal Justice, History, and Sociology can be chosen in consultation with an advisor.

Law Enforcement or Fire Science Emphasis:
The public administration core of 27 credits and emphasis of nine credits must be completed for a total of 36 semester credits. These areas of emphasis are designed to build on relevant prior learning in law enforcement and fire science by adding management and social science perspectives to prepare a student to understand public organizations and to utilize that knowledge to manage, plan and administer public policy in the areas of police and fire science.

The public administration major with an emphasis in law enforcement or fire science is a unique program that is only avail-
able 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.

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS 100 U.S. Government</td>
<td>3</td>
</tr>
<tr>
<td>BA 210 Management Principles</td>
<td>3</td>
</tr>
<tr>
<td>PS 330 State &amp; Local Government</td>
<td>3</td>
</tr>
<tr>
<td>PA 364 Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>HSV 384 Social Welfare Programs/Policies</td>
<td>3</td>
</tr>
<tr>
<td>PA 440 Public Budgeting Process</td>
<td>3</td>
</tr>
<tr>
<td>PA 445 Administrative Law</td>
<td>3</td>
</tr>
<tr>
<td>PA 49801 Senior Project</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>3</td>
</tr>
<tr>
<td>PA 430 Cases in Public Administration</td>
<td></td>
</tr>
<tr>
<td>BA 454 Management Cases</td>
<td></td>
</tr>
</tbody>
</table>

| Credits | 9 |

Three of the following:
- ECON 160 Principles of Microeconomics
- MATH 220 Elementary Statistics
- SOC 220 Social Problems
- PSY 240 Conflict Resolution
- SOC 240 Diversity in the United States
- BA 302 Business Law and Ethics
- PSY 302 Substance Abuse
- CJ 333 Criminology
- BA 361 Human Resources Management
- HSV 361 Marriage and the Family
- BA 362 Supervision
- PS 362 The Legislative Process
- BA 390 Complex Organizations
- PS 403 Internship
- PS 411 American Constitutional Law I

**Public Administration Minor**
This minor is available to all majors except the public administration and emergency and disaster management major.

<table>
<thead>
<tr>
<th>Credits</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 210 Management Principles</td>
<td>3</td>
</tr>
<tr>
<td>PA 364 Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>PA 440 Public Budgeting Process</td>
<td>3</td>
</tr>
<tr>
<td>PA 445 Administrative Law</td>
<td>3</td>
</tr>
<tr>
<td>One of the following:</td>
<td>3</td>
</tr>
<tr>
<td>PS 100 U.S. Government</td>
<td></td>
</tr>
<tr>
<td>PS 230 State and Local Government</td>
<td></td>
</tr>
<tr>
<td>One of the following:</td>
<td>3</td>
</tr>
<tr>
<td>BA 302 Business Law and Ethics</td>
<td></td>
</tr>
</tbody>
</table>

| BA 361 Human Resources Management | 3 |
| BA 362 Supervision                |   |
| HSV 384 Social Welfare Programs/Policies | 3 |
| BA 390 Complex Organizations     | 3 |
| PS 411 American Constitutional Law I | 3 |
| PA 430 Cases in Public Administration | 3 |

At least nine credits in this minor must be earned in upper division coursework.

**Minor in Pre-Law**

<table>
<thead>
<tr>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>25</td>
</tr>
</tbody>
</table>

Two of the following:
- HIST 110 American History to 1877
- HIST 111 American History Since 1877
- PS 100 U.S. Government
- PS 230 State and Local Government
- PS 362 The Legislative Process

**Develop Skills Useful for Law School**

<table>
<thead>
<tr>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>6</td>
</tr>
</tbody>
</table>

Two of the following:
- COMM 352 Rhetoric and Public Culture
- ENG 270 Craft/Creative Writing
- ENG 301 Writing Strategies
- ENG 370 Creative Non-Fiction
- PHIL 150 Introduction to Philosophy
- PHIL 202 Contemporary Ethics

**Substantive Areas of Law and Legal Reasoning**

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
</tr>
</tbody>
</table>

Two of the following:
- BA 302 Business Law and Ethics
- BA 303 Business Law II
- PS 411 American Constitutional Law I
- PS 412 American Constitutional Law II
- PA 445 Administrative Law

**Electives from the above categories, communication, and/or business**

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
</tr>
</tbody>
</table>

(In consultation with the pre-law advisor)
- PS 298 Pre-Law Portfolio
- 1

**Social Science**

The purpose of a social science major is to prepare a student to understand the broad implications of the various social science disciplines and to utilize that knowledge as a foundation for personal, professional, and educational growth. The social science major with an emphasis in History, Political Science, Psychology, or Sociology prepares students for professional or graduate study in the social sciences or law, as well as an extensive variety of professions.

The social science major consists of 42 semester credits. A minimum of 18 semester credits must be selected from upper division coursework. In addition, students must complete the general education core outlined on pages 90-92, along with additional elective credits to complete the 120 semester credits required for the Bachelor of Science degree. A minimum 2.00 GPA in the major is required for graduation.
Students may select only one emphasis area with this major. Students may not double major in the area associated with the emphasis.

Social Science Core Courses (15 credits) Credits
ANTH 110 Introduction to Cultural Anthropology 3
PS 100 U.S. Government 3
SOC 110 Principles of Sociology 3
PSY 190 General Psychology 3

At least one of the following: 3
HIST 100 World History to 1500
HIST 101 World History since 1500
HIST 110 American History to 1877
HIST 111 American History since 1877

Select one Emphasis Area (27 credits)

**Emphasis in History**
Courses in addition to at least one of the following in the core 9
HIST 100 World History to 1500
HIST 101 World History since 1500
HIST 110 American History to 1877
HIST 111 American History since 1877

Note: One of these will count toward the social science core and the others toward the emphasis area

U.S. History (select two of the following) 6
HIST 371 New Nation, 1787-1848
HIST 372 Civil War and Reconstruction, 1848-1877
HIST 373 Industrialization and Reform, 1877-1914
HIST 374 Modern America, 1945-present

World History (select two of the following) 6
HIST 302 Modern East Asia
HIST 355 Modern World
HIST 367 Atlantic Revolutions

Social Justice (select one of the following) 3
HIST 330 African American History
HIST 343 U.S. Women’s History

Capstone
HIST 496 Senior Thesis 3

**Emphasis in Political Science**
PS 212 Comparative Politics 3
PS 222 Introduction to Political Society 3
PS 230 State and Local Government 3
PS/HIST 342 Development of American Foreign Policy 3
PS 368 Political Parties and Interest Groups 3

Legislation (select one of the following) 3
PS 362 The Legislative Process
PS 380 Congress and the Presidency

Constitutional Law Area or Elective Area 6
Select both PS 411 and PS 412 or select two electives
PS 411 American Constitutional Law I
PS 412 American Constitution Law II

OR
Select two of the following electives
ANTH 310 Political Anthropology
PA 305 Grant Writing
PA 364 Public Administration
SOC 381 Political Sociology
HSV 384 Social Welfare Programs and Policies
ECON 455 Economics of Health and Health Care
ECON 466 Labor Economics
ECON 477 Public Finance

Capstone
PS 499 Special Project 3

**Emphasis in Psychology**
MATH 220 Elementary Statistics 3
PSY 373 Research Methods 3

Learning and Cognition (select one of the following) 3
PSY 323 Cognition
PSY 445 Learning and Memory

Individual Differences (select two of the following) 6
PSY 310 Social Psychology
PSY 332 Personality
PSY 360 Abnormal Psychology

Biological Bases of Behavior (select one of the following) 3
PSY 335 Biological Psychology
PSY 338 Motivation

Developmental Changes in Behavior (select one of the following) 3
EDU 142 Human Growth, Development, and Guidance
PSY 212 Developmental Psychology: Birth to Adolescence
PSY 222 Developmental Psychology: Young Adulthood to Late Adulthood
HSV 397 Social Gerontology

Elective in Psychology or Human Services (select any PSY/HSV course not already taken) 3

Capstone (select one of the following) 3
PSY 403 Internship
PSY 498 Senior Project
PSY 499 Special Project

**Emphasis in Sociology**
SOC 220 Social Problems 3
MATH 220 Elementary Statistics 3
SOC 304 Globalization 3
SOC 334 Introduction to Sociological Research Methods 3
SOC 392 Sociological Theory 3
Select three of the following:

- PSY 232 Group Dynamics
- SOC 240 Diversity in the United States
- PSY 260 Gender Roles
- PSY 310 Social Psychology
- SOC 347 Deviance and Social Control
- SOC 351 Sociology of 9/11 and The War on Terror
- HSV 361 Marriage and the Family
- SOC 363 Social Stratification
- SOC 381 Political Sociology
- SOC 418 Applied Research Methods

Capstone
SOC 498 Senior Project 3

Emphasis in General Social Science
Select eight courses from the following social science areas (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)

Capstone (select one of the following) 3
- HIST 496 Senior Thesis
- PS 499 Special Project
- SOC 498 Senior Project
- PSY 49803 Senior Project

Sociology
The purpose of the study of sociology is to develop an understanding of human relationships, and to acquire the ability to apply this knowledge in future career settings, as well as in any other situation in everyday life. Coursework focuses on two levels of analysis to give a balanced perspective on social action: first, from the perspective of the individual who must interact with others within the social structures of modern society; second, from the perspective of the social system with its institutionalized properties and elements. Further consideration is given to the social factors and groups which contribute to the creation, as well as the resolution, of current social problems.

Major in Sociology Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 110</td>
<td>3</td>
</tr>
<tr>
<td>SOC 220</td>
<td>3</td>
</tr>
<tr>
<td>SOC 240</td>
<td>3</td>
</tr>
<tr>
<td>SOC 304</td>
<td>3</td>
</tr>
<tr>
<td>SOC 334</td>
<td>3</td>
</tr>
<tr>
<td>SOC 392</td>
<td>3</td>
</tr>
<tr>
<td>SOC 391</td>
<td>3</td>
</tr>
<tr>
<td>PSY 260</td>
<td>3</td>
</tr>
<tr>
<td>CJ 321</td>
<td>3</td>
</tr>
<tr>
<td>SOC 347</td>
<td>3</td>
</tr>
<tr>
<td>SOC 351</td>
<td>3</td>
</tr>
<tr>
<td>HSV 361</td>
<td>3</td>
</tr>
<tr>
<td>SOC 363</td>
<td>3</td>
</tr>
<tr>
<td>SOC 381</td>
<td>3</td>
</tr>
<tr>
<td>SOC 418</td>
<td>3</td>
</tr>
</tbody>
</table>

At least four of the following:

- PSY 260 Gender Roles
- CJ 321 Juvenile Delinquency
- SOC 347 Deviance and Social Control
- SOC 351 Sociology of 9/11 and The War on Terror
- HSV 361 Marriage and Family
- SOC 363 Social Stratification
- SOC 381 Political Sociology
- SOC 418 Applied Research Methods

Capstone Experience
SOC 498 Senior Project 3

Electives in Sociology or Criminal Justice 9

Minor in Sociology Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 110</td>
<td>3</td>
</tr>
<tr>
<td>SOC 220</td>
<td>3</td>
</tr>
<tr>
<td>SOC 304</td>
<td>3</td>
</tr>
<tr>
<td>SOC 334</td>
<td>3</td>
</tr>
<tr>
<td>SOC 392</td>
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<td>SOC 491</td>
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<tr>
<td>SOC 490</td>
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<tr>
<td>SOC 240</td>
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<tr>
<td>SOC 347</td>
<td>3</td>
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<tr>
<td>HSV 361</td>
<td>3</td>
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<tr>
<td>SOC 363</td>
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<tr>
<td>SOC 381</td>
<td>3</td>
</tr>
<tr>
<td>SOC 418</td>
<td>3</td>
</tr>
</tbody>
</table>

At least two of the following:

- SOC 240 Diversity in the United States
- SOC 347 Deviance and Social Control
- HSV 361 Marriage and Family
- SOC 363 Social Stratification
- SOC 381 Political Sociology

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

School of Business and Professional Studies

The School of Business and Professional Studies offers baccalaureate majors in accounting, agricultural business, business administration, financial management, health services administration, human resources management, information systems, information technology, management, marketing and RN-BSN nursing, and supply chain management. Career flexibility is important with the shift toward business orientation in most professions. The School offers minors in several areas.

An Associate of Arts degree in General Business and a certificate in Human Resources Management is also available. See pages 51-53.

Students in the School of Business have the opportunity to enroll in up to 12 credit hours of MBA or MHA coursework during their senior year through the MBA/MHA Link program. Contact an advisor for more information.
A major in All Business is for students pursuing teacher license. See page 83.

Students completing degree requirements will earn a Bachelor of Science degree.

**Business - With the Business Core**

Students majoring in accounting, agricultural business, business administration, financial management, human resources management, marketing, or supply chain management must complete the 39-credit business core and the required credits in the major.

### Business Core

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 160</td>
<td>Principles of Microeconomics</td>
<td>3</td>
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<tr>
<td>ECON 161</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 201</td>
<td>Accounting Principles I</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 202</td>
<td>Accounting Principles II</td>
<td>3</td>
</tr>
<tr>
<td>MKT 208</td>
<td>Marketing Principles</td>
<td>3</td>
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<tr>
<td>BA 210</td>
<td>Management Principles</td>
<td>3</td>
</tr>
<tr>
<td>BA 222</td>
<td>Management Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>BA 256</td>
<td>Quantitative Analysis for Business I</td>
<td>OR</td>
</tr>
<tr>
<td>MATH 220</td>
<td>Elementary Statistics</td>
<td>3</td>
</tr>
<tr>
<td>BA 302</td>
<td>Business Law and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>FIN 341</td>
<td>Corporate Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>BA 356</td>
<td>Quantitative Analysis for Business II</td>
<td>3</td>
</tr>
<tr>
<td>BA 374</td>
<td>Business Communication</td>
<td>3</td>
</tr>
<tr>
<td>BA 460</td>
<td>Strategic Management</td>
<td>3</td>
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</tbody>
</table>

### Major in Accounting

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ACCT 321</td>
<td>Intermediate Financial Accounting I</td>
<td>3</td>
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<tr>
<td>ACCT 322</td>
<td>Intermediate Financial Accounting II</td>
<td>3</td>
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<tr>
<td>ACCT 323</td>
<td>Federal Taxation I</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 324</td>
<td>Federal Taxation II</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 422</td>
<td>Cost Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 425</td>
<td>Auditing</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 431*</td>
<td>Advanced Financial Accounting OR</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 432*</td>
<td>Accounting for Not-For-Profit</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 533**</td>
<td>Advanced Accounting Information Systems</td>
<td>2</td>
</tr>
</tbody>
</table>

*Must be completed at UIU or another four-year institution.

**Graduate course for undergraduate credit through the MBA Link program.

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.

The Upper Iowa accounting major is designed to meet the current course requirements to sit for the Uniform Certified Public Accountant examination in Iowa. Since these requirements are subject to change at any time, contact the Iowa Accountancy Examining Board to ensure compliance.

For the CPA examination requirements in other states, contact the Board of Accountancy in that state.

### Minor in Accounting

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

4 courses have prerequisite requirements

**Major in Agricultural Business**

This major takes advantage of cross-divisional opportunities and a cooperative relationship with Northeast Iowa Community College (NICC) in Calmar. This major is offered only at Fayette Campus.

### NICC courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>AGA 114</td>
<td>Principles of Agronomy</td>
<td>3</td>
</tr>
<tr>
<td>AGS 101</td>
<td>Working with Animals</td>
<td>2</td>
</tr>
<tr>
<td>AGS 114</td>
<td>Survey of the Animal Industry</td>
<td>2</td>
</tr>
<tr>
<td>AGB 235</td>
<td>Introduction to Ag Markets</td>
<td>3</td>
</tr>
<tr>
<td>ES 220</td>
<td>Soil and Water Conservation</td>
<td>3</td>
</tr>
<tr>
<td>ES 326</td>
<td>Soil Genesis, Classification &amp; Morphology</td>
<td>4</td>
</tr>
<tr>
<td>BA 370</td>
<td>Entrepreneurship and Small Business Management OR</td>
<td>3</td>
</tr>
<tr>
<td>AGB 330</td>
<td>Farm Business Management (NICC course)</td>
<td>3</td>
</tr>
<tr>
<td>BA 403</td>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 356</td>
<td>Introduction to GIS</td>
<td>3</td>
</tr>
<tr>
<td>BIO 323</td>
<td>Plant Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>BIO 428</td>
<td>Plant Pathology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 490</td>
<td>Entomology</td>
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</table>

3/4 courses have prerequisite requirements

**Major in Business Administration**

The business administration major is designed for students to gain a broad-based understanding of business. May not be taken with any major or minor that would duplicate an emphasis or with the management major.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BA 325</td>
<td>New Venture Creation</td>
<td>3</td>
</tr>
<tr>
<td>BA 361</td>
<td>Human Resources Management</td>
<td>3</td>
</tr>
<tr>
<td>BA 423</td>
<td>Production and Operations Management</td>
<td>3</td>
</tr>
</tbody>
</table>
Complete one of the following emphases 15-21
(Only one emphasis area may be completed.)

**Agricultural Management**
Complete the following five courses
ECON 212 Agricultural Economics
BA 352 Risk Management
ACCT 422 Cost Accounting
FIN 444 New Venture Finance
ECON 488 International Trade

**Entrepreneurship**
Choose five of the following; two must be at the 400-level
BA 334 Social Entrepreneurship
MKT 337 Personal Selling
BA 370 Entrepreneurship and Small Business Management
BA 403 Internship
BA 411 Labor Relations and Negotiation
MKT 414 New Product Development
FIN 444 New Venture Finance

**Finance**
Complete the following five courses
FIN/ECON 310 Money and Capital Markets
FIN 343 Investments
BA 352 Risk Management
ECON 493 Managerial Economics
BA 403 Internship OR
FIN 444 New Venture Finance

**General Business**
With academic advisor, choose five 300-400 level Business courses (ACCT, BA, ECON, FIN, HSA, MKT, SA, SCM), at least two at the 400-level.

**Global**
Choose five of the following; two must be at the 400-level
FIN/ECON 310 Money and Capital Markets
BA 317 International Management
BA 365 Leadership
BA 403 Internship
BA 411 Labor Relations and Negotiation
MKT 424 Global Marketing
ECON 488 International Trade

**Health Services Administration**
Complete the following five courses
HSA 205 Introduction to the American Health System
HSA 241 Healthcare Informatics
HSA 440 Health Services Administration
HSA 460 Health Services Policy and Regulation
HSA 490 Health Program Planning and Evaluation

**Human Resources Management**
Choose five of the following; one must be at the 400-level
BA 371 Training and Development
BA 383 Compensation and Benefits Management
BA 393 Personnel Selection and Evaluation
BA 403 Internship
BA 411 Labor Relations and Negotiation

BA 474 Organizational Behavior

**Marketing**
Choose five of the following; two must be at the 400-level
MKT 337 Personal Selling
MKT 358 Consumer Behavior
MKT 363 Advertising and Integrated Marketing Communications
MKT 403 Internship
MKT 414 New Product Development
MKT 424 Global Marketing

**Sports Administration**
Complete the following seven courses
SA 348 Sports Administration
SA 355 Administration of Intercollegiate Athletics
SA 363 Sport Marketing
SA 365 Ethical and Legal Issues in Sports Administration
SA 371 Planning Facilities for Physical Activity
SA 435 Governance and Policy in Sport Organizations
SA 401 International Sport Management OR
SA 403 Internship

**Major in Financial Management**
This major prepares students to make effective financial decisions in the contemporary business world. May not be completed with a business administration major with a finance emphasis.

**Credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>FIN/ECON 310 Money and Capital Markets</td>
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<td>FIN 343 Investments</td>
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<tr>
<td>BA 352 Risk Management</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 422 Cost Accounting</td>
<td>3</td>
</tr>
<tr>
<td>FIN 442 Intermediate Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>FIN 446 Bank Management</td>
<td>3</td>
</tr>
<tr>
<td>FIN 448 Options, Futures and Derivatives</td>
<td>3</td>
</tr>
<tr>
<td>ECON 488 International Trade</td>
<td>3</td>
</tr>
<tr>
<td>One of the following:</td>
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<tr>
<td>FIN 444 New Venture Finance</td>
<td></td>
</tr>
<tr>
<td>BA 403 Internship</td>
<td></td>
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<tr>
<td>BA 499 Special Project</td>
<td></td>
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27

**Minor in Financial Management**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ECON 160 Principles of Microeconomics</td>
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<tr>
<td>ECON 161 Principles of Macroeconomics</td>
<td>3</td>
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<tr>
<td>FIN/ECON 310 Money and Capital Markets</td>
<td>3</td>
</tr>
<tr>
<td>FIN 341 Corporate Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>FIN 343 Investments</td>
<td>3</td>
</tr>
<tr>
<td>FIN 442 Intermediate Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>FIN 444 New Venture Finance</td>
<td>3</td>
</tr>
</tbody>
</table>

27

**Major in Human Resources Management**
The human resources management major builds on the foundation of the business core providing students the skills, knowledge and ethical standards for strategic planning, staffing, train-
ing 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).

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 317</td>
<td>International Management</td>
<td>3</td>
</tr>
<tr>
<td>BA 361</td>
<td>Human Resources Management</td>
<td>3</td>
</tr>
<tr>
<td>BA 371</td>
<td>Training and Development</td>
<td>3</td>
</tr>
<tr>
<td>BA 383</td>
<td>Compensation and Benefits Management</td>
<td>3</td>
</tr>
<tr>
<td>BA 393</td>
<td>Personnel Selection and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>BA 411</td>
<td>Labor Relations and Negotiation</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Two of the following</td>
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<tr>
<td>PSY 232</td>
<td>Group Dynamics</td>
<td></td>
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<tr>
<td>SOC 240</td>
<td>Diversity in the United States</td>
<td></td>
</tr>
<tr>
<td>BA 362</td>
<td>Supervision</td>
<td></td>
</tr>
<tr>
<td>BA 365</td>
<td>Leadership Theory</td>
<td></td>
</tr>
<tr>
<td>BA 367</td>
<td>Cross-Cultural Leadership</td>
<td></td>
</tr>
<tr>
<td>BA 415</td>
<td>Cross-Cultural Negotiations</td>
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</tr>
<tr>
<td>BA 474</td>
<td>Organizational Behavior</td>
<td></td>
</tr>
<tr>
<td>ECON 466</td>
<td>Labor Economics</td>
<td></td>
</tr>
<tr>
<td>PSY 340</td>
<td>Industrial Psychology</td>
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**Credits**

**Minor in Human Resources Management**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BA 361</td>
<td>Human Resources Management*</td>
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<tr>
<td>BA 371</td>
<td>Training in Development</td>
<td>3</td>
</tr>
<tr>
<td>BA 383</td>
<td>Compensation and Benefits Management</td>
<td>3</td>
</tr>
<tr>
<td>BA 393</td>
<td>Personnel Selection and Evaluation</td>
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</tr>
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<td></td>
<td>Two of the following</td>
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<td>BA 303</td>
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<td>BA 317</td>
<td>International Management</td>
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<tr>
<td>BA 403</td>
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<tr>
<td>BA 499</td>
<td>Special Project</td>
<td></td>
</tr>
<tr>
<td>BA 411</td>
<td>Labor Relations and Negotiation*</td>
<td></td>
</tr>
<tr>
<td>BA 423</td>
<td>Production and Operations Management</td>
<td></td>
</tr>
<tr>
<td>ECON 466</td>
<td>Labor Economics</td>
<td></td>
</tr>
<tr>
<td>MKT 358</td>
<td>Consumer Behavior</td>
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</tr>
<tr>
<td>PSY 232</td>
<td>Group Dynamics</td>
<td></td>
</tr>
<tr>
<td>SOC 240</td>
<td>Diversity in the United States</td>
<td></td>
</tr>
</tbody>
</table>

*For non-business majors these courses require at least one prerequisite that is not in the minor.

**Major in Management**

The major in management provides students the knowledge and skills managers use to marshal the human, material and financial resources of organizations to achieve objectives. May not be taken with a business administration major.

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

Two of the following

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BA 362</td>
<td>Supervision</td>
<td></td>
</tr>
<tr>
<td>BA 365</td>
<td>Leadership Theory</td>
<td></td>
</tr>
<tr>
<td>BA 367</td>
<td>Cross-Cultural Leadership</td>
<td></td>
</tr>
<tr>
<td>BA 370</td>
<td>Entrepreneurship and Small Business</td>
<td></td>
</tr>
<tr>
<td>BA 411</td>
<td>Labor Relations and Negotiation</td>
<td></td>
</tr>
<tr>
<td>BA 415</td>
<td>Cross-Cultural Negotiations</td>
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<td>ACCT 422</td>
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<td>PSY 338</td>
<td>Motivation</td>
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<td>BA 445</td>
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</tr>
<tr>
<td>BA 474</td>
<td>Organizational Behavior</td>
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</table>

**Credits**

**Minor in Management**

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

Four of the following:

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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BA 303</td>
<td>Business Law II</td>
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</tr>
<tr>
<td>BA 362</td>
<td>Supervision</td>
<td></td>
</tr>
<tr>
<td>BA 370</td>
<td>Entrepreneurship and Small Business</td>
<td></td>
</tr>
<tr>
<td>BA 403</td>
<td>Internship OR</td>
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<tr>
<td>BA 499</td>
<td>Special Project</td>
<td></td>
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<tr>
<td>BA 411</td>
<td>Labor Relations and Negotiation</td>
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<tr>
<td>ACCT 422</td>
<td>Cost Accounting</td>
<td></td>
</tr>
<tr>
<td>BA 445</td>
<td>Contemporary Topics in Management</td>
<td></td>
</tr>
<tr>
<td>BA 454</td>
<td>Management Cases</td>
<td></td>
</tr>
</tbody>
</table>

**Major in Marketing**

The marketing major includes both descriptive and analytical approaches to marketing. The major provides the student marketing skills for all areas of business. May not be completed with a business administration major with a marketing emphasis.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKT 358</td>
<td>Consumer Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MKT 363</td>
<td>Advertising and Integrated Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MKT 414</td>
<td>New Product Development</td>
<td>3</td>
</tr>
<tr>
<td>MKT 424</td>
<td>Global Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MKT 451</td>
<td>Marketing Research</td>
<td>3</td>
</tr>
<tr>
<td>MKT 479</td>
<td>Branding</td>
<td>3</td>
</tr>
<tr>
<td>MKT 489</td>
<td>Social Media Marketing</td>
<td>3</td>
</tr>
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</table>

Two of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKT 315</td>
<td>Sales Management</td>
<td></td>
</tr>
<tr>
<td>MKT 337</td>
<td>Personal Selling</td>
<td></td>
</tr>
<tr>
<td>MKT 403</td>
<td>Internship</td>
<td></td>
</tr>
<tr>
<td>MKT 459</td>
<td>Contemporary Topics in Marketing</td>
<td></td>
</tr>
</tbody>
</table>

**Credits**
### Minor in Marketing
- **MKT 208** Marketing Principles 3
- **MKT 358** Consumer Behavior 3
- **MKT 363** Advertising and Integrated Marketing Communications 3
- **MKT 479** Branding 3
- Two of the following: 6
  - **MKT 315** Sales Management
  - **MKT 337** Personal Selling
  - **MKT 414** New Product Development
  - **MKT 424** Global Marketing
  - **MKT 451** Marketing Research
  - **MKT 459** Contemporary Topics in Marketing
  - **MKT 489** Social Media Marketing

### Minor in Economics
- **ECON 160** Principles of Microeconomics 3
- **ECON 161** Principles of Macroeconomics 3
- Four of the following: 12
  - **ECON/HIST 281** Western Economic History: 1600-Present
  - **FIN/ECON 310** Money and Capital Markets
  - **BA 450** Special Topics (Approved)
  - **ECON 212** Agricultural Economics
  - **ECON 433** Environmental Economics
  - **ECON 455** Economics of Health and Health Care
  - **ECON 466** Labor Economics
  - **ECON 477** Public Finance
  - **ECON 488** International Trade
  - **ECON 493** Managerial Economics
  - **ECON 499** Special Project

### Major in Supply Chain Management
- **ACCT 422** Cost Accounting 3
- **BA 423** Production/Operations Management 3
- **SCM 201** Principles of Supply Chain Management 3
- **SCM 310** Procurement Management 3
- **SCM 330** Transportation Management 3
- **SCM 331** Logistics Management 3
- Select one of the following 3
  - **SCM 320** Global Supply Chain Management
  - **SCM 410** Quality Management
  - **SCM 420** Supplier Relationship Management
  - **IS 248** Business Process Management
  - **IS 400** Project Management and Integration
  - **IT 410** Information and System Security
  - **IT 420** System Security and Risks

**Notes:**
- **IS 248** has a prerequisite of **IT 140**
- **IS 400** has a prerequisite of **IS 320** or **IT 320** (**IS 320** has a prerequisite of **IS 310**, which has a prerequisite of **IS 248**, which has a prerequisite of **IT 140**; **IT 320** has a prerequisite of **IT 206**, which has a prerequisite of **IT 322**).
- **IT 410** and **IT 420** have a prerequisite of **IT 311** which has a prerequisite of **IT 122**.

### Majors - No Business Core
**Major in Health Services Administration**
The health services administration major prepares students to understand the health system, manage diverse groups and identify new markets. Health Services Administration majors do not complete the business core. May not be completed with a business administration major with a health services administration emphasis.

Health Services Administration courses are available online and at some center locations. Contact an advisor for availability.

### General Leadership Emphasis:
- **HSA 306** Long Term Care Administration 3
- **HSA 312** Community and Public Health 3
- **ECON 455** Economics of Health and Healthcare 3

### Dental Hygiene Emphasis:
- **HSA 240** Interdisciplinary Service Learning 3
- **HSA 330** Teaching Methodology 3
- **HSA 475** Teaching Methodology Practicum 3

**Note:** Must be licensed dental hygienist to select Dental Hygiene Emphasis.

### Pre-Nursing Emphasis
After successfully completing 90 credits including the Health Services Administration core, Health Services Administration business courses, the courses in this emphasis, and all of UIU’s general education requirements, a student may matriculate at Allen College into the Accelerated BSN program and transfer 30 credits.
credits from their first year back to UIU to reach 120 credits and graduate from UIU, or complete the last 30 credits (including HSA 490) to reach 120 at UIU. In either case, the student will receive a B.S. degree with a major in Health Services Administration from UIU.

Credit transferred from Allen College replaces HSA 490 in the core for 3+1 students, but HSA 490 must be taken at UIU if the student completes the entire major at UIU.

Note: In order to matriculate into the Accelerated BSN at Allen College, the student must have CNA certification.

Specific General Education Requirements:
COMM 105 Public Speaking
BIO 135 Principles of Biology
CHEM 151 General Chemistry
MATH 105 College Mathematics with Applications
SOC 110 Principles of Sociology
ECON 160 Principles of Microeconomics
SOC 240 Diversity in the United States

Emphasis Courses Credits
BIO 165 Human Biology and Nutrition 3
BIO 210 Microbiology 4
BIO 270 Human Anatomy and Physiology I 4
BIO 275 Human Anatomy and Physiology II 4
EDU 142 Human Growth, Development and Guidance 3
MATH 220 Elementary Statistics 3
PSY 190 General Psychology 3

Health Services Administration Minor
HSA 205 Introduction to the American Health System 3
HSA 241 Healthcare Informatics 3
HSA 360 Healthcare Law & Ethics 3
HSA 440 Health Services Administration 3
HSA 460 Health Services Policy and Regulation 3

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Organization Information Systems and Technology Program (OISTP)

Major in Information Systems
Technology is a powerful force in shaping the future and influences our lives in many ways. The Information Systems (IS) major provides a broad coverage of this emerging discipline. The Information Systems (IS) program is an undergraduate major for students who want to design and implement effective solutions to meet organizational and management needs for information and decision support. The discipline is ideal for those students interested in interfacing Information Technology tools and professions to the needs of an organization. General business minor is inherent in the major. Students who declare a double major in information systems and a major with a business core will not have the minor posted to their record. (Offered at Fayette Campus, online and select centers)

| IS 102 | Introduction to Computer Applications and Technology | 3 |
| MATH 107 | College Algebra | 3 |
| IT 122 | IT Infrastructure | 4 |
| IT 140 | Introduction to Programming | 4 |
| ECON 160 | Principles of Microeconomics | 3 |
| ACCT 201 | Accounting Principles I | 3 |
| MKT 208 | Marketing Principles | 3 |
| BA 210 | Management Principles | 3 |
| MATH 220 | Elementary Statistics OR | |
| BA 256 | Quantitative Analysis for Business I | 3 |
| BA 222 | Management Information Systems | 3 |
| IS 248 | Business Process Management | 3 |
| BA 302 | Business Law and Ethics | 3 |
| IS 310 | Systems Analysis and Design | 3 |
| IS 320 | Enterprise Architecture | 3 |
| IT 332 | Databases and Information Management | 3 |
| IS 400 | Project Management and Integration | 4 |
| IS 410 | IS Strategy, Management and Acquisition | 3 |
| IS 480 | Senior Capstone I | 1 |
| IS 481 | Senior Capstone II | 2 |

Upper Level Electives Credits
6*

63

*Elective Options:
Information Systems and Security and Integration (ISSI) Specialization
IS 360 IT Security and Risk Management
IS 420 Enterprise Systems and Integration

Information Systems and Technology Management (ISTM) Specialization
IS 370 IT Audit and Controls

Other IS Elective
IS 499 Special Project

Non-IS Electives
SE 300 Data Structures and Algorithms
IT 311 Networking
SE 310 Software Application and Interface Design
IT 320 Web Systems and System Integration
IT 410 Information and System Security
SE 410 Software Testing, Validation and Verification

Minor in Information Systems Credits
BA 222 Management Information Systems 3
IT 122 IT Infrastructure* 4
IS 242 Human Computer Interaction 3
IS 310 Systems Analysis and Design** 3
IS 320 Enterprise Architecture 3
IT 332 Databases and Information Management 3

* IS 102 is a prerequisite for IT 122
**IS 248 is a prerequisite for IS 310
**Major in Information Technology**
The Information Technology (IT) major provides a broad coverage of this emerging discipline. The major blends acquisition of fundamental knowledge in computer science with a practical hands-on approach. Students majoring in IT will gain the knowledge and skills necessary for employment as IT professionals, or the major can be customized for students wishing to pursue graduate studies. The degree program is aligned with nationally recognized standards in information technology. (Offered at Fayette Campus, select centers and online)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>IS 102</td>
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<tr>
<td>MATH 115</td>
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<tr>
<td>IT 122</td>
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<td>IT 140</td>
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<td>IT 206</td>
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<td>IT 213</td>
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<td>MATH 220</td>
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<td>IT 311</td>
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<td>IT 320</td>
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<td>IT 332</td>
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<td>IS 400</td>
<td>3</td>
</tr>
<tr>
<td>IT 410</td>
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<td>IT 482</td>
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<td>IT 483</td>
<td>2</td>
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<tr>
<td>Upper Level Electives</td>
<td>6*</td>
</tr>
</tbody>
</table>

*Elective Options:
- Cyber Security and Computer Forensics (SEC) Specialization
  - IT 360 Computer Forensics and Incident Response
  - IT 420 System Security and Risks

**Network Management (NET) Specialization**
- IT 348 Advanced Networking
- IT 370 Network Management

**Other IT Elective**
- IT 499 Special Project

**Non-IT Electives**
- SE 300 Data Structures and Algorithms
- IS 310 Systems Analysis and Design
- IS 310 Software Application and Interface Design
- IS 320 Enterprise Architecture
- IS 410 IS Strategy, Management, and Acquisition
- SE 410 Software Testing, Validation and Verification

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>IT 122</td>
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<td>IT 213</td>
<td>4</td>
</tr>
<tr>
<td>IT 311</td>
<td>4</td>
</tr>
<tr>
<td>Additional course from IT required or IT elective courses</td>
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</table>

* IS 102 is a prerequisite for IT 122 and IT 140

**Minor for Non-Business Majors**
The following minor is designed for students in the School of Arts and Sciences or Andres School of Education.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ECON 160</td>
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<tr>
<td>ACCT 201</td>
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<td>MKT 208</td>
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<td>BA 210</td>
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<tr>
<td>BA 222</td>
<td>3</td>
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<td>BA 302</td>
<td>3</td>
</tr>
<tr>
<td>MATH 220</td>
<td>3</td>
</tr>
<tr>
<td>BA 256</td>
<td>3</td>
</tr>
</tbody>
</table>

**Department of Nursing**
The Department of Nursing embraces the mission and vision of Upper Iowa University by providing student-centered educational programs through flexible, multiple delivery systems in an environment where diversity is respected, encouraged and nurtured. Upper Iowa University and the Department of Nursing will be recognized and respected as an exceptional and ascending institution of higher learning.

**The Mission of the Department of Nursing**
The mission of the Upper Iowa University Department of Nursing is to provide a collaborative learning experience which develops transformative nurse leaders and global citizens.

Program goals are listed below. By the end of the RN-BSN program the graduate will be able to:

**Goal 1.** Integrate theoretical knowledge and evidence-based practice in a collaborative healthcare delivery environment.

1. Outcome: Utilize health history and assessment to provide evidence-based and patient-centered care.
2. Outcome: Apply the principles of pathology in managing safe and effective patient-centered care.
3. Outcome: Promote optimal health, healing and disease prevention through effective utilization of teaching and learning principles.
4. Outcome: Demonstrate the ability to utilize research to advance nursing practice and improve patient outcomes.
5. Outcome: Collaborate with members of the health care team to improve care processes leading to enhanced patient outcomes.

**Goal 2.** Demonstrate leadership and teamwork to improve outcomes in a variety of settings.
1. Outcome: Utilize an understanding of health care organizations and the environment in which health care is provided to support quality health care delivery.

2. Outcome: Demonstrate the professional skills and personal qualities that characterize effective nurse leaders and managers.

3. Outcome: Investigate the multiple and varied roles of the nurse in issues of health care and nursing.

4. Outcome: Value different styles of communication used by patients, families, and health care providers.

5. Outcome: Recognize the unique and varied contributions of self and others in developing an effective health care team.

**Goal 3.** Manage technology and resources to communicate, support, and provide quality care across the health care continuum.

1. Outcome: Appreciate that information and technology skills are essential for safe patient care.

2. Outcome: Utilize technology to access information that supports decision making.

3. Outcome: Identify the application of technology and information management tools to coordinate and support the quality and safety of patient care.

**Goal 4.** Develop practices of lifelong learning through seeking knowledge and assimilating professional standards, ethical principles, and legal accountability in nursing practice.

1. Outcome: Demonstrate ethical principles, legal implications, and professional behaviors that guide nursing practice.

2. Outcome: Incorporate professional standards of practice while assuming personal responsibility for lifelong learning.

3. Outcome: Value the need for continuous improvement in clinical practice based on evolving knowledge, skills, and attitudes of the professional nurse.

Nursing faculty facilitate graduate attainment of these goals through active learning opportunities in both online and classroom environments. Students apply the knowledge, skills and attitudes through faculty guided learning experiences in the community. Nursing faculty are committed to the advancement of professional nursing through baccalaureate education. Upper Iowa University has been developing leaders in many fields since 1857 and the nursing program continues that tradition. The nursing program is approved by the Iowa Board of Nursing and is accredited by the Commission on Collegiate Nursing Education (www.ccneaccreditation.org). The RN-BSN nursing program at Upper Iowa University is approved by the Iowa Board of Nursing.

**Major in Nursing**

Upper Iowa University offers an RN to BSN program at the Mesa Center and Online. Prior to admission to the nursing program, students must show evidence of the following:

1. Licensure as a Registered Nurse in state of attendance or a compact state if applicable.

2. GPA of 2.5 or higher and maintained.

3. Evidence of current CPR certification.

4. Evidence of meeting current health and immunization requirements.

5. Completed Criminal Background Check.

The UIU nursing program requires the successful completion of 35 credit hours. The BSN degree requires the successful completion of a total of 120 semester hours, including transfer credit, and credit for coursework completed at UIU. All courses required for the nursing major must be completed with a grade of C- or above. If a grade below a C- is received, the course must be repeated. A course may only be repeated once.

The Iowa Board of Nursing (IBON) requires approved programs to document student achievement of all program goals and outcomes in a summative evaluation (IAC 655 ch. 2, § 2.12(5)).

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MATH 220</td>
<td>Elementary Statistics</td>
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<tr>
<td>NUR 305</td>
<td>Professional Communications for Nurses</td>
<td>3</td>
</tr>
<tr>
<td>NUR 315</td>
<td>Professional Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NUR 325</td>
<td>Integrated Concepts of Nursing Care I</td>
<td>4</td>
</tr>
<tr>
<td>NUR 335</td>
<td>Integrated Concepts of Nursing Care II</td>
<td>4</td>
</tr>
<tr>
<td>NUR 340</td>
<td>Community Health Nursing*</td>
<td>4</td>
</tr>
<tr>
<td>NUR 400</td>
<td>Evidence-Based Practice in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NUR 420</td>
<td>Nursing Leadership and Management</td>
<td>3</td>
</tr>
<tr>
<td>NUR 450</td>
<td>Nursing Concepts Capstone I*</td>
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<tr>
<td>NUR 455</td>
<td>Nursing Concepts Capstone II*</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Nursing Electives</td>
<td>4</td>
</tr>
</tbody>
</table>

*Course includes a practicum component.

NUR 450 and NUR 455 need to be completed consecutively.

The RN-BSN nursing program at Upper Iowa University is accredited by the Commission on Collegiate Nursing Education (www.ccneaccreditation.org). The RN-BSN nursing program at Upper Iowa University is approved by the Iowa Board of Nursing.

**Nursing – Concurrent Enrollment Program (CEP)**

The Concurrent Enrollment Program (CEP) is a partnership between Upper Iowa University and select Associate Degree prelicensure programs that allows qualifying students to enroll in both programs concurrently. The CEP allows students to enroll in specific BSN courses while concurrently enrolled in the Associate Degree in Nursing program, decreasing both time and cost to completion of the BSN. Applicants must complete the combined admission requirements and be accepted by the partnering Associate Degree program before applying to the Upper Iowa University CEP. NUR 301 Logic and Reasoning in Nursing is a requirement for all concurrent enrollment program (CEP) nursing students unless they have earned a prior baccalaureate degree or have successfully completed an approved equivalent course. While enrolled in the CEP, students must follow the designated plan of progression and remain in good standing with both institutions at all times. For more information about the CEP program, students can contact a partnering institution or the Upper Iowa University Department of Nursing.
Andres School of Education

The Andres School of Education offers programs in early childhood, elementary, middle level and secondary education, instructional strategist, English as a Second Language (ESL), and exercise science with emphases in performance enhancement or pre-health professions.

Through the cooperation of the School of Arts and Sciences, teaching licensure is available in social science, art, language arts, biology, chemistry, and general science. Through cooperation with the School of Business and Professional Studies, licensure is available in business and economics. Through a unique partnership with Northeast Iowa Community College, Upper Iowa offers programs which can lead to a teaching career in secondary industrial technology education and secondary agriculture education. Through a unique partnership with Des Moines Area Community College, Upper Iowa offers programs which can lead to a teaching career in American sign language and industrial technology. Through a unique partnership with Eastern Iowa Community College, Upper Iowa offers programs which can lead to a teaching career in American sign language and industrial technology.

Department of Teacher Education

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

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

Endorsements

Students may prepare for a teaching license with an elementary classroom endorsement (grades K-6) by completing an elementary education major and a specific K-8 or prekindergarten endorsement. Students may prepare for secondary classroom licensure (grades 5-12) in a specific content area by completing the professional education requirements (the professional education core, see page 83) and required content area courses in the content major as listed in Upper Iowa’s approved programs on file with the Iowa Department of Education. Those who hold a license to teach may add an additional endorsement or endorsements at the PreK, K-8 and 5-12 levels. Contact the Teacher Education Program office, Andres School 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**

<table>
<thead>
<tr>
<th>Endorsement Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1001</td>
<td>Teacher—Birth - Grade 3: Inclusive Settings</td>
</tr>
<tr>
<td></td>
<td>Prek-3</td>
</tr>
</tbody>
</table>
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. From two student-selected instructional staff members, candidates must have an appropriate rating on "Assessment of Dispositional Professional Qualities in Teacher Education Program Pre-service Educator: Admittance to Teacher Education Program."

4. Grade of “C” or above in English Composition I.

5. 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 School of Education Program and Administrative Assistant. Completed appeal forms and supporting documentation must be submitted via email to the Andres School of Education dean. The dean’s decision is final. The decision will be communicated in a meeting with the dean, the candidate, and the Teacher Education Program 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
A student admitted to the Teacher Education Program will complete 40 hours of field experience at the same time he/she takes the appropriate methods course and will complete a second 40-hour field experience when he/she takes another methods course.

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 the student is assessed on his/her knowledge of these standards and criteria.

Checkpoint 3 - Admission to Student Teaching
Student teaching, the teacher education capstone experience, takes place at the end of the student’s program. Application for student teaching must be filed according to the deadlines established by the Teacher Education Program. Failure to adhere to deadlines may delay student teaching 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 general education requirements listed on page 97 with these specific qualifications:
   a. Physical science or biological science courses may be used to meet the natural science requirement.
   b. EDU 162 Diversity for Teachers may be used to meet the culture requirement.
   c. EDU 142 Human Growth, Development and Guidance may be used to meet a social science requirement.
   d. EDU 252 Computers and Instructional Technology may be used to meet the computer skills requirements.
6. Passing grade in math course that meets general education requirement.
7. From each of two student-selected instructional staff members – an education faculty member and a faculty member in the major or an endorsement area – candidate must have appropriate ratings on “Assessment of Dispositional Professional Qualities in Teacher Education Program Pre-service Educator: Admittance to Student Teaching.” These forms will be provided by the Teacher Education Coordinator at the Student Teaching Roundup meeting. Upon completion, candidate must return the forms to the Teacher Education Coordinator or Administrative Assistant at their location.
8. Candidate completes and submits a resume outlining skills and accomplishments completed in college. The candidate will collaborate with Career Services to complete this.
9. Candidate completes the 3-hour Mandatory Child and Dependent Adult Abuse Reporter Training found on the BoEE website.
10. Student must have met all competencies required within standards set by the University and Iowa Department of Education.
11. 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).
12. 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.
13. Student must complete and submit application materials to student teach to the Teacher Education Coordinator. Note: A student may have no more than six general education semester credits of total coursework remaining prior to the start of the student teaching experience. The remaining coursework may not be in the student’s major, in the professional education core, in the first specific endorsement area, or in the general education requirements of Composition I, Composition II and speech.

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 Design for Instruction
- Rating on Work Sample Rubric for Instructional Decision Making
- Rating on Work Sample Rubric for Assessment Plan
- Rating on Work Sample Rubric for Analysis of Student Learning
- Rating on Work Sample Rubric for Reflection and Self Evaluation
- Rating on Work Sample Rubric for Written Communication (This will not be in overall score.)

Professional Education Core Requirements

Candidates for an initial teaching license must complete a major in Birth-Grade 3: Inclusive Settings, a major in Elementary Education, a major in Instructional Strategist II: Behavior Disorders/Learning Disabilities/Intellectual Disabilities, or a major in a secondary teaching subject area. Candidates must complete the following approved professional education courses:

<table>
<thead>
<tr>
<th>Core Requirements for All Majors</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certification in Mental Health First Aid</td>
<td></td>
</tr>
<tr>
<td>EDU 110 Foundations of American Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU 142 Human Growth, Development and Guidance</td>
<td>3</td>
</tr>
<tr>
<td>EDU 152 Assessment and Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EDU 162 Diversity for Teachers</td>
<td>3</td>
</tr>
<tr>
<td>EDU 252 Computers and Instructional Technology</td>
<td>3</td>
</tr>
<tr>
<td>SPED 304 Exceptional Persons</td>
<td>3</td>
</tr>
<tr>
<td>SPED 462 Individual Behavior and Classroom Management</td>
<td>3</td>
</tr>
<tr>
<td>ST 4 Student Teaching Experience at the level (8) and student teaching in a specific endorsement area (8)</td>
<td>16</td>
</tr>
</tbody>
</table>

Plus

**Elementary Education Major**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 306</td>
<td>Field Experience I: Elementary*</td>
<td>3</td>
</tr>
<tr>
<td>EDU 321</td>
<td>Field Experience II: Elementary*</td>
<td>2</td>
</tr>
</tbody>
</table>

**Birth–Grade 3: Inclusive Settings**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE 334</td>
<td>Field Experience: Infant-Toddler</td>
<td>1</td>
</tr>
<tr>
<td>ECE 335</td>
<td>Field Experience: Prekindergarten</td>
<td>2</td>
</tr>
<tr>
<td>EDU 306</td>
<td>Field Experience I: Elementary</td>
<td>3</td>
</tr>
</tbody>
</table>

**Secondary Education Majors**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 300</td>
<td>Secondary majors must have methods course in each area of endorsement</td>
<td>3</td>
</tr>
<tr>
<td>EDU 307</td>
<td>Field Experience I: Secondary*</td>
<td>3</td>
</tr>
<tr>
<td>EDU 322</td>
<td>Field Experience II: Secondary*</td>
<td>2</td>
</tr>
<tr>
<td>EDU 425</td>
<td>Content Area Literacy</td>
<td>3</td>
</tr>
<tr>
<td>EDU 428</td>
<td>Middle School Curriculum, Design and Strategies</td>
<td>3</td>
</tr>
</tbody>
</table>

**K-12 Art Education Majors**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 308</td>
<td>Field Experience I: Elementary/Secondary*</td>
<td>3</td>
</tr>
<tr>
<td>EDU 323</td>
<td>Field Experience II: Elementary/Secondary*</td>
<td>2</td>
</tr>
<tr>
<td>EDU 338</td>
<td>Teaching Art K-12</td>
<td>3</td>
</tr>
<tr>
<td>EDU 425</td>
<td>Content Area Literacy</td>
<td>3</td>
</tr>
<tr>
<td>EDU 428</td>
<td>Middle School Curriculum, Design and Strategies</td>
<td>3</td>
</tr>
</tbody>
</table>

**K-12 Instructional Strategist II BD/LD/ID Majors**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 308</td>
<td>Field Experience I: Elementary/Secondary</td>
<td>* 3</td>
</tr>
<tr>
<td>EDU 323</td>
<td>Field Experience II: Elementary/Secondary*</td>
<td>2</td>
</tr>
<tr>
<td>SPED 465</td>
<td>Meth/Curr: Behavior Disorders PK-12</td>
<td>3</td>
</tr>
<tr>
<td>SPED 469</td>
<td>Meth/Curr: Learning Disabilities K-12</td>
<td>3</td>
</tr>
<tr>
<td>SPED 473</td>
<td>Meth/Curr: Intellectual Disabilities</td>
<td>3</td>
</tr>
</tbody>
</table>

**K-12 ASL Majors**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 308</td>
<td>Field Experience I: Elem/Sec*</td>
<td>3</td>
</tr>
<tr>
<td>EDU 323</td>
<td>Field Experience II: Elem/Sec*</td>
<td>2</td>
</tr>
<tr>
<td>EDU 339</td>
<td>Teaching World Languages K-12</td>
<td>3</td>
</tr>
<tr>
<td>EDU 425</td>
<td>Content Area Literacy</td>
<td>3</td>
</tr>
<tr>
<td>EDU 428</td>
<td>Middle School Curriculum, Design and Strategies</td>
<td>3</td>
</tr>
</tbody>
</table>

*Professional Education Core Field Experiences must be taken concurrently with methods courses. For Elementary Education and Birth-Grade 3: Inclusive Settings majors, EDU 306 Field Experience I: Elementary must be taken concurrently with a methods course - EDU 305 Teaching Elementary Science, EDU 315 Teaching Elementary Social Studies, EDU 326 Developmental Reading/Language Arts, EDU 352 Teaching Math Prekindergarten-Grade 3, EDU 353 Teaching Math Intermediate-Middle School, or EDU 335 Teaching Elementary Language Arts. EDU 321 Field Experience II: Elementary MUST be taken concurrently with another methods course from the list above. ECE 335 Field Experience: Prekindergarten MUST be taken concurrently with ECE 455.

Early Childhood Education Majors
Major in Birth-Grade 3: Inclusive Settings (Unified Endorsement 1001)
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.

EDU 100 Foundations of American Education 3
EDU 142 Human Growth, Development and Guidance 3
EDU 152 Assessment and Psychology 3
EDU 162 Diversity for Teachers 3
EDU 306 Field Experience I: Elementary 3
ECE 223 Health, Safety and Nutrition in Early Childhood 3
ECE 334 Field Experience: Infant/Toddler 1
ECE 335 Field Experience: Prekindergarten 2
ECE 451 Introduction to Early Childhood 3
ECE 452 Observation and Assessment in Early Childhood 3
ECE 455 Methods and Curriculum in Early Childhood 3
ECE 456 Administration and Supervision in Early Childhood 3
EDU 252 Computers and Instructional Technology 3
EDU 305 Teaching Elementary Science 3
EDU 309 Teaching Elementary Movement and Wellness 1
EDU 310 Teaching Elementary Visual Arts 1
EDU 315 Teaching Elementary Social Studies 3
EDU 326 Developmental Reading/Language Arts 3
EDU 333 Literature: Birth-Adolescence 3
EDU 355 Teaching Elementary Language Arts 3
EDU 352 Teaching Math Prekindergarten-Grade 3 3
EDU 407 Diagnostic Assessment Practices in Reading and Language Arts 3
SPED 304 Exceptional Persons 3
SPED 459 Home, School and Community Relations 3
SPED 462 Individual Behavior and Classroom Management Prek-12 3
SPED 465 Methods/Curriculum: Behavior Disorders Prek-12 3
SPED 467 Fundamentals of Special Education 3
SPED 478 Methods/Curriculum: Mild/Moderate Disabilities Prek-8 3
ST 4xx Student Teaching 16
(See pages 138-139) 93-94

K-8 Elementary Education Majors
Major in Elementary Education
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
EDU 142 Human Growth, Development and Guidance 3
EDU 152 Assessment and Psychology 3
EDU 162 Diversity for Teachers 3
EDU 306 Field Experience I: Elementary 3
EDU 252 Computers and Instructional Technology 3
EDU 305 Teaching Elementary Science 3
EDU 309 Teaching Elementary Movement and Wellness 1
EDU 310 Teaching Elementary Visual Arts 1
EDU 315 Teaching Elementary Social Studies 3
EDU 326 Developmental Reading/Language Arts 3
EDU 333 Literature: Birth-Adolescence 3
EDU 355 Teaching Elementary Language Arts 3
EDU 352 Teaching Math Prekindergarten-Grade 3 3
EDU 407 Diagnostic Assessment Practices in Reading and Language Arts 3
SPED 304 Exceptional Persons 3
SPED 459 Home, School and Community Relations 3
SPED 462 Individual Behavior and Classroom Management Prek-12 3
SPED 465 Methods/Curriculum: Behavior Disorders Prek-12 3
SPED 467 Fundamentals of Special Education 3
SPED 478 Methods/Curriculum: Mild/Moderate Disabilities Prek-8 3
ST 4xx Student Teaching 16
(See pages 138-139)
K-12 Education Majors

Major in American Sign Language (ASL)
This major consists of 48 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.

Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASL 141</td>
<td>Sign Language I (EICC)</td>
<td>4</td>
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<tr>
<td>ASL 142</td>
<td>Sign Language I Lab (EICC)</td>
<td>1</td>
</tr>
<tr>
<td>ASL 171</td>
<td>American Sign Language II (EICC)</td>
<td>4</td>
</tr>
<tr>
<td>ASL 172</td>
<td>American Sign Language II Lab (EICC)</td>
<td>1</td>
</tr>
<tr>
<td>ASL 245</td>
<td>American Sign Language III (EICC)</td>
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</tr>
<tr>
<td>ASL 246</td>
<td>American Sign Language III Lab (EICC)</td>
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</tr>
<tr>
<td>ASL 281</td>
<td>American Sign Language IV (EICC)</td>
<td>4</td>
</tr>
<tr>
<td>ASL 296</td>
<td>American Sign Language V (EICC)</td>
<td>4</td>
</tr>
<tr>
<td>ASL 297</td>
<td>American Sign Language VI (EICC)</td>
<td>4</td>
</tr>
<tr>
<td>ITP 129</td>
<td>Deaf Studies (EICC)</td>
<td>4</td>
</tr>
<tr>
<td>ITP 131</td>
<td>Social Aspects of Deaf Culture (EICC)</td>
<td>4</td>
</tr>
<tr>
<td>ITP 135</td>
<td>Introduction to Language (EICC)</td>
<td>3</td>
</tr>
<tr>
<td>ITP 141</td>
<td>English Vocabulary/Grammar for Interpreters (EICC)</td>
<td>4</td>
</tr>
<tr>
<td>ITP 142</td>
<td>Comparative Discourse Analysis (EICC)</td>
<td>3</td>
</tr>
<tr>
<td>EDU 445</td>
<td>Language Acquisition (UIU)</td>
<td>3</td>
</tr>
</tbody>
</table>

Major in Art Education
The art education emphasis prepares preservice educators for K-12 licensure.

Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 109</td>
<td>Two Dimensional Foundations</td>
<td>3</td>
</tr>
<tr>
<td>ART 110</td>
<td>Drawing</td>
<td>3</td>
</tr>
<tr>
<td>ART 202</td>
<td>Painting</td>
<td>3</td>
</tr>
<tr>
<td>ART 211</td>
<td>Art History I</td>
<td></td>
</tr>
<tr>
<td>ART 212</td>
<td>Art History II</td>
<td></td>
</tr>
<tr>
<td>ART 252</td>
<td>Art and Architecture in Italy</td>
<td></td>
</tr>
<tr>
<td>ART 372</td>
<td>Survey of American Art</td>
<td></td>
</tr>
<tr>
<td></td>
<td>An approved Art History course</td>
<td></td>
</tr>
<tr>
<td>ART 120</td>
<td>Three Dimensional Foundations</td>
<td></td>
</tr>
<tr>
<td>ART 222</td>
<td>Ceramics/Hand Building</td>
<td></td>
</tr>
<tr>
<td>ART 223</td>
<td>Ceramics/Wheel Throwing</td>
<td></td>
</tr>
<tr>
<td>ART 225</td>
<td>Sculpture</td>
<td></td>
</tr>
<tr>
<td></td>
<td>An approved Three Dimensional course</td>
<td></td>
</tr>
<tr>
<td>ART 101</td>
<td>Digital Tools</td>
<td></td>
</tr>
<tr>
<td>ART 305</td>
<td>Environmental Art</td>
<td></td>
</tr>
<tr>
<td>ART 330</td>
<td>Watercolor/Water Media</td>
<td></td>
</tr>
<tr>
<td>GRAF 112</td>
<td>Introduction to Graphic Design</td>
<td></td>
</tr>
<tr>
<td>GRAF 218</td>
<td>Digital Photography</td>
<td></td>
</tr>
<tr>
<td>GRAF 319</td>
<td>Digital Video and Editing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>An approved Studio Art course</td>
<td></td>
</tr>
<tr>
<td>EDU 338</td>
<td>Teaching Art K-12</td>
<td>3</td>
</tr>
</tbody>
</table>

Major in Instructional Strategist BD/LD/ID

Credits

Certification in Mental Health First Aid
Current certification to include infant/child CPR/first aid or EXSS 102 First Aid/CPR/AED (certification must be current upon licensure) 0-1

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 110</td>
<td>Foundations of American Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU 142</td>
<td>Human Growth Development and Guidance</td>
<td>3</td>
</tr>
<tr>
<td>EDU 152</td>
<td>Assessment and Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EDU 162</td>
<td>Diversity for Teachers</td>
<td>3</td>
</tr>
<tr>
<td>EDU 252</td>
<td>Computers and Instructional Technology</td>
<td>3</td>
</tr>
<tr>
<td>EDU 308</td>
<td>Field Experience I: Elementary/Secondary</td>
<td>3</td>
</tr>
<tr>
<td>EDU 323</td>
<td>Field Experience II: Elementary/Secondary</td>
<td>2</td>
</tr>
<tr>
<td>EDU 326</td>
<td>Developmental Reading/LA</td>
<td>3</td>
</tr>
<tr>
<td>EDU 335</td>
<td>Teaching Elementary Language Arts</td>
<td>3</td>
</tr>
<tr>
<td>EDU 352</td>
<td>Teaching Math Prekindergarten-Grade</td>
<td>3</td>
</tr>
</tbody>
</table>
Major in All Business  
(for Teacher Licensure)  
This major corresponds to endorsement 1171 Business All 5-12.  

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ECON 160</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 161</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 201</td>
<td>Accounting Principles I</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 202</td>
<td>Accounting Principles II</td>
<td>3</td>
</tr>
<tr>
<td>MKT 208</td>
<td>Marketing Principles</td>
<td>3</td>
</tr>
<tr>
<td>BA 210</td>
<td>Management Principles</td>
<td>3</td>
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<tr>
<td>BA 222</td>
<td>Management Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>BA 302</td>
<td>Business Law and Ethics</td>
<td>3</td>
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<tr>
<td>MKT 358</td>
<td>Consumer Behavior</td>
<td>3</td>
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<tr>
<td>BA 374</td>
<td>Business Communication</td>
<td>3</td>
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<tr>
<td></td>
<td>One of the following:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BA 325 New Venture Creation</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>BA 370 Entrepreneurship and Small Business Management</td>
<td></td>
</tr>
</tbody>
</table>

5-12 Secondary Majors  
The Teacher Education core requirement on page 78 must be completed.

Major in Agriculture Education  
This major prepares preservice educators to teach grades 5-12 in the area of agriculture.  

<table>
<thead>
<tr>
<th>NICC Courses</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>AGA 114 Principles of Agronomy</td>
<td>3</td>
</tr>
<tr>
<td>AGB 330 Farm Business Management</td>
<td>3</td>
</tr>
<tr>
<td>AGP 333 Precision Farming Systems</td>
<td>3</td>
</tr>
<tr>
<td>AGS 101 Working with Animals</td>
<td>2</td>
</tr>
<tr>
<td>AGS 114 Survey of the Animal Industry</td>
<td>2</td>
</tr>
<tr>
<td>AGS 319 Animal Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>GIS 111 Introduction to Geographic Information Systems</td>
<td>3</td>
</tr>
</tbody>
</table>

One of the following:  
AGA 223 Grain Management OR  
AGS 360 Dairy Cattle Science  

One of the following:  
ACC 115 Introduction to Accounting (4)  
AGB 235 Introduction to Agriculture Markets (3)  
AGB 336 Agricultural Selling (3)  

One of the following:  
ENV 140 Natural Resource Conservation (4)  
ES 114 Conservation of Natural Resources (3 – UIU course)  

One of the following:  
ES 161/175 Introduction to Environmental Science (3 – UIU course) AND Earth Systems Lab (1 – UIU course) OR  
ENV 115/116 Environmental Science (3 – NICC course) AND Environmental Science Lab (1 – NICC course)  

All Language Arts Major  
This major prepares preservice educators to teach grades 5-12 in all areas of language arts such as English, drama, theater, media, etc.  

<table>
<thead>
<tr>
<th>Major Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 102 Introduction to Mass Media</td>
<td>3</td>
</tr>
<tr>
<td>COMM 107 Human Communication</td>
<td>3</td>
</tr>
<tr>
<td>COMM 221 Intercultural Communication</td>
<td>3</td>
</tr>
<tr>
<td>COMM 352 Rhetoric and Public Culture</td>
<td>3</td>
</tr>
<tr>
<td>EDU 232 Grammar for Teachers</td>
<td>1</td>
</tr>
<tr>
<td>EDU 333 Literature: Birth – Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>EDU 445 Language Acquisition</td>
<td>3</td>
</tr>
<tr>
<td>ENG 125 Introduction to Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 170 Introduction to Creative Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENG 214 World Literature Survey</td>
<td>3</td>
</tr>
<tr>
<td>ENG 330 Shakespeare</td>
<td>3</td>
</tr>
<tr>
<td>THE 110 Introduction to Theatre</td>
<td>3</td>
</tr>
</tbody>
</table>

One of the following:  
ENG 209 American Literature I  
ENG 210 American Literature II  

One of the following:  
ENG 216 Mythology  
ENG 265 African American Literature  
ENG 365 Women and Literature  
An approved world literature course  

One of the following:  
THE 240 Oral Interpretation  
THE 260 Storytelling  
An approved creative voice course
One of the following:  
COMM 276  Television Production  
COMM 286  Radio Production  
An approved mass media production course

**All Science Major (for Teacher Licensure)**
This major prepares preservice educators to teach all sciences in grades 5-12.

### Biology
- BIO 135  Principles of Biology I  4
- BIO 140  Principles of Biology II  4
- Elective in Biology (300 or above)  4

### Chemistry
- CHEM 151  General Chemistry I  4
- CHEM 152  General Chemistry II  4
- Elective in Chemistry (200 or above)  3-4

### Physics
- PHY 111/112  Introductory Physics I and Lab*  4
- PHY 113/114  Introductory Physics II and Lab  4

### Earth Science
- PHY 109/110  Astronomy and Lab  4
- ES 100  Introduction to Geology  3
- ES 161  Environmental Science  3
- BIO 496  Senior Project  2

* *MATH 115 Trigonometry and Analytic Geometry is a prerequisite for this course. MATH 115 has a prerequisite of MATH 107.*

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

#### Economics
- ECON 160  Principles of Microeconomics  3
- ECON 161  Principles of Macroeconomics  3

#### Government
- PS 100  U.S. Government  3
- PS 230  State and Local Government  3

- One of the following:  3
  - PS 362  The Legislative Process
  - PS 368  Political Parties and Interest Groups
  - PS 380  Congress and Presidency
  - PS 411  American Constitutional Law I
  - PS 412  American Constitutional Law II
  - An approved Government course

#### Psychology
- PSY 190  General Psychology  3

### Major in Industrial Technology (DMACC)
This major consists of 37-38 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.

#### DMACC Courses
- AUT 114  Shop Fundamentals and Minor Service  4
- CON 333  Materials/Construction Theory  5
- CON 334  Construction Techniques  7
- CON 336  Care and Use of Hand/Power Tools  1
- CON 337  Construction Blueprint Reading  1
- CON 338  Materials Takeoff  1
- ELT 303  Principles of Electricity  3
### Manufacturing Credits

One of the following: 1-2
- AGM 504         John Deere Welding
- AUT 191         Automotive Metal Repair/Hybrid Vehicles Introduction

### Construction

- CON 111         Basic Drafting
- CON 113         Construction Print Reading
- CON 391         Construction II
- CON 393         Construction III

### Energy and Power

ELE 113         AC/DC Fundamentals

### Graphic Communications

One of the following: 2-3
- CAD 104         Computer Aided Drafting (3)
- CAD 172         Introduction to CAD: AutoCAD (2)
- CIS 197         Fundamentals of Web Design (3)
- NET 266         Routing & Switching: Introduction To Networks (3)

### Transportation

Certificate in 10-hour OSHA (General Industry)
- AUT 405         Automotive Suspension and Steering
- AUT 505         Automotive Brake Systems

### Other

Minimum of 10 semester hours in one of the following areas: Manufacturing, Energy/Power, Graphic Communication, Construction, Transportation

### Major in Industrial Technology (EICC)

This major consists of 35-38 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.

#### EICC Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUT 115</td>
<td></td>
</tr>
<tr>
<td>AUT 404</td>
<td>4</td>
</tr>
<tr>
<td>AUT 524</td>
<td></td>
</tr>
<tr>
<td>CAD 203</td>
<td>3</td>
</tr>
<tr>
<td>MFG 192</td>
<td></td>
</tr>
<tr>
<td>CON 170</td>
<td>6</td>
</tr>
<tr>
<td>ELE 216</td>
<td>3</td>
</tr>
<tr>
<td>ELE 217</td>
<td>3</td>
</tr>
</tbody>
</table>

One of the following: 2-4
- AUT 331         Welding Fundamentals (2)
- WEL 361         VR Welding (2)
- WEL 364         Gas Metal Arc Welding (4)

One of the following: 3-4
- CAD 140         Parametric Solid Modeling I (3)
- CIS 210         Web Development I (3)
- NET 167         Computer Systems & Troubleshooting (4)
- NET 305         Introduction to Network Operating Systems (3)

Minimum of 10 semester hours in one of the following areas: Manufacturing, Energy/Power, Graphic Communication, Construction, Transportation

### Major in Industrial Technology (NICC)

This major consists of 36-38 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.

#### NICC Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUT 115</td>
<td></td>
</tr>
<tr>
<td>AUT 404</td>
<td></td>
</tr>
<tr>
<td>AUT 524</td>
<td></td>
</tr>
<tr>
<td>CAD 203</td>
<td></td>
</tr>
<tr>
<td>MFG 192</td>
<td></td>
</tr>
<tr>
<td>CON 170</td>
<td></td>
</tr>
<tr>
<td>ELE 216</td>
<td></td>
</tr>
<tr>
<td>ELE 217</td>
<td></td>
</tr>
</tbody>
</table>

One of the following: 2-4
- WEL 228         Welding Safety (1) AND WEL 254 Inspection/Test Principles (1)

One of the following: 3
- CAD 119         Introduction to Computer-aided Drafting (3)
- CAD 125         Intermediate CADD-Mechanical (3)

Minimum of 10 semester hours in one of the following areas: Manufacturing, Energy/Power, Graphic Communication, Construction, Transportation

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

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

#### Life Science Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 135</td>
<td>4</td>
</tr>
<tr>
<td>BIO 140</td>
<td>4</td>
</tr>
<tr>
<td>BIO 201</td>
<td></td>
</tr>
<tr>
<td>BIO 270</td>
<td>4</td>
</tr>
<tr>
<td>BIO 275</td>
<td>4</td>
</tr>
<tr>
<td>BIO 283</td>
<td>4</td>
</tr>
<tr>
<td>BIO 340</td>
<td>3</td>
</tr>
<tr>
<td>BIO 381</td>
<td>3</td>
</tr>
<tr>
<td>BIO 496</td>
<td>2</td>
</tr>
<tr>
<td>CHEM 151</td>
<td>4</td>
</tr>
<tr>
<td>Electives</td>
<td>8</td>
</tr>
</tbody>
</table>

### Major in Reading

#### Reading Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 304</td>
<td>3</td>
</tr>
<tr>
<td>EDU 326</td>
<td>3</td>
</tr>
<tr>
<td>EDU 333</td>
<td>3</td>
</tr>
<tr>
<td>EDU 407</td>
<td></td>
</tr>
</tbody>
</table>

### Credits

- 36-38
Major in Social Science Basic

World History
HIST 100  World History to 1500  3
HIST 101  World History Since 1500  3
An approved elective in World History  3

American History
HIST 110  American History to 1877  3
HIST 111  American History Since 1877  3
An approved elective in American History  3

American Government
PS 100  U.S. Government  3
PS 230  State and Local Government  3
An approved elective in American Government  3

Elective in sociology, psychology (other than educational psychology), geography, or economics  3

Hold 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.

Endorsement Areas
At least one specific endorsement is required with an elementary education major. The courses listed for at least one of the endorsements below are needed in addition to the courses required for the Elementary Education major and the professional education core. A 2.70 minimum GPA is required in the endorsement. In addition, each education course (prefix EDU, ECE, SPED and ST) must be completed with a grade of “C” or better.

Early Childhood Endorsements
Birth-Grade 3: Inclusive Settings #1001 (50-51 credits)

EDU 410  Practicum: Secondary Reading  3
EDU 425  Content Area Literacy  3
EDU 445  Language Acquisition  3
EDU 485  Advanced Instructional Issues and Methods in Reading and Language Arts  3
Electives in Reading, English, Communication, and/or Language Arts (300-400 level)  6
One of the following:
ENG 102  English Composition II
An equivalent composition course  3

Prekindergarten-Kindergarten Endorsement #103 (34 credits)

EDU 410  Practicum: Secondary Reading  3
EDU 425  Content Area Literacy  3
EDU 445  Language Acquisition  3
EDU 485  Advanced Instructional Issues and Methods in Reading and Language Arts  3
EDU 450  Methods and Curriculum of Early Childhood  3
EDU 456  Administration and Supervision of Early Childhood  3
EDU 457  Diagnostic Assessment Practices in Reading and Language Arts  3
SPED 304  Exceptional Persons  3
SPED 459  Home, School, and Community Relations  3
SPED 462  Individual Behavior and Classroom Management  3
SPED 465  Methods/Curriculum: Behavior Disorders Prek-12  3
SPED 467  Fundamentals of Special Education  3
SPED 468  Student Teaching: PreK including Special Education  8
Note: If not endorsed in elementary education or prekindergarten - grade 3, please contact an advisor for additional requirements.

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.

K-8 Endorsements

K-8 Art Endorsement #113 (27 credits)

ART 109  Two Dimensional Foundations  3
ART 110  Drawing  3
ART 202  Painting  3
EDU 338  Teaching K-12 Art  3
One of the following:
ART 120  Three Dimensional Foundations  3
ART 222  Ceramics/Hand Building  3
ART 223  Ceramics/Wheel Throwing  3
ART 225  Sculpture  3
An approved Three Dimensional Course  3

Note: If not endorsed in elementary education or prekindergarten - grade 3, please contact an advisor for additional requirements.
One of the following:  
ART 211          Art History I  
ART 212          Art History II  
ART 252          Art and Architecture in Italy  
An approved Art History course  

Electives in Studio Art from the following:  
ART 101          Digital Tools  
ART 305          Environmental Art  
ART 330          Watercolor/Water Media  
GRAF 112         Introduction to Graphic Design  
GRAF 218         Digital Photography  
GRAF 319         Digital Video and Editing  
An approved Studio Art course  

**K-8 English/Language Arts Endorsement #119 (28 credits)**  

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 232</td>
<td>1</td>
</tr>
<tr>
<td>EDU 326</td>
<td>3</td>
</tr>
<tr>
<td>EDU 333</td>
<td>3</td>
</tr>
<tr>
<td>EDU 335</td>
<td>3</td>
</tr>
</tbody>
</table>

One of the following:  
ENG 209          American Literature I  
ENG 210          American Literature II  

One of the following:  
COMM 105          Public Speaking  
An approved oral communication course  

One of the following:  
ENG 102          English Composition II  
An approved composition course  

Electives in English, Language Arts, Speech, Drama, Theatre, ESL, and/or Reading  

**K-8 Health #137 (27 credits)**  

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXSS 280          Personal, School and Community Health</td>
<td>3</td>
</tr>
<tr>
<td>PSY 302            Substance Abuse</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following:  
PSY 270          Human Sexuality  
HSV 361          Marriage and Family  

Select one of the following:  
EXSS 283          Sport Nutrition  
BIO 165          Human Biology and Nutrition  

Electives in health-related courses with consent of advisor  
EDU 337          Teaching Health K-12  

**K-8 Instructional Strategist I #260 (25-29 credits)**  

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 304          Exceptional Persons</td>
<td>3</td>
</tr>
<tr>
<td>EDU 407          Diagnostic Assessment Practices in Reading and Language Arts</td>
<td>3</td>
</tr>
<tr>
<td>SPED 459          Home, School and Community Relations</td>
<td>3</td>
</tr>
<tr>
<td>SPED 462          Individual Behavior and Classroom Management K-12</td>
<td>3</td>
</tr>
<tr>
<td>SPED 465          Methods/Curriculum: Behavior Disorders Prek-12</td>
<td>3</td>
</tr>
</tbody>
</table>

SPED 467          Fundamentals of Special Education  
SPED 478          Methods/Curriculum: Mild/Moderate Disabilities Prek-8  

One of the following:  
SPED 479          Student Teaching: Instructional Strategist  
SPED 482          Student Teaching: Instructional Strategist  

**K-8 Reading #148 (27 credits)**  

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 304          Exceptional Persons</td>
<td>3</td>
</tr>
<tr>
<td>EDU 326          Developmental Reading and Language Arts</td>
<td>3</td>
</tr>
<tr>
<td>EDU 333          Literature: Birth-Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>EDU 335          Teaching Elementary Language Arts</td>
<td>3</td>
</tr>
<tr>
<td>EDU 407          Diagnostic Assessment Practices in Reading and Language Arts</td>
<td>3</td>
</tr>
<tr>
<td>EDU 409          Practicum: Elementary Reading and Language Arts</td>
<td>3</td>
</tr>
<tr>
<td>EDU 425          Content Area Literacy</td>
<td>3</td>
</tr>
<tr>
<td>EDU 445          Language Acquisition</td>
<td>3</td>
</tr>
<tr>
<td>EDU 485          Advanced Instructional Issues and Methods in Reading and Language Arts</td>
<td>3</td>
</tr>
</tbody>
</table>

**K-8 Basic Science Endorsement #150 (29 credits)**  

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 135          Principles of Biology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 140          Principles of Biology II</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 151         General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>PHY 111          Introduction to Physics I*</td>
<td>3</td>
</tr>
<tr>
<td>PHY 112          Introduction to Physics I Lab</td>
<td>1</td>
</tr>
</tbody>
</table>

One of the following:  
CHEM 152         General Chemistry II (4)  
PHY 109/110       Intro to Astronomy and Lab (3/1)  
PHY 113/114       Intro to Physics II and Lab (3/1)  

Choose two of the following:  
ES 100          Introduction to Geology  
ES 114          Conservation of Natural Resources  
ES 117          Natural Disasters  
ES 121          Dinosaurs  
ES 161          Introduction to Environmental Science  
ES 220          Soil and Water Conservation  

EDU 305          Teaching Elementary Science | 3 |

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

**K-8 Social Science #164 (27 credits)**  

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 110          American History to 1877</td>
<td>3</td>
</tr>
<tr>
<td>HIST 111          American History since 1877</td>
<td>3</td>
</tr>
<tr>
<td>World History Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

One of the following:  
PS 100          U.S. Government  
PS 230          State and Local Government  

Electives from history, political science, psychology, geography, economics, or sociology (must include at least one course in an area other
5-12 Endorsements

### 5 – 12 Agriculture #112

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 300-11 Teaching Secondary Agriculture Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Coursework in each of the following areas 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 Art #114

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 109 Two Dimensional Foundations</td>
<td>3</td>
</tr>
<tr>
<td>ART 110 Drawing</td>
<td>3</td>
</tr>
<tr>
<td>ART 202 Painting</td>
<td>3</td>
</tr>
<tr>
<td>EDU 338 Teaching Art K-12</td>
<td>3</td>
</tr>
</tbody>
</table>

One of the following

- ART 211 Art History I
- ART 212 Art History II
- ART 252 Art and Architecture in Italy

An approved Art History course

One of the following

- ART 120 Three Dimensional Foundations
- ART 222 Ceramics/Hand Building
- ART 223 Ceramics/Wheel Throwing
- ART 225 Sculpture

An approved Three Dimensional course

Electives in Studio Art from the following

- ART 101 Digital Tools
- ART 305 Environmental Art
- ART 330 Watercolor/Water Media
- GRAF 112 Introduction to Graphic Design
- GRAF 218 Digital Photography
- GRAF 319 Digital Video and Editing

An approved studio Art course

### 5 – 12 Basic Science #1541

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 30005 Teaching Secondary School Science</td>
<td>3</td>
</tr>
<tr>
<td>BIO 135 Principles of Biology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 140 Principles of Biology II</td>
<td>4</td>
</tr>
<tr>
<td>BIO 270 Human Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 275 Human Anatomy and Physiology II</td>
<td>4</td>
</tr>
</tbody>
</table>

Electives in Biology (300 and above)

### 5 – 12 Chemistry #153

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 30005 Teaching Secondary School Science</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 151 General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 152 General Chemistry II</td>
<td>4</td>
</tr>
</tbody>
</table>

Two of the following:

- CHEM 220 Quantitative Analysis
- CHEM 251 Organic Chemistry I
- CHEM 252 Organic Chemistry II

Electives in Chemistry (200-400 level)

### 5-12 Earth Science Endorsement #153

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 30005 Teaching Secondary School Science</td>
<td>3</td>
</tr>
<tr>
<td>ES 100 Introduction to Geology</td>
<td>3</td>
</tr>
<tr>
<td>ES 175 Earth Systems Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>ES 161 Environmental Science</td>
<td>3</td>
</tr>
<tr>
<td>ES 220 Soil and Water Conservation</td>
<td>3</td>
</tr>
<tr>
<td>ES 326 Soil Genesis, Classification and Morphology</td>
<td>4</td>
</tr>
<tr>
<td>ES 340 Environmental Policy</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives in Earth Science (200-400 level)

### 5-12 Economics Endorsement #160

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 160 Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 161 Principles of Macroeconomics</td>
<td>3</td>
</tr>
</tbody>
</table>

Select two of the following:

- ECON/HIST 281 Western Economic History 1600-Present
- FIN/ECON 310 Money and Capital Markets
- ECON 433 Environmental Economics
- ECON 466 Labor Economics
- ECON 477 Public Finance
- ECON 488 International Trade

Electives in Economics

- EDU 300-6 Teaching Secondary Social Science

### 5-12 English/Language Arts Endorsement

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 30002 Teaching Secondary School English/Language Arts</td>
<td>3</td>
</tr>
<tr>
<td>EDU 326 Developmental Reading/LA</td>
<td>3</td>
</tr>
<tr>
<td>EDU 333 Literature: Birth – Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>ENG 101 English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENG 330 Shakespeare</td>
<td>3</td>
</tr>
</tbody>
</table>

One of the following:

- ENG 209 American Literature I
- ENG 210 American Literature II

### 5-12 Basic Science #1541

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 30005 Teaching Secondary School Science</td>
<td>3</td>
</tr>
<tr>
<td>BIO 135 Principles of Biology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 140 Principles of Biology II</td>
<td>4</td>
</tr>
<tr>
<td>BIO 270 Human Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 275 Human Anatomy and Physiology II</td>
<td>4</td>
</tr>
</tbody>
</table>

Electives in Biology (300 and above)

### 5 – 12 Biology #151

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 30005 Teaching Secondary School Science</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102 English Composition II</td>
<td>3</td>
</tr>
</tbody>
</table>
An approved composition course

Elective in English, Language Arts, Speech, Drama
Theatre, English as a Second Language, and/or Reading 3

5-12 Health #138
Upper Iowa offers the health endorsement for a student who has an original endorsement in another subject area.

Credits
EXSS 280 Personal, School and Community Health 3
PSY 302 Substance Abuse 3

Select one of the following: 3
PSY 270 Human Sexuality
HSV 361 Marriage and Family

One of the following: 3
EXSS 283 Sport Nutrition
BIO 165 Human Biology and Nutrition

Electives in health-related courses with consent of advisor 12
EDU 337 Teaching Health K-12 3

5 – 12 Industrial Technology #140
EDU 30010 Teaching Secondary
Industrial Technology

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.

Credits
SPED 304 Exceptional Persons 3
EDU 407 Diagnostic Assessment Practices in Reading and Language Arts 3
SPED 459 Home, School and Community Relations 3
SPED 462 Individual Behavior and Classroom Management Prek-12 3
SPED 465 Methods/Curriculum: Behavior Disorders Prek-12 3
SPED 467 Fundamentals of Special Education 3
SPED 475 Methods/Curriculum: Mild/Moderate Disabilities 5-12 3
SPED 477 Career and Vocational Programming 3

One of the following:
SPED 479 Student Teaching: Instructional Strategist 4
SPED 482 Student Teaching: Instructional Strategist 8

5 – 12 Journalism # 141
COMM 310 Feature Writing 3
COMM 320 News Editing 3
COMM 332 Writing for Media 3
COMM 415 Comm & Media Ethics 3
GRAF 218 Digital Photography 3
EDU 30002 Teaching Secondary English/Language Arts 3

Choose three of the following: 9
COMM 276 Television Production
COMM 307 Business and Professional Communication
COMM 403 Internship
COMM 450 Special Topics
COMM 499 Special Project
GRAF 380 Advertising Design

5 – 12 Reading #149
SPED 304 Exceptional Persons 3
EDU 326 Developmental Reading/Language Arts 3
EDU 333 Literature: Birth-Adolescence 3
EDU 407 Diagnostic Assessment Practices in Reading/Language Arts 3
EDU 410 Practicum: Secondary Reading 3
EDU 425 Content Area Literacy 3
EDU 445 Language Acquisition 3
EDU 485 Advanced Instructional Issues & Methods in Reading/Language Arts 3

One of the following: 3
ENG 102 English Composition II
An equivalent composition course

5-12 Work Experience Coordinator (Endorsement #234)
Credits
SPED 468 Coordination of Occupational Programs 3
SPED 477 Career and Vocational Programming 3
Note: Must also hold a special education endorsement in grades 5-12.

K-12 Endorsements
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.

Credits
Certificate of Concussion Training 0
Current certification in First Aid/CPR/AED or EXSS 102 First Aid/CPR/AED Programs 0-1
EDU 142 Human Growth, Development and Guidance 3
EXSS 166 Care and Prevention of Athletic Injuries 2
EXSS 226 Foundations of Physical Fitness 2
EXSS 243 Coaching Theory and Ethics 3

89
K-12 English as a Second Language (ESL) Endorsement #104 Credits
EDU 443 Concepts of English 3
EDU 444 Curriculum and Methods of ESL 3
EDU 445 Language Acquisition 3
EDU 446 Practicum in ESL 3
EDU 447 Problems in English Grammar 3
EDU 448 Cultural and Linguistic Diversity 3
EDU 449 Student Teaching in ESL 1

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.

Credits
SPED 304 Exceptional Persons 3
EDU 407 Diagnostic Assessment Practices in Reading and Language Arts 3
SPED 459 Home, School and Community Relations 3
SPED 462 Individual Behavior and Classroom Management Prek-12 3
SPED 465 Methods/Curriculum: Behavior Disorders Prek-12 3
SPED 467 Fundamentals of Special Education 3
SPED 469 Methods/Curriculum: Learning Disabilities K-12 3
SPED 477 Career and Vocational Programming 3

One of the following:
SPED 479 Student Teaching: Instructional Strategist 4
SPED 482 Student Teaching: Instructional Strategist 8

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.

Credits
Current certification in CPR/First Aid or EXSS 102 First Aid/CPR/AED
SPED 304 Exceptional Persons 3
EDU 407 Diagnostic Assessment Practices in Reading and Language Arts 3
SPED 459 Home, School & Community Relations 3
SPED 462 Individual Behavior and Classroom Management Prek-12 3
SPED 467 Fundamentals of Special Education 3
SPED 473 Methods/Curriculum: Intellectual Disabilities 3
SPED 477 Career and Vocational Programming 3

One of the following:
ENG 101 English Composition I
An equivalent composition course

One of the following:
COMM 105 Public Speaking
COMM 107 Human Communication
An approved oral communication course

One of the following:
ENG 265 African American Literature
ENG 365 Women and Literature
An approved literature across cultures course

Prek-12 Talented and Gifted Education (TAG) Endorsement #107 Credits
EDU 439 Introduction to Gifted Education 3
EDU 440 Methods and Curriculum: Gifted Education PreK-12 3
EDU 441 Administration and Supervision of Gifted Programs 3
EDU 442 Practicum: Gifted Programs 3

Middle School Endorsements
5-8 Algebra For High School #1421 Credits
MATH 107 College Algebra 3

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)
EDU 425 Content Area Literacy 3
EDU 428 Middle School Curriculum, Design and Strategies 3
EDU 435 Middle School Students’ Growth, Development and Management 3
Completion of coursework in TWO of the following content areas:
#1821 Middle School Language Arts (13 credits)
EDU 232 Grammar Content for Teachers 1
EDU 333 Literature: Birth-Adolescence 3

One of the following:
ENG 101 English Composition I
An equivalent composition course

One of the following:
COMM 105 Public Speaking
COMM 107 Human Communication
An approved oral communication course

One of the following:
ENG 265 African American Literature
ENG 365 Women and Literature
An approved literature across cultures course

#1822 Middle School Math (12 credits)
MATH 107 College Algebra 3
EDU 353 Teaching Math Intermediate - Middle School 3
Two of the following:
MATH 109 Quantitative Methods
MATH 115 Trigonometry and Analytic Geometry
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.

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course Description</th>
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<tbody>
<tr>
<td>0</td>
<td>Certificate of Concussion Training</td>
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<tr>
<td>0-1</td>
<td>Certification in First Aid/CPR/AED or EXSS 102 First Aid/CPR/AED Programs</td>
</tr>
<tr>
<td>3</td>
<td>EDU 142 Human Growth, Development and Guidance</td>
</tr>
<tr>
<td>2</td>
<td>EXSS 166 Care and Prevention of Athletic Injuries</td>
</tr>
<tr>
<td>2</td>
<td>EXSS 226 Foundations of Physical Fitness</td>
</tr>
<tr>
<td>3</td>
<td>EXSS 243 Coaching Theory and Ethics</td>
</tr>
<tr>
<td>10-11</td>
<td>Major in Exercise Science</td>
</tr>
</tbody>
</table>

Certificate of Concussion Training

Certificate in First Aid/CPR/AED or EXSS 102 First Aid/CPR/AED Programs

EDU 142 Human Growth, Development and Guidance

EXSS 166 Care and Prevention of Athletic Injuries

EXSS 226 Foundations of Physical Fitness

EXSS 243 Coaching Theory and Ethics

Major in Exercise Science
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.

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course Description</th>
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<tbody>
<tr>
<td>3</td>
<td>HIST 110 American History to 1877</td>
</tr>
<tr>
<td>3</td>
<td>HIST 111 American History Since 1877</td>
</tr>
<tr>
<td>3</td>
<td>PS 100 U.S. Government</td>
</tr>
<tr>
<td>3</td>
<td>PS 230 State and Local Government</td>
</tr>
<tr>
<td>3</td>
<td>GEOG 100 Introduction to Physical Geography</td>
</tr>
<tr>
<td>3</td>
<td>GEOG 200 World Regional Geography</td>
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<tr>
<td>3</td>
<td>EDU 142 Human Growth, Development and Guidance</td>
</tr>
<tr>
<td>3</td>
<td>PSY 212 Developmental Psychology: Birth to Adolescence</td>
</tr>
<tr>
<td>3</td>
<td>PSY 222 Developmental Psychology: Young Adulthood to Late Adulthood</td>
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<td>3</td>
<td>EXSS 403 Internship in Exercise Science (6)</td>
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<tr>
<td>3</td>
<td>EXSS 40301 Internship in Exercise Science (3)</td>
</tr>
<tr>
<td>3</td>
<td>EXSS 40302 Internship in Exercise Science (3)</td>
</tr>
<tr>
<td>3</td>
<td>EXSS 49901 Special Project (3)</td>
</tr>
<tr>
<td>3</td>
<td>EXSS 49902 Special Project (3)</td>
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</table>

Exercise Science Core

Exercise Science
The major and minor in exercise science prepares students for a variety of career opportunities in the arena of physical activity, sport and health. Students are also prepared to pursue graduate studies. Exercise science students will develop the knowledge and abilities to design wellness and exercise programs for individuals of different ages and fitness levels, implement individual and organization plans to meet health and fitness goals, and help individuals identify and change behaviors to live healthier lifestyles. The department also offerings programming to prepare students to coach athletics at the recreational, secondary, collegiate and professional levels.
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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 268</td>
<td>Intro to Human Anatomy and Physiology**</td>
<td>4</td>
</tr>
<tr>
<td>EXSS 10022</td>
<td>Walking for Fitness</td>
<td>1</td>
</tr>
<tr>
<td>EXSS 166</td>
<td>Care and Prevention of Athletic Injuries</td>
<td>2</td>
</tr>
<tr>
<td>EXSS 225</td>
<td>Group Exercise Instruction</td>
<td>2</td>
</tr>
<tr>
<td>EXSS 280</td>
<td>Personal and Community Health</td>
<td>3</td>
</tr>
<tr>
<td>EXSS 290</td>
<td>Introduction to Personal Training</td>
<td>3</td>
</tr>
<tr>
<td>EXSS 354</td>
<td>Methods of Strength and Conditioning</td>
<td>3</td>
</tr>
<tr>
<td>EXSS 365</td>
<td>Special Populations and Exercise</td>
<td>3</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIO 270</td>
<td>Human Anatomy and Physiology I**</td>
<td>4</td>
</tr>
<tr>
<td>BIO 275</td>
<td>Human Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>MATH 220</td>
<td>Elementary Statistics</td>
<td>3</td>
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<tr>
<td>EXSS 170</td>
<td>Medical Terminology</td>
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Choose from the following: 15

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>BIO 135</td>
<td>Principles of Biology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 140</td>
<td>Principles of Biology II*</td>
<td>4</td>
</tr>
<tr>
<td>BIO 165</td>
<td>Human Biology and Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>BIO 210</td>
<td>Microbiology**</td>
<td>4</td>
</tr>
<tr>
<td>BIO 370</td>
<td>Pathophysiology</td>
<td>3</td>
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<tr>
<td>CHEM 151</td>
<td>General Chemistry I</td>
<td>4</td>
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<tr>
<td>CHEM 152</td>
<td>General Chemistry II</td>
<td>4</td>
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<tr>
<td>CHEM 251</td>
<td>Organic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 330</td>
<td>Biochemistry I</td>
<td>3</td>
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<tr>
<td>PHY 111</td>
<td>Introductory Physics I*</td>
<td>3</td>
</tr>
<tr>
<td>PHY 112</td>
<td>Introductory Physics I Lab</td>
<td>1</td>
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<tr>
<td>PHY 113</td>
<td>Introductory Physics II</td>
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</tr>
<tr>
<td>PHY 114</td>
<td>Introductory Physics II Lab</td>
<td>1</td>
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Choose two of the following: 6

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ANTH 110</td>
<td>Introduction to Cultural Anthropology</td>
<td></td>
</tr>
<tr>
<td>PSY 190</td>
<td>General Psychology</td>
<td></td>
</tr>
<tr>
<td>PSY 310</td>
<td>Social Psychology</td>
<td></td>
</tr>
<tr>
<td>PSY 360</td>
<td>Abnormal Psychology</td>
<td></td>
</tr>
<tr>
<td>SOC 110</td>
<td>Principles of Sociology</td>
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</table>

Minor in Coaching
Certification in First Aid, CPR and AED or

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EXSS 102</td>
<td>First Aid/CPR/AED Programs</td>
<td>0-1</td>
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<tr>
<td>EDU 142</td>
<td>Human Growth, Development and Guidance</td>
<td>3</td>
</tr>
<tr>
<td>EXSS 166</td>
<td>Care and Prevention of Athletic Injuries</td>
<td>2</td>
</tr>
<tr>
<td>EXSS 226</td>
<td>Foundations of Physical Fitness</td>
<td>2</td>
</tr>
<tr>
<td>EXSS 243</td>
<td>Coaching Theory and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>EXSS 283</td>
<td>Sport Nutrition</td>
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<tr>
<td>EXSS 318</td>
<td>Psychology of Exercise and Sport</td>
<td>3</td>
</tr>
<tr>
<td>EXSS 354</td>
<td>Methods of Strength and Conditioning</td>
<td>3</td>
</tr>
</tbody>
</table>

Minor in Exercise Science

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 268</td>
<td>Introduction to Human Anatomy and Physiology**</td>
<td>4</td>
</tr>
<tr>
<td>EXSS 226</td>
<td>Foundations of Physical Fitness</td>
<td>2</td>
</tr>
<tr>
<td>EXSS 302</td>
<td>Exercise Physiology</td>
<td>3</td>
</tr>
<tr>
<td>EXSS 305</td>
<td>Kinesiology and Biomechanics</td>
<td>3</td>
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<tr>
<td>Electives in EXSS</td>
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<td>9</td>
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</table>

Choose two of the following: 6

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 110</td>
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<td></td>
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<tr>
<td>PSY 190</td>
<td>General Psychology</td>
<td></td>
</tr>
<tr>
<td>PSY 310</td>
<td>Social Psychology</td>
<td></td>
</tr>
<tr>
<td>PSY 360</td>
<td>Abnormal Psychology</td>
<td></td>
</tr>
<tr>
<td>SOC 110</td>
<td>Principles of Sociology</td>
<td></td>
</tr>
</tbody>
</table>

**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.
General Education Requirements

General Education Program Philosophy

The Upper Iowa University General Education program is guided by the Peacock Pillars and promotes foundational learning in multiple disciplines. The Peacock Pillars are student learning outcomes achieved by all Upper Iowa University graduates and represent critical skills necessary for meaningful participation in society. Four of the Peacock Pillars are assessed as part of the General Education Program:

- Demonstrate technological literacy;
- Exercise critical thinking across disciplines;
- Communicate effectively; and
- Engage as members of a diverse community.

Students will accomplish these objectives through various perspectives as they successfully complete coursework in the general education curriculum.

The 36 semester credits required in general education are as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>A speech course</td>
<td>3</td>
</tr>
<tr>
<td>A computer skills course</td>
<td>3</td>
</tr>
<tr>
<td>A mathematics course</td>
<td>3</td>
</tr>
<tr>
<td>A cultures course</td>
<td>3</td>
</tr>
<tr>
<td>Two nonperformance courses</td>
<td></td>
</tr>
<tr>
<td>within the arts and humanities</td>
<td>6</td>
</tr>
<tr>
<td>Two courses within the natural sciences</td>
<td>6</td>
</tr>
</tbody>
</table>

Two courses within the social sciences | 6
Total | 36

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

ARTS AND HUMANITIES (6 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ART 100 Intro to Art</td>
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<tr>
<td>ART 101 Digital Tools</td>
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<tr>
<td>ART 109 2-D Foundations</td>
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<tr>
<td>ART 110 Drawing</td>
<td></td>
</tr>
<tr>
<td>ART 120 3-D Foundations</td>
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</tr>
<tr>
<td>ART 202 Painting</td>
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</tr>
<tr>
<td>ART 210 Intermediate Drawing</td>
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<tr>
<td>ART 211 Art History I</td>
<td></td>
</tr>
<tr>
<td>ART 212 Art History II</td>
<td></td>
</tr>
<tr>
<td>ART 222 Ceramics/Hand Building</td>
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</tr>
<tr>
<td>ART 223 Ceramics/Wheel Throwing</td>
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<tr>
<td>ART 225 Sculpture</td>
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<tr>
<td>ART 252 Art and Architecture in Italy</td>
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<tr>
<td>ART 272 World Art</td>
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<tr>
<td>ART 305 Environmental Art</td>
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<tr>
<td>ART 330 Watercolor/Water Media</td>
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<tr>
<td>ART 372 Survey of American Art</td>
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</tr>
<tr>
<td>ENG 125 Intro to Literature</td>
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<tr>
<td>ENG 170 Intro to Creative Writing</td>
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<tr>
<td>ENG 209 American Literature I</td>
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<td>ENG 210 American Literature II</td>
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<tr>
<td>ENG 211</td>
<td>British Literature I</td>
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<td>ENG 212</td>
<td>British Literature II</td>
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<td>ENG 214</td>
<td>World Literature Survey</td>
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<td>ENG 216</td>
<td>Mythology</td>
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<td>ENG 224</td>
<td>Modern Poetry</td>
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<td>ENG 248</td>
<td>Survey of the Mystery Story</td>
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<td>ENG 265</td>
<td>African American Literature</td>
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<td>ENG 275</td>
<td>Television</td>
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<td>ENG 290</td>
<td>Movies</td>
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<td>ENG 311</td>
<td>African American Film</td>
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<td>ENG 330</td>
<td>Shakespeare</td>
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<td>ENG 335</td>
<td>Tolkien</td>
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<td>ENG 352</td>
<td>Best Sellers</td>
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<tr>
<td>ENG 365</td>
<td>Women and Literature</td>
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<td>ENG 375</td>
<td>Literature of the American Midwest</td>
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<td>GRAF 112</td>
<td>Introduction to Graphic Design</td>
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<tr>
<td>GRAF 218</td>
<td>Digital Photography</td>
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<tr>
<td>GRAF 280</td>
<td>Interaction Design</td>
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<tr>
<td>GRAF 319</td>
<td>Digital Video and Editing</td>
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<td>GRAF 355</td>
<td>Typography</td>
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<td>HON 110</td>
<td>Honors Arts and Humanities</td>
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<td>HON 115</td>
<td>Honors Arts and Humanities II</td>
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<td>Intro to Music</td>
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<td>MUS 200</td>
<td>American Jazz Styles</td>
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<tr>
<td>MUS 202</td>
<td>American Popular Music</td>
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<td>PHIL 150</td>
<td>Intro to Philosophy</td>
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<td>PHIL 202</td>
<td>Contemporary Ethics</td>
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<td>REL 120</td>
<td>Intro to Religion</td>
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<td>REL 125</td>
<td>Intro to the Old Testament</td>
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<td>REL 126</td>
<td>Intro to the New Testament</td>
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<tr>
<td>REL 205</td>
<td>Religions of Asia</td>
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<td>SPN 101</td>
<td>Beginning Spanish I</td>
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<td>SPN 102</td>
<td>Beginning Spanish II</td>
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<td>SPN 201</td>
<td>Intermediate Spanish I</td>
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<td>Advanced Spanish I</td>
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<td>Advanced Spanish II</td>
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<td>THE 110</td>
<td>Introduction to Theatre</td>
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<td><strong>COMMUNICATION (9 credits)</strong></td>
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<tr>
<td>ENG 101</td>
<td>English Composition I (prerequisite to ENG 102)</td>
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<td>ENG 102</td>
<td>English Composition II</td>
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<td>One of the following:</td>
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<td>COMM 105</td>
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<td>COMM 200</td>
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<td>HON 140</td>
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<td>THE 240</td>
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<td>THE 260</td>
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<td></td>
<td><strong>COMPUTER SKILLS (3 credits)</strong></td>
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<tr>
<td>IS 102</td>
<td>Introduction to Computer Applications and Technology</td>
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<td>EDU 252</td>
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<td>ANTH 110</td>
<td>Cultural Anthropology</td>
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<td>ANTH 120</td>
<td>Culture &amp; Difference</td>
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<td>Visual Anthropology</td>
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<td><strong>MATHMATICS (3 credits)</strong></td>
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<td>MATH 105</td>
<td>College Mathematics with Applications</td>
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<td>MATH 107</td>
<td>College Algebra</td>
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<td>MATH 109</td>
<td>Quantitative Methods</td>
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<td>MATH 115</td>
<td>Trigonometry and Analytic Geometry</td>
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<td>MATH 120</td>
<td>Calculus I</td>
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<td>MATH 220</td>
<td>Elementary Statistics</td>
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<td><strong>NATURAL SCIENCES (6 credits)</strong></td>
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<tr>
<td>BIO 100</td>
<td>General Biological Science</td>
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<td>BIO 135</td>
<td>Principles of Biology I</td>
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<td>BIO 140</td>
<td>Principles of Biology II</td>
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<td>BIO 165</td>
<td>Human Biology and Nutrition</td>
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<tr>
<td>BIO 190</td>
<td>Intro to Biological Evolution</td>
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<td>BIO 210</td>
<td>Microbiology</td>
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<td>BIO 215</td>
<td>Local Field Science</td>
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<td>BIO 220</td>
<td>Zoology</td>
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<td>BIO 231</td>
<td>General Botany</td>
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<td>BIO 268</td>
<td>Intro Human Anatomy/Physiology</td>
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<td>BIO 270</td>
<td>Human Anatomy/Physiology I</td>
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<td>BIO 311</td>
<td>Evolution for Everyone</td>
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<td>CHEM 102</td>
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<td>CHEM 140</td>
<td>Chemistry for Everyday Life</td>
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<td>CHEM 115</td>
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<td>CHEM 151</td>
<td>General Chemistry I</td>
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<td>General Chemistry II</td>
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<td>ES 114</td>
<td>Conservation of Natural Resources</td>
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<td>ES 117</td>
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<td>ES 121</td>
<td>Dinosaurs</td>
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<td>ES 220</td>
<td>Soil and Water Conservation</td>
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<td>ES 251</td>
<td>Extinctions</td>
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<td>ES 321</td>
<td>Building an Eco-Economy</td>
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<td>GEGO 100</td>
<td>Physical Geography</td>
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<td>HON 130</td>
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<td>PHY 113</td>
<td>Introductory Physics II</td>
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<td><strong>SOCIAL SCIENCES (6 credits)</strong></td>
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<td>ANTH 214</td>
<td>Visual Anthropology</td>
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<td>ANTH 310</td>
<td>Political Anthropology</td>
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<td>ECON 160</td>
<td>Principles of Microeconomics</td>
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<td>ECON 161</td>
<td>Principles of Macroeconomics</td>
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<td>ECON/HIST 281</td>
<td>Western Economic History: 1600-Present</td>
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<td>CJ 224</td>
<td>Introduction to Criminal Justice</td>
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<td>EDU 142</td>
<td>Human Growth, Development and Guidance</td>
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<td>GEOG 200</td>
<td>World Regional Geography</td>
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<td>HIST 100</td>
<td>World History to 1500</td>
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<td>HIST 101</td>
<td>World History since 1500</td>
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<td>HIST 110</td>
<td>American History to 1877</td>
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<td>HIST 111</td>
<td>American History since 1877</td>
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<td>HIST 214</td>
<td>World at War, 1914-1945</td>
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<td>HIST 330</td>
<td>African American History</td>
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<td>HON 120</td>
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<td>PS 100</td>
<td>US Government</td>
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<td>PS 211</td>
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<td>PS 212</td>
<td>Comparative Politics</td>
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<td>PS 222</td>
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<td>PS 230</td>
<td>State &amp; Local Government</td>
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<td>PSY 212</td>
<td>Dev Psych: Birth-Adolescence</td>
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<td>PSY 222</td>
<td>Dev Psych: Young Adulthood to Late Adulthood</td>
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<td>PSY 232</td>
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<td>PSY 311</td>
<td>Psychology of Women</td>
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<td>PSY 321</td>
<td>Death and Dying</td>
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<td>SOC 110</td>
<td>Principles of Sociology</td>
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<td>SOC 220</td>
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<td>Diversity in the United States</td>
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<td>Globalization</td>
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<td>SPN 125</td>
<td>Introduction to Hispanic Culture &amp; Society</td>
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<td>SPN 306</td>
<td>Culture &amp; Society of Spain</td>
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</tbody>
</table>
Accounting

ACCT 201  Accounting Principles I  3 credits
A study of accounting theory, record keeping, and the accounting cycle, with emphasis on accounting for the assets and related revenues and expenses reported on financial statements of a business organization.

ACCT 202  Accounting Principles II  3 credits
A continuation of ACCT 201, with emphasis on accounting for the liabilities, owners’ equity and related revenues and expenses reported in financial statements of a business organization; and preparation and analysis of financial statements and an introduction to managerial accounting including product costing using job orders and process costing systems and cost-volume-profit relationships. Prerequisite: ACCT 201.

ACCT 321  Intermediate Financial Accounting I  3 credits
An extension of the theory and principles of financial accounting, with emphasis on FASB pronouncements applicable to accounting for assets. Prerequisite: ACCT 202.

ACCT 322  Intermediate Financial Accounting II  3 credits
An extension of the theory and principles of financial accounting, with emphasis on FASB pronouncements applicable to liabilities and owners’ equity, and Cash Flow Statements; as well as analysis and interpretation of financial position and results of operations of a business organization. Prerequisite: ACCT 321.

ACCT 323  Federal Taxation I  3 credits
A study of the theory and application of federal tax law, with emphasis on income tax law applicable to individuals. Prerequisite: ACCT 202.

ACCT 324  Federal Taxation II  3 credits
A continuation of ACCT 323, with emphasis on income tax law applicable to corporations, partnerships and fiduciaries; and transfer (gift and estate) taxes. Prerequisite: ACCT 323.

ACCT 422  Cost Accounting  3 credits
A survey of the principles and practices of accounting for and accumulation of costs to manufacture products, with emphasis on job-order and process cost systems; methods of overhead cost distribution, standard cost systems, and departmentalization for cost control. Prerequisite: ACCT 202.

ACCT 425  Auditing  3 credits
An exploration of the concepts and procedures applicable to an audit of financial statements, with emphasis on procedures to substantiate amounts reported; along with the impact of internal control, quality of available evidence, and statistical sampling on the determination of appropriate procedures. Prerequisites: Senior status and ACCT 322.

ACCT 431  Advanced Financial Accounting  3 credits
An extension of the theory and principles of financial accounting, with emphasis on FASB pronouncements applicable to accounting for business combinations, international operations and partnerships. Prerequisite: ACCT 322.

ACCT 432  Accounting for Not-For-Profit Organizations  3 credits
An overview of the theory and application of FASB and other authoritative pronouncements related to accounting for governmental, fiduciary and other not-for-profit organizations. Prerequisite: ACCT 202 or substantial experience in accounting is recommended.
### Anthopology

**ANTH 110 Introduction to Cultural Anthropology** 3 credits  
This course provides an introduction to cultural anthropology: in particular, the concept of culture and how it interpenetrates various domains of organization and activity – such as adaptation, subsistence, economy, politics, and kinship – in a wide variety of societies and groups. Changing theoretical approaches, fieldwork, ethnography, cross-cultural analysis and comparisons, complex society, and local-regional-global perspectives will all be addressed. Meets the cultures or social science general education requirement, but not both.

**ANTH 120 Culture and Difference** 3 credits  
This course pursues themes in cultural anthropology from a variety of domains to focus on how these compare and, especially, contrast in different cultures. Some of the topics to be addressed will include political systems, gender practices, religious beliefs, artistic performance and expression, and reactions to globalization. The main goals are for students to develop an appreciation of diversity among cultures and cultural groups, and understand differences in life conditions. Meets the cultures or social science general education requirement, but not both.

**ANTH 214 Visual Anthropology** 3 credits  
This course will explore the worlds of different cultures, and how they have been portrayed, primarily through the medium of ethnographic film. The films will be about different cultures and situations, by different filmmakers, and stylistically different. A wide variety of topics will be covered, including: the ways that anthropologists and filmmakers have collaborated, how cultures are represented on film, what happens when anthropology comes to television, and changes in who is represented, by whom, and how. Examples of themes that could be dealt with in the films include: hunting and gathering, migration, music, refugees, and gender issues. Meets the cultures or social science general education requirement, but not both.

**ANTH 310 Political Anthropology** 3 credits  
This course will focus on the variety of political understandings, processes, and systems that have existed and exist in non-state societies, and state societies at both the centers and the margins of power. Agents, structures, and institutions of power will be looked at to highlight cultural variability in the practice of politics. Meets the cultures or social science general education requirement, but not both.

### Art

**ART 100 Introduction to Art** 3 credits  
An introduction to the visual arts through study of the elements of art, the various art forms and a chronological study of art history.

**ART 101 Digital Tools** 3 credits  
This course is an introduction to technology as a tool and digital culture as a medium for creative expression and communication in studio art. Students will gain a hands-on understanding of graphic software and hardware in both object- and pixel-oriented programs. The class will consider the impact of computer technology on visual art and culture by means of research and discussion. Using the computer as an art-making tool, students undertake projects that incorporate their own artistic expression.

**ART 109 Two Dimensional Foundations** 3 credits  
This course introduces the elements, principles and factors of two dimensional design. A sequenced investigation into the dynamics of various organizing principles using traditional and contemporary media. Development of visual awareness, analytical thinking, craftsmanship, and use of media and techniques will be addressed.

**ART 110 Drawing** 3 credits  
A foundation course in drawing media and techniques; focusing on the study of objects and natural forms in problems of analysis and composition.

**ART 120 Three Dimensional Foundations** 3 credits  
A foundation course to introduce basic three dimensional process and materials as well as develop the students’ ability to analyze form and space relationships. The course emphasizes the utilization of a variety of basic materials such as 3D software and printing, wood, plaster, wire and found objects.

**ART 202 Painting** 3 credits  
This course focuses on the technical aspects of oil painting, such as stretching canvas, mixing and applying paint, composition and idea development. Prerequisite: ART 110.

**ART 204 Printmaking** 3 credits  
An introduction to printmaking with a view to mastering the fundamental procedures and design problems of relief, intaglio, and serigraphy. Prerequisite: ART 110.

**ART 210 Intermediate Drawing** 3 credits  
Expanded concepts of drawing as related to the realization of form on a two-dimensional surface. The focus of this course is the rendering of objects and natural forms in problems of analysis and composition. Visual information and practice will be derived from: still life, landscape, interiors and the human figure. Prerequisite: ART 110.

**ART 211 Art History I** 3 credits  
This course studies the development of Western art from the prehistoric period to the Renaissance.

**ART 212 Art History II** 3 credits  
An exploration of the history of art from the Renaissance to the present. Concern is given to the major movements and artists and the various influences that affected their development.

**ART 222 Ceramics/Hand Building** 3 credits  
This course teaches the techniques of hand-building, glazing and firing of non-functional ceramic sculpture.

**ART 223 Ceramics/Wheel Throwing** 3 credits  
This course teaches the basic techniques of wheel throwing, glazing and firing functional and nonfunctional ceramics.

**ART 225 Sculpture** 3 credits  
In this course, students use various techniques and media such as plaster, piece molds, wood and metal to produce three-dimensional art forms. Prerequisite: ART 120.

**ART 250 Special Topics** 3 credits  
Special Topics courses are studies of selected problems, periods or movements in the subject area not otherwise included in the curriculum. They are typically chosen from a faculty member’s particular expertise and field of scholarly inquiry, and offered to a student or group of students forming an interest in the particular subject matter. The 250 designation denotes a General Education level of instruction and may include an appropriate General Education task to be completed. The 450 designation denotes a senior level degree of sophistication expected in both learning and instruction. A single course may be offered at both levels simultaneously, in which case the syllabus will clearly differentiate the course expectations and assessment measures for students enrolled at each of the two levels. A Special Topics course must be approved by the School of Arts and Sciences Curriculum Committee before it is offered, and it must address one or more Major Outcomes within the discipline.

**ART 252 Art and Architecture in Italy** 3 credits  
This is a survey of the art and architecture of Italy and the Renaissance. This class will be a field-based course that focuses on the wealth of art and architecture of Italy. Florence and neighboring towns will be the classroom as the students visit some of the world’s greatest museums and study the art and architecture from the Etruscans to Brunelleschi and Michelangelo.
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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
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<tbody>
<tr>
<td>ART 272</td>
<td>World Art: Survey of Non-Western Art</td>
<td>3</td>
<td>Studies in the visual arts of cultures other than the United States and Western Europe. Particular attention will be given to cultural contexts from which these forms emerge.</td>
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<tr>
<td>ART 299</td>
<td>Special Project</td>
<td>1-3</td>
<td>A Special Project allows the student to expand on work already completed in previous coursework. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student into original investigation of a defined problem within the discipline. Examples include theses and themed portfolios or exhibitions.</td>
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<tr>
<td>ART 300</td>
<td>Human Figure Drawing I</td>
<td>3</td>
<td>This course consists of drawing the human figure from direct observation. This course will focus on anatomical structure, pictorial structure and the expressive capacity of the human form. Prerequisite: ART 110.</td>
</tr>
<tr>
<td>ART 301</td>
<td>Human Figure Drawing II</td>
<td>3</td>
<td>Human Figure Drawing II allows for further skill development of drawing the human figure from direct observation. This course will focus on anatomical structure, pictorial structure, and the expressive capacity of the human form and will include the use of color media. Prerequisite: ART 300.</td>
</tr>
<tr>
<td>ART 304</td>
<td>Printmaking: Screen Printing</td>
<td>3</td>
<td>This course will focus on planographic printmaking techniques including screen printing, plastic plate lithography, and digital imaging techniques. This course will emphasize combining traditional and digital imaging techniques. Students are expected to work toward a body of images unified by subject and form. Prerequisite: ART 110.</td>
</tr>
<tr>
<td>ART 305</td>
<td>Environmental Art</td>
<td>3</td>
<td>The natural environment is the medium through which students will explore the concepts of natural beauty and form. Students will collaborate with nature to form outdoor site-specific works of art. This course is an investigation of sculptural site activation, exploring the practice of how work gets redefined through its placement within a larger social, political, and environmental sphere of meaning.</td>
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<tr>
<td>ART 313</td>
<td>20th Century Art</td>
<td>3</td>
<td>Studies in the visual arts of the 20th century: topics in modernism, late modernism, postmodernism, and contemporary art will be covered. Particular attention will be given to cultural contexts from which these forms emerge. Prerequisites: ART 100, ART 211, ART 212 or GRAF 112.</td>
</tr>
<tr>
<td>ART 323</td>
<td>Ceramics Mold Making</td>
<td>3</td>
<td>Students will learn basic and advanced techniques in ceramic mold making. Students will learn how to make basic press molds, multi part slip molds plus more advanced techniques in firing and glazing work. Prerequisite: ART 222.</td>
</tr>
<tr>
<td>ART 325</td>
<td>Intermediate Sculpture</td>
<td>3</td>
<td>An in depth study of different materials to create three-dimensional form. Students will gain access to a more in depth study of technical equipment and the ideation process as it pertains to the sculpted object and installation. Students will learn more advanced techniques in metal, plastics, wood, and alternative materials. Prerequisite: ART 225.</td>
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<tr>
<td>ART 330</td>
<td>Watercolor/Water Media</td>
<td>3</td>
<td>An exploration of the transparent watercolor medium and its materials and techniques. Prerequisite: ART 110.</td>
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<tr>
<td>ART 372</td>
<td>Survey of American Art</td>
<td>3</td>
<td>This course is a study in the development of American art from first colonization to the present. ART 372 is a survey of painting, sculpture, and architecture with particular attention given to the historical and cultural contexts from which these forms emerged. The significance of these works from an artistic perspective will be the over-arching concern of this course. Prerequisite: ART 100 or ART 211 or ART 212 or GRAF 112.</td>
</tr>
<tr>
<td>ART 375</td>
<td>Art and Material Culture</td>
<td>3</td>
<td>This course explores three cultural case studies to understand the relationship between art, aesthetics, and material culture production. The case studies will be drawn from prehistoric, historic, and contemporary cultures to give a broad understanding of the way in which a culture’s unique needs and environment shape the kinds of art objects it produces. Development of visual awareness, analytical thinking, connoisseurship, and theoretical foundations will be addressed.</td>
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<td>ART 403</td>
<td>Internship</td>
<td>3</td>
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<tr>
<td>ART 404</td>
<td>Advanced Printmaking</td>
<td>3</td>
<td>This course is focused on concentrated study, usually in one print process area chosen by the student, with problems set by the instructor with a view toward idea and technique complexity. Prerequisite: ART 204 or ART 304.</td>
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<tr>
<td>ART 410</td>
<td>Advanced Drawing</td>
<td>3</td>
<td>Specialized problems in drawing are presented in this course, designed to extend the range of each student’s technical and expressive capability. Prerequisite: ART 210.</td>
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<tr>
<td>ART 412</td>
<td>Advanced Painting</td>
<td>3</td>
<td>Intensive work in technical and conceptual development in oils is the focus of this course. Prerequisite: ART 202.</td>
</tr>
<tr>
<td>ART 423</td>
<td>Advanced Ceramics</td>
<td>3</td>
<td>This course involves focused development of specific skills and concepts in ceramics. Prerequisites: ART 222 and ART 223.</td>
</tr>
<tr>
<td>ART 425</td>
<td>Advanced Sculpture</td>
<td>3</td>
<td>Specialized problems in sculpture are studied in this course. Prerequisite: ART 325.</td>
</tr>
<tr>
<td>ART 430</td>
<td>Advanced Watercolor/Water Media</td>
<td>3</td>
<td>A specialized study of techniques, problems and expression with water media. Prerequisite: ART 330.</td>
</tr>
<tr>
<td>ART 450</td>
<td>Special Topics</td>
<td>3</td>
<td>Special Topics courses are studies of selected problems, periods or movements in the subject area not otherwise included in the curriculum. They are typically chosen from a faculty member’s particular expertise and field of scholarly inquiry, and offered to a student or group of students forming an interest in the particular subject matter. The 250 designation denotes a General Education level of instruction and may include an appropriate General Education task to be completed. The 450 designation denotes a senior level degree of sophistication expected in both learning and instruction. A single course may be offered at both levels simultaneously, in which case the syllabus will clearly differentiate the course expectations and assessment measures for students enrolled at each of the two levels. A Special Topics course must be approved by the School of Arts and Sciences Curriculum Committee before it is offered, and it must address one or more Major Outcomes within the discipline.</td>
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<tr>
<td>ART 470</td>
<td>Senior Seminar</td>
<td>3</td>
<td>Readings, discussion, presentation and writing on historic and contemporary art that emphasizes analysis of the observed tendencies concerning materials, presentation and concept in the field of art and other related fields. Through this examination, students will complete a senior thesis paper that functions as a framework for their portfolio. Students will also engage in learning best professional practices in the art field. Prerequisite: Senior Art Major or Minor.</td>
</tr>
<tr>
<td>ART 490</td>
<td>Senior Thesis</td>
<td>1</td>
<td>Senior Thesis documentation and evaluation, revision, and editing of student work as well as the exhibition itself. Prerequisite: Senior Art major, minor or major in Art (Teacher Education).</td>
</tr>
<tr>
<td>ART 492</td>
<td>Senior Arts Administration Thesis</td>
<td>1</td>
<td>A thesis intended to integrate the arts administration electives completed. It is undertaken with guidance of one or more faculty members.</td>
</tr>
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members and is intended to encourage the student into original investi-
gation to define a problem. Prerequisite: Completion of at least four out of the five courses for the Arts Administration certificate.

**ART 499  Special Project**  1-3 credits
A Special Project allows the student to expand on work already com-
pleted in previous coursework. It is undertaken with the guidance of
one or more faculty members and is intended to encourage the student
into original investigation of a defined problem within the discipline.
Examples include theses and themed portfolios or exhibitions.

**Biology**

**BIO 100  General Biological Science**  3 credits
This course presents the basic concepts of biology; it is intended for
non-science majors. Recommended to satisfy the general education
requirement for science.

**BIO 135  Principles of Biology I**  4 credits
This course introduces students to fundamental concepts in biomole-
cular structure, cell biology, and genetics. This course is the first
part of a two-course introductory biology sequence for majors in the
biological sciences.

**BIO 140  Principles of Biology II**  4 credits
This course introduces students to fundamental concepts in evolution,
systematics, and ecology. It will also introduce students to the diver-
sity of life. This course is the second part of a two-course introductory
biology sequence for majors in the biological sciences. Prerequisite:
BIO 135.

**BIO 165  Human Biology and Nutrition**  3 credits
This course provides learners with a fundamental understanding of
how the human body works at the molecular, cellular and organ lev-
el, as well as with a practical knowledge of how important nutritional
and dietary needs help to maintain healthy body function.

**BIO 190  Introduction to Biological Evolution**  3 credits
This course will introduce students to the theory of evolution by
natural selection. Emphasis will be placed on examples of evolution
observed in nature, in the lab and the breeding of domestic plants and
animals. The course will also compare and contrast evolution with
religious and philosophical perspectives.

**BIO 201  Scientific Literature Skills**  1 credit
This course introduces students to critical analysis of biological
literature. Students will learn methods for carrying out scientific
literature searches, reading biological literature and preparation of
scientific writing. Additionally, the course will provide guidance for
career preparation in the biological sciences. Prerequisites: ENG 101,
Sophomore status. Same as CHEM 201.

**BIO 210  Microbiology**  4 credits
This course examines the basic structure, taxonomy, growth, genetics
and control of microorganisms, with emphasis on pathogenic spe-
cies. The course concentrates on bacteria; however, fungi, protozoa,
helminths and viruses also are discussed. The laboratory emphasizes
aseptic technique, as well as common staining and biochemical testing
procedures used in the identification of bacterial species. Prerequisite:
BIO 135. Recommended: CHEM 151.

**BIO 215  Local Field Science**  3 credits
This course is designed as an exploration of biological, physical and
plant sciences of the local area.

**BIO 220  Zoology**  4 credits
This course surveys the animal phyla. The emphasis is on evolution
and systematic, anatomy and physiology, as well as animal develop-
ment. Prerequisite: BIO 135.

**BIO 223  Plant Propagation**  3 credits
This course covers the theory and practice of economically reproduc-
ing plant materials, both sexually and asexually. Emphasis is placed
on seed production, rooted cuttings, grafting, layering and tissue
culture techniques. Prerequisite: BIO 135.

**BIO 230  Invertebrate Zoology**  4 credits
This course examines the taxonomy, anatomy, physiology, ecology
and evolutionary biology of invertebrate animals. Prerequisite: BIO
140 or BIO 220.

**BIO 231  General Botany**  4 credits
This course surveys the phyla of photosynthetic organisms, as well
as of some fungi. The emphasis is on angiosperm plant anatomy and
development, as well as on organismal diversity and reproductive
cycles. Prerequisite: BIO 135.

**BIO 250  Special Topics**  3-4 credits

**BIO 268  Introduction to Human Anatomy and Physiology**  4 credits
This course provides an introduction to the structure and function of
the human body. Prerequisite: BIO 135.

**BIO 270  Human Anatomy and Physiology I**  4 credits
This course examines the relationships between the structure and
function of the human body. Topics covered include cells, tissues,
integument, skeletal system, muscular system, nervous system and
sensory organs. This course is the first part of a two-course sequence
in anatomy and physiology. Prerequisite: BIO 135.

**BIO 275  Human Anatomy and Physiology II**  4 credits
This course covers the structure and function of the endocrine system,
circulatory system, respiratory system, digestive system, urinary sys-
tem and reproductive systems. This course is the second part of a two-
course sequence in anatomy and physiology. Prerequisite: BIO 270.

**BIO 280  Plants of Iowa**  4 credits
This course surveys the common plant species, including graminoi,
herbaceous forbs, and woody trees and shrubs, currently found in
Iowa’s natural areas. Emphasis is placed on the identification of native
and introduced angiosperm species. Recognition of key vegetative
and reproductive features of these plants will be covered. Some at-
tention also will be given to recognizing species considered invasive,
edangered or threatened in Iowa. Prerequisite: BIO 140 or BIO 231.

**BIO 283  General Genetics**  4 credits
This course presents fundamental principles of classical genetics
as well as an introduction to modern molecular genetics; emphasis
will be placed on Mendelian genetics, linkage, gene expression and
regulation, and mutation. The laboratory will emphasize the use of
statistics and probability to generate and test genetic hypotheses, as
well as provide an introduction to molecular genetic techniques and
tools. Prerequisite: BIO 135.

**BIO 299  Special Project**  1-4 credits
A Special Project allows the student to expand on work already com-
pleted in previous coursework. It is undertaken with the guidance of one
or more faculty members and is intended to encourage the student into
original investigation of a defined problem within the discipline.

**BIO 301  Individual Research in the Biological Sciences**  1 credit
Field and/or laboratory research in an area of biological sciences
involving participation in the scientific process with a faculty member
from the Department of Biological Sciences. Each participant will
write a progress report at the end of each semester and be expected
to maintain a detailed laboratory notebook. Students are expected to
work (on average) a minimum of 3 hours per week over two sessions
(one semester) for one hour of credit. The course may be repeated for
a maximum of three credit hours if both student and faculty member
agree. Prerequisite: Sophomore status and approval of the supervising faculty member along with project acceptance.

**BIO 303 Experience in Health Science Careers 3 credits**
This course gives students first-hand exposure to the work environment in a specialized field of the health sciences, such as medicine, chiropractic medicine, physical therapy, pharmacy, dentistry, optometry, or veterinary medicine. It is conducted in an off-campus, independent study setting, where students observe or assist health care professionals in hospitals, clinics, or laboratories. Prerequisites: BIO 140 and junior status.

**BIO 311 Evolution for Everyone 3 credits**
This course provides an introduction to evolutionary theory as well as a perspective on how scientists view evolutionary theory today by reading and discussing recently published books on the subject. Prerequisite: Junior status.

**BIO 315 Ichthyology 4 credits**
This course examines the taxonomy, anatomy, physiology, ecology and evolutionary biology of fish. The laboratory emphasizes identification of fish native to Iowa. Prerequisite: BIO 140 or BIO 220.

**BIO 323 Plant Nutrition 3 credits**
This course provides an in-depth understanding of the nutritional requirements of plants and the diagnosis of plant nutritional deficiencies and toxicities. The course will concentrate on the essential elements and their physiological role in plant growth and development. Soil nutrient availability, nutrient uptake and nutrient assimilation also will be discussed. Prerequisite: BIO 140 or BIO 231. Recommended: CHEM 115 or CHEM 151.

**BIO 325 Plant Physiology 4 credits**
This course examines functions that impact plant growth and development. Emphasis is placed on water relations, basic mineral nutrition, transport phenomena, photosynthesis, and hormone action. Prerequisite: BIO 140 or BIO 231. Recommended: CHEM 151.

**BIO 330 Vertebrate Histology 4 credits**
This course provides an extensive study of the structure and organization of vertebrate tissues. Emphasis is placed on the relationships between the structure and function of these tissues. The laboratory stresses identification of cell and tissue types. Prerequisite: BIO 140 or BIO 220.

**BIO 335 Ecology 4 credits**
This course examines the relationships between organisms and their environment, with practical applications to field biology. The course includes units that utilize techniques of ecological analysis. Prerequisite: BIO 140 or BIO 220 or BIO 231.

**BIO 340 Evolution 3 credits**
This course provides a detailed study of the theories and processes of biological evolution. Prerequisites: BIO 283 and one of the following: BIO 140 or BIO 220 or BIO 231.

**BIO 352 Parasitology 4 credits**
This course provides a detailed study of parasites, with emphasis on those infecting humans and domestic animals. The course covers life cycles, disease syndromes and host-parasite interactions. The laboratory emphasizes the identification of animal parasites. Prerequisite: BIO 140 or BIO 220.

**BIO 356 Conservation Biology 3 credits**
This course provides a comprehensive examination of the biological, societal, ethical, economic, and political basis of modern conservation. This course is not only about discussing conservation problems, but also about applying quantitative methods in a rigorous scientific manner to identify solutions to these problems. Prerequisite: BIO 335 or consent of instructor.

**BIO 370 Pathophysiology 3 credits**
This course involves the study of the abnormal functioning of diseased organs with application to medical procedures and patient care. This course examines the etiology, symptoms, pathogenesis, diagnosis and therapy of disease. Prerequisite: BIO 140 or BIO 220 or BIO 268 or BIO 270.

**BIO 371 Pathophysiology Lab 1 credit**
This course involves the microscopic study of diseased tissue, including preparation of sample tissue. Corequisite: BIO 370.

**BIO 375 Immunology 3 credits**
This course covers humoral and cellular immunity. The topics include but are not limited to antibodies, membrane receptors for antigen, regulation of the immune response, and antigen-antibody interactions. Topics in applied immunology include hypersensitivity, tumor immunity, autoimmune, transplant rejection and immunological tests. Prerequisite: BIO 283.

**BIO 381 Cell and Molecular Biology 3 credits**
This course provides an in-depth overview of the living cell and highlights the molecular and biochemical aspects impacting cell structure and function. Emphasis is placed on the structure and function of various cellular organelles and membranes, along with their roles in metabolism, transport, and cell communication. Prerequisite: BIO 283. Recommended: CHEM 151.

**BIO 385 Ornithology 4 credits**
This course introduces students to avian evolution, flight, anatomy, physiology, ecology, and conservation. In addition, students will actively survey birds in the field to conduct estimates of avian diversity and density. Prerequisite: BIO 140 or BIO 220.

**BIO 391 Mammalogy 4 credits**
This course will provide a conceptual understanding of many aspects of mammalian biology and will provide a detailed understanding of mammalian anatomy, diversity, and natural history (especially of local forms), as well as some of the techniques that mammalogists use to acquire such knowledge. Prerequisite: BIO 140 or BIO 220.

**BIO 393 Herpetology 4 credits**
This course examines the taxonomy, anatomy, physiology, ecology and evolutionary biology of amphibians and reptiles. Prerequisite: BIO 140 or BIO 220.

**BIO 396 Molecular Tools I - DNA Techniques 3 credits**
In this lab-based course, students will learn modern molecular techniques for purification, modification and analysis of DNA. This includes genomic DNA extraction, plasmid purification, polymerase chain reaction, cloning, restriction digestion and DNA sequencing. The course serves as an introduction to DNA laboratory techniques that may be especially useful for students interested in pursuing careers in research or in attending graduate or professional school. Prerequisites: Successful completion with a B+ or higher of BIO 135 or successful completion with a C or better of BIO 283 AND successful completion with a C or higher of CHEM 152, OR permission of the instructor.

**BIO 397 Molecular Tools II - Cell Biology and Protein Techniques 3 credits**
Practical and theoretical laboratory based training on current molecular tools and techniques used in the field of cell biology and protein research. Topics ranging from bacterial and eukaryotic cell culture, cloning and protein expression, to methods of protein purification and immunological detection will be covered. Students will be expected to read and analyze primary literature to help them solve problems within the laboratory. Prerequisites: Successful completion (with a “C” or higher) of both BIO 283 and CHEM 152, or permission of the instructor.
BIO 398  **Thesis Research I**  2 credits
Students will complete the literature review portion of their project under the supervision of a science faculty member. The literature review will culminate in the completion of a paper reviewed by the students' project advisor. This course is the first part of a two-course capstone experience for several majors in the natural sciences. Prerequisite: Junior status.

BIO 403  **Field Internship**  3 credits
Students will complete 120 hours working under the supervision of a professional in the field of conservation. The field experience is designed to give students opportunities for growth through active participation. Prerequisite: Junior status.

BIO 420  **Cancer Biology**  3 credits
This course describes the biology of cancer, including the molecular changes of cancer initiation and progression, the dysfunctional cellular and tissue processes that make cancer difficult to treat, and the clinical implications for cancer as a disease. This course is intended for upper-level students of biology and pre-professional interests. It builds significantly from concepts learned in Genetics and Cell and Molecular Biology. Prerequisites: BIO 381.

BIO 428  **Plant Pathology**  4 credits
This course provides an in-depth overview of the principles underlying plant disease, including causes of disease, as well as the mechanisms of dissemination, pathogenicity, and control of disease. The course also will cover the disease cycle, the physiological effects of disease and the methods of plant defense against disease. Prerequisites: BIO 140 or BIO 231.

BIO 430  **Wildlife Management**  4 credits
Wildlife management can range from protecting and conserving endangered species, to increasing the number of trophy game species, to controlling pest species. In this course we will discuss how the understanding of wildlife ecology, history, policy, public wants, and math help shape the decisions a wildlife manager makes in the real world. Prerequisites: BIO 335 and one of the following: MATH 105, MATH 107, MATH 115, MATH 120, MATH 200.

BIO 433  **Ecological Restoration and Ecosystem Management Practices and Principles**  4 credits
In this course students will investigate biological, physical, and chemical processes to restore ecosystem structure and function to systems including grasslands, forests, and stream and riparian areas. Comparisons of management practices to reach restoration goals will be made at site level to watershed level, utilizing case studies and existing literature. Different management approaches will be identified and compared for a variety of scales of ecological restoration goals. Students will identify the objectives and provide an evaluation system for the project’s success. Prerequisites: BIO 335 and one of the following: MATH 105, MATH 107, MATH 115, MATH 120, MATH 200.

BIO 435  **Fisheries Management**  4 credits
This course examines the philosophy of managing fish populations and introduces students to techniques used to manage various species and the ecosystems they inhabit. Prerequisites: BIO 335 and one of the following: MATH 105, MATH 107, MATH 115, MATH 120, MATH 200.

BIO 450  **Special Topics**  3-4 credits

BIO 470  **Wildlife Forensics**  3 credits
The protection of the wildlife resource (including threatened and endangered species and game species) is not possible without wildlife law enforcement. This course covers techniques for determining time of death, species identification, data collection and preservation of evidence for wildlife law enforcement cases, as well as advanced technologies available for identification and individualization of evidence. Fulfills an upper division Biology or Forensics Science elective. Prerequisite: A 300-level biology laboratory course.

BIO 480  **Stream Ecology**  4 credits
Stream ecology involves the study of streams, rivers and their watersheds. This course examines the physical environment of streams, the organisms occupying streams, and the interactions between these organisms and their environment. Prerequisite: BIO 335.

BIO 490  **Entomology**  4 credits
This course is an in-depth study of the insects emphasizing anatomy, physiology, ecology, evolution and taxonomy. Prerequisite: BIO 140 or BIO 220.

BIO 496  **Senior Project**  2 credits
Students will complete an independent project under the supervision of a science faculty member. This will include a paper reviewed by the student’s project advisor and an oral presentation presented to the science faculty. Prerequisite: Senior status.

BIO 498  **Thesis Research II**  2 credits
Students will complete an independent project under the supervision of a science faculty member. This will include a paper reviewed by the student’s project advisor and an oral presentation presented to the science faculty. This course is the second part of a two-course capstone experience for several majors in the natural sciences. Prerequisite: BIO 398.

BIO 499  **Special Project**  1-4 credits
A special project allows the student to expand on work already completed in previous coursework. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student into original investigation of a defined problem within the discipline.

**Business**

BA 210  **Management Principles**  3 credits
A look at modern management theory, including both functional and behavioral approaches to the administration of business enterprises.

BA 222  **Management Information Systems**  3 credits
A study of the procedures involved in the accumulation, processing and dissemination of various types of information within an organization. Typical business problems will be solved from a management perspective, using popular spreadsheet and database software packages as problem-solving tools. Prerequisites: BA 210.

BA 250  **Special Topics**  3 credits
This course is designed to examine in-depth current developments in specific areas of practice and research. Specific content of the course will change with each offering and will be announced prior to the session in which it is offered.

BA 256  **Quantitative Analysis for Business I**  3 credits
This course is designed for business students who have a good foundation in mathematics and algebra. Students will learn to apply descriptive statistics, probability and random variables, inferential statistics, sampling of business data, and time series within the business environment. Heavy emphasis will be on business applications utilizing Microsoft Excel and other business statistical packages. Prerequisite: IS 102, recommended MATH 105 or permission of instructor.

BA 302  **Business Law and Ethics**  3 credits
This course is designed to provide an introduction to legal and ethical issues within the business environment. Topics will include an introduction to the nature and sources of law, and the methods by which laws are made; basic principles of contract law and property law as the foundations for business enterprise; tort law governing business relationships. Students will also study the foundation of ethics and ethical theories currently being used in the business environment to make decisions, and will apply those theories through examples and case studies.
BA 303 Business Law II  
A survey of particular fields of law relevant to business operations; agency, partnerships, corporations; sales, commercial transactions, and bankruptcy; antitrust law; employment law; consumer protection. Prerequisite: BA 302 recommended.

BA 317 International Management  
3 credits
Presents a cross-cultural perspective on managing global organizations. Focuses on understanding the influence of culture on international management, and how managers in multinational organizations address such issues as strategic analysis, organizational structure, global coordination and control, communications, inter-organizational cooperation, and human resource management. Prerequisites: BA 210 and general education cultures requirement.

BA 325 New Venture Creation  
3 credits
This course focuses on the process of creating a startup, from the recognition of an opportunity to the launch of the business. It is designed to help students explore the pre-launch activities necessary to start a business and secure its first customer. Prerequisites: MKT 208 and BA 210.

BA 334 Social Entrepreneurship  
3 credits
Social Entrepreneurs apply entrepreneurial talent to create social value and innovative sustainable solutions to pressing societal challenges. Students will identify opportunities, develop unique solutions, secure scarce resources, and manage risk. Social entrepreneurship will be studied in the context of civil society where there is inherent tension between market forces and democratic citizenship principles. Prerequisites: ECON 160 and BA 210.

BA 352 Risk Management  
3 credits
Explores non-speculative risks in business and selected management devices for dealing with them; assumption, avoidance, transfer and reduction of risk; risk management decision; control of risk and reduction of losses; case studies in risk management.

BA 356 Quantitative Analysis for Business II  
3 credits
This course is designed for business students who have a good foundation in mathematics, algebra and statistics. Topics will include inventory management and business simulation. This course will be case-driven as part of the learning process. Prerequisites: BA 256 or MATH 220 or instructor approval.

BA 361 Human Resources Management  
3 credits
An overview of the policies and procedures in personnel administration in American business, including uses, sources, motivation and maintenance of employees, with major emphasis on the dynamics of social organization. Prerequisite: BA 210.

BA 362 Supervision  
3 credits
A detailed examination of the fundamental concepts, principles and dynamics of the supervisory process. Prerequisites: BA 210 and BA 361.

BA 365 Leadership Theory  
3 credits
This course examines and contrasts process theories, relationship theories, and management theories of leadership. Various definitions of leadership and their underlying implications for application and research will be investigated. The role of the leader will be examined in relation to the various leadership theories and definitions. Prerequisite: BA 210 and BA 361 or permission of instructor.

BA 367 Cross-Cultural Leadership  
3 credits
Provides insight into the impact of culture on concepts of leadership, values, expectations, and patterns of communication. Examines how sensitivity to cultural differences can contribute to leadership effectiveness and explores strategies for effectively communicating and negotiating with individuals from other cultures. Prerequisites: BA 317.

BA 370 Entrepreneurship and Small Business Management  
3 credits
A presentation of the organization and operation of small enterprises in services, retailing, wholesaling and manufacturing for those aspiring to own, operate, and/or manage a small business or to work for an organization serving small businesses. Topics covered include importance, status, problems and requirements of small businesses. Prerequisite: BA 210.

BA 371 Training and Development  
3 credits
This course involves the evaluation and study of trends in human resource training, education and development activities within organizational settings. Prerequisite: BA 361.

BA 374 Business Communication  
3 credits
Application of writing skills specifically for business managers includes annual reports; routine, persuasive and special messages; proposals; and brochures. This course places written and oral business communication within the context of general communication processes and familiarizes learners with recent technological advances. Strategy for effective writing is emphasized by engaging in a variety of business writing tasks. Prerequisite: ENG 102.

BA 383 Compensation and Benefits Management  
3 credits
Fundamental concepts of compensation theory, government and union influences, job analysis and evaluation, building and maintaining compensation structure, comparable worth, performance and salaries. Prerequisite: BA 361.

BA 390 Complex Organizations  
3 credits
An exploration of the structural and functional characteristics of formal organizations such as corporations, government agencies, schools, etc. Special attention will be given to such topics as: theories of management from Taylor to Theory Z; the relations between the internal structure of organizations and the different forms of social stratification throughout American society—i.e. class, racial, ethnic, and gender stratification systems; and the new forms of management strategy in the global economy. Prerequisite: SOC 110.

BA 393 Personnel Selection and Evaluation  
3 credits
Policies, procedures and problems in the selection of personnel, focusing on job analysis, validation, legal constraints, criteria and application of specific techniques. Prerequisite: BA 361.

BA 403 Internship  
3 credits
Advanced students work in business-related employment in the major area of interest. An internship is designed to assist students in taking maximum advantage of the educational potential and personal development opportunities found in an internship experience during the undergraduate business program. The internship provides a framework for students to be introspective about their personal growth objectives, understand their strengths and weaknesses in an organizational context, improve their professional maturity, develop their ability to assess and articulate their value to potential employers, evaluate their choice with respect to industry, company and role, as well as further clarify their career passion and prospective about their future career direction. The company, industry analysis and interview sections of the course also provide an opportunity to apply the knowledge gained from courses already completed.

BA 411 Labor Relations and Negotiation  
3 credits
The basic principles of manpower use, wage structure, use of industrial psychology and collective bargaining, the union movement, human relations in industrial management, and modern labor laws and institutions. Prerequisites: BA 210 and BA 361.

BA 415 Cross-Cultural Negotiation  
3 credits
Students will learn how to assess a culture to determine underlying assumptions regarding: social interaction, economic interests, legal requirements, and political realities. Students will then understand how these, in turn, affect expectations, outcomes, behavior, thoughts, and priorities. The course emphasizes negotiating deals, resolving disputes.
or making decisions in a multicultural environment. Prerequisites: BA 317 and BA 367 or permission of instructor.

**BA 423 Production and Operations Management** 3 credits
Production and operations management is designed to provide students with an in-depth look at the components of organizational operations and how they are managed. Successful management incorporates theories and practices that apply to a variety of operational areas involving factory and service operations, inventory management, quality management, capacity planning, supply chain management, aggregate planning, and project management. Elements of shop floor control, status reporting systems, facilities design, cost estimating, inventory control, procurement, quality assurance, forecasting, labor loading, scheduling, and productivity measurement will be explored. Important tools of production and operations management that will be covered include Theory of Constraints, MRP, MRPII, CAD/CAM, CIM, JIT, SPC, and TQM. Prerequisites: BA 210 and BA 256 or MATH 220.

**BA 445 Contemporary Topics in Management** 3 credits
This course description may change each session it is offered to cover the most contemporary management issues. Prerequisite: BA 210.

**BA 449 Business and Industrial Crisis Management** 3 credits
Through case studies and discussion learners explore governmental emergency management and private sector crisis management in the context of fundamental concepts such as crisis management, disaster recovery, organizational continuity, and vulnerability and risk analyses. Learners will gain practice with tools including business area impact analysis, and explore risk management and loss control strategies. Learners will explore the characteristics of realistic and effective contingency, response, business recovery, and crisis management plans and discuss the purpose, value, and types of exercises and training needed to support an effective crisis management, disaster recovery, and organizational continuity program. Prerequisites: BA 210 and PA 306.

**BA 450 Special Topics** 3 credits
This course is designed to examine in-depth current developments in specific areas of practice and research. Specific content of the course will change with each offering and will be announced prior to the session in which it is offered.

**BA 454 Management Cases** 3 credits
A study of the current strategies and techniques of administration and management, including: business objectives; policies, functions, executive leadership and organizational structure; control standards; case studies in organization, financing and operations. Prerequisites: BA 361 and BA 423 and completion of all management-business core requirements.

**BA 456 Marketing Cases** 3 credits
This course provides an in-depth exposure to strategic planning for marketing, using cases as illustrative examples. Emphasis is placed on extensive situation analysis, objective and criterion formulation, and alternative selection and implementation. Prerequisite: Completion of all marketing/business core requirements.

**BA 457 Business Study Travel** 3 credits
This course applies learning experiences in the global economy. Countries around the globe are major players along with specific regions in the U.S. Understanding the dynamics a certain country/region plans will help students as they go forth in their chosen career(s). Destination of study travel course may change each time the course is offered. Prerequisite: ECON 160 or approval of the instructor.

**BA 460 Strategic Management** 3 credits
The course is a culminating experience for students completing majors in business. Upon the successful completion of the course, students will have a practical knowledge of strategic application in the activities, procedures, and techniques unique to business operations. Prerequisites: senior standing and within 9 credit hours of program completion.

**BA 474 Organizational Behavior** 3 credits
This course encourages students to describe and analyze the way that people behave in organizations by applying theories of organizational behavior. The course consists of a balance among theory and applications. Prerequisites: PSY 190 or SOC 110.

**BA 499 Special Project** 3 credits
This course is designed to provide an opportunity to complete a special project related to a student’s field of study that is beyond the scope of courses offered. Proposals must include an overview or abstract of the study, indicate the anticipated learning outcomes of the project, the timeline of the study, and the deliverables (paper, presentation, project, etc.) upon which the study will be evaluated.

**Chemistry**

**CHEM 102 Introduction to Forensic Science** 3 credits
This course introduces students to the dynamic field of forensic science. Basic procedures for processing crime scenes are discussed, including collection and preservation of physical evidence. Emphasis is placed on the science behind analysis of physical evidence and the conclusions that may be drawn by the forensic scientist performing the analysis. Topics are generally chosen from physical evidence commonly encountered at crime scenes such as fingerprints, glass, hairs, fibers, drugs, and DNA; and analytical techniques such as microscopy and spectroscopy.

**CHEM 103 Introduction to Forensic Science Laboratory** 1 credit
This course will actively engage students in laboratory activities through which they will have the opportunity to apply fundamental principles learned in CHEM 102. Prerequisite/Corequisite: CHEM 102.

**CHEM 115 Environmental Chemistry** 3 credits
This course offers an introduction to chemical concepts through the examination of environmental issues. Students will gain an understanding of chemistry as it pertains to environmental topics and will be better equipped as citizens to make decisions using evidence-based reasoning.

**CHEM 140 Chemistry for Everyday Life** 3 credits
This course offers an introduction to chemical concepts through the examination of real life processes. Everyday items of interest are explored to determine their underlying chemical principles. Students will gain an appreciation for chemistry in their daily lives and will be better equipped as citizens to formulate opinions and make decisions about items of scientific interest. Non-laboratory.

**CHEM 141 Chemistry for Everyday Life Laboratory** 1 credit
This course correlates with CHEM 140 by giving students hands-on experience with many of the laboratory techniques used to analyze the compounds discussed in CHEM 140. Co-Requisite: CHEM 140.

**CHEM 151 General Chemistry I** 4 credits
This course introduces students to fundamental concepts in chemistry by taking an atoms first approach. Atomic structure is introduced early and is used as the basis for discussion of periodic trends of the elements, compounds and bonding, molecular structure and geometry, intermolecular forces, and chemical reactions. Laboratory projects emphasize application of scientific methodology and experimental design. Recommended: a strong high-school math background or a level of mathematics equivalent to or greater than MATH 105.

**CHEM 152 General Chemistry II** 4 credits
This course is a continuation of the atoms first approach begun in CHEM 151. Emphasis is placed on thermochemistry, gases, solutions, thermodynamics, equilibrium, acids and bases, and kinetics. Prerequisite: CHEM 151.
CHEM 201  Scientific Literature Skills  1 credit
Same as BIO 201.

CHEM 220  Quantitative Analysis  4 credits
This course teaches the application of equilibrium, solubility, neutralization, oxidation-reduction, complexation, and acid-base theories to quantitative chemical analysis. The application of chromatography and spectrophotometry to quantitative determinations is also investigated. The laboratory emphasizes gravimetric, volumetric, chromatographic, and spectrophotometric methods of analysis. Prerequisite: CHEM 152.

CHEM 250  Special Topics  3-4 credits

CHEM 251  Organic Chemistry I  4 credits
A course featuring a mechanistic approach to organic chemistry, with emphasis on elementary and multistep reactions. Proton transfer and nucleophilic substitution and elimination reactions are highlighted. Organic nomenclature and stereochemistry are introduced. Laboratory emphasizes basic organic procedures and techniques. Prerequisite: CHEM 152 or consent of the instructor.

CHEM 252  Organic Chemistry II  4 credits
A continuation of CHEM 251 with emphasis on the mechanisms of electrophilic addition, nucleophilic addition, nucleophilic addition-elimination, and aromatic substitution processes. Coverage of organic spectroscopic techniques and the molecular orbitals of conjugated systems is also included. Laboratory correlates with lecture material and emphasizes methods of qualitative and spectroscopic organic analysis. Prerequisite: CHEM 251.

CHEM 299  Special Project  1-3 credits
A Special Project allows the student to expand on work already completed in previous coursework. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student into original investigation of a defined problem within the discipline.

CHEM 301  Physical Chemistry I  3 credits
A study of basic chemical thermodynamics, chemical kinetics, and equilibrium. Lecture concepts will be applied to solids, liquids, and gases and to chemical reactions occurring in the gas phase and in solutions. Prerequisites: CHEM 252, PHY 113, and MATH 215.

CHEM 302  Physical Chemistry II  3 credits
A study of basic concepts of quantum chemistry and statistical mechanics/statistical thermodynamics and their application to molecular structure, chemical change, and some fundamental chemical spectroscopies. Prerequisites: CHEM 252, PHY 113, and MATH 215.

CHEM 309  Individual Research in the Chemical Sciences  1 credit
Field and/or laboratory research in an area of chemical sciences involving participation in the scientific process with a faculty member from the Department of Biology and Chemistry. Each participant will write a progress report at the end of each semester and be expected to maintain a detailed laboratory/field notebook. Students are expected to work on their research (on average) a minimum of 3 hours per week over two sessions (one semester) for one hour of credit. The course may be repeated for a maximum of three credit hours if both student and faculty member agree. Prerequisite: CHEM 152 and sophomore status and approval of the supervising faculty member along with project acceptance.

CHEM 325  Forensic Chemistry  4 credits
This course covers an overview of chemical instrumentation and its applications in the forensic lab. This course includes a review of the chemical tests for fingerprints, gunshot residue and trace evidence, as well as the chemistry of drugs, arson and explosives, and chemical instrumental analysis of drugs, toxicological specimens, arson, explosives and questioned documents. Prerequisite: CHEM 252.

CHEM 330  Biochemistry I  3 credits
This course is an introduction to major biomolecules. Topics include basic thermodynamics, aqueous solutions, structure and properties of amino acids, proteins and protein structure, enzymes and enzyme kinetics, structure and function of carbohydrates, nucleotides and nucleic acids, lipids and membranes. Prerequisite: CHEM 251. Recommended: BIO 135.

CHEM 331  Biochemistry II  3 credits
This course is an introduction to bioenergetics and metabolism. Discussion will focus on the degradation and biosynthesis of carbohydrates, lipids, amino acids and nucleotides. Prerequisite: CHEM 330.

CHEM 335  Biochemistry Laboratory  1 credit
This course provides a hands-on laboratory experience using basic biochemical techniques, such as spectrophotometry, chromatography and electrophoresis. These techniques will be used to study major types of biomolecules, such as amino acids, proteins, carbohydrates, lipids and RNA. Corequisite: CHEM 330.

CHEM 345  Chemical Spectroscopy and Instrumentation  4 credits
This course targets several instruments common to modern chemistry laboratories with study of the theory underlying each instrumental technique. Covered are atomic absorption spectrophotometry, ultraviolet/visible spectroscopy, nuclear magnetic resonance spectroscopy, infrared and Raman spectroscopies, gas and liquid chromatographies, and mass spectrometry. Attention will be given to spectral interpretation. Prerequisite: CHEM 252.

CHEM 361  Inorganic Chemistry  3 credits
A consideration of periodicity, atomic structure, and chemical bonding of main group elements and transition metals. Topics may include molecular symmetry, structures of solids, acid-base definitions and applications, coordination chemistry, organometallic chemistry, and bioinorganic chemistry. Prerequisite: CHEM 252.

CHEM 391  Chemistry Research I  2 credits
A course emphasizing the development of a written proposal for research on a selected project in chemistry. Literature search techniques and the proposal format are covered with the aim of undertaking a thorough review of the chemical literature in the preparation of the research proposal. Prerequisite: Junior standing and consent of the instructor.

CHEM 401  Organometallics  3 credits
This course is a survey of the fundamental aspects of organometallic chemistry. Topics include structure and bonding, synthesis and reactions of main group and transition metal organometallics. Applications of organometallics to organic synthesis and homogeneous catalysis will also be discussed. Whenever possible, reactivity patterns will be organized according to general periodic trends. Prerequisite: CHEM 361.

CHEM 410  Advanced Organic Chemistry  3 credits
This course covers, at an advanced level, topics not considered in either CHEM 251 or CHEM 252. It also expands upon some topics covered in both CHEM 251 and CHEM 252. The emphasis is on modern synthetic chemistry and applications to chemical systems of interest. Prerequisite: CHEM 252.

CHEM 431  Heterocyclic Chemistry  3 credits
This course covers the chemistry of both aromatic and non-aromatic heterocyclic compounds. Topics include the synthesis, reactions, and properties of three- to seven-membered cyclic compounds containing one or more heteroatoms. The nomenclature of heteroatomic ring systems will also be introduced. Prerequisite: CHEM 252.

CHEM 450  Special Topics  3 credits
CHEM 471 Molecular Spectroscopy 3 credits
An in-depth study of modern techniques in molecular spectroscopy. Topics will include mass spectrometry, raman spectroscopy, infrared spectroscopy and several methods in nuclear magnetic resonance spectroscopy, including multinuclear and multidimensional techniques. Prerequisites: CHEM 252.

CHEM 491 Chemistry Research II 2 credits
A continuation of CHEM 391 in which the proposed chemical research is carried out in the laboratory. A written report will be prepared and an oral presentation will be given at the conclusion of the project. Prerequisite: CHEM 391.

CHEM 499 Special Project 1-3 credits
A Special Project allows the student to expand on work already completed in previous coursework. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student into original investigation of a defined problem within the discipline.

Communication
COMM 105 Public Speaking 3 credits
This course increases the ability of students to make effective speeches and includes speech organization, presentation and extemporaneous talks.

COMM 107 Human Communication 3 credits
An introduction to communication studies providing an overview of communication theory with emphasis on information transmission and social influence functions of communication behavior in personal and mediated contexts. Course content focuses on the identification of communication goals, types of messages, and behaviors.

COMM 200 Interpersonal Communication 3 credits
Interpersonal Communication provides an introduction to communication between individuals. Course content focuses on the identification and evaluation of communication goals, messages, and behaviors of individuals and groups.

COMM 203 Communication Theory 3 credits
A survey of theories in the field of human communication. Consideration is given to theories that explain communication behavior between pairs of people, within groups, in organizations, and in societies. Course content focuses on the identification of various theories and the development of support messages appropriate for a prescribed research problem or medium.

COMM 220 Principles of Interviewing 3 credits
Study of interviewing principles for people-management skills. Students have the opportunity to practice techniques appropriate for the following types of interviews: employment, media, orientation, goal-setting, problem-solving, appraisal and persuasion or selling.

COMM 221 Intercultural Communication 3 credits
Analysis of how culture interacts with communication and an examination of problems encountered when communicating across cultures. Distinctions among verbal and nonverbal code systems are examined. Students get the chance to experience presentations from members of other cultures.

COMM 241 Journalism Workshop 1 credit
Practical guided workshop in the preparation, design, and production of printed media. Students produce the campus newspaper and the annual yearbook, or they may be assigned to other campus publications.

COMM 250 Special Topics 3 credits
Special Topics courses are studies of selected problems, periods or movements in the subject area not otherwise included in the curriculum. They are typically chosen from a faculty member’s particular expertise and field of scholarly inquiry, and offered to a student or group of students forming an interest in the particular subject matter. The 250 designation denotes a General Education level of instruction and may include an appropriate General Education task to be completed. The 450 designation denotes a senior level degree of sophistication expected in both learning and instruction. A single course may be offered at both levels simultaneously, in which case the syllabus will clearly differentiate the course expectations and assessment measures for students enrolled at each of the two levels. A Special Topics course must be approved by the School of Arts and Sciences Curriculum Committee before it is offered, and it must address one or more Major Outcomes within the discipline.

COMM 261 Radio Workshop 1 credit
Practical guided workshop in the preparation, design, and production of the KPCK internet campus radio. Students produce the campus radio broadcast via the online platform.

COMM 271 Television Workshop 1 credit
This is a television production workshop course. It is a practical guided workshop in the preparation, design and production of television media. Students produce the campus television broadcast via KPCK’s YouTube channel.

COMM 275 Survey of Television 3 credits
Study of television programs and programming from the “Golden Age” to the present. Analysis of television’s relation to post-modern American literature, culture and aesthetics. Same as ENG 275.

COMM 276 Television Production 3 credits
Introduction to television production, broadcast conventions and editing formats. Students learn writing for television, basic videography and editing. Students complete individual portfolios of original work that meet professional standards.

COMM 286 Radio Production 3 credits
Student introduction to radio: production, concepts, techniques, and broadcasting. Students will have hands-on experience in writing for radio, commercial scriptwriting, broadcast interviewing, on-air personality, and production. Students complete individual portfolios of original work that meet professional standards.

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

COMM 299 Special Project 1-3 credits
A Special Project allows the student to expand on work already completed in previous coursework. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student into original investigation of a defined problem within the discipline. Examples include theses and themed portfolios or exhibitions.

COMM 305 Organizational Communication 3 credits
Theory of communication practices within the organization including communication channels, patterns and problems occurring in today’s organizations. The course examines how organizations operate, the roles of individual organization members, and the relationship between communication and organizational effectiveness. Prerequisite: COMM 105.
COMM 330  Feature Writing  3 credits
This course provides instruction in feature writing and the various techniques for in-depth reporting. Students practice developing ideas, targeting stories for specific audiences, reporting with description and narration provided by research, interviewing and observation. Students complete individual portfolios of original work that meet professional standards. Prerequisite: COMM 102.

COMM 320  News Editing  3 credits
Students learn to identify and evaluate various styles of writing and practice professional conventions of copy editing for print and digital media. Prerequisite: COMM 102.

COMM 326  New and Experimental Media  3 credits
Students will engage with concepts and methods of new and emerging media trends and technology through a critical/cultural communication theory lens. Students will conceive and create personal multimedia projects using emergent media and will experiment with cutting edge approaches to mediated mass communication both inside and outside the professional media sphere.

COMM 332  Writing for Media  3 credits
Teaches and develops skills for reporting and writing in a professional media environment. Students complete individual portfolios of original stories in news, sports, and public relations formats for print, broadcast, and digital media. Prerequisite: COMM 102.

COMM 334  Public Relations  3 credits
Public relations is a detailed introduction to the historical, practical, and ethical concepts in the PR field. Students will learn the various roles of a public relations practitioner with the utilization of case studies and hands-on experience. Crisis management tactics, handling different key public relationships, and integrated marketing communications will be addressed. Prerequisite: COMM 105 or COMM 200.

COMM 341  Journalism Workshop  1 credit
Practical guided workshop in the preparation, design, and production of printed media. Students produce the campus newspaper and the annual yearbook, or they may be assigned to other campus publications. Prerequisite: COMM 241

COMM 352  Rhetoric and Public Culture  3 credits
This course traces the development of rhetorical theory from its origins in Classical Greece. By investigating how rhetoric and persuasion were viewed in the context of law, politics, display, language, and knowledge, it provides a wide context to understand the relationship between rhetoric and civilization. This understanding is not valuable for its own sake; however, it is valuable only to the extent that it applies to modern problems. Hence, classical theories will be used to interpret modern artifacts and students will learn to see the continuities between classical rhetoric and contemporary public life. Prerequisite: COMM 105.

COMM 361  Radio Workshop  1 credit
Practical guided workshop in the preparation, design, and production of the KPCK internet campus radio. Students produce the campus radio broadcast via the online platform. Prerequisite: COMM 261

COMM 371  Television Workshop  1 credit
This is a television production workshop course. It is a practical guided workshop in the preparation, design and production of television media. Students produce the campus television broadcast via KPCK’s YouTube channel. Prerequisite: COMM 271

COMM 390  Research Methods in Communication  3 credits
Provides an overview of the concepts, methods, and tools by which communication research is designed, conducted, interpreted, and critically evaluated. Course content focuses on the analysis of various communication theories, sources, styles of writing, and adaptation of messages and writing styles suitable in professional research contexts or media. Prerequisites: COMM 105 and Junior Standing.

COMM 403  Internship  1-3 credits
Designed for advanced students, this course gives intensive work experience in commercial art, public relations and/or journalism. Prerequisite: Consent of the instructor.

COMM 415  Communication and Media Ethics  3 credits
Freedoms and responsibilities of mass media practitioners and institutions, explored within the framework of ethical theory. Consideration of values, codes of ethics, moral development, professionalism, institutional constraints, etc. as applied to media. Prerequisites: Junior Standing or consent of the instructor.

COMM 441  Journalism Workshop  1 credit
Practical guided workshop in the preparation, design, and production of printed media. Students produce the campus newspaper and the annual yearbook, or they may be assigned to other campus publications. Prerequisite: COMM 341

COMM 450  Special Topics  3 credits
Special Topics courses are studies of selected problems, periods or movements in the subject area not otherwise included in the curriculum. They are typically chosen from a faculty member’s particular expertise and field of scholarly inquiry, and offered to a student or group of students forming an interest in the particular subject matter. The 250 designation denotes a General Education level of instruction and may include an appropriate General Education task to be completed. The 450 designation denotes a senior level degree of sophistication expected in both learning and instruction. A single course may be offered at both levels simultaneously, in which case the syllabus will clearly differentiate the course expectations and assessment measures for students enrolled at each of the two levels. A Special Topics course must be approved by the School of Arts and Sciences Curriculum Committee before it is offered, and it must address one or more Major Outcomes within the discipline.

COMM 461  Radio Workshop  1 credit
Practical guided workshop in the preparation, design, and production of the KPCK internet campus radio. Students produce the campus radio broadcast via the online platform. Prerequisite: COMM 361

COMM 471  Television Workshop  1 credit
This is a television production workshop course. It is a practical guided workshop in the preparation, design and production of television media. Students produce the campus television broadcast via KPCK’s YouTube channel. Prerequisite: COMM 371

COMM 498  Senior Seminar  3 credits
Senior Seminar provides in-depth study and research on individually selected topics. The seminar and students’ research projects build upon work begun in COMM 390 Research Methods in Communication. Prerequisite: COMM 390.
COMM 499  Special Project  1-3 credits
A Special Project allows the student to create an original scholarly project or expand on work already completed in previous coursework. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student into original investigation of a defined problem within the discipline. Examples include theses and themed portfolios or exhibitions.

Criminal Justice
CJ 224  Introduction to Criminal Justice  3 credits
History of the development of the criminal justice system in America. The everyday practices in this subsystem and the articulation amongst policing, judicial and correctional institutions.

CJ 237  Criminal Law and Procedure  3 credits
Surveys the historical development of criminal law in America. Analysis of the effects of English common law, a federal structure, court decisions, legislated codes, historical events and social changes. Prerequisite: CJ 224.

CJ 291  Community Oriented Policing  3 credits
This course explores alternative policing methods utilized in communities across the United States. Students will become familiar with pro-active and problem-oriented policing strategies ranging from youth education programs to saturation patrols. The effectiveness of alternative policing strategies will be discussed and compared to the traditional policing approach.

CJ 299  Special Project  3 credits
A Special Project allows the student to expand on work already completed in previous coursework. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student into original investigation of a defined problem within the discipline. Examples include theses and themed portfolios or exhibitions. Prerequisites: Criminal Justice minors must have completed all minor requirements.

CJ 315  Juvenile Justice  3 credits
Development and operation of juvenile courts, treatment and rehabilitation strategies, diversion strategies. Prerequisite: CJ 224.

CJ 321  Juvenile Delinquency  3 credits
Juvenile gangs; causes and consequences of delinquency; prevention, treatment and control of delinquency. Prerequisite: SOC 110.

CJ 333  Criminology  3 credits
An analysis of various forms of crime, as well as various elements of the criminal justice system. The emphasis is on theories of crime and juvenile delinquency. Topics will include: street crime, organized crime, white-collar crime and the role of substance abuse in criminality and delinquency. Prerequisite: SOC 110.

CJ 337  Victimology  3 credits
Development of operation and policies and programs for the victims of crime, victim compensation schemes from colonial to modern times, victim/offender confrontation programs. Prerequisite: SOC 110.

CJ 353  Sociology of Law  3 credits
The history of criminal, civic, and administrative law in America, the impact of society upon law and law upon society, sociology of the legal professions. Prerequisites: CJ 237 and junior standing.

CJ 362  Criminal Investigations  3 credits
Fundamentals of criminal investigation: crime scene search and recording; collection and preservation of physical evidence; scientific aids; modus operandi; sources of information; interview and interrogation; follow-up and case preparation. Special emphasis on leadership and management actions taken to enhance investigative efforts. Prerequisite: CJ 224 or CHEM 102.

CJ 365  Introduction to Policing  3 credits
The history of policing in America; structure and functions of policing in contemporary America; police community relations in urban and rural settings. Prerequisite: CJ 224.

CJ 367  Ethics in Criminal Justice  3 credits
An introduction to concepts of ethics and an examination of contemporary ethical issues in the field of criminal justice. Prerequisite: CJ 224 or CHEM 102.

CJ 380  Introduction to Corrections  3 credits
The history of corrections in American society, corrections and punishment in contemporary America, alternatives to institutional treatment. Prerequisite: CJ 224.

CJ 388  Comparative Study of Criminal Justice  3 credits
Students will analyze the criminal justice system in the United States in comparison to criminal justice systems and approaches worldwide. Different global political, economic, and cultural systems will provide the basis to evaluate the goals, structure, and correctional strategies employed in the United States’ criminal justice system.

CJ 396  Community Corrections  3 credits
As an interdisciplinary approach to the study of community-based sanctions in the United States, correctional alternatives to imprisonment are explored. Topics include the origins and evolution of correctional programs that function outside of total institutions; contemporary community-based sanctions philosophy; current research and recent legal developments in the field; correctional theories and practices; the role of law enforcement; the courts and probation and parole officers in offender supervision; issues and challenges facing reintegration and rehabilitation efforts; and other community based initiatives for adult and juvenile offenders. Prerequisite: CJ 224.

CJ 398  Justice Administration  3 credits
This course studies the management and control of the criminal justice system. The learner will be able to discuss the reasons for and effectiveness of management techniques applied to the justice system. Prerequisite: CJ 224.

CJ 403  Internship  3 credits
In this course, students gain supervised field experience in a selected setting. Prerequisite: Senior status. Consent of supervising instructor and department chair is required.

CJ 423  Introduction to Terrorism  3 credits
An introductory study of the Criminal Justice system’s response to threats of international and domestic terrorism arising from both religious and secular roots. A special emphasis is placed on the development and maintenance of the law enforcement response to Department of Homeland Security requirements established within the context of public policy and preparedness strategies, including border security. Prerequisite: CJ 224.

CJ 425  Intelligence Analysis and Security Management  3 credits
This course examines intelligence analysis to protect the United States and its citizens. Current trends in the intelligence world will be examined, exploring the role of operations, operators, and source development in the context of national and local security management. Prerequisite: PA 306.

CJ 426  Institutional Corrections  3 credits
This course provides an evaluation of theory and research on confinement facilities for criminal offenders in the United States. The history and organization of prisons and jails are reviewed in conjunction with the changing punishment philosophies and how this evolution has influenced today’s institutional corrections. The problems within these facilities are examined with special attention paid to inmate
adaptation, problems faced by facility officers, and the effectiveness of institutional treatment programs. Prerequisite: CJ 380.

**CJ 428 Offender Treatment** 3 credits
Challenges associated with providing incarcerated offenders with special needs and adequate physical and mental health care are explored. Topics include juveniles in prison, pregnancy and motherhood, the chronic and mentally ill, geriatric offenders, faith-based programming, incarcerated veterans, sex offenders, gay and lesbian inmates. A study of community-based programs for adult and juvenile offenders, treatment modalities in various correctional settings, administration, legal issues, and future trends associated with community-based and institutional-based treatment are also discussed. Prerequisite: CJ 224.

**CJ 499 Special Project** 3 credits
A Special Project allows the student to expand on work already completed in previous coursework. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student into original investigation of a defined problem within the discipline. Examples include theses and themed portfolios or exhibitions. Prerequisite: Senior status.

**Early Childhood Education**

**ECE 223 Health, Safety, and Nutrition in Early Childhood** 3 credits
This course addresses how health, safety, and nutrition affect the growth and development of children birth to age 8. The focus is on preventive health and working with families to promote wellness in young children. Topics include chronic diseases and medical conditions, medical emergencies, abused and neglected children, nutrients and nutrition guidelines, health and safety education, and planning for safety in indoor and outdoor environments.

**ECE 250 Special Topics** 1-3 credits
Special Topics courses cover special topics not covered by current courses taught in the department. The department determines the topic according to current need and interest. This course requires department chair approval.

**ECE 299 Special Project** 1-3 credits
Special Project courses provide an opportunity to complete a special project related to a field of study beyond the scope of courses offered in the department. Proposals must include an overview or abstract of the study, the anticipated learning outcomes of the project, the timeline for the study and the deliverables (paper, presentation, project, etc.) upon which the study will be evaluated. This course requires department chair approval.

**ECE 334 Field Experience: Infant/Toddler** 1 credit
This field experience requires a minimum of 20 clock hours at the infant/toddler level. The focus is on observation and discussion of environments, interactions, and activities appropriate for infants/toddlers. There is an emphasis on Iowa’s Early Learning Standards.

**ECE 335 Field Experience: Prekindergarten** 2 credits
This field experience requires a minimum of 40 clock hours at the pre-kindergarten level. The focus is on observation and discussion of the role of a pre-kindergarten teacher including the design and delivery of lessons. There is an emphasis on Iowa’s Early Learning Standards and Creative Curriculum.

**ECE 436 Student Teaching Prekindergarten-Kindergarten** 4 credits
Student teaching is the capstone experience of the Teacher Education Program. The student teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher.

**ECE 437 Student Teaching Kindergarten - Grade Three** 4 credits
Student teaching is the capstone experience of the Teacher Education Program. The student teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher.

**ECE 450 Special Topics** 1-3 credits
This course covers special topics not covered by current courses taught in the department. The particular topic is to be determined by the department according to current need and interest. This course requires department chair approval.

**ECE 451 Introduction to Early Childhood** 3 credits
This course provides a historical and philosophical foundation of early childhood education. Topics include issues and trends in the field early childhood, theoretical perspectives related to child development, the importance of play, developmentally appropriate practice, and careers and professionalism for early childhood educators. A requirement of this course is 10 hours of observation in an early childhood setting. Prerequisite: EDU 110.

**ECE 452 Observation and Assessment in Early Childhood** 3 credits
This course explores the purpose of formal and informal assessment including different types of assessments used with infant through school age children. Topics include issues and trends in early childhood assessment, how to use assessment results, types of documentation and observation, checklists, rating scales and rubrics, portfolios, and communicating with parents. A requirement of this course is 10 hours of observation in an early childhood setting. Prerequisites: EDU 110, ECE 451, and admittance into the UIU Teacher Education Program.

**ECE 455 Methods and Curriculum of Early Childhood** 3 credits
This course addresses the development of environments and curriculum for young children birth to preschool. Topics include developmentally appropriate practice, indoor and outdoor environments, the importance of play, anti-bias considerations, and exploration of curriculum models. A focus is on planning curricula that incorporates dramatic play, art, music, fine and gross motor activities, sensory activities, science, social studies, math, literacy, and construction. Prerequisites: EDU 110, ECE 451, and admittance into the UIU Teacher Education Program.

**ECE 456 Administration and Supervision of Early Childhood** 3 credits
This course provides guidance on the administration, organization, and operation of high quality early childhood programs for children birth to age eight. Topics include roles and responsibilities associated with the director role, state and federal guidelines, staff selection, supervision and evaluation, planning developmentally appropriate curriculum, financial and facility management, policy development, partnerships with families, and advocacy for young children. Prerequisites: EDU 110, ECE 451, and admittance into the Teacher Education Program.

**ECE 488 Student Teaching Birth-Prekindergarten** 8 credits
Student teaching is the capstone experience of the Teacher Education Program. The student teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher.
ECE 496  
Student Teaching  
Prekindergarten-Kindergarten  
8 credits  
Student teaching is the capstone experience of the Teacher Education Program. The student teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher.

ECE 498  
Student Teaching  
Kindergarten-Grade Three  
8 credits  
Student teaching is the capstone experience of the Teacher Education Program. The student teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher.

ECE 499  
Special Projects  
1-3 credits  
This course is designed to provide an opportunity to complete a special project related to a student’s field of study that is beyond the scope of courses offered within the university. Proposals must include an overview or abstract of the study, indicate the anticipated learning outcomes of the project, the timeline for the study and the deliverables (paper, presentation, project, etc.) upon which the study will be evaluated. This course requires department chair approval.

Earth Science

ES 100  
Introduction to Geology  
3 credits  
Students will explore the Earth’s structure and composition, and the geologic processes acting on and within our planet. Topics covered include: geologic time; historical geology; formation of minerals, rocks and fossils; plate tectonics; volcanism; mountain building; earthquakes; and surface processes such as erosion.

ES 114  
Conservation of Natural Resources  
3 credits  
This course introduces students to the principles of natural resource occurrence and use, and covers conservation issues and strategies from an earth systems perspective.

ES 117  
Natural Disasters  
3 credits  
Humans often find themselves directly in the path of natural processes and the natural evolution of landscapes. The course covers a variety of natural hazards and related disasters including flooding, volcanoes, landslides, earthquakes, hurricanes, and tsunami. These phenomena are studied in the context of geology and earth-system processes contributing to and controlling them, strategies and systems for managing risk, and impacts on societies worldwide.

ES 121  
Dinosaurs  
3 credits  
Dinosaur paleontology incorporates concepts from geology and biology and integrates aspects of chemistry, physics and mathematics to explain and understand these magnificent animals, the environments in which they lived, and the processes that have shaped our dynamic Earth. Students learn how to apply the scientific method in learning about dinosaurs from their fossil remains.

ES 161  
Introduction to Environmental Science  
3 credits  
The Earth is a dynamic system that supports all life. The flow of energy and cycling of matter through the geosphere, atmosphere, hydrosphere, and biosphere provide us with air, water and food, and with resources to support economic development. Environmental problems such as air and water pollution, soil degradation and erosion, and loss of biodiversity threaten our ability to sustain the growing human population. This course develops scientific understanding of Earth systems, examines the impacts of human activities, and describes the role of scientific knowledge and research in meeting environmental and resource challenges.

ES 175  
Earth Systems Laboratory  
1 credit  
Students learn and practice inquiry and geoscience techniques in field settings and in the laboratory, enhancing their understanding of fundamental earth systems science principles and concepts learned in ES 100 or ES 161. Co- or prerequisite: ES 100 or ES 161.

ES 220  
Soil and Water Conservation  
3 credits  
Utilization of Earth’s natural resources by humans can threaten soils and the quality of water. This course introduces students to principles of conservation and stewardship of resources. This is presented in the context of scientific methodology or the ways in which scientific knowledge and research contribute to sustainable management of soil and water resources.

ES 251  
Extinctions  
3 credits  
Life has persisted on Earth for billions of years, despite a number of globally significant mass extinction events. Fossils provide the evidence necessary to understand the causes and effects of these events, as well as the ecosystem recovery and evolutionary radiation that may follow them. In this course, one or more of the most significant extinction events in the history of life will be explored in depth. Concepts and methods in paleontology will be covered, along with an overview of the history of life on Earth.

ES 295  
Field Studies in Geosciences  
1-3 credits  
Students will participate in a scientific field trip to observe and investigate a notable locality, and learn or reinforce principles and concepts in the geosciences. They will use scientific methodologies to study the area before and during the trip, and to document their findings. Following the trip, they will report their results, interpretations and conclusions.

ES 316  
Geomorphology  
4 credits  
This course focuses on the study of landforms and their relationship to underlying geologic structure and lithology. Topics include weathering, soil formation, erosion, sediment production, and landform genesis in fluvial, arid/semi-arid, glacial, periglacial, karst,olian, and coastal environments. Laboratory exercises emphasize interpretation of topographic maps and use of aerial photography and satellite imagery for environmental applications. Field excursions will focus on local fluvial, glacial, and karst landforms. A field trip fee may be required. Prerequisites: ES 100 or ES 161 or GEOG 100 and ES 175; or consent of instructor.

ES 321  
Building an Eco-Economy  
3 credits  
This course covers the principles of sustainable development, with an emphasis on the impact of current economic growth on the future viability of natural ecosystems. Existing opportunities for achieving a balance between economic growth and the need for the protection of natural systems will be addressed from a variety of perspectives. Prerequisites: ES 100 or ES 161 or GEOG 100, or consent of instructor.

ES 326  
Soil Genesis, Classification and Morphology  
4 credits  
This course provides an introduction to soils as natural bodies and to the study of soil characteristics and classification, including the basics of soil profile description, field textural classification, recognition of master horizons, and essential soil-landscape, soil-vegetation, and soil-climate relationships. Laboratory work involves field excursions to describe soils and examine soil-landscape relationships. A field trip fee may be required. Prerequisites: [ES 100 or ES 161 or GEOG 100], and ES 175] or CHEM 151; or consent of instructor.

ES 340  
Environmental Policy  
3 credits  
This course studies how institutions, interests and ideologies have shaped environmental policy, and examines the interaction of economic, cultural, and ecological factors in an integrated approach focused at the water-food-energy nexus. The use and misuse of scientific knowledge, methods, and research, and incorporation of indigenous/traditional knowledge will be addressed. Case studies will include local, national, and global environmental issues such as water quality and availability, agricultural production of food, feed, fiber and fuels; soil erosion, depletion, and degradation; depletion of stratospheric ozone; decrease of biodiversity; globalization of e-waste and waste cycles; and impacts of extractive industries such as mining and
fossil fuel production. Prerequisite: ES 100 or ES 161 or GEOG 100.

ES 410 Regional Sustainability 3 credits
Sustainability may be defined as meeting the needs of the present population without compromising the ability of future generations to meet their own needs. This course introduces the theory, principles and practices of sustainability. Using a systems approach, students will assess the sustainability of communities, businesses and organizations in a specific region. They will use scientific evidence and reasoning in developing alternative policies and practices that support ecological and environmental health, a vibrant economy, and social justice. Prerequisite: ES 100 or ES 161 or GEOG 100, or consent of instructor.

ES 417 Hydrogeology 4 credits
Students will investigate the occurrence and behavior of water in the geologic environments in the context of the hydrologic cycle. Topics include hydrologic processes in surface and ground waters; pollution and contamination of water resources; surface-water-ground water interaction; saturated and unsaturated zone processes; movement of chemicals in soils; site characterization; soil remediation techniques; and development and management of water resources. Applied field and laboratory methods for hydrogeologic investigations are emphasized. A field trip fee may be required. Prerequisites: (ES 100 or ES 161 or GEOG 100) and ES 175; or consent of instructor. Successful completion of a college mathematics course recommended.

Economics

ECON 160 Principles of Microeconomics 3 credits
This course explores consumer choice and producer behavior, markets in a supply and demand framework, effects of government intervention in markets, and market structures.

ECON 161 Principles of Macroeconomics 3 credits
This course explores GDP, unemployment, business cycles, deficits and debt, markets in an aggregate supply and demand framework, effects of monetary and fiscal policy in markets, and the fractional reserve banking system. Prerequisite: ECON 160.

ECON 212 Agricultural Economics 3 credits
This course explores the basic microeconomic and macroeconomic principles as they apply to agricultural markets. Topics of study include consumer choice and producer behavior, markets in a supply and demand framework, resource economics, world food situation, marketing of agricultural products, and agricultural public policy. Prerequisites: ECON 160 and ECON 161

ECON 281 Western Economic History: 1600-Present 3 credits
A study of major landmarks in the growth and development of Western Economics; the evolution of agriculture, industry, transportation and finance; the influence of government and international determinants. Note: Same as HIST 281.

ECON 310 Money and Capital Markets 3 credits
Same as FIN 310.

ECON 433 Environmental Economics 3 credits
This course analyzes government roles in environmental issues, such as greenhouse gas emissions, climate change, and oil spills. This course will use economic tools like cost-benefit analysis and cost-effectiveness analysis to assess current and past environmental regulations and legislation. Prerequisite: ECON 160 or ES 321

ECON 455 Economics of Health and Health Care 3 credits
The study of health and health care decisions by firms, households, and governments using economic theories and models. Students use microeconomic tools to analyze efficiency and equity in health and health care markets. Prerequisite: ECON 160.

ECON 466 Labor Economics 3 credits
This course studies current and past labor force trends. This course analyzes the impacts of worker mobility, human capital investment, discrimination, and government intervention on the labor demand and wage determination of firms and labor supply decisions of individuals and households. Prerequisite: ECON 160.

ECON 477 Public Finance 3 credits
The study of the roles of the government in the economy. This course analyzes the impacts of government expenditure programs and taxation systems on the welfare and decision-making of households and firms. Prerequisite: ECON 160.

ECON 488 International Trade 3 credits
This course studies the global economy, the role of business, and the economic interaction of countries involving trade. Prerequisites: ECON 161.

ECON 493 Managerial Economics 3 credits
This course covers the fundamental concepts of principles of economics and integrates them in the context of managerial decision making in global and local marketplaces. Microeconomic and macroeconomic principles are incorporated through real world examples of theory and policy, as well as through their application in the decisions of managers as they struggle to operate efficiently and profitably. Prerequisites: ECON 160 and ECON 161.

ECON 499 Special Project 3 credits
This course is designed to provide an opportunity to complete a special project related to economics that is beyond the scope of courses offered. Proposals must include an overview or abstract of the study, indicate the anticipated learning outcomes of the project, the timeline of the study, and the deliverables (paper, presentation, project, etc.) upon which the study will be evaluated.

Education

EDU 110 Foundations of American Education 3 credits
This course presents the history, structure, philosophy and social, economic factors of education in a democratic society. It deals with current issues confronting schools, including professional ethics, legal rights and responsibilities of professional educators and students. It provides the theoretical framework for additional education courses. A mandatory 20-hour practicum in a school setting runs concurrently with this course.

EDU 142 Human Growth, Development and Guidance 3 credits
This course is a study of the growth and development of humans from conception through late adulthood, with an emphasis on birth to adolescence. This course addresses physical, cognitive, social, and personality development based on age ranges throughout the lifespan. There is a focus on individual differences and a variety of influences on development. This course highlights implications of development and guidance for parents, caregivers, family members, teachers, coaches, community members, and other professionals.

EDU 152 Assessment and Psychology 3 credits
This course integrates the study of the principles and theories of psychology as they relate to human learning and assessment in education. It includes theories of human development, cognition and educational research, including the study and assessment of traditional and exceptional learners, learners with disabilities and gifted and talented learners. Preservice educators obtain practical understanding and experience in designing and administering a variety of assessment formats. Special emphasis is given to the effective use of both formative and summative assessments directed toward meeting the needs of all learners. This course includes discussion of criterion and norm-referenced tests in relation to ranges and ages and abilities of students. Integration of the processes of instructional design, motivation, class-
room management, discipline, measurement and evaluation provide preservice educators with a comprehensive look at student learning. A general psychology course is recommended prior to this course.

**EDU 162  Diversity for Teachers  3 credits**
This course is designed to meet the human relations and multiculturalism requirements for teacher education and certification in the state of Iowa. It includes cognitive, affective and skill components that will contribute to the development of, sensitivity to, and understanding of the values, beliefs, lifestyles and attitudes of individuals and the diverse groups found in a pluralistic society. Topics discussed are the variables of ethnicity, race, social class, gender, religion, exceptionality, language and age, and the implications for human relations and education in particular. Meets cultures requirement for general education requirements.

**EDU 232  Grammar Content for Teachers  1 credit**
This course provides knowledge of grammatical aspects of the English language (nouns, verbs, adjectives, clauses, verb-subject agreement, etc.) as they relate to the development of effective oral and written communication skills.

**EDU 250  Special Topics  1-3 credits**
Special Topics courses cover special topics not covered by current courses taught in the department. The department determines the topic according to current need and interest. This course requires department chair approval.

**EDU 252  Computers and Instructional Technology  3 credits**
This course prepares preservice educators to facilitate student learning into curricula and instruction. Preservice educators use technology effectively to collect, manage, and analyze data to improve teaching and learning. This course links technology, pedagogy, and content knowledge. Meets computer skills for general education requirements.

**EDU 299  Special Project  1-3 credits**
Special Project courses provide an opportunity to complete a special project related to a field of study beyond the scope of courses offered within the university. Proposals must include an overview or abstract of the study, indicate the anticipated learning outcomes of the project, the timeline for the study and the deliverables (paper, presentation, project, etc.) upon which the study will be evaluated. This course requires department chair approval.

**EDU 300  Teaching Secondary School Subject Matter  3 credits**
Preservice educators must take a separate, specific methods course for each secondary subject area in which they seek endorsement and licensure. The courses develop preservice educators’ understanding and application at the secondary (grades 5 – 12) level of teaching strategies, classroom management, instructional planning principles and design within their specific discipline. These courses provide preservice educators with an understanding of the modern practices, techniques and trends in their subject areas of teaching. Prerequisites: A minimum of six credits of upper-division courses within the discipline, successful completion of EDU 428, and acceptance into the UIU Teacher Education Program.

**EDU 30011  Teaching Secondary School Agriculture  3 credits**
**EDU 305  Teaching Elementary Science  3 credits**
This course will focus on current best-practice, research-based methods of inquiry-based teaching and learning of science for the very young child through elementary school with an emphasis on the environmental and constructivism approach. An integrated teaching approach will be used to help preservice educators learn to develop goals and objectives, apply the Characteristics of Effective Instruction of the Iowa Core, utilize methodologies, organize curriculum and assess learning through science content including life science, physical science, and earth-space science. Preservice educators will develop curriculum, units and lessons based on state and national standards to use in their student teaching and teaching experiences. Science lessons will be written utilizing the 5 E’s (Engage, Explore, Explain, Extend, and Evaluate) learning cycle approach to instructional design. Integration of technology, creative arts, and classroom management as they apply to teaching and to student learning in elementary science are addressed. Prerequisite or co-requisite: EDU 306 or EDU 307 or EDU 308.

**EDU 306  Field Experience I: Elementary  3 credits**
This is the first of two field experience courses in which preservice educators gain insight into the realities of teaching with the opportunity to participate in teaching-related activities. This course involves a 40-hour placement in an elementary classroom setting. Participation in this learning community provides preservice educators with the opportunity to reflect on instructional strategies, monitor students’ progress, complete daily activities, and be an active participant in the teaching and learning process. Throughout this course, preservice educators also gain an understanding of the Iowa Teaching Standards and Criteria (Standards 1-3) and are taught the UIU Lesson Plan format. Prerequisites: Admittance to the Teacher Education Program. Corequisites: EDU 305, EDU 315, EDU 352, EDU 335, OR EDU 326.

**EDU 307  Field Experience I: Secondary  3 credits**
This is the first of two field experience courses in which preservice educators gain insight into the realities of teaching with the opportunity to participate in teaching-related activities. This course involves a 40-hour placement in a secondary classroom setting. Participation in this learning community provides preservice educators with the opportunity to reflect on instructional strategies, monitor students’ progress, complete daily activities, and observe the overall teaching and learning process. Throughout this course, preservice educators also gain an understanding of Iowa Teaching Standards and Criteria (Standards 1-3) as well as the UIU Lesson Plan format. Prerequisite: Admittance to the Teacher Education Program. Corequisite: EDU 425 or EDU 428.

**EDU 308  Field Experience I: Elementary/Secondary  3 credits**
This is the first of two field experience courses in which preservice educators gain insight into the realities of teaching with the opportunity to participate in teaching-related activities. This course involves a 40-hour placement in a K - 12 classroom setting. Participation in this learning community provides preservice educators with the opportunity to reflect on instructional strategies, monitor students’ progress, complete daily activities, and be an active participant in the teaching and learning process. Throughout this course, preservice educators also gain an understanding of the Iowa Teaching Standards and Criteria (Standards 1-3) and are taught the UIU Lesson Plan format. Prerequisite: Admittance to the Teacher Education Program. Corequisites: EDU 428 or SPED 467.

**EDU 309  Teaching Elementary Movement and Wellness  1 credit**
The course emphasizes developmental movement experiences, healthful habits, music and dance activities, play environments, materials, and developmentally appropriate activities for children birth through elementary. Prerequisite: Admittance to the Teacher Education Program and EDU 306, 307 or 308.
EDU 310  Teaching Elementary Visual Arts  1 credit
This course provides a survey of visual arts activities for the prekindergarten through elementary teacher, which could be integrated into the curriculum. Prerequisites: Admittance to the Teacher Education Program and EDU 306, 307 or 308.

EDU 315  Teaching Elementary Social Studies  3 credits
This course will focus on current best-practice, research-based approaches to the teaching and learning of social sciences. The course will familiarize preservice educators with the required social sciences content as outlined in the Iowa State Standards. An integrated teaching approach will be used to help preservice educators develop learning outcomes and objectives, apply the Characteristics of Effective Instruction of the Iowa Core, enhance content knowledge, utilize methodologies, organize curriculum, and assess learning in a variety of ways. Activities will include the broad areas of social sciences (history, geography, political science, civic literacy, and economics) with various reading materials. Integration of technology, classroom management, and the creative arts, as they apply to teaching and to student learning in the social sciences are addressed. Co-requisite: EDU 306.

EDU 321  Field Experience II: Elementary  2 credits
This is the second of the two field experience courses. Preservice educators apply their expertise of instructional strategies, classroom management and assessment to an elementary educational setting for 40 hours. In this hands-on experience in a local school, preservice educators create and implement standards-based, developmentally appropriate lessons and learning experiences. Throughout this course, preservice educators develop an understanding of the Iowa Teaching Standards and Criteria (Standards 4-8). Course includes a once-a-week seminar. Prerequisites: Field Experience I. Co-requisites: EDU 326, EDU 352, and EDU 353.

EDU 322  Field Experience II: Secondary  2 credits
This is the second of the two field experience courses. Preservice educators apply their expertise of instructional strategies, classroom management and assessment to a secondary educational setting for 40 hours. In this hands-on experience in a local school, preservice educators create and implement standards-based, developmentally appropriate lessons and learning experiences. Throughout this course, preservice educators develop an understanding of the Iowa Teaching Standards and Criteria (Standards 4-8). Course includes a once-a-week seminar. Prerequisites: Field Experience I. Co-requisite: EDU 300’s Teaching Secondary School Subjects.

EDU 323  Field Experience II: Elementary/Secondary  2 credits
This is the second of the two field experience courses. Preservice educators apply their expertise of instructional strategies, classroom management and assessment to a K – 12 educational setting for 40 hours. In this hands-on experience in a local school, preservice educators create and implement standards-based, developmentally appropriate lessons and learning experiences. Throughout this course, preservice educators develop an understanding of the Iowa Teaching Standards and Criteria (Standards 4-8). Course includes a once-a-week seminar. Prerequisites: Field Experience I. Co-requisites: EDU 326, EDU 335, EDU/EXSS 336, EDU/EXSS 337, EDU 338, EDU 339, EDU 352, EDU 353.

EDU 324  Field Experience Alternative  1 credit
This field experience is taken only if a preservice educator transfers a minimum of 40 hours for Field Experience II. This course is for preservice educators to develop an understanding of the Iowa Teaching Standards 4-8 in the Field Experience seminar. Prerequisite: Field I.

EDU 326  Developmental Reading and Language Arts  3 credits
This course introduces preservice educators to the best-practice, research-based materials, methods and skills used in teaching young children through secondary school students to read and write in a balanced literacy program. Topics include the major areas of reading (phonemic awareness, phonics, vocabulary, fluency, and comprehen-
dressed. Prerequisite: Admittance to the Teacher Education Program; Co-requisite: EDU 306, 307 or 308.

**EDU 352 Teaching Mathematics PreK-3rd Grade** 3 credits
This course incorporates the use of a problem-solving approach in the development of mathematical topics relevant for the birth through grade 3 teacher. Standards alignment among the National Council of Teachers of Mathematics (NCTM) content and process standards, Common Core State Standards for Mathematics (CCSS-M) content and practice standards and the Iowa Early Learning Standards is analyzed. Specific concepts from the CCSS-M, such as counting and cardinality, operations and algebraic thinking; numbers and operations in base-ten; meaning of fractions; measurement; data; and geometry will be taught specific to teach children birth through grade 3. Prerequisite: Admittance to the Teacher Education Program; Co-requisite: EDU 306, 307 or 308.

**EDU 353 Teaching Mathematics Intermediate-Middle School** 3 credits
This course incorporates the use of a problem-solving approach in the development of mathematical topics relevant for the intermediate to middle school teacher. Standards alignment between the National Council of Teachers of Mathematics (NCTM) content and process standards and the Common Core State Standards for Mathematics (CCSS-M) content and practice standards is analyzed. Specific concepts from the CCSS-M, such as operations and algebraic thinking; numbers and operations in base-ten; numbers and operations of fractions; measurement; data analysis and probability; number theory; and geometry will be taught specific to teach intermediate and middle school students. Prerequisite: EDU 352

**EDU 407 Diagnostic Assessment Practices in Reading and Language Arts** 3 credits
This course specifies how to assess students and how to use assessment results to provide effective instruction. The following components are included: knowledge of existing standardized diagnostic reading instruments, development and implementation of informal reading inventories and teacher-developed instruments, determination of reading and writing instructional strategies (including content area reading strategies) linked to the assessment, and writing summative reports for stakeholders. A 15 clock hours tutoring experience is required. Prerequisites: Admittance to the Teacher Education Program and EDU 326.

**EDU 409 Practicum: Elementary Reading and Language Arts** 3 credits
This course develops the understanding and application of curriculum development; individual assessment of student’s reading, writing, language arts and integrated research abilities; and group management and motivation at the elementary level. A requirement of this course is completion of a 60-hour practicum under the guidance of the licensed cooperating teacher to assist in the reading instructional program in both individualized and group reading situations. Prerequisite: EDU 407; Co-requisite: EDU 485.

**EDU 410 Practicum: Secondary Reading and Language Arts** 3 credits
This course develops the understanding and application of curriculum development; individual assessment of student’s reading, writing, language arts and integrated research abilities; and group management and motivation at the secondary level. A requirement of this course is completion of a 60-hour practicum under the guidance of the licensed cooperating teacher to assist in the reading instructional program in both individualized and group reading situations. Prerequisite: EDU 407; Co-requisite: EDU 485.

**EDU 425 Content Area Literacy** 3 credits
This course provides instruction in how to develop individualized content reading skills for elementary through high school students; evaluate readability of textbooks and students’ ability to read texts through informal teacher made assessments (formative assessments); integrate technology in content area reading; and develop strategies to assist students in reading their content area textbooks. Additional topics include knowledge of the different types of writing and speaking; knowledge of narrative, expressive, persuasive, informational, and descriptive writing and speaking; writing as communication; and differentiated instructional strategies for reading and writing in the content areas. Prerequisite: Admittance to the Teacher Education Program; Co-requisite: EDU 306, 307 or 308.

**EDU 428 Middle School Curriculum, Design and Strategies** 3 credits
This course examines middle school methodology in addition to the elementary or secondary school major. Curriculum design and instructional knowledge will be presented including: teaming, pedagogy and instructional methodology for a middle school. Preservice educators design a unit with associated lesson plans and teach a lesson from the unit. Prerequisite: Admittance to the Teacher Education Program; Co-requisite: EDU 306, 307 or 308.

**EDU 430 Student Teaching in the Elementary School** 4 Credits
Student teaching is the capstone experience of the Teacher Education Program. The student teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher.

**EDU 431 Student Teaching in the Secondary School** 4 Credits
Student teaching is the capstone experience of the Teacher Education Program. The student teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher.

**EDU 434 Student Teaching in the Elementary and Secondary School** 4 Credits
Student teaching is the capstone experience of the Teacher Education Program. The student teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher.

**EDU 435 Middle School Students’ Growth, Development and Management** 3 credits
This course examines knowledge of growth and development of the middle school age student to include emotional, physical, and mental characteristics and needs. There is a focus on management of middle school students in relation to the variety of instructional strategies learned from either elementary or secondary methods courses to modify for use with middle school age students. Specific middle school scenarios and management situations are discussed in relation to unique middle school management techniques. For preservice educators or in-service teachers not currently teaching in a middle school setting, a requirement is 30 hours of observing and/or assisting in a middle school setting. Prerequisites: EDU 110 and admittance to the Teacher Education Program.

**EDU 439 Introduction to Gifted Education** 3 credits
This course discusses the characteristics, social, and emotional needs, and special populations of gifted children. Topics include identification, assessment, counseling, parenting, and program interventions for gifted children.

**EDU 440 Methods and Curriculum: Gifted Education PK-12** 3 credits
This course provides knowledge and application of characteristics, methods, and curriculum for teaching gifted students. This course addresses methods for teaching differentiated strategies, collaborated strategies, and critical thinking strategies throughout the Prek-12 curriculum. Prerequisites: EDU 439 and admittance to the Teacher Education Program; Co-requisite: EDU 442.
EDU 441 Administration and Supervision of Gifted Programs 3 credits
This course explains the process in identifying gifted students and how to respond with appropriate programming. Designing, conducting, and reporting program evaluation and assessment are also explained. Prerequisites: EDU 439 and admission to the UIU Teacher Education Program.

EDU 442 Practicum: Gifted Programs 3 credits
This course develops the understanding and application of curriculum, methods, assessment, and program evaluation for gifted programs. This course requires a 60-hour practicum under the guidance of the licensed gifted teacher to assist in both individualized and group gifted programming. Prerequisites: EDU 439, 441, and admission to the UIU Teacher Education Program; Co-requisite: EDU 440.

EDU 443 Concepts of English 3 credits
This course is for the purpose of developing awareness and understanding of the fundamental concepts and principles involved in writing the English language. There is an emphasis on grammar and composition. Prerequisites: EDU 110 and admittance to the UIU Teacher Education Program; 3 credit hours of foreign language at the college level highly recommended.

EDU 444 Curriculum and Methods of ESL 3 credits
This course addresses the differential learning and transitional needs of culturally and linguistically diverse students. Goals of this course include understanding changes in the American classroom and significant factors in those changes, students and their families, who are culturally and linguistically diverse. An additional topic is effective programming models. In the context of these understandings, appropriate content-based instructional practices, accommodations to facilitate students’ access to the curriculum, and assessment of student learning are the main focus of this course. Prerequisites: EDU 110, EDU 443, and admittance to the Teacher Education program; Co-requisite: EDU 446.

EDU 445 Language Acquisition 3 credits
This course promotes oral language, reading, and writing development in English for K-12 English Language Learners. It addresses language acquisition theory, classroom organization, strategies, and assessment procedures for effective English learner instruction. Prerequisites: EDU 110 and admittance to the Teacher Education Program.

EDU 446 Practicum in ESL 3 credits
This course provides an understanding and application of curriculum and methods in ESL. This course requires acceptance of responsibilities within the classroom setting to assist in the instructional program by working under the guidance of the cooperating teacher in both individualized and group situations. A requirement is 60 hours of practicum in a classroom with ELLs present. Prerequisites: EDU 110 and admittance to the Teacher Education Program; Co-requisite: EDU 444.

EDU 447 Problems in English Grammar 3 credits
This course investigates the grammatical system of English. There is an emphasis on tools and processes used to identify, assess, and teach grammatical patterns in written and spoken English for English Language Learners (ELLs). Prerequisites: EDU 443, EDU 110, and admittance to the Teacher Education Program.

EDU 448 Cultural and Linguistic Diversity 3 credits
This course addresses the link between cultural and linguistic diversity and how teachers must be prepared to effectively teach students whose backgrounds are different from their own. Topics include language, text, and context; teacher ideologies and motivation for change; issues of diversity and literacy learning; out-of-classroom influences on literacy learning; and sociolinguistics. Prerequisites: EDU 110 and admittance to the Teacher Education Program.

EDU 449 Student Teaching ESL 1 credit
Student teaching is the capstone experience of the Teacher Education Program. The student teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher.

EDU 450 Special Topics 1-3 credits
Special Topics courses cover special topics not covered by current courses taught in the department. The department determines the topic according to current need and interest. This course requires department chair approval.

EDU 461 Environmental Issues Instruction 2 credits
This course is designed as professional development in environmental education for preservice and in-service educators in all subject areas. The Environmental Issues Instruction (eii) teaching model is presented in a hands-on, inquiry-based approach. Application of the model in the classroom is required to complete the course. Emphasis is placed on using research-based instructional strategies in the teaching of this environmental issues unit. This course may be repeated with different topics.

EDU 485 Advanced Instructional Issues and Methods in Reading and Language Arts 3 credits
This course is a continuation of the study of elementary and secondary reading and language arts instruction. It identifies current instructional issues and offers methods to support children and youth with a wide range of learning needs within a comprehensive literacy program. Preservice educators use accumulated knowledge from prior reading and language arts coursework as a basis to launch additional exploration of challenges within instruction for phonemic awareness, word identification/phonics, vocabulary, fluency, comprehension, and writing. In this context, preservice educators critically consider and apply current research to support success for children and youth struggling with components of reading and language arts, including students participating in reading intervention, students with disabilities, and students learning English. A requirement of this course is a 15-hour practicum. Prerequisites: EDU 110, EDU 326, EDU 407, and admittance to the UIU Teacher Education Program; Co-requisite: EDU 409 or 410.

EDU 490 Student Teaching in the Elementary School 8 credits
Student teaching is the capstone experience of the Teacher Education Program. The student teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher.

EDU 491 Student Teaching in the Secondary School 8 credits
Student teaching is the capstone experience of the Teacher Education Program. The student teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher.

EDU 495 Student Teaching in the Elementary and Secondary Schools 8 credits

EDU 499 Special Project 1-3 credits
Special Project courses provide an opportunity to complete a special project related to a field of study beyond the scope of courses offered within the university. Proposals must include an overview or abstract of the study, indicate the anticipated learning outcomes of the project, the timeline for the study and the deliverables (paper, presentation, project, etc.) upon which the study will be evaluated. Requires department chair approval.

English
ENG 100 Writing Skills 3 credits
This course prepares students with limited writing experience for the General Education writing sequence. Emphasis is on grammar, organization and structure of English composition, and on revision processes. Multiple writing assignments of varied lengths and complexities are assigned. Designed for first time freshman students who have not scored...
at least 18 on the verbal portion of the ACT test.

ENG 101  English Composition I  3 credits
This course includes study and practice of rhetorical conventions and styles, including description, narration, explanation and argument. Students are expected to have already demonstrated college-ready skills in grammar and sentence structure evidenced by a score of 18 or higher on the verbal section of the ACT test or the satisfactory completion of ENG 100 or successful performance on challenge examination. Emphasis is on the development of a sound understanding of rhetorical principles, and written compositions are regularly assigned. Prerequisite: ACT (verbal portion) of at least 18 or the completion of ENG 100 or successful performance on challenge examination.

ENG 102  English Composition II  3 credits
This course provides study and practice of expository writing techniques, with emphasis on persuasion, argument, critical evaluation and the use of research material. A formal research paper is required among the regularly assigned written compositions. Prerequisite: ENG 101.

ENG 122/222/322  Topics in Writing Studies: Writing Center  Theory and Practice  1 credit each
These one-credit courses are for students preparing to be writing consultants or prospective teachers who want practice providing feedback to student writers, improve writing and presentation skills, and further their knowledge about collaborative learning in a writing center. ENG 122, 222, and 322 run concurrently. Prerequisite: ENG 101 and ENG 102, or ENG 101 and concurrent enrollment in ENG 102. ENG 122 is a prerequisite for ENG 222; ENG 222 is a prerequisite for ENG 322. Note: Enrollment in this course serves as a requirement for work placement in the Writing Center.

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

ENG 170  Introduction to Creative Writing  3 credits
An introduction to writing in a variety of literary genres, including fiction, poetry, and creative non-fiction. The course will encourage students to solve creative problems by the creation of original work using literary elements and a variety of techniques. Both study and practice of the genres is expected. Students will also critically respond to the work of their peers. Prerequisite: ENG 101.

ENG 209  American Literature I  3 credits
A survey of major American authors from the colonial period to the Civil War. The focus is on the evolution of a unique national literature and a characteristic world view. Meets the humanities requirement.

ENG 210  American Literature II  3 credits
A survey of major American authors from the Civil War to the present. The focus is on trends in American literature since the turn of the 20th century. Meets the humanities requirement.

ENG 211  British Literature I  3 credits
A survey of British literature from Beowulf through the end of the 18th century. The focus is on major authors and significant historical influences in the development of British literature. Meets the humanities requirement.

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

ENG 214  World Literature Survey  3 credits
Survey of world literature, British and American excluded, from the Renaissance to the present. This survey will include selections from masterpieces of African, Arabic, Asian, Caribbean, European, Austral-asian, Indian, Latin American, and Russian fiction, drama, and poetry in translation. Selections will vary depending on the session. Meets the humanities requirement.

ENG 216  Mythology  3 credits
A survey of the major themes and genres in Western mythology, the foundational narratives of the Western literary and artistic traditions. Myths and myth-patterns from both classical Greek and Roman authors as well as those from Scandinavia/Germanic and Egyptian cultures will be examined, including their influence from ancient to modern times. Meets the humanities requirement.

ENG 224  Modern Poetry  3 credits
This course draws upon a wide range of poetic experience, exploring what poetry is, how it works, and what is required to enter and traverse the world of a poem. Meets the humanities requirement.

ENG 248  Survey of the Mystery Story  3 credits
Exploration of the mystery story by examining its historical development from the mid-nineteenth century to the present, and by examining a spectrum of writers–mystery specialists and literary writers–from Europe, America, South Africa and Latin America. Techniques and development will be discussed and evaluated. Meets the humanities requirement.

ENG 250  Special Topics  3 credits
Special Topics courses are studies of selected problems, periods or movements in the subject area not otherwise included in the curriculum. They are typically chosen from a faculty member’s particular expertise and field of scholarly inquiry, and offered to a student or group of students forming an interest in the particular subject matter. The 250 designation denotes a General Education level of instruction and may include an appropriate General Education task to be completed. The 450 designation denotes a senior level degree of sophistication expected in both learning and instruction. A single course may be offered at both levels simultaneously, in which case the syllabus will clearly differentiate the course expectations and assessment measures for students enrolled at each of the two levels. A Special Topics course must be approved by the School of Liberal Arts Curriculum Committee before it is offered, and it must address one or more Major Outcomes within the discipline.

ENG 265  African American Literature  3 credits
Survey of African American writing, film and thought from colonial times to the present. May be used to fulfill the humanities or cultures requirement, but not both.

ENG 270  Craft and Technique of Creative Writing  3 credits
Students in this course will study the techniques of reading and writing short stories, poems, and creative non-fiction. They will evaluate creative work, both their own and that of established, published authors, for style, dialogue, character, tone, narrative, form, and voice. Students will become familiar with what makes good writing, as well as spend time writing their own creative work. Prerequisite: ENG 170.

ENG 275  Television  3 credits
Same as COMM 275.

ENG 290  The Movies  3 credits
Same as COMM 290.

ENG 299  Special Project  1-3 credits
A Special Project allows the student to expand on work already completed in previous coursework. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student into original investigation of a defined problem within the discipline. Examples include theses and themed portfolios or exhibitions.

ENG 301  Writing Strategies  3 credits
Opportunity to develop professional competence in expository and research writing and to enhance one’s sense of the English language and its structure. Designed for upper class students preparing for careers in professions which emphasize written communication skills.
ENG 311  *African American Film*  3 credits
This is a course in the history and aesthetics of African American film. It includes study and analysis of films made by African American directors and utilizing largely African American casts and crews. It will approach these films from both social and aesthetic perspectives and investigate commonalities among them as well as overall shifts in the perspectives which inform them. Prerequisite: ENG 101. Recommended: ENG 102. Encouraged: ENG 290 or ENG 265.

ENG 330  *Shakespeare*  3 credits
An introduction to Shakespeare’s writing through an analysis of selected tragedies, comedies, histories, and poems. The goal of this course is to make Shakespeare accessible to 21st century audiences from both literary and performance perspectives. Meets the humanities requirement. Prerequisite ENG 102.

ENG 331  *Modern and Contemporary Literature*  3 credits
A survey of American and British poetry and prose from WWII to the present day. The course will concentrate on specific form, content, meaning and symbolism singular to this period. The course will analyze the emerging trends of “modern” literature and the effects of social mores upon the genre. Prerequisite: Completion of one sequence of British, American or World literature. Prerequisite: ENG 101.

ENG 332  *Adolescent Literature*  3 credits
This course traces the historical and cultural development of literature for young adults. The course will include a critical study and evaluation of books written for and marketed to adolescents. Does not satisfy the general education requirement for literature or education. Prerequisite: ENG 101.

ENG 335  *Tolkien*  3 credits
This course looks in depth at the literary traditions inherent in J.R.R. Tolkien’s works, including fairy and folktale motifs as well as several major trends in English epic literature presented in both text and film adaptations. Prerequisite: ENG 102 recommended. Meets the humanities requirement.

ENG 340  *The Novel*  3 credits
A study of the historical development of the English novel and its influences as a distinct literary type. The course includes a critical study of representative works by several major British and American novelists. Prerequisite: ENG 101.

ENG 342  *Medieval Literature*  3 credits
A survey of the scholarly, saucy, and salacious English literature of the fourteenth and fifteenth centuries, when English became a recognized language of literary expression and exploration. This course will examine some of the major works that emerged from this period, including Arthurian legends, Pearl, Sir Gawain and the Green Knight, and Piers Plowman, as well as key genres such as romances and devotional writings: exploring both what “literature” meant to writers in late medieval England, and also what it meant to be writing in English at the time. Prerequisite: ENG 101.

ENG 352  *Best Sellers*  3 credits
This class introduces students to best selling books from the New York Times best seller list in order to learn more about the American psyche, what energizes a writer in creating a book, how long it takes a writer to create a book and what factors cause a book to become a best seller. Meets the humanities requirement. Prerequisite ENG 101.

ENG 365  *Women and Literature*  3 credits
An examination of the image of women presented in literature, contrasting traditional and contemporary, male and female depictions. The emphasis is on the writings of women. Meets the humanities requirement. Prerequisite ENG 101.

ENG 370  *Non-Fiction Workshop*  3 credits
This course provides the opportunity to develop skill in writing, to improve sense of language structure and to find satisfaction in written communication. The emphasis is on the development of a personal expository style. Prerequisites: ENG 170 and ENG 270.

ENG 371  *Fiction Workshop*  3 credits
This workshop is designed to give students intensive practice in story craft through writing and evaluating their own work, and critiquing the work of their peers. Emphasis will be placed on revising, re-imagining, developing, shaping and polishing student writing. Prerequisites: ENG 170 and ENG 270.

ENG 372  *Poetry Workshop*  3 credits
This workshop is designed to give students intensive practice in crafting poetry through writing and evaluating their own work, and critiquing the work of their peers. Emphasis will be placed on revising, re-imagining, developing shaping, and polishing student writing. Prerequisites: ENG 170 and ENG 270.

ENG 375  *Literature of the American Midwest*  3 credits
This course explores imaginative responses to the experience of the Middle West, from pioneer times through the mid-20th century. Meets the humanities requirement. Prerequisite ENG 101.

ENG 403  *Internship*  3 credits
This course provides and introduction to major trends in literary and cultural theory. Emphasis is on the historical development of critical theory from Plato to the present day. Prerequisites: Completion of one sequence of British, American, or World literature.

ENG 422  *Critical Theory*  3 credits
This course provides and introduction to major trends in literary and cultural theory. Emphasis is on the historical development of critical theory from Plato to the present day. Prerequisites: Completion of one sequence of British, American, or World literature.

ENG 423  *Special Topics*  3 credits
Special Topics courses are studies of selected problems, periods or movements in the subject area not otherwise included in the curriculum. They are typically chosen from a faculty member’s particular expertise and field of scholarly inquiry, and offered to a student or group of students forming an interest in the particular subject matter. The 250 designation denotes a General Education level of instruction and may include an appropriate General Education task to be completed. The 450 designation denotes a senior level degree of sophistication expected in both learning and instruction. A single course may be offered at both levels simultaneously, in which case the syllabus will clearly differentiate the course expectations and assessment measures for students enrolled at each of the two levels. A Special Topics course must be approved by the School of Arts and Sciences Curriculum Committee before it is offered, and it must address one or more Major Outcomes within the discipline.

ENG 499  *Special Project*  1-3 credits
A Special Project allows the student to expand on work already completed in previous coursework. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student into original investigation of a defined problem within the discipline. Examples include theses and themed portfolios or exhibitions.

**English as a Second Language**

ESL 011  *Reading I*  0 credit
Reading skills development is the focus for this course. Students have short readings on a variety of topics to work on finding meaning in context, reading comprehension, identifying main ideas and significant details, retelling stories, and scanning for specific information. As students read out loud, they practice sounding out words and using correct pronunciation. Through vocabulary instruction and academic reading, students begin building high frequency vocabulary necessary at the undergraduate level. Through the act of extensive reading, students improve reading fluency. An introduction to both the university and community library is made.

ESL 012  *Grammar I*  0 credit
This course will help students become familiar with and comfortably use basic grammatical concepts like parts of speech, verb tenses, modals, count and noncount nouns, coordinating conjunctions, and
quantity and degree words. The basic idea of comparatives and superlatives and gerunds and infinitives are introduced.

**ESL 013 Writing I**

Because students are at the initial stage of English writing, they first develop solid sentence structure and then move to paragraph writing. As students are introduced to the paragraph and the process of writing (brainstorming, preparing a first draft, revising, editing, and publishing the final product), they are also introduced to graphic organizers that help them organize their ideas for writing. Students learn and practice writing a paragraph with its different parts: a topic sentence, supporting details, and a concluding statement. Students learn the importance of good punctuation in writing. To enhance students’ writing, students learn the different spelling rules. This course will prepare students for the intermediate intensive English writing course.

**ESL 014 Listening/Speaking I**

This course is designed to help students begin speaking in different scenarios, feel more comfortable while speaking, and speak more often. Students are given speech patterns as a foundation for their speaking. Listening is a large component to dialogue, so students will practice listening comprehension through identification of significant details. They will also be given strategies for checking understanding. Distinguishing close sounds will be practiced such as with numbers and contractions. Body language is studied as a way for students to potentially determine meaning in conversation. To improve pronunciation, students work with American Speechsounds software on individual phonetic sounds. The International Phonetic Alphabet (IPA) is introduced to assist with pronunciation learning. The connection between pronunciation and intonation is introduced.

**ESL 015 American Culture I**

This course will assist intensive English students in improving their listening, speaking, reading, and writing skills through the exploration of American culture. Students gain an understanding of how Americans interact and do things. They learn how to effectively communicate in terms of cultural expectations of behavior within the context of an American community and university is learned. Service learning is conducted at local destinations such as convalescent homes and public schools to better understand culture within these places and increase students’ sense of global citizenship. Field trips focused on American culture and history are frequently taken to give students practical exposure and experience. Involvement in campus life is encouraged to help students begin using their English outside of the classroom in natural settings.

**ESL 021 Reading II**

This reading course complements ESL 023 Writing II with emphasis on recognizing and detecting the writing devices and grammar that make text understandable for readers. The students learn such strategies and skills for recognizing main ideas and supporting details; getting meaning from context; skimming for main ideas; summarizing; drawing conclusions; and building vocabulary. Pronunciation, intonation, and decoding are focused on in the context of reading. Students begin putting ideas together from readings, and sharing them with the class. The students do extensive reading to build reading fluency. An introduction to undergraduate textbooks is made to begin helping with adaptation to undergraduate studies and the advanced reading course (ESL 031).

**ESL 022 Grammar II**

Students will begin examining grammar academically in relationship to speaking, reading, and writing. After reviewing present and past verb tenses, perfect tenses are practiced. Previously learned grammar concepts such as count and noncount nouns, the definite article, modals, the future, prepositions, comparatives and superlatives, and gerunds and infinitives will be looked at more thoroughly. Students become familiar with and comfortable using new grammar concepts related to pronouns, adverbs, and phrasal verbs. The dependent clause is introduced on a sentence structure level. Students begin looking for patterns in grammar.

**ESL 023 Writing II**

In ESL 023 Writing II, students move from paragraph writing to short essays of different genres. They learn how to present information into a well-organized format according to U.S. academics, which puts emphasis on the thesis statement and transitional expressions. Graphic organizers and concept maps are used to help students brainstorm and organize their thoughts. In order to help the students navigate the writing process; they prewrite, prepare first drafts, revise, edit, and publish their work. Through this process, students begin applying their grammar knowledge, enhance vocabulary, focus on mechanics, and improve spelling. Students move from primarily using simple sentences to predominantly using compound and complex sentences. This course will prepare students for the advanced ESL writing course.

**ESL 024 Listening/Speaking II**

ESL Listening/Speaking II will assist ESL students in improving their academic listening and speaking skills through the observation and exposure to a variety of authentic listening and speaking situations - radio programs, songs, discussions, role play, real life occurrences, and speeches. Students have the opportunity to observe undergraduate courses in order to begin self-assessing their academic listening skills and gain exposure to the undergraduate classroom. To improve pronunciation, students work with American Speechsounds software on phonetic sounds at word level. The International Phonetic Alphabet (IPA) is reviewed to assist with pronunciation learning. The study of intonation complements the students’ study of pronunciation.

**ESL 025 American Culture II**

Students will explore the foundation of the United States’ history, government, and culture through the integration of listening, speaking, reading, and writing. This foundation will prepare students for a deeper study of American culture and values in ESL 035 American Culture III. Service learning is conducted at local destinations such as convalescent homes and public schools to better understand culture within these places and increase students’ sense of global citizenship. Field trips focused on American culture and history are frequently taken to give students practical exposure and experience. Students begin to be kept accountable for getting involved in campus events and clubs to gain an improved understanding of campus life and more thoroughly enjoy it.

**ESL 031 Reading III**

This course prepares the students for undergraduate academic reading. The students learn how to write longer summaries, critically analyze text, and develop context specific vocabulary. Students will also be taught such skills as recognizing topic sentences, supporting details, and the outline used in paragraphs and essays, as well as getting meaning from context, the significance of punctuation, and the importance of parts of speech. Students begin reading with natural intonation. Students participate in class discussion about what they have read. The students do extensive reading to build reading fluency. A deeper interaction with undergraduate textbooks is conducted in preparation for undergraduate studies. The different parts of an academic journal are learned so students are more prepared for academic research, and they will also learn how to navigate the library for such research.

**ESL 032 Grammar III**

This course prepares students for grammar necessary in the undergraduate classroom. The final past time verb tenses are studied, and a comparison of verb tenses is conducted. There is a more in depth look at modals, pronouns, dependent clauses, and infinitives and gerunds. The new grammatical concept learned in this course is the passive voice. Emphasis is put on the importance of grammar function for academic writing purposes. Students use an online corpus to find grammatical patterns.
ESL 033  Writing III  0 credit
ESL 033 Writing III assists students in getting ready for undergradu-
ate writing through application of grammar knowledge, integration
of credible sources, development of writing fluency, and discovery of
identity as an English writer. Students are exposed to different kinds
of writing styles and genres, but will primarily focus on essay produc-
tion.

ESL 034  Listening/Speaking III  0 credit
Students focus on preparing their listening and speaking skills for
the undergraduate classroom through participation in a variety of
authentic listening and speaking situations— academic lectures,
note taking, class discussions, debates, role play, real life occur-
cences, presentations and speeches. Students have the opportunity to
observe undergraduate courses in order to do a final self-assessment
of their academic listening skills and readiness for the undergraduate
classroom. To improve pronunciation, students work with American
Speechsounds software on phonetic sounds at the phrase and sentence
level. To become a more natural and fluent listener and speaker;
linking, reductions, and emotional expression are studied within the
framework of intonation.

ESL 035  American Culture III  0 credit
A higher level of language production is expected of the students as
they explore themes of American culture. Students give presentations
related to pieces of American culture using pertinent technology. Ser-
vice learning is conducted at local destinations such as convalescent
homes and public schools to better understand culture within these
places and increase students' sense of global citizenship, and students
in this course take a leadership role on these service learning trips.
Field trips focused on American culture and history are frequently
taken to give students practical exposure and experience. Students
are required to participate in at least one club for full involvement
and integration into campus life. At times, guest speakers visit the
classroom to shed light on any given topic related to American culture
and history.

Exercise and Sport Studies
EXSS 10022  Walking for Fitness  1 credit
This course emphasizes improving fitness and wellness utilizing a
walking program. As an activity course, students will be participating
in bi-weekly (twice per week) walking sessions of a minimum of 2.5
miles or 45 minutes for each session.

EXSS 102  First Aid/CPR/AED Programs  1 credit
This course gives individuals in the workplace the knowledge and
skills necessary to recognize and provide basic care for injuries and
sudden illnesses, including using an automated external defibrillator
(AED) for victims of sudden cardiac arrest, until advanced medical
personnel arrive and take over.

EXSS 130  Teaching Team and Individual Sports  2 credits
In this course, students will develop an understanding of the differen-
tial between team and individual sports. The focus will be on gaining
practical knowledge of innovative sports offered in a high school athletic or
physical education setting, to include history, rules, court dimensions,
fundamentals, basic strategies, equipment, and safety precautions.

EXSS 166  Care and Prevention of Athletic Injuries  2 credits
This course is designed to instruct the basic identification, prevention, and
treatment of athletic injuries and illnesses for those persons who will be
working with an active population. This course will also teach taping and
wrapping techniques for specific body parts and injuries.

EXSS 170  Medical Terminology  3 credits
This course is designed to develop medical terminology language
skills. Learners will demonstrate knowledge of word construction,
definitions and use of terms related to all areas of health science. The
course includes a basic understanding of anatomy of the human body,
functions of health and disease, and the use of language in health
careers.

EXSS 225  Group Exercise Instruction  2 credits
This course provides the foundational concepts necessary to organize
and lead group exercise programs. Emphasis will be placed on
primary training elements (cardiorespiratory, muscular conditioning,
balance, flexibility) and progression techniques. Correction practices
and safety recommendations as well as best practices for instruction
methods will also be covered. Student will be responsible for leading
and participating in a variety of group exercise sessions.

EXSS 226  Foundations of Physical Fitness  2 credits
This course is an introduction to the five components of physical
fitness including cardiorespiratory endurance, muscular endurance,
muscular strength, flexibility and body composition. Emphasis will be
placed on individualized analysis of physical fitness and development
of an exercise prescription program. Other topics to be explored are
the physiological foundations of exercise, structure, and function of
the body and principles of physical training and conditioning.

EXSS 243  Coaching Theory and Ethics  3 credits
This course explores the theory and methods of coaching sports and
the ethical and legal responsibilities of coaches.

EXSS 250  Special Topics  1-3 credits
This course covers special topics not covered by current courses taught
in the department. The particular topic is to be determined by the depart-
ment according to the current need and interest. This course requires
department chair approval.

EXSS 280  Personal and Community Health  3 credits
A study of the dimensions of wellness to promote optimal health for
individuals and their communities.

EXSS 283  Sport Nutrition  3 credits
This course will focus on basic concepts of nutrition in respect to the
needs of athletes and physically active individuals and application of
those concepts. Topics include functions of food and nutrients,
principles of metabolism and digestion, hydration and electrolyte bal-
cane, dietary planning, body composition, dietary changes to enhance
performance, current trends in sport nutrition, and supplements and
ergogenic aids.

EXSS 290  Introduction to Personal Training  3 credits
This course provides knowledge and fundamental application for
developing programming to improve the health and fitness levels of
future clients. Topics include basic human anatomy, exercise physiol-
ogy, applied kinesiology and nutrition principles; fitness and health
assessment techniques; components of program design for improving
flexibility, balance, core function, cardiovascular fitness, muscular
endurance and strength and sports performance; professional and legal
responsibilities; and skills for communicating and building rapport
with clients. Successful completion of the course objectives prepares
the student to sit for multiple national fitness certifications.

EXSS 299  Special Project  1-3 credits
This course is designed to provide an opportunity to complete a special
project related to a student’s field of study that is beyond the scope of
courses offered within the university. Proposals must include an over-
view or abstract of the study, indicate the anticipated learning outcomes
of the project, the timeline for the study and the deliverables (paper,
presentation, project, etc.) upon which the study will be evaluated. This
course required department chair approval.

EXSS 302  Exercise Physiology  3 credits
An examination of the physiological effects of exercise on the human
body, with an in-depth focus on bioenergetics, respiratory and cardio-
vascular physiology, neuromuscular control, endocrine response, and
thermoregulation. Prerequisites: BIO 268 or BIO 275.
EXSS 305  *Kinesiology and Biomechanics*  3 credits
The purpose of this course is to analyze human movement both anatomically and mechanically. Emphasis will be placed on musculoskeletal structure and function during physical activity and the physical laws of motion as they apply to human movement. Prerequisite: BIO 268 or BIO 270.

EXSS 318  *Psychology of Exercise & Sport*  3 credits
This course is an examination of major psychological theories and research related to sport and exercise participation and performance. It is designed to introduce students to the field of sport and exercise psychology by providing an overview of topics, such as personality, motivation, coaching and leadership strategies, team dynamics, performance enhancing strategies, and gender and cultural issues.

EXSS 334  *Sport Law and Legal Issues*  3 credits
A study of legal issues affecting all aspects of sport, including secondary, collegiate, professional and recreational settings. Topics of study include general United States legal processes, tort law and liability, risk management, contract and agency law, employment law, gender equity, and intellectual property.

EXSS 336  *Teaching Physical Education K-12*  3 credits
Students in this course will study human growth and development related to the physical education of children in elementary, middle, and high school. Emphasis is placed on the impact of developmental movement experiences, curriculum, teacher behavior, class management, dance activities, play environments, materials, and developmentally appropriate activities. Prerequisites: Acceptance into the UIU Teacher Education Program and EDU 306 or EDU 307 or EDU 308. These courses can also be taken as co-requisites. Same as EDU 336.

EXSS 337  *Teaching Health K-12*  3 credits
This course is a study of methods, materials, curriculum development with an emphasis on nutrition, safety and healthy lifestyle. Included is information for use in health activities and presentations for students in elementary, middle, and high school. It provides information on curr and Biomechanics ent health legislation and public policy. Prerequisites: Acceptance into the UIU Teacher Education Program and EDU 306 or EDU 307 or EDU 308. These courses can also be taken as co-requisites. Same as EDU 337.

EXSS 354  *Methods of Strength and Conditioning*  3 credits
An in-depth examination of the principles of strength and conditioning including: anatomical and physiological considerations, assessment methods, exercise techniques, equipment selection, safety and risk management, and program development. Principles will be discussed and applied to a variety of populations (e.g., older adults, children, females, males, untrained, elite trained, etc.). Prerequisite: EXSS 226.

EXSS 360  *Motor Learning*  3 credits
An examination of factors that affect the acquisition and performance of motor skills. Topics include perception, psychomotor learning, practice methods and theories of neuromuscular integration. Prerequisites: BIO 268 or BIO 270.

EXSS 365  *Special Populations and Exercise*  3 credits
This course provides an overview of the benefits of exercise for special populations. The physiology of a variety of conditions will be introduced with a focus on how exercise affects the condition, exercise related contraindications, and recommendations for exercise assessment and prescription. Prerequisite: EXSS 226.

EXSS 403  *Internship in Exercise Science*  3-6 credits
A practical experience in a professional setting under direct supervision. Forty hours of internship experience is equal to one credit hour. Prerequisite: Completion of 18 credits within the EXSS Core and current first aid, CPR and AED certification.

EXSS 420  *Exercise Prescription*  3 credits
An integrative examination of exercise assessments and a review of the physiologic responses of the human body. Techniques of prescribing exercise programs based upon assessments of physical parameters will be developed and applied for a diverse population. Both case study and actual client assessments will be performed. Prerequisites: EXSS 226 and EXSS 302.

EXSS 450  *Special Topics*  1-3 credits
This course covers special topics not covered by current courses taught in the department. The particular topic is to be determined by the department according to the current need and interest. This course requires department chair approval.

EXSS 499  *Special Project*  1-3 credits
This course is designed to provide an opportunity to complete a special project related to a student’s field of study that is beyond the scope of courses offered within the university. Proposals must include an overview or abstract of the study, indicate the anticipated learning outcomes of the project, the timeline for the study and the deliverables (paper, presentation, project, etc.) upon which the study will be evaluated. This course required department chair approval.

Finance

FIN 288  *Personal Financial Management*  3 credits
A study of financial decisions made by individuals. Topics include: financial planning, financial management, purchasing decisions, insurance decisions, personal investing and retirement planning.

FIN 310  *Money and Capital Markets*  3 credits
A study of the commercial banking system; thrift institutions; the Federal Reserve System; money, interest rates, savings and credit; government regulatory institutions and policies. Same as ECON 310. Prerequisite: ECON 161.

FIN 341  *Corporate Financial Management*  3 credits
A study of long-term financial decisions made by managers (e.g., capital structure, dividend policy, lease-or-buy, mergers, issuance of new securities). Prerequisite: FIN 341.

FIN 343  *Investments*  3 credits
An exploration of investing in stocks, bonds and other financial instruments; securities exchanges; financial planning; technical and fundamental analysis and market indicators. Prerequisite: FIN 341.

FIN 442  *Intermediate Financial Management*  3 credits
A study of long-term financial decisions made by managers (e.g., capital structure, dividend policy, lease-or-buy, mergers, issuance of new securities). Prerequisite: FIN 341.

FIN 444  *New Venture Finance*  3 credits
This course provides a framework for analyzing the relationship between strategy and finance and methods used to value a high-growth company. New ventures are analyzed in terms of their technical, competitive, and business risks. Prerequisites: BA 325, ECON 160, ECON 161 and FIN 341.

FIN 446  *Bank Management*  3 credits
This course examines the mechanics of and issues associated with making loans, buying and selling securities, competing for deposits, assessing risks, building the capital base and the consequences of making bad loans, operating with excessive leverage and inadequate liquidity. It also addresses related activities involving securitization and the use of financial derivatives. Prerequisite: FIN 341.

FIN 448  *Options, Futures and Derivatives*  3 credits
An inquiry into the application of financial hedging tools such as options,
First Year Seminar
FYS 105, 107, 109 First Year Seminar I  1 credit
FYS 106, 108, 110 First Year Seminar II  1 credit
Through an introduction and exploration of a discipline-specific topic this course continues to help students engage the learning process at UIU and beyond. During this course students will practice different processes and behaviors that support learning while exploring the UIU collegiate environment. Students will practice meeting collegiate expectations and align collegiate expectations to those of society. It is an expectation that all first-time, full-time students or students transferring fewer than 30 hours of college credit take the FYS course series during their first year of enrollment.

The majority of the course outcomes are “common” First Year Seminar (FYS) goals. That is, all FYS sections will address, practice, and evaluate these same outcomes. However, each section of FYS will be unique in the content used to accomplish these outcomes. This structure provides first-year students with common student learning outcomes and experiences which bring students together, and the format also offers exploratory content that may serve as a guide for personal exploration of their own.

Geography
GEOG 100 Introduction to Physical Geography  3 credits
This course provides a framework for understanding the aerial and spatial interrelationships and processes that operate in the physical environment in order to develop a better comprehension of the physical world around us. The content of the course will examine Earth-sun relationships, latitude, longitude, maps, plus the physical factors associated with meteorology, climate, and earth surface processes.

GEOG 200 World Regional Geography  3 credits
This course provides an introduction to the basic concepts and supporting facts about contemporary world geography. Emphasis is placed upon component countries’ world roles, physical and cultural characteristics, relation to other world areas and associated problems. The course examines population, economic activity, landforms, climate, cultural conflict and other pertinent natural and human processes that underlie the areal and spatial differentiation of the world.

GEOG 299 Special Project  1-3 credits
GEOG 311 Cartography  3 credits
This course introduces students to both historic and contemporary theories and techniques of cartography. Mental maps, the map as a physical object, and the mapping process are examined. Students apply techniques and tools to construction and use of maps in spatial analysis including gathering, manipulation, and representation of geographic data with an emphasis on thematic mapping and maps as a communication medium. The course covers introductory GIS, GPS, projections, and datum. Mapping projects may involve the surrounding community. Prerequisites: GEOG 100 or GEOG 200 recommended.

GEOG 356 Introduction to Geographic Information Systems  3 credits
Geographic information systems (GIS) are an increasingly important analysis tool in many fields. In this hands-on course, students develop spatial reasoning ability and sharpen their skills in analyzing spatial data. Topics covered include principles of storing, analyzing and displaying spatial data; procurement of spatial information, and data manipulation and display techniques. Students will learn practical applications of GIS and the use of common spatial analytical techniques. Prerequisite: IS 102 or consent of instructor.

GEOG 386 GIS Applications  3 credits
Students will apply spatial analytical techniques and modeling to geographical problem solving in business, urban planning, natural resource management, and other fields. Prerequisite: GEOG 356 or consent of instructor.

GEOG 426 Principles of Remote Sensing  3 credits
An understanding of the principles of remote sensing requires knowledge of the electromagnetic spectrum, interactions of electromagnetic energy with the atmosphere and Earth’s surface, and remote sensing sensors and platforms. Students will learn to accurately interpret aerial photographs and to procure and process satellite imagery for use in mapping and decision support. Applications of GIS and remote sensing will include global monitoring, agriculture, and oceanography. Prerequisite: GEOG 356 or consent of instructor.

GEOG 456 Geographic Information Systems Automation and Customization  3 credits
Students will utilize scripting and other techniques to perform spatial analysis, automate tasks and develop custom extensions. These techniques and capabilities are an essential foundation for more powerful analyses, efficient data pre-processing, and developing user interfaces and tools to provide access to GIS functionality to non-expert users across an organization. Prerequisite: GEOG 356 or consent of instructor.

Graphic Design
GRAF 112 Introduction to Graphic Design  3 credits
This course is an introduction to the theories and principles of graphic design. Student learners will explore the role of visual elements and design practices in various cultural, historical and material contexts, and will learn to evaluate design critically. This course requires use of professional editing software that may need to be purchased by students or accessed via lab fee.

GRAF 218 Digital Photography  3 credits
This is an introduction class about contemporary photographic image-making, digital methods of output and the basic theory of photography. The course will expose and explore basic visual ideas to help the student develop a visual language based on contemporary, cross-disciplinary and cross-cultural artistic strategies. Through a series of self-directed projects and class-assigned exercises, students will be encouraged to experiment with line, composition, scale, text, type, performance, collaboration, narrative, design, software and with materials in order to develop strong tools for further awareness and visual expression in photography.

GRAF 250 Special Topics  3 credits
Special Topics courses are studies of selected problems, periods or movements in the subject area not otherwise included in the curriculum. They are typically chosen from a faculty member’s particular expertise and field of scholarly inquiry, and offered to a student or group of students forming an interest in the particular subject matter. The 250 designation denotes a General Education level of instruction and may include an appropriate General Education task to be completed. The 450 designation denotes a senior level degree of sophistication expected in both learning and instruction. A single course may be offered at both levels simultaneously, in which case the syllabus will clearly differentiate the course expectations and assessment measures for students enrolled at each of the two levels.

GRAF 280 Interaction Design  3 credits
Every digital interface/interaction (e.g. web and mobile application, car dashboard, smart appliance) was designed to solve a problem or to make our lives better, easier, more successful. Every time you use your phone, the buttons you push, the gestures to swipe up, down, left, right, the font choices, the color scheme—all these were designed by a UI/UX designer. In other words, UI/UX is the communication layer between the computer software and the user. This hands-on projects-based course, explores the principles and practice of user interface and user experience design for digital platforms.
GRAF 299  Special Project  1-3 credits
A Special Project allows the student to expand on work already completed in previous coursework. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student into original investigation of a defined problem within the discipline. Examples include theses and themed portfolios or exhibitions.

GRAF 319  Digital Video and Editing  3 credits
Digital video processes and techniques that include HD video capture with digital cameras, digital editing, and presentation in web-based and HD formats. Fieldwork emphasizes capturing artistic subjects in natural light and natural settings. Lab work includes editing for content and aesthetics. Students must provide their own cameras with HD video capability (other than cellphones). Students create and share individual portfolios of original work that meet professional standards. This course requires use of professional editing software that may need to be purchased by students or accessed via lab fee. Prerequisite: At least one 100-level or 200-level art or graphic design course.

GRAF 332  Digital Imaging  3 credits
This course emphasizes digital techniques used to create and manipulate bitmap photographs and graphics in an artistic context. Students create a portfolio of work that demonstrates competency in editing, color correction, managing digital formats, conceptual thinking, and refinement of design. Students create and share individual portfolios of original work that meet professional standards. This course requires use of professional editing software that may need to be purchased by students or accessed via lab fee. Prerequisite: At least one 100-level or 200-level art or graphic design course.

GRAF 333  Digital Illustration  3 credits
This course is an introduction to the field of illustration. The focus will be placed on process work and professional practices, presented within a contemporary and historical context. The course includes projects and lectures in a variety of illustration genres including product design and advertising, storyboard and book illustration. Various materials will be introduced through lectures and demonstrations for use on assignments such as vector graphics design, color pencil drawing, digital brush painting and collage making. Critical concepts such as: conceptual development, working on assignment, composition, contrast, value, point of view and color theory will be included.

GRAF 334  History of Graphic Design  3 credits
Survey of graphic design history with emphasis on the processes of cultural production explored within specific historical contexts. Prerequisites: ART 100, ART 211, ART 212 or GRAF 112.

GRAF 335  Publication Design  3 credits
Students learn to use appropriate materials, tools and techniques needed to show effective idea development and presentation methods required at the various stages of design problem solving. Students develop style guides to completed comprehensive presentations of several multi-page projects. Students create and share individual portfolios of original work that meet professional standards. This course requires use of professional editing software that may need to be purchased by students or accessed via lab fee. Prerequisite: At least one 100-level or 200-level art or graphic design course.

GRAF 355  Typography  3 credits
Essential experience in the craft of typography and type specification. Students develop a full understanding of the terminology used by typographers and learn to work with type intelligently and creatively. Research into the history of type design and exploration of the symbolism inherent in different typefaces and their relationship to other graphic elements. Students create and share individual portfolios of original work that meet professional standards. This course requires use of professional editing software that may need to be purchased by students or accessed via lab fee.

GRAF 380  Advertising Design  3 credits
This course provides students with the opportunity to explore the world of advertising, focusing on how to develop a visual identity and branding guidelines. Learn to create a successful advertising concept with an understanding of thought processes and problem-solving techniques which include brainstorming, critical thinking, and identifying patterns, sequences and cycles. Prerequisite: GRAF 112.

GRAF 403  Internship  3 credits
Advanced students work in art, graphic design, or marketing-related employment in the major area of interest. Students must meet minimum academic requirements and complete the internship application form prior to registration. Prerequisites: Complete at least 60 hours toward degree with GPA above 2.0. Must complete at least 120 hours and complete internship experience within six months of start of employment. Incomplete grades will be considered when either the student has not yet worked the minimum hours or the workplace supervisor has not submitted the final evaluation. Incompletes cannot be awarded to students who claim to need more time to write their reports.

GRAF 442  Digital Animation  3 credits
This course emphasizes digital techniques used to create web-based animated illustrations and graphics in an artistic context. Students create a portfolio of work that demonstrates competency in drawing, storyboarding, managing layers and timelines, digital formats, conceptual thinking, and refinement of design. Students create and share individual portfolios of original work that meet professional standards. This course requires use of professional editing software that may need to be purchased by students or accessed via lab fee. Prerequisite: At least one 100-level or 200-level art or graphic design course.

GRAF 450  Special Topics  3 credits
Special Topics courses are studies of selected problems, periods or movements in the subject area not otherwise included in the curriculum. They are typically chosen from a faculty member’s particular expertise and field of scholarly inquiry, and offered to a student or group of students forming an interest in the particular subject matter. The 250 designation denotes a General Education level of instruction and may include an appropriate General Education task to be completed. The 450 designation denotes a senior level degree of sophistication expected in both learning and instruction. A single course may be offered at both levels simultaneously, in which case the syllabus will clearly differentiate the course expectations and assessment measures for students enrolled at each of the two levels.

GRAF 480  Senior Thesis and Portfolio  3 credits
Senior Thesis courses are studies of selected problems, periods or movements in the subject area not otherwise included in the curriculum. They are typically chosen from a faculty member’s particular expertise and field of scholarly inquiry, and offered to a student or group of students forming an interest in the particular subject matter. The 250 designation denotes a General Education level of instruction and may include an appropriate General Education task to be completed. The 450 designation denotes a senior level degree of sophistication expected in both learning and instruction. A single course may be offered at both levels simultaneously, in which case the syllabus will clearly differentiate the course expectations and assessment measures for students enrolled at each of the two levels.

GRAF 499  Special Project  1-3 credits
A Special Project allows the student to expand on work already completed in previous coursework. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student into original investigation of a defined problem within the discipline. Examples include theses and themed portfolios or exhibitions.

Health Services Administration
HSA 205  Introduction to the American Health System  3 credits
A macro-level examination of the origin, structure and operation of the American health system and its subsystems and components. Topics include the hospital system, public health system, long-term care systems,
financing system, health services delivery systems, healthcare providers and contemporary issues confronting the American Health System.

HSA 240  Interdisciplinary Service Learning  
This course will provide student experience in a collaborative service-learning framework. Students will be expected to exhibit the skills to work with an interdisciplinary team, communicate efficiently, comprehend cultural and social factors that influence patients, and work effectively with community service organizations. Prerequisite: HSA 205.

HSA 241  Healthcare Informatics  
This course provides an overview of health informatics and data analytics as it relates to managing health services organizations. Health informatics principles and policies will be covered including health data content, collection, quality, access, and retention. The challenges faced by health services administrators related to health informatics including strategic plan alignment, governance, planning initiatives, and assessing and achieving value will also be discussed. Prerequisites: IS 102 and HSA 205 or consent of instructor.

HSA 306  Long-Term Care Administration  
An examination of the origins, organization and operations of long-term care facilities such as assisted living homes, hospice and nursing homes. Topics include the continuum of long-term care, and the role and relationship of various long-term care facilities and programs to acute care and the American Health System. Prerequisite: HSA 205.

HSA 312  Community and Public Health  
An examination of the origin, structure and issues relating to the provision of community and public health services. Topics include an introduction to epidemiology, community needs assessment, social and cultural influences on utilization of community and public health services and the problems related to community and public health. Prerequisite: HSA 205.

HSA 330  Teaching Methodology  
This course provides an overview of methods of teaching for successful learning. A wide variety of teaching/learning styles and assessment strategies will guide dental hygienists to provide effective education to various audiences in patient care and in dental hygiene educational settings. Prerequisite: HSA 240.

HSA 344  Population Health Management  
An examination of the origins, organization and operations of long-term care facilities such as assisted living homes, hospice and nursing homes. Topics include the continuum of long-term care, and the role and relationship of various long-term care facilities and programs to acute care and the American Health System. Prerequisite: HSA 205.

HSA 360  Health Care Law and Ethics  
This course is designed to provide an introduction to legal and ethical issues related to the operations of health services organizations. Topics will include an examination of major ethical theories, ethics and compliance laws, HIPAA, DNR orders, living wills, power of attorney, informed consent, and an overview of the legal system as it relates to health services delivery. Prerequisite: HSA 205.

HSA 362  Financial Management of Health Services Organizations  
An analysis of the financial management of health services organizations and issues related to the financial management of health services organizations, particularly acute care facilities such as hospitals. Topics include the economic analysis of public and private financing, health insurance, and other forms of health services payment. Prerequisites: ACCT 201 and BA 210.

HSA 440  Health Services Administration  
An analysis of the structure and operation of various types of health services organizations, including their internal departments, and management of the facilities with particular emphasis on acute care facilities. Prerequisite: BA 210.

HSA 460  Health Services Policy and Regulation  
An examination of the regulatory environment and health policy formation process at the federal, state and local levels. Topics include the historical processes of key health legislation such as Medicare and Medicaid, cost controls, regulatory compliance and oversight, utilization review, prospective payment system, value based purchasing, and political factors related to formulation and implementation of health policy.

HSA 475  Teaching Methodology Practicum  
This course correlates with HSA 330 Teaching Methodology, which provides an overview of teaching techniques for successful learning. A wide variety of teaching/learning styles and assessment strategies will guide dental hygienists to provide effective education to various audiences in patient care and in dental hygiene educational settings. This course requires students to observe, perform, and apply teaching methodologies for useful education in variable settings; in didactic and/or clinical dental hygiene educational programs or approved alternate sites such as private practice, public health, and professional mentoring situations. Prerequisite: HSA 330.

HIST 100  World History to 1500  
This course provides a broad overview of world history, beginning with the development of agriculture in Neolithic times and ending with the Protestant Reformation in the 16th century. Major topics include ancient civilizations of Mesopotamia, Egypt, Indus Valley and Yellow River Valley; classical Greece; Roman Empire; development of Hinduism, Judaism, Buddhism, Confucianism, Taoism, Christianity and Islam; China and Japan through the 16th century; feudal Europe; the Renaissance; African societies; and pre-Columbian America and Reformation. Meets the social science requirement.

HIST 101  World History Since 1500  
This course provides a broad overview of world history, beginning with European expansion over the globe in the 16th century and extending through the present. Major themes examined are colonization, slavery, the Industrial Revolution, imperialism, worldwide conflicts, East vs. West, decolonization and the collapse of communism. Meets the social science requirement.

HIST 110  American History to 1877  
This course provides a broad overview of U.S. history, from the earliest colonial settlements through the end of the Reconstruction period following the Civil War. Major themes examined are colonial society and life, the struggle for independence, adoption of the Constitution, the early national period, sectionalism, the Civil War and Reconstruction. Meets the social science requirement.

HIST 111  American History Since 1877  
This course is a continuation of HIST 110 and provides a broad overview of U.S. history from the end of the Reconstruction period following the Civil War through the present. Major themes examined are industrialization, urbanization, protest and reform movements, emergence of the U.S. as a world power, the Great Depression, World War II, the Cold War, the turbulent 1960s, and domestic and foreign problems of the 1970s and 1980s.

HIST 214  World at War, 1914-1945  
This course examines the causes, military struggles, home fronts, and consequences of both World War I and World War II. Other
topics covered include the Holocaust, the rise of Nazism in Germany, Fascism in Italy, communism in the Soviet Union and Japanese militarism.

HIST 250 Special Topics 3 credits
Special Topics courses are studies of selected problems, periods or movements in the subject area not otherwise included in the curriculum.

HIST 270 Historical Methods and Historiography 3 credits
This course is designed to introduce students to the craft of doing history. Instead of learning about what happened in the past, this course teaches students how to research and write about historical events, including learning and understanding the various interpretations of history or historiography. Topics covered include using research tools, evaluating primary and secondary sources, proper documentation, good writing, objectivity, critical thinking, and historiography. Prerequisites: sophomore status, history majors and minors only or consent of instructor.

HIST 281 Western Economic History: 1600-Present 3 credits
Same as ECON 281.

HIST 299 Special Project 1-3 credits
A Special Project allows the student to expand on work already completed in previous coursework. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student into original investigation of a defined problem within the discipline. Examples include theses and themed portfolios or exhibitions.

HIST 302 Modern East Asia 3 Credits
This course explores the political, economic, intellectual, social, and cultural history of China and Japan from the late 19th century through the present. Prerequisite: Junior status or special permission from instructor.

HIST 330 African American History 3 credits
This course examines the experiences of African Americans in the United States from the colonial era to the present. Topics to be covered include the Trans-Atlantic slave trade; the development of slavery; slave culture; black abolition and northern black life: the Civil War and the black war effort; emancipation and the freedmen’s community; Reconstruction; disfranchisement and segregation; Booker T. Washington and W.E.B. DuBois; black institution building; the Second World War and the black war effort; black protest movements and the civil rights era; and an assessment of the current state of blacks in American life.

HIST 342 The Development of American Foreign Policy 3 credits
A survey of U.S. foreign relations from colonial time to the present, with emphasis on the constitutional, institutional and political factors shaping the formation and execution of American diplomacy. Prerequisite: PS 100. Same as PS 342.

HIST 343 U.S. Women's History 3 credits
This course provides a survey of the major themes and events in the history of women in the United States from colonial settlement to the present. Particular attention is given to how women’s experiences in the family, the work place and the political arena have been shaped and molded by persistent cultural ideals and by class and race. Prerequisite: HIST 110.

HIST 355 Modern World History 3 credits
This course provides a specialized examination of world history in the Twentieth Century. Prerequisite: HIST 101.

HIST 367 Atlantic Revolutions 3 credits
This course examines the causes, consequences, and inter-relatedness of the American, French, Haitian, and Spanish-American Revolutions from roughly 1763 to 1840. Topics covered include rights, slavery, social justice, political philosophy, and colonialism. Prerequisite: HIST 101 or HIS 110.

HIST 371 New Nation, 1787-1848 3 credits
This course covers the era of the New Nation, 1787-1848. It has three sections: the first covers the Early National Era, including the creation of a new government at the Constitutional Convention, the rise of political parties, and the early challenges for America’s first presidents; the second covers the era of the Market Revolution, including the second war with Britain and the beginning of the Industrial Revolution; the third covers the antebellum era, including the growth of slavery and social reform. The course will focus on the social, political, cultural, and economic aspects of the time periods covered. Prerequisite: HIST 110.

HIST 372 Civil War and Reconstruction, 1848-1877 3 credits
This course covers the pivotal period of the Civil War and Reconstruction, approximately 1848 to 1877. This course will cover the military, political, economic, social, and cultural events that worked to define the history of America during this period. This course is divided into three parts: The Sectional Conflict, The Civil War, and Reconstruction. Prerequisite: HIST 110.

HIST 373 Industrialization and Reform, 1877-1914 3 credits
This course focuses on American History from 1877 to 1914, focusing on the Industrial Revolution and subsequent Progressive reform movements. Other themes include the rise of Jim Crow, Populism, imperialism, urbanization, immigration, westward expansion, and American socialism. Prerequisite: HIST 111.

HIST 374 Modern America, 1945-Present 3 credits
This course provides specialized study of the historical period examined in the second half of HIST 111. Topics include World War II, the Cold War, the Civil Rights movement, Vietnam, Watergate, stagnation, the 1980s, and contemporary American life. Prerequisite: HIST 111.

HIST 450 Special Topics 3 credits
Special Topics courses are studies of selected problems, periods or movements in the subject area not otherwise included in the curriculum.

HIST 496 Senior Thesis 3 credits
This course is the capstone course for the History emphasis of the Social Science major. Students will research and write original essays on a topic of their choosing. Prerequisite: Senior standing.

HIST 499 Special Project 1-3 credits
A Special Project allows the student to expand on work already completed in previous coursework. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student into original investigation of a defined problem within the discipline. Examples include theses and themed portfolios or exhibitions.

Honors
HON 100 Honors Freshman Seminar 3 credits
This course will ask students to engage in their academic experience, and thus is focused on critical thinking, identity, and critical and cultural literacy. The purpose of the Honors Freshman Seminar is to encourage students to become interested, thoughtful, and purposeful members of a community of learners, while challenging them to consider how they receive, process, and analyze the information they are confronted with every day. This class asks students to examine their own critical thinking process, and nurture an awareness of their individual learning process as well as their place in the world. Prerequisite: Acceptance to the Csomay Honors Program.

HON 110 Honors Arts and Humanities 3 credits
This course examines selected topics within the Arts and Humanities. The course satisfies an Arts and Humanities general education objective, but the specific content of the course will vary from year to year, depending on the faculty teaching the course. Prerequisite: Acceptance to the Csomay Honors Program.
HON 115  Honors Arts and Humanities II  3 credits
This course examines selected topics within the Arts and Humanities. The course satisfies an Arts and Humanities general education objective, but the specific content of the course will vary from year to year, depending on the faculty teaching the course. Prerequisite: Acceptance to the Csomay Honors Program.

HON 120  Honors Behavioral Science  3 credits
This course examines selected topics within the Behavioral Sciences. The course satisfies a Behavioral Sciences general education objective, but the specific content of the course will vary from year to year, depending on the faculty teaching the course. Prerequisite: Acceptance to the Csomay Honors Program.

HON 125  Honors Behavioral Science II  3 credits
This course examines selected topics within the Behavioral Sciences. The course satisfies a Behavioral Sciences general education objective, but the specific content of the course will vary from year to year, depending on the faculty teaching the course. Prerequisite: Acceptance to the Csomay Honors Program.

HON 130  Honors Natural Science  3 credits
This course examines selected topics within the Natural Sciences. The course satisfies a Natural Sciences general education objective, but the specific content of the course will vary from year to year, depending on the faculty teaching the course. Prerequisite: Acceptance to the Csomay Honors Program.

HON 135  Honors Natural Science II  3 credits
This course examines selected topics within the Natural Sciences. The course satisfies a Natural Sciences general education objective, but the specific content of the course will vary from year to year, depending on the faculty teaching the course. Prerequisite: Acceptance to the Csomay Honors Program.

HON 140  Honors Speech  3 credits
This course examines selected topics within the Speech discipline. The course satisfies a Communication — Oral general education objective, but the specific content of the course will vary from year to year, depending on the faculty teaching the course. Prerequisite: Acceptance to the Csomay Honors Program.

HON 200  Honors Cultures  3 credits
This course examines selected topics in which students recognize and evaluate issues from a variety of cultural contexts. The course satisfies a Cultures general education objective, but the specific content of the course will vary from year to year, depending on the faculty teaching the course. Prerequisite: Acceptance to the Csomay Honors Program.

HON 220  Honors Sophomore Seminar  3 credits
This course prepares students to carry out interdisciplinary research. Topics include information literacy and an introduction to research methods in multiple disciplines. The course culminates in the creation of a proposal for research. Prerequisites: Sophomore status and Acceptance to the Csomay Honors Program.

HON 399  Honors Research  1 credit
This semester-long course is for junior and senior honors students to work on the individual interdisciplinary projects each will present as part of the Honors Senior Symposium (HON 499). This course is taken on a pass/fail basis only and may be repeated for up to three total credits. Prerequisite: HON 220.

HON 499  Honors Senior Symposium  1 credit
This semester-long course is the capstone course for the Honors Program, culminating in a public presentation of a student’s Senior Honors Project. This course is taken on a pass/fail basis only. Prerequisite: HON 399.
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<td>IS 436</td>
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Supervised field experience in a selected setting earning 120 hours.
Consent of faculty and written reports are required. Prerequisites: PSY 190, ENG 102, 30 or fewer credits remaining to be completed through Upper Iowa University, and consent of academic advisor.

A capstone project intended to integrate the general education learning outcomes with the learning outcomes in the major demonstrating baccalaureate level achievement. Prerequisites: ENG 102 and 30 or fewer credits remaining to be completed through UIU.

A Special Project allows the student to expand on work already completed in previous coursework. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student into original investigation of a defined problem within the discipline. Examples include theses and themed portfolios or exhibitions. Prerequisite: PSY 373.

This course is an introduction into the computer applications and technology and their social implications. The course covers popular applications for personal and business use, including: Office Suite, image, audio, web, backup and security applications. The course also covers the foundational technologies enabling these applications, including: hardware, software, and communications devices. This course meets the general education requirement in computer skills.

This course is an introduction to the understanding and promotes advocacy of the user in the development of IT applications and systems. The course develops a mind-set that recognizes the importance of users and organizational contexts and introduces user-centered methodologies for the development, evaluation, and deployment of IT applications and systems. The student develops knowledge of HCI topics including: user and task analysis, human factors, ergonomics, accessibility standards, and cognitive psychology. Prerequisite: Sophomore status.

This course is an introduction to key concepts and approaches to business process management and improvement. The course covers how to identify, document, model, assess, manage, and improve core business processes using information technology. The course also covers the technology challenges and approaches to organizational change, domestic and offshore outsourcing, and interorganizational processes. Prerequisite: IT 140.

This course discusses how computer-based technologies and tools can most effectively contribute to business processes and methods. The course covers a systematic methodology for analyzing a business problem or opportunity, determining what role computer-based technologies can play in addressing the business need and articulating business requirements for the technology solution via in-house development, development from third-party providers, or purchased commercial-off-the-shelf (COTS) packages. Prerequisite: IS 248.

This course explores the design, selection, implementation, and management of enterprise IT solutions. The focus is on applications and infrastructure and their fit with the business model including frameworks and strategies for infrastructure management, system administration, data/information architecture, content management, distributed computing, middleware, legacy system integration, system consolidation, software selection, total cost of ownership calculation, IT investment analysis, and emerging technologies. Prerequisite: IS 310.

This course is an introduction to the fundamental principles and topics of Information Technology Security and Risk Management at the organizational level. The course covers critical security principles that enable IS professionals to plan, develop, and perform security tasks. The course also covers hardware, software, processes, communications, applications, and policies and procedures with respect to organizational IT Security and Risk Management. Prerequisite: IS 310.

This course is an introduction to the fundamental concepts of the information technology audit and control function. The course covers information controls, the types of controls and their impact on the organization, and how to manage and audit them. The course also covers the concepts and techniques used in information technology audits, the process of creating a control structure with goals and objectives, audit an information technology infrastructure against it, and establish a systematic remediation procedure for any inadequacies. Prerequisite: IS 310.

This course is an introduction to project planning, cost estimation, scheduling and project management. The course covers software process standards, process implementation, software development, configuration management, productivity metrics, analysis of options and risk assessment. The course also covers the importance of planning for change, management of expectations, the importance of software contracts and intellectual property. The course uses case studies of real Industrial projects to introduce the student to problems that may be encountered in their career. Prerequisite: IS 320 or IT 320.

This course explores the issues and approaches in managing the information systems in organizations and how the IS integrates, supports, and enables various types of organizational capabilities. The course uses a senior management perspective in exploring the acquisition, development and implementation of plans and policies to achieve efficient and effective information systems. The course also addresses issues relating to defining the high-level IS infrastructure and the systems that support the operational, administrative and strategic needs of the organization. Prerequisite: IS 320.

This course explores the theoretical and practical issues related to the application of enterprise systems within organizations. The course covers how enterprise systems integrate information and organizational processes across functional areas with a unified system comprised of a single database and shared reporting tools. An integrated project, which requires the application of conceptual as well as technical software skills of students, will be required. Prerequisite: IS 320.

This course explores the concept of information technology systems management based upon the standard best practices known as ITIL. This course includes the progression of ITIL through version 3 and covers topics from the service strategy, design, and transition to core volumes. Fundamental concepts, such as the process model based view of controlling and managing operations and BPMN business process modeling notation will also be covered. Prerequisite: BA 222 and IS 320.

This course is part II of an introduction to the theory and concepts of information technology systems management based upon the standard best practices known as ITIL or the Information Technology Infrastructure Library. This course will describe the progression of ITIL through version 3 and cover topics from the service strategy, design, and transition to core volumes. Fundamental concepts, such as the process model based view of controlling and managing operations and BPMN business process modeling notation will also be covered. Prerequisite: BA 222 and IS 320.

This course is part II of an introduction to the theory and concepts of information technology systems management based upon the standard best practices known as ITIL or the Information Technology Infrastructure Library. This course will describe topics from the ITIL service transition, operation, and continual service improvement core volumes. Advanced
concepts, such as contrasting ITIL to other service management frameworks and Six Sigma will also be covered. Prerequisite: IS 436.

**IS 480**  
**IS Senior Capstone**  
**1 credit**  
In this course the student develops a project plan for a significant software system employing knowledge gained from courses throughout the program to be implemented in Capstone II. The course demonstrates the ability for the student to develop a project plan which includes the development of requirements, design of the product, implementation schedule, and quality assurance. Students may follow any suitable process model, must pay attention to quality issues, and must manage the project themselves, following all appropriate project management techniques. Success of the project is determined in large part by whether the student has adequately solved the customer’s problem. Prerequisite: IS 400 and IS 320.

**IS 481**  
**IS Senior Capstone II**  
**2 credits**  
In this course the student implements the outcomes of the project plan outlined in Capstone I by employing knowledge gained from courses throughout the program. The course demonstrates the ability for the student to implement the details of the plan which includes the requirements, design of the product, implementation schedule, and quality assurance. Students may follow any suitable process model, must pay attention to quality issues, and must manage the project themselves following all appropriate project management techniques. Success of the project is determined in large part by whether students have adequately solved their customer’s problem. Prerequisite: IS 480.

**IS 499**  
**Special Project**  
**1-3 credits**  
This course is for research projects in the Information Systems field.

**Information Technology**

**IT 122**  
**IT Infrastructure**  
**4 credits**  
This course is an introduction to IT infrastructure for students with majors in the Organizational information Systems and Technology Program (OISTP). The course covers systems architecture and communication networks with an overall focus on the services and capabilities that IT infrastructure solutions provide in an organizational context. The course also covers the operational concerns with security, budgets and the environment. Prerequisite: IS 102.

**IT 140**  
**Introduction to Programming**  
**4 credits**  
This course is an introduction to the fundamental concepts of procedural programming. The course provides the evolution of programming and the role of different programming paradigms. The course will also provide the basics of problem decomposition, design of programmatic solutions and implementation of the code to automate the solutions. Course topics include data types, control structures, functions, arrays, 10, and the mechanics of running, testing, and debugging programs. Prerequisite: IS 102 or EDU 252.

**IT 206**  
**Computer Architecture**  
**4 credits**  
This course introduces students to the organization and architecture of computer systems. The student will learn the basics of representing data and logical manipulation of data in a digital computer. The student will learn the details of the fundamental components of the computer systems and the standard von Neumann model including: the CPU, memory, and internal and external communication devices. The student will gain the ability to make decisions regarding the choice of the architecture needed to meet the user’s requirements. The course will also cover truth tables and logic (Sentinel, Predicate and Propositional). Prerequisite: IT 122.

**IT 213**  
**Operating Systems**  
**4 credits**  
This course is an introduction to the fundamentals of operating systems together with the basics of networking and communications. The course covers the key components that make up an operating system and the tasks involved in installing, configuring, administering, updating, managing and securing an OS. The course will also include performance analysis and integration tasks. This course also includes the mathematical foundations behind queuing theory, mathematical modeling and cost benefit analysis. Prerequisites: IT 140, IT 206.

**IT 299**  
**Special Project**  
**1-3 credits**  
The purpose of this course is to provide an opportunity to do undergraduate research or projects in the Computing Sciences fields (Information Systems, Information Technology, and Software Engineering). The topic being investigated will be arranged between the student and the professor.

**IT 311**  
**Networking**  
**4 credits**  
The course introduces the student to machine to machine communication architectures for the modern computer systems. The student will be able to select, design, deploy, integrate, and administer network and communication infrastructures in an organization. In this course the student will develop a deep understanding of how networks work and how to work with them. Topics include LANs, WANs, service providers, packets, hubs, routers, switches, internet protocols, network administration and security. The course also covers the mathematical relationship of networking with trees, graphs, signal and network analysis. Prerequisites: IT 122 and junior standing.

**IT 320**  
**Web Systems and System Integration**  
**4 credits**  
This course is an introduction to web technologies and systems integration. The course covers basic web design, configuration, management and security. The course also covers various F2M, M2Pand P2P, M2M communication standards and protocols and various frameworks and architectures used in web systems and system integration. Topics included are hypertext, self-descriptive text, web page design and development, web navigation systems, digital media, web services and vulnerabilities of web systems. Prerequisite: IT 206 and junior standing.

**IT 332**  
**Databases and Information Management**  
**3 credits**  
This course is an introduction to the core concepts in data and information management. The course covers identifying organizational information requirements, conceptual data modeling techniques, relational data models, normalization techniques, SQL usage, basic database administration tasks, data quality, and implementing, utilizing and securing relational databases using an industrial-strength database management system. Prerequisite: IT 140 or IS 310.

**IT 348**  
**Advanced Networking**  
**3 credits**  
This course covers the basic knowledge needed to design current and future networks capable of providing ubiquitous high-quality support in heterogeneous environments. This course also provides an in-depth view of networking issues and solutions which strengthens the student’s understanding of fundamental concepts of network communication. Topics include the requirements and design of networks, congestion control, routing, scheduling, and overlay and wireless architectures. Prerequisite: IT 311.

**IT 360**  
**Computer Forensics and Incident Response**  
**3 credits**  
This course is an introduction to the steps and techniques required for effective response to cybersecurity incidents. The course covers how to detect an incident, the actions that must be taken to mitigate harmful effects of the incident, how to identify of the vulnerabilities that led to incident, and the actions required to prevent similar occurrences in the future. The course also covers the strategies for developing appropriate security policies and procedures, as well as techniques for preserving evidence. Prerequisite: IT 311.

**IT 370**  
**Network Management**  
**3 credits**  
This course is an introduction to the application of networking concepts related to the management of computer networks. The course covers the general challenges faced in the management of modern data and telecommunications networks with an emphasis on data network management. The OSI and TMN compliant Network Management Package is used as a real-world reference. Real-world examples
are utilized to illustrate lecture topics and a case study/team project is researched and presented. Prerequisite: IT 311.

**IT 390 Programming for the WWW** 3 credits
This is an advanced web programming course focusing on multi-tiered design on Internet applications, transactions, creating components, and Web services using the .NET framework. Client-side and server-side facilities are covered. Prerequisite: IT 320 or consent of instructor.

**IT 391 e-Commerce Technology** 3 credits
This course covers emerging online technologies and trends and their influence on the electronic commerce marketplace. While the focus of this course is electronic commerce information technology, e-commerce web site planning, online store implementation, installation, administration, and security, students will be introduced to search engine prioritization concepts, web site statistics collection and analysis, online auctions, and various legal and ethical issues.

**IT 410 Information and System Security** 3 credits
This course is an introduction to Information Assurance and Security (IAS). The course covers the knowledge required for information assurance and security and how to apply this knowledge to manage the threats against computing, communication, and organizational systems. The course also covers the frameworks to be security aware, operational issues, policies and procedures, attacks and defense mechanisms, risk analysis, and incident recovery. Prerequisite: IT 311.

**IT 420 System Security and Risks** 3 credits
This course is an introduction to the knowledge and implementation of attacks on systems for system security and testing purposes. The course goes into the hacker classification, the culture of hacking and cracking, social and technical attacks, and the defenses employed to counter these threats. Prerequisite: IT 311.

**IT 482 Senior Capstone I** 1 credit
In this course the student develops a project plan for a significant software system employing knowledge gained from courses throughout their major. The course demonstrates the ability of the student to develop a project plan which includes: the development of requirements, design of the product, implementation schedule, and quality assurance metrics. Success of the project is determined in large part by whether students have adequately solved their customer’s problem to be implemented in Capstone II. Prerequisite: IS 320 or IT 320.

**IT 483 Senior Capstone II** 2 credits
In this course the student implements the outcomes of the project plan developed in Capstone I by employing knowledge gained from courses throughout their major. The course demonstrates the ability for the student to implement the details of the plan provided by Capstone I. Success of the project is determined in large part by whether students have adequately solved their customer’s problem. Prerequisite: IT 482.

**IT 499 Special Project** 1-3 credits
This course is for research projects in the Information Technology field.

**Interdisciplinary**

**ID 200 Short-Term International Travel** 3 credits
This course provides the opportunity for students to experience first-hand cultures outside the Anglo-American tradition. After initial preparation in the classroom, the class will then travel to the destination(s) being studied for a period between 7 and 21 days. Upon return, students will write a paper reflecting on the experiences and learning. The specific destination(s) and areas of academic focus will be determined by the instructor. Students will be responsible for paying all travel costs according to the payment schedule put in place by the instructor.

**ID 301 Critical Thinking** 3 credits
This course helps the student develop and strengthen the ability to reason soundly and critically. It addresses the purpose and process of critical thinking, language and critical thinking, patterns of argument, and modes of reasoning. Prerequisites: ENG 102 or 202. May not be used to satisfy a humanities general education requirement.

**Liberal Arts**

**LA 298 Associate of Arts Capstone** 1 credit
The Associate of Arts Capstone will be taken by students seeking the Associate of Arts with a Liberal Arts Emphasis degree in their final term of coursework. Candidates for the degree will submit a portfolio and a reflection essay that addresses how their work fulfills the program’s student learning outcomes. Prerequisite: At least 45 credits toward the completion of the Associate of Arts Liberal Arts Emphasis degree.

**LA 498 Liberal Arts Capstone** 1 credit
This capstone will be taken by liberal arts majors in their senior year. Candidates will submit a portfolio and a reflection essay that addresses how their work participates in the discourse of the liberal arts.

**Marketing**

**MKT 208 Marketing Principles** 3 credits
This course surveys the role of marketing and its place in society, in profit and not-for-profit organizations. Emphasis is placed on consumer orientation, the marketing concept, product, price, distribution and promotion. The course provides a basis of understanding for advanced marketing courses.

**MKT 315 Sales Management** 3 credits
This course provides an introduction to the recruitment, training, motivation and management of a sales force. Included is an introduction to basic personal selling techniques. Emphasis is placed on sales as an integral element of the promotional mix. Prerequisites: MKT 208 and BA 210 or permission of instructor.

**MKT 337 Personal Selling** 3 credits
Examines the role of personal selling in the consumer and industrial marketplace. Describes selling processes and customer relations. Includes role playing and time management exercises, instruction in proper dress and field experience in sales. Prerequisites: MKT 208 and Junior standing or permission of instructor.

**MKT 358 Consumer Behavior** 3 credits
This course provides a survey of research findings on consumer behavior drawn from marketing, economics, sociology, psychology, and anthropology. Emphasis is placed on applications of research to consumer satisfaction and on developing an understanding of the consumer decision-making process. Prerequisite for Marketing majors: MKT 208 or permission of instructor. Recommended for all majors: MKT 208 and PSY 190 or SOC 110 or permission of instructor.

**MKT 363 Advertising and Integrated Marketing Communications** 3 credits
This course examines integrated marketing communication and its role in marketing. Included is a survey of the history of advertising, the media and communication models, and an introduction to the creative side of advertising. Emphasis is placed on the formulation of objectives for integrated marketing communication programs. Prerequisite: MKT 208 suggested, but not required for non-marketing majors.

**MKT 403 Internship** 3 credits
Advanced students work in business-related employment in the major area of interest. An internship is designed to assist students in taking maximum advantage of the educational potential and personal development opportunities found in an internship experience during the un-
undergraduate business program. The internship provides a framework for students to be introspective about their personal growth objectives, understand their strengths and weaknesses in an organizational context, improve their professional maturity, develop their ability to assess and articulate their value to potential employers, evaluate their choice with respect to industry, company and role, as well as further clarify their career passion and prospective about their future career direction. The company, industry analysis and interview sections of the course also provide an opportunity to apply the knowledge gained from courses already completed.

**MKT 414 New Product Development**  3 credits
This course will take learners through each phase of new product development—Problem/Opportunity Analysis, Ideation/Concept Generation, Concept Evaluation, Market Testing and Market Launch. Prerequisite: MKT 208.

**MKT 424 Global Marketing**  3 credits
This course builds on topics from Marketing Principles, as applied to global situations. Emphasis is on the development of an appropriate marketing mix for international target markets. The importance of consumer orientation is stressed; international marketing research, consumer behavior and cultural sensitivity are examined. Prerequisites: MKT 358 and completion of all business core requirements.

**MKT 451 Marketing Research**  3 credits
This course is an examination of the information link between organizations and the consumers they seek to serve. Emphasis is placed on developing an understanding of the nature of marketing problems, types of research available, sampling techniques, applied statistics and questionnaire formulation. The steps of the research process are explored in depth. Prerequisites: Completion of all other marketing/business core requirements.

**MKT 459 Contemporary Topics in Marketing**  3 credits
This course description may change each session it is offered to cover the most contemporary marketing issues.

**MKT 479 Branding**  3 credits
This course builds on topics from Marketing Principles and introduces students to one of the most powerful fields of study in marketing today, Branding. Emphasis is on the development of an appropriate brand strategy for current and potential target markets. Students will evaluate potential Branding opportunities addressing customer wants and needs, and they will study the processes from building a brand strategy to design, implementation, and delivering socially responsible messaging. Prerequisites: MKT 208.

**MKT 489 Social Media Marketing**  3 credits
This course engages students in one of the fastest growing fields in marketing today, Social Media Marketing. This course will involve elements of customer engagement and interaction in a digital environment that includes mobile media, the internet, web-based marketing, and Artificial Intelligence enhanced marketing that leverages the customer engagement process. Prerequisite: MKT 208

**MKT 499 Special Project**  3 credits
This course is designed to provide an opportunity to complete a special project related to marketing that is beyond the scope of courses offered. Proposals must include an overview or abstract of the study, indicate the anticipated learning outcomes of the project, the timeline of the study, and the deliverables (paper, presentation, project, etc.) upon which the study will be evaluated.

**Mathematics**

**MATH 090 Foundations of Mathematics**  3 credits
This course emphasizes study skills for algebra and calculator use while covering the following topics: basic algebra including real numbers, variable expressions, solving equations and equation applications. This course is designed for students who have not had a mathematics course for several years or who have never had an algebra course. This course is the first in a series of two courses that will prepare the student for the general education requirement in mathematics. This course may not be taken for credit after successfully completing a higher level math course. Note: credit from courses below the 100-level does not count toward the minimum 120 hours required for graduation.

**MATH 095 Beginning Algebra**  3 credits
This course covers topics needed to successfully complete the College Mathematics course. Topics include: polynomials and exponents, factoring and solutions of quadratic equations, rational expressions and equations and linear equations. This course will prepare students for the general education requirement in mathematics. This course may not be taken for credit after successfully completing a higher level math course. Note: credit from courses below the 100-level does not count toward the minimum 120 hours required for graduation. Prerequisite for Fayette campus only: Pass MATH 090 or ACT math score ≥ 15 or an alternative placement mechanism as approved by the math department or instructor approval.

**MATH 100 Critical Reasoning and Quantitative Problem Solving**  1 credit
This course discusses a variety of mathematical techniques to improve the ability to critically reason and solve quantitative problems in realistic contexts. Topics include: logical analysis, sets, unit analysis, money management.

**MATH 105 College Mathematics with Applications**  3 credits
This course is a survey of mathematical applications of functions. Topics that will be covered include: fundamental concepts of algebra, algebraic equations and inequalities; functions and graphs; zeros of polynomial functions; exponential and logarithmic functions; systems of equations and inequalities. The mathematics of personal finance will also be studied. Prerequisite: Pass MATH 095 or ACT math score ≥ 19 or an alternative placement mechanism as approved by the math department or instructor approval.

**MATH 107 College Algebra**  3 credits
This course is a study of functions, with specific focus on polynomial, rational, radical, exponential, logarithmic, and piecewise-defined functions. Representing functions, graphing functions, combining functions, and modeling with functions will be discussed. Prerequisite: Pass MATH 095 or ACT math score > or equal to 21 or an alternative placement mechanism as approved by the math department or instructor approval.

**MATH 109 Quantitative Methods**  3 credits
This course examines quantitative methods for treating problems arising in biological, management, and social sciences. Topics include a brief review of sets, algebra, graphs, and functions systems of linear equations and matrices; linear programming; probability, derivatives and integrals. Prerequisite: MATH 105 or approved course in Finite Mathematics or College Algebra.

**MATH 115 Trigonometry and Analytic Geometry**  3 credits
This course is a study of trigonometry and analytic geometry. Topics include trigonometry, polar coordinates, vectors, conic sections, and parametric equations. Prerequisite: Pass MATH 107 or ACT math score > or equal to 26 or an alternative placement mechanism as approved by the math department or instructor approval.

**MATH 120 Calculus I**  3 credits
This is the first of four courses combining plane and solid analytic geometry and calculus. This course focuses on differentiation of all elementary and trigonometric functions, including parametric and polar functions. Prerequisite: MATH 115 or permission of the instructor.

**MATH 200 Calculus II**  3 credits
This is a course in the calculus sequence. This course covers single variable integration techniques, and the application of single variable
differential and integral calculus to curves in 2D and 3D. Prerequisite: MATH 120.

**MATH 206 Rational Problem Solving with Real Systems** 3 credits
Students will learn how to find the optimal solution to problems involving realistic systems like those found in organizations or computer networks. Students will learn to find the optimal solution of a problem via appropriate use of either rational decision making or mathematical modeling and optimization. Topics include introductions to reasoning and logic, cost benefit analysis, mathematical modeling, graph theory, algorithms, linear programming, network analysis, queuing theory, and simulation modeling. Prerequisites: MATH 115 (at least a "C-") and MATH 220 (at least a "C-") and CS 205 (at least a "C-") or instructor approval.

**MATH 210 Calculus Series and Analysis** 3 credits
This is a course in the calculus sequence. It covers sequences and series as well as going in depth into limits and analysis incuding basic proofs of calculus concepts. Prerequisite: MATH 200.

**MATH 215 Multivariable Calculus** 3 credits
This is a course in the calculus sequence. This course covers multiple variable function and vector field differential and integral calculus. Prerequisite: MATH 200.

**MATH 220 Elementary Statistics** 3 credits
An introduction to the simpler problems of statistical inference, descriptive statistics, probability distributions, estimation of parameters and level of significance, regression and correlation. This course may not be completed for additional credit by students who have completed MATH 226. Prerequisite: Pass (MATH 105 or above) or (pass MATH 905 or ACT math score ≥ 19) and pass MATH 100 or ACT math score ≥ 24 or an alternative placement as approved by the math department or instructor approval.

**MATH 250 Special Topics** 3 credits

**MATH 299 Special Project** 1-3 credits

**MATH 300 Differential Equations** 3 credits
An introduction to ordinary differential equations with elementary applications. Prerequisite: MATH 215 or instructor approval.

**MATH 301 Linear Algebra** 3 credits
This course develops the algebra and geometry of finite-dimensional linear vector spaces and their linear transformations. Also studied are the algebra of matrices and the theory of eigenvalues and eigenvectors. Prerequisite: MATH 210.

**MATH 302 Mathematical Statistics I** 3 credits
This course examines simple probability models, random variables, discrete and continuous distributions, sampling, elementary hypothesis testing and the power of a test, as well as application of probability to statistical methods. Prerequisite: MATH 215 or instructor approval.

**MATH 303 Mathematical Statistics II** 3 credits
This course is the second part of a sequence course. It introduces students to various statistical inference topics: point estimation, interval estimation, and nonparametric tests. In addition, it also examines decision theory, regression analysis, correlation, design and analysis of experiments and time series/forecasting. Prerequisites: MATH 301, MATH 302.

**MATH 305 Discrete Mathematics** 3 credits
This course is an introduction to combinatorics, graph theory, and number theory and their applications. Prerequisite: MATH 310.

**MATH 310 Introduction to Advanced Mathematics** 3 credits
This course provides a concentrated study of logic, sets, and proofs. Students will also learn more about mathematics as a field of study and the history of mathematics. Prerequisite: MATH 200.

**MATH 333 Concepts of Geometry** 3 credits
A study of non-Euclidean geometry and Euclidean geometry motivated by Euclid’s Parallel Postulate. The course features a historical as well as mathematically rigorous approach to geometry. Topics include Euclid’s Parallel Postulate, Hilbert’s Axioms, Neutral Geometry, Non-Euclidean Geometry and Hyperbolic Geometry. Prerequisite: MATH 200.

**MATH 340 Introduction to Real Analysis** 3 credits
An introduction to the rigorous treatment of completeness of the real numbers, convergence of sequences, limits and continuity of functions, and differentiation and integration. Prerequisite: MATH 210 or permission of the instructor.

**MATH 342 Numerical Analysis** 3 credits
This is a computer-oriented course, introducing students to numerical methods of solutions to mathematical problems and the programming of these methods. Some knowledge of programming is required, along with calculus and elementary matrix theory. Prerequisite: MATH 215 or instructor approval.

**MATH 382 Actuarial Science P Exam Preparation** 1 credit
This course aims at helping students prepare for the Society of Actuaries P Exam on probability. The application of problems encountered in actuarial science is emphasized. To this end, students will spend their time working on past problems from actual P Exams. Students will be expected to bring their questions to class, and class time will be spent working through them. In order to succeed, students need to be able to analyze a problem and quickly choose an approach to its solution. Prerequisites: MATH 302, MATH 303, ECON 160, ACCT 201.

**MATH 391 Financial Mathematics I** 3 credits
This course develops the student’s understanding of the fundamental concepts of financial mathematics and how those concepts are applied in calculating present and accumulated values for various streams of cash flows as a basis for future use in reserving, valuation, pricing, asset/liability management, investment income, capital budgeting, and valuing contingent cash flows. Prerequisites: MATH 215, MATH 220, ECON 160, ECON 161, ACCT 202, FIN 341, FIN 343.

**MATH 392 Financial Mathematics II and FM Exam Preparation** 3 credits
This course is the second part of a sequence course. It develops the student’s understanding of the fundamental concepts of financial mathematics and how those concepts are applied in calculating present and accumulated values for various streams of cash flows as a basis for future use in reserving, valuation, pricing, asset/liability management, investment income, capital budgeting, and valuing contingent cash flows. In addition, we also will work on some of the past Financial Mathematics Actuarial Science Exam (FM) problems to help students to prepare for the FM exam. Prerequisites: MATH 215, MATH 391, FIN 310.

**MATH 402 Introduction to Modern Algebra** 3 credits
An introduction to the study of algebraic systems, including groups, rings and fields, homomorphisms and isomorphisms. Prerequisites: MATH 210 and consent of the instructor.

**MATH 403 Internship** 3 credits

**MATH 450 Special Topics** 1-3 credits

**MATH 451 Seminar** 1 credit
Students conduct an in-depth study of a mathematical topic of interest to them which has been approved by the mathematics faculty. An oral and written presentation will be made of their findings. This is a capstone course and is required of all mathematics majors. Prerequisite: Senior status.
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<td>NUR 433</td>
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Music
A study of the elements that comprise all music and a survey of the world’s greatest composers and their music, from the age of Bach and Handel to the present. Meets the humanities requirement.

A study of jazz styles from the beginning of jazz to the present. Emphasis is on the differences as well as the similarities between the various styles. Topics covered include the music and the performers, composers and other personalities in the world of this uniquely American art form. Meets the humanities requirement.

This course examines a diverse group of health care beliefs and practices used instead of, or in concert with, western health care beliefs and practices. Students are expected to critically examine the belief systems, practices, and health outcomes for complementary, alternative, and western paradigms of health.

Concepts related to health assessment, understanding of pathophysiology and effective nursing management of health care are presented. The interrelationships among concepts are explored as well as strategies to promote optimal restoration of health while providing safe, client centered, and quality driven health care. This is the second of a two-course sequence that must be completed to fully meet the competencies related to all body systems. Prerequisites: Admission to the nursing program and NUR 325.

This course focuses on care of the community as client. Emphasis is on the role of the nurse in addressing the preventative health needs of populations at risk and other community groups at risk and other community groups in various community practice settings. Current public health problems, trends in health care delivery and community resources are examined. Students analyze the sociocultural, political, economic, ethical and environmental factors that influence community and global health. Students will implement a clinical project to meet the needs of an identified population. Prerequisite: NUR 335.

This course prepares students to develop culturally sensitive perspectives on healing modalities of different cultures and their application to current nursing practice. An international or local practicum experience with the intent to create a deeper understanding and appreciation of the art and science of being a healer will be incorporated in the course. Jean Watson’s 10 Carative Processes and Madeline Leininger’s Transcultural Nursing form the theoretical framework guiding the exploration and integration of transcultural healing traditions. Prerequisite: Admission to the nursing program or permission of the nursing chair.

This course introduces the student to the research process and focuses on the translation of current evidence into practice. Emphasis is on critical analysis of published research studies to facilitate implementation of evidence-based decisions in nursing practice. Prerequisites: Admission to the nursing program and MATH 220 or its equivalent.

This course in the student examines theory and concepts needed for successful leadership and management roles in the rapidly changing health care environment. Concepts of quality and safety are explored along with teamwork and effective communication for nurse leaders. Prerequisites: Admission to the nursing program and NUR 400.

Focus is on the history of nursing, nursing education, and health care from primitive times to current day. Course content includes study of historical periods and figures such as Florence Nightingale, Lavinia Dock, and Lilian Wald. Emphasis is on the relationship between nursing and society and the impact on modern nursing. Prerequisite: Admission to the university.

In this course students will explore the meaning of self-care, and its application to professional nursing. Multiple modalities will be introduced to expand the knowledge, understanding, and need for self-care. Students will also develop a personal self-care plan, implement the plan into their personal and professional lives, and evaluate the outcome. Prerequisite: Admission to the nursing program.

This course introduces the student to global health concepts and the network of organizations working to advance health care interna-
tionally. Emphasis will be placed on the global burden of disease and determinates of health students will be introduced to programs, systems, and policies affecting global health. Prerequisite: Admission to the nursing program.

**NUR 436 Understanding Nursing Theory** 3 credits
This course will introduce students to nursing theorists and the foundations of their theories. Emphasis will be made on the types of theories and how these theories affect nursing practice and patient centered care. Students will begin to understand the essentials of nursing theory and the theorists behind their development. Prerequisite: Admission to the nursing program.

**NUR 438 Our Image: The Image of Nursing** 2 credits
This image of the nurse in American culture has varied, complex, and provocative. This course will introduce students to textual images of nurses in fiction, film, television, and visual arts within the contexts of American and nursing history. Prerequisite: Admission to the nursing program.

**NUR 440 Service Learning** 1-3 credits
The primary function of this course is to serve as a structured service learning opportunity that fosters academic growth, citizenship, leadership, and civic responsibility. All requirements will be related to conducting specific services related to nursing and the community. May only be taken once. Prerequisite: Admission to the nursing program.

**NUR 442 Understanding Healthcare Policy** 2 credits
This course focuses on the healthcare policy process and the impact on nursing practice, healthcare delivery, and healthcare quality. Social, political, economical, historical, legal, ethical, and professional influences will be explored. Prerequisite: Admission to the nursing program.

**NUR 446 Principles of Fiscal Resource Management** 3 credits
This course will explore basic principles of fiscal resource management within healthcare organizations. Emphasis will be placed on the role of nurse leaders and managers in a variety of settings. Influencing factors such as healthcare reform, quality initiatives and reimbursement policies on patient care delivery and budgetary decisions will be explored. Basic fiscal resource management principles will be applied through interactive case studies. Prerequisite: Admission to the nursing program.

**NUR 450 Nursing Concepts Capstone I** 2 credits
In this course students apply the concepts and skills acquired in the RN-BSN program to demonstrate growth as a competent, caring, professional nurse. Students research and design a capstone project intended to demonstrate scholarly inquiry, nursing excellence, leadership, and communication skills that integrate the general education learning outcomes with the learning outcomes in the major. Demonstration of baccalaureate level achievement is required. Prerequisites: senior status, 27 credits of the BSN curriculum, and 15 or fewer credits remaining to be completed through Upper Iowa University.

**NUR 455 Nursing Concepts Capstone II** 2 credits
In this course students apply the concepts and skills acquired in the RN-BSN program to demonstrate growth as a competent, caring, professional nurse. Students implement and evaluate a capstone project intended to demonstrate scholarly inquiry, nursing excellence, leadership, and communication skills that integrate the general education learning outcomes with the learning outcomes in the major. Demonstration of baccalaureate level achievement is required. Prerequisite: NUR 450.

**Philosophy**

**PHIL 150 Introduction to Philosophy** 3 credits
A survey of the significant theories and theorists that have shaped the way human beings perceive their relationship to, and place in, the universe large. This course examines the classic questions of human existence: who are we, where did we come from and what is our destiny. Competing philosophical viewpoints will be represented. Ultimately, students will be encouraged to develop or explain critically their own positions regarding these fundamental problems. Meets the humanities requirement.

**PHIL 202 Contemporary Ethics** 3 credits
This course covers some of the main threats to doctrines and ideas of moral philosophy, including nihilism, relativism, egoism, utilitarianism, the categorical imperative, virtue, and the social contract. Rather than keeping these as pure theoretical constructs, these ideas will be applied to real life, practical situations, such as those involving ethics in the workplace, and important current debates. Meets the humanities requirement.

**PHIL 250 Special Topic** 3 credits
Special Topic courses are studies of selected problems, periods or movements in the subject area not otherwise included in the curriculum. They are typically chosen from a faculty member’s particular expertise and field of scholarly inquiry, and offered to a student or group of students forming an interest in the particular subject matter. The 250 designation denotes a General Education level of instruction and may include an appropriate General Education task to be completed. The 450 designation denotes a senior level degree of sophistication expected in both learning and instruction. A single course may be offered at both levels simultaneously; in which case the syllabus will clearly differentiate the course expectations and assessment measures for students enrolled at each of the two levels. A Special Topics course must be approved by the School of Arts and Sciences Curriculum Committee before it is offered, and it must address one or more Major Outcomes within the discipline.

**PHIL 299 Special Project** 1-3 credits
A Special Project allows the student to expand on work already completed in previous coursework. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student into original investigation of a defined problem within the discipline. Examples include theses and themed portfolios or exhibitions.

**Physical Science/Physics**

**PHY 105 Conceptual Physics** 3 credits
This course introduces a broad range of topics in physics covering mechanics, thermodynamics, electricity, waves, light, nuclear, and modern physics. This course can be used to satisfy the general education requirement for physical science. This course does not meet the requirements for pre-medical, some pre-professional programs or most science majors. This course cannot be used as an elective for the general science major.

**PHY 109 Introduction to Astronomy Laboratory** 1 credit
This course will expose students to laboratory exercises that will enhance their understanding of the fundamental principles learned in PHY 110. Co-requisite: PHY 110.

**PHY 110 Introduction to Astronomy** 3 credits
This course provides a fundamental understanding of the universe. Scientific principles will be discussed and used to explain observations about the universe and the celestial objects that exist within it. Major topics include gravity, light, and telescopes; as well as the formation and evolution of planetary systems, stars, galaxies, and the universe itself.

**PHY 111 Introductory Physics I** 3 credits
The first of two courses in introductory physics commonly taken by students majoring in biology, chemistry, health professions and other disciplines requiring introductory level physics. Topics include: kinematics, Newton’s Laws, gravity, energy, momentum, rotational motion, solids and fluids, waves, sounds, and thermodynamics. Prerequisite/Co-Requisite: MATH 115 Trigonometry and Analytic Geometry or instructor approval.

**PHY 112 Introductory Physics Laboratory I** 1 credit
In this course, the laboratory exercises are used to help reinforce and physically demonstrate the concepts taught in PHY 111.
Political Science

PS 100 U.S. Government 3 credits
A survey of the basic constitutional principles, political institutions and public policies of American national government. Meets the social science requirement.

PS 211 International Relations 3 credits
A study of the changing international order and the collapse of Soviet communism; international conflict and cooperation; international organizations and a revitalized UN; the Third World and international diplomacy. Meets the social science requirement.

PS 212 Comparative Politics 3 credits
This course compares and contrasts various aspects of the political process in pluralistic democracies, modern authoritarian systems, and developing nations. Students are introduced to political institutions in different states and will learn how to compare them in order to develop a better understanding of events in the modern world.

PS 222 Introduction to Political Society 3 credits
This course is an introduction to study of politics and political science, including an examination of the various political institutions and structures that make up a given political system; what it means to study politics scientifically; and what are the consequences of different conceptions of politics.

PS 230 State and Local Government 3 credits
A survey of the basic principles, organizations and functions of government on the state, county, municipal, township and district levels. Meets the social science requirement.

PS 250 Special Topics 3 credits
Special Topics courses are studies of selected problems, periods or movements in the subject area not otherwise included in the curriculum.

PS 298 Pre-Law Portfolio 1 credit
A compilation of student work produced for completion of the Pre-Law Minor, along with evaluation of that work. Required for successful completion of the Pre-Law Minor. Prerequisites: 18 semester hours completed toward the Pre-Law Minor or approval of Pre-Law advisor.

PS 299 Special Project 1-3 credits
A Special Project allows the student to expand on work already completed in previous coursework. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student into original investigation of a defined problem within the discipline. Examples include theses and themed portfolios or exhibitions.

PS 342 The Development of American Foreign Policy 3 credits
Same as HIST 342.

PS 362 The Legislative Process 3 credits
A general introduction to American representative assemblies, with primary attention given to the U.S. Congress. Emphasis is on the interplay of relationships with legislative bodies affecting the shaping of legislation.

PS 368 Political Parties and Interest Groups 3 credits
This course is intended to provide an in-depth survey of American political parties and interest groups. This course is designed to examine not only theories concerning political parties and interest groups but also the practical operation and reality of political parties and interest groups in American politics. Prerequisite: PS 100 or permission of instructor.

PS 380 Congress and the Presidency 3 credits
A study of the interaction in the policy-making roles of the President and Congress of the United States. Emphasis is on federal legislation, crisis politics and the system of checks and balances.

PS 403 Internship 3 credits
Academic credit can be received for internships in the state legislature, the U.S. Congress, election campaigns, governmental agencies, study abroad or other similar activities. Prior planning and approval is required.

PS 411 American Constitutional Law I 3 credits
This course examines the role of the judiciary and the U.S. Supreme Court in the American political system. A case approach is taken to the development of U.S. constitutional law. Topics include the powers of the President and Congress, Federalism, the commerce clause, the taxing and spending power, and the contract clause.

PS 412 American Constitutional Law II 3 credits
Topics covered include civil liberties, equal opportunity and equal protection under the law for minorities, freedom of speech and religion and the right to privacy, and the rights of those accused of crimes.

PS 450 Special Topics 3 credits
Special Topics courses are studies of selected problems, periods or movements in the subject area not otherwise included in the curriculum.

PS 499 Special Project 1-3 credits
A Special Project allows the student to expand on work already completed in previous coursework. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student into original investigation of a defined problem within the discipline. Examples include theses and themed portfolios or exhibitions.

Psychology

PSY 190 General Psychology 3 credits
An introduction to the scientific study of behavior and mental processes, including major approaches and methodologies. The course samples a broad range of topics, including biological foundations, development, learning, cognition, personality, abnormal psychology and social behavior. Meets the social science requirement.

PSY 201 Adjustment 3 credits
A course designed to apply psychological approaches to normative events during life’s developmental stages, with a focus on environmental factors and the psychology of stress in a changing world. Meets the social science requirement.

PSY 212 Developmental Psychology: Birth to Adolescence 3 credits
This course focuses on how individuals grow and change from conception to adolescence. It addresses the biological factors that exist at birth, the psychosocial factors that affect changes and the resulting developmental stages. Prerequisite: PSY 190. Meets the social science requirement.
PSY 222 Developmental Psychology: Young Adulthood to Late Adulthood 3 credits
This course takes the learner through the developmental stages of the human life cycle from the end of adolescence to the advanced stages of aging covering the physical changes, the social challenges and the psychological growth of an individual during those years. Prerequisite: PSY 190. Meets the social science requirement.

PSY 232 Group Dynamics 3 credits
An analysis of group behavior in small and large groups of various types. The focus is on social interaction in the formation and operation of groups, and on the social system’s approach to understanding group behavior. Meets the social science requirement.

PSY 240 Conflict Resolution 3 credits
An overview of conflict resolution and the mediation process as an alternative dispute resolution mechanism. Learning activities—conceptual and experiential in nature—are designed to promote an integration in the areas of problem solving behavior, skill development and personal awareness. Meets the social science requirement.

PSY 250 Special Topics 3 credits
Special Topics courses are studies of selected problems, periods or movements in the subject area not otherwise included in the curriculum. They are typically chosen from a faculty member’s particular expertise and field of scholarly inquiry, and offered to a student or group of students forming an interest in the particular subject matter. The 250 designation denotes a General Education level of instruction and may include an appropriate General Education task to be completed. The 450 designation denotes a senior level degree of sophistication expected in both learning and instruction. A single course may be offered at both levels simultaneously, in which case the syllabus will clearly differentiate the course expectations and assessment measures for students enrolled at each of the two levels. A Special Topics course must be approved by the School of Arts and Sciences Curriculum Committee before it is offered, and it must address one or more Major Outcomes within the discipline.

PSY 260 Gender Roles 3 credits
An analysis of the changing cultural notions and social realities regarding male/female roles and relationships. Topics may include: cross-cultural research concerning gender differences; the role of various socializing agents in shaping sexual identities; and the effects of gender differences on political and economic processes. Prerequisite: SOC 110 or PSY 190. Meets the social science requirement.

PSY 270 Human Sexuality 3 credits
An introduction to the biological, psychological and social aspects of human sexuality. The course includes a study of sexuality in relation to the life cycle.

PSY 299 Special Project 1-3 credits
A Special Project allows the student to expand on work already completed in previous coursework. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student into original investigation of a defined problem within the discipline. Examples include theses and themed portfolios or exhibitions.

PSY 302 Substance Abuse 3 credits
The effects of psychoactive drugs are studied in this course, as well as the origins of substance abuse, characteristics of substance abusers, and consequences for the individual, family and society. Approaches to substance abuse treatment are discussed. Prerequisite: SOC 110 or PSY 190.

PSY 310 Social Psychology 3 credits
This course presents the social aspects of human behavior, including personal perception, social cognition, attitude formation and change, attribution, prosocial behavior and interpersonal attraction. Prerequisite: SOC 110 or PSY 190.

PSY 311 Psychology of Women 3 credits
This course investigates issues, theories, and research findings that primarily concern women’s psychological and sexual lives. It explores topics such as gender roles, feminism, sexism, sexuality, personality variables, cognitive abilities, education, violence against women, and mental health. Prerequisite: PSY 190.

PSY 321 Death and Dying 3 credits
This course offers a multidisciplinary view of death and dying in individuals, families, and across cultures. This course will explore personal and societal attitudes, social practices and institutions that facilitate and constrain grief and mourning. Prerequisite: ENG 101.

PSY 323 Cognition 3 credits
An analysis of cognitive processes, including attention, perception, concept formation, language, memory, problem solving and decision making. Prerequisite: PSY 190.

PSY 328 Reframing and Managing Stress in the 21st Century 3 credits
An in-depth analysis of the theories, methods, and strategies for managing stress in our day-to-day functioning. Students will learn the conceptual and operational definitions of stress, be exposed to the psychophysiological and psychological responses to stress, and trained in specific evidence-based stress reduction strategies they will be able to use in working with their clients. Prerequisite: PSY 190.

PSY 332 Personality 3 credits
A survey of the major theories of the nature and development of personality. Prerequisite: PSY 190.

PSY 335 Biological Psychology 3 credits
This course explores the relation of biological function and human behavior; the role of genetic, hormonal and neurological factors in intelligence, sex differences, biological rhythms and emotional disorders. Disturbances produced by agents such as drugs and disease are studied. Does not satisfy the general education science requirement. Prerequisite: PSY 190.

PSY 338 Motivation 3 credits
A review of the major theories that attempt to explain motivated behavior from a physiological, cognitive, social, environmental and/or learning point of view. Application of motivation theories to organizations, education, sports and daily life. Prerequisite: PSY 190.

PSY 340 Industrial Psychology 3 credits
A study of the relationship between the individual worker and the work environment. Emphasis is on the exploration and application of the most influential theories. Topics include organizational dynamics, work motivation, job satisfaction, personnel selection and training, and work group influences. Prerequisite: PSY 190.

PSY 355 Skills and Strategies in the Helping Professions 3 credits
An overview of helping techniques, theory, and practice. Learning activities—conceptual and experiential in nature—are designed to promote growth in the areas of skill, development, and personal awareness. Prerequisite: PSY 190.

PSY 360 Abnormal Psychology 3 credits
A survey of the major classifications of psychopathology, including conceptual approaches to the understanding of psychopathology, etiology and treatment. Prerequisite: PSY 190.

PSY 373 Research Methods 3 credits
This course explores the development of skills essential to critical evaluation of behavioral research. The emphasis is on understanding scientific method, research, methodologies and statistical analysis. Prerequisites: SOC 110 or PSY 190.
PSY 394  Psychology of Aging  3 credits
This course is designed to provide an analysis of the factors affecting adult development and aging. Emphasis is on the psychological, cognitive, sensory, physical, personality and interpersonal changes occurring with age. Prerequisite: PSY 190.

PSY 399  Special Project  1-3 credits
The special project is designed to provide the opportunity to allow the student to delve deeper into a specific topic of interest within the field of psychology or human services. The emphasis must be on scholarly research, analysis and synthesis, and consideration and conclusion. Learners will work one-on-one with a faculty member to develop their topic and prepare their research paper in accordance with APA standards. Prerequisite: PSY 190.

PSY 403  Internship  3 credits
Supervised field experience in a selected setting earning 120 hours. Consent of faculty and written reports are required. Prerequisites: PSY 190, ENG 102, 30 or fewer credits remaining to be completed through Upper Iowa University, and consent of academic advisor.

PSY 409  Psychology of Disaster  3 credits
Focusses on the psychological and physiological human response to disasters. Using clinical research and case histories, this course studies normal and abnormal psychological reactions, the recovery process and principles of mental healthcare for victims of mass disasters. Differences between natural and man-made disasters are examined and factors that either worsen or mitigate the traumatizing after-effects are reviewed. Psychological aspects of Weapons of Mass Destruction (WMD) disasters are also considered. Learners explore how individuals react to natural disasters and terrorist mass-casualty incidents. Prerequisite: PSY 190.

PSY 444  Assessment  3 credits
An introduction to the assumptions and techniques of psychological assessment. Prerequisites: PSY 190 and MATH 220.

PSY 445  Learning and Memory  3 credits
An introduction to the basic principles of learning and behavior in human and nonhuman animals with emphasis on applications of Pavlovian conditioning, instrumental conditioning, and basic memory processes. Prerequisite: PSY 190.

PSY 450  Special Topics  3 credits
Special Topics courses are studies of selected problems, periods or movements in the subject area not otherwise included in the curriculum. They are typically chosen from a faculty member’s particular expertise and field of scholarly inquiry, and offered to a student or group of students forming an interest in the particular subject matter. The 250 designation denotes a General Education level of instruction and may include an appropriate General Education task to be completed. The 450 designation denotes a senior level degree of sophistication expected in both learning and instruction. A single course may be offered at both levels simultaneously, in which case the syllabus will clearly differentiate the course expectations and assessment measures for students enrolled at each of the two levels. A Special Topics course must be approved by the School of Arts and Sciences Curriculum Committee before it is offered, and it must address one or more Major Outcomes within the discipline.

PSY 498  Senior Project  3 credits
A capstone project intended to integrate the general education learning outcomes with the learning outcomes in the major demonstrating baccalaureate level achievement. Prerequisites: ENG 102 and 30 or fewer credits remaining to be completed through UIU. PSY 49801 for psychology majors, PSY 49803 for social science majors.

PSY 499  Special Project  3 credits
A Special Project allows the student to expand on work already completed in previous coursework. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student into original investigation of a defined problem within the discipline. Examples include theses and themed portfolios or exhibitions. Prerequisite: PSY 373.

Public Administration
PA 250  Special Topics  3 credits
Special Topics courses are studies of selected problems, periods or movements in the subject area not otherwise included in the curriculum.

PA 305  Grant Writing  3 credits
This course is designed to introduce students to grantsmanship principles and practices. Students will develop grant-seeking and grant-writing skills through practical learning opportunities. Students will learn to develop strong problem statements and designs for grants, seek out resources for funding, write a proposal, and develop budget and management strategies for the proposed project. Prerequisite: ENG 102.

PA 306  Principles of Emergency Management  3 credits
This course introduces students to the field of emergency management. Learners will analyze various aspects of terrorism and emergency management and the responsibilities of public administrators for emergency management and preparedness in a variety of situations. Procedures and requirements for emergency management, including identification of hazards and response capabilities in both government and the private sector, will be examined.

PA 320  Political and Policy Basis of Emergency Management  3 credits
Introduces concepts and basic descriptive information about the political system within the context of disaster policy and explores how political factors play a role in all phases of emergency management—regardless of the type or nature of the disaster event. Prerequisites: PS 100, PS 230 and PA 306.

PA 332  Emergency Preparedness and Planning  3 credits
Explores the needs of public safety officials who have responsibility for emergency preparedness planning and response. Includes contexts for emergency planning—legal and jurisdictional; responsibility for planning and responding to emergencies; different types of emergencies, and an approach to planning that can be applied to emergency situations. Addresses specific issues associated with the planning process, including the role of the manager, the necessity for multi-agency involvement, various analytical techniques employed in planning, different levels of emergency planning, and different elements of the plan. Utilizes case analysis and discussion. Prerequisites: PA 306 and PA 320.

PA 346  Disaster Response and Recovery  3 credits
Theoretical examination and practical application of post-disaster management activities including human behavior in emergency situations, warning, evacuation, sheltering, triage, damage assessment, disaster declaration, debris removal, media relations, crisis counseling, individual and public assistance, and other relevant functions. Decision making, incident command, EOC operations, coordination and service delivery strategies are also discussed. Prerequisite: PA 332.

PA 364  Public Administration  3 credits
A study of politics, administration and bureaucratic policy making at local, state and national levels, with emphasis on the relationship between governmental bureaucracies and the political system in the United States.

PA 371  Urban Management  3 credits
This course examines the history, growth and development of the modern urban area. Urban problems are identified, along with the management skills necessary to deal effectively with them. Urban politics and their impact on policy determination are also examined.
PA 403  Internship  3 credits
Supervised field experience in a selected setting. Consent of the academic advisor/center director and written report are required.

PA 404  Integrated Emergency Management  3 credits
Through a case/scenario driven approach, learners deal with scenario-related threat events of increasing complexity, urgency, and intensity. Participants develop emergency policies, plans, and procedures to ensure an effective response. Preparedness and Response, Recovery and Mitigation, Public and Media Relations, and Political/Public Policy issues are integrated through the case/scenario. Prerequisite: PA 306.

PA 414  Principles and Practice of Hazards Mitigation  3 credits
Exploration of natural and man-made hazard mitigation and its role in disaster management; analysis of past and current government and private sector programs; examination of new approaches; structural versus non-structural actions; role of the natural environment in mitigating natural hazards; role of prevention/preparedness in reducing the impacts of future terrorism events. Prerequisites: BA 210 and PA 306.

PA 430  Cases in Public Administration  3 credits
A concentrated study of the techniques of public administration, including the public budgeting process, law enforcement administration, recreation administration, and the administration of other public services. Prerequisite: PA 364.

PA 440  Public Budgeting Process  3 credits
Areas studied include budget planning, formulation, execution, and auditing; the sharing of taxing and spending power between the executive and legislative branches; the agency role of advocacy in budget preparation; budgets as a reflection of public policy.

PA 445  Administrative Law  3 credits
Areas explored include bureaucracy and the regulatory process; judicial review of administrative action; the Administrative Procedures Act of 1946; delegation, standing, exhaustion, sovereign immunity, rulemaking, tort liability, evidence, discretion, investigation and enforcement.

PA 498  Senior Project  3 credits
A capstone project intended to integrate the general education learning outcomes with the learning outcomes in the major demonstrating baccalaureate level achievement. Prerequisites: ENG 102 and 30 or fewer credits remaining to be completed through Upper Iowa University.

PA 499  Special Project  1-3 credits
A Special Project allows the student to expand on work already completed in previous coursework. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student into original investigation of a defined problem within the discipline. Examples include theses and themed portfolios or exhibitions.

Religion

REL 120  Introduction to World Religions  3 credits
An investigation of the phenomenon of religion with a special emphasis on systems of belief, codes of conduct, use of ritual and notions of the sacred. Several religious traditions (e.g., Hinduism, Buddhism, Taoism, Judaism, Christianity, Islam) will be examined and compared with reference to these issues. Meets the humanities requirement.

REL 125  Introduction to the Old Testament  3 credits
This course is an introductory study of the Old Testament. The topics to be explored include the roots, meaning and place in history of this important book.

REL 126  Introduction to the New Testament  3 credits
An introductory study of the New Testament. The topics to be explored include the roots, meaning and place in history of this important book.

REL 205  Religions of Asia  3 credits
This course is intended to serve as an introduction to the major religious and cultural traditions of South and East Asia. The main countries involved are India, China, and Japan with some additional consideration of Sri Lanka, Tibet, central Asia, Korea, Myanmar and Thailand. The course will proceed primarily by textual analysis with an emphasis on historical development within each religious tradition. Meets the humanities requirement.

REL 250  Special Topics  3 credits
Special Topics courses are studies of selected problems, periods or movements in the subject area not otherwise included in the curriculum. They are typically chosen from a faculty member’s particular expertise and field of scholarly inquiry, and offered to a student or group of students forming an interest in the particular subject matter. The 250 designation denotes a General Education level of instruction and may include an appropriate General Education task to be completed. The 450 designation denotes a senior level degree of sophistication expected in both learning and instruction. A single course may be offered at both levels simultaneously, in which case the syllabus will clearly differentiate the course expectations and assessment measures for students enrolled at each of the two levels. A Special Topics course must be approved by the School of Arts and Sciences Curriculum Committee before it is offered, and it must address one or more Major Outcomes within the discipline.

REL 299  Special Project  1-3 credits
A Special Project allows the student to expand on work already completed in previous coursework. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student into original investigation of a defined problem within the discipline. Examples include theses and themed portfolios or exhibitions.

Sociology

SOC 110  Principles of Sociology  3 credits
A basic introduction to sociology as a scientific analysis of the social relations and practices of human beings. Specific attention is given to social psychology, various forms of social stratification and inequality, social institutions and social change. Meets the social science requirement.

SOC 220  Social Problems  3 credits
A critical investigation of selected social problems: their causes, development and the alternative social policies that address these problems. Topics will include: substance abuse, the problems of family life, poverty and its relation to different forms of social inequality. Meets the social science requirement.

SOC 240  Diversity in the United States  3 credits
This course provides sociological perspectives for recognizing the diversity within our society and for analyzing the development and current position of complex subcultures within the structure of modern America. Meets firstly the cultures requirement or secondly the social science requirement, but not both.

SOC 250  Special Topics  3 credits
Special Topics courses are studies of selected problems, periods or movements in the subject area not otherwise included in the curriculum.

SOC 299  Special Project  1-3 credits
A Special Project allows the student to expand on work already completed in previous coursework. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student into original investigation of a defined problem within the discipline. Examples include theses and themed portfolios or exhibitions.

SOC 304  Globalization  3 credits
This course explores the impacts of globalization on social institutions, structures, and relationships. Particular emphasis is placed on
global economies, organizations, and political arrangements and their roles in shaping world inequality, cultural change, and environmental impacts. Students will be required to demonstrate understanding of global societies and networks, and their position in the global society.

**SOC 334 Introduction to Sociological Research Methods** 3 credits

This course is an introduction to the use of the scientific method of observation in sociology. Quantitative and qualitative research approaches are defined. Data collection techniques including experiments, survey research, field research, and unobtrusive observation are addressed in detail. Population sampling strategies and data analysis techniques are covered. Prerequisite: PSY 190, SOC 110 or CJ 224.

**SOC 347 Deviance and Social Control** 3 credits

Basic theories of the causes and consequences of deviant behavior, the contribution of agents and agencies of social control in the labeling of deviant actors and their subsequent careers. Prerequisite: SOC 110.

**SOC 351 Sociology of 9/11 and the War on Terror** 3 credits

An in-depth study of the cultural and political impacts of the terrorist attacks on September 11, 2001. The media’s role in constructing meanings is a main organizing focus of the course. Using readings, discussions, assignments, news footage, and films, the course will allow you to form a picture of how 9/11 changed America and beyond.

**SOC 363 Social Stratification** 3 credits

An analysis of major theoretical perspectives on social stratification, with emphasis on the social dynamics involved. Consequences of different forms of social stratification will be emphasized. Topics may include: social mobility, social inequality, the relations between stratification and the distribution of power and the effects of industrialization on class differences. Prerequisite: SOC 110.

**SOC 381 Political Sociology** 3 credits

This course addresses the manifestation and use of power in society. Three major theories of social power are addressed. The negotiation of power arrangements between groups and the institutionalization of power within state structures is addressed. Particular emphasis is placed on the role of social power in determining resource distributions, inequality, and the formation of laws.

**SOC 392 Sociological Theory** 3 credits

Development of social theory from Auguste Comte to Anthony Giddens. A critical appreciation of the concepts, models and analytical schemes employed in contemporary theories. Prerequisites: junior status and nine credits of sociology.

**SOC 403 Internship** 3 credits

In this course, students gain supervised field experience in a selected setting. Note: Consent of the academic advisor/center director is required. Prerequisite: SOC 110.

**SOC 418 Applied Research Methods** 3 credits

Students will demonstrate their understanding of sociological theory and methods of scientific, sociological inquiry. Students will be required to demonstrate understanding of the discipline of sociology through formation of a sociological research question, completing a review of current literature, and developing a research proposal.

**SOC 450 Special Topics** 3 credits

Special Topics courses are studies of selected problems, periods or movements in the subject area not otherwise included in the curriculum.

**SOC 491 Sociology Minor Portfolio** 3 credit

A compilation of student work produced for completion of the Sociology minor along with evaluation of that work. Under faculty supervision throughout the session students will develop a Poster Project to display highlights from their courses that shows what they learned as they progressed through the minor, or an equivalent electronic project (depending on course modality). Required for successful completion of the Sociology minor. Prerequisite: Completion of (or current enrollment in) all courses required for the Sociology minor.

**SOC 498 Senior Project** 3 credits

A capstone project intended to integrate the general education learning outcomes with the learning outcomes in the major demonstrating baccalaureate level achievement. Prerequisites: ENG 102, SOC 334, and 30 or fewer credits remaining to be completed through UIU.

**SOC 499 Special Project** 1-3 credits

A Special Project allows the student to expand on work already completed in previous coursework. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student into original investigation of a defined problem within the discipline. Examples include theses and themed portfolios or exhibitions.

### Software Engineering

**SE 200 Advanced Computer Programming** 4 credits

This course is an introduction to the concepts of object oriented programming and modern programming practices. The course covers object oriented programming paradigm with the definition and use of classes, object and methods along with the fundamentals of object-oriented design including encapsulation, inheritance,polyomorphism, and events. Topics also include an overview of programming language principles, simple analysis of algorithms, basic searching and sorting techniques, and an introduction to software engineering issues. Prerequisite: IT 140.

**SE 256 Game Design and Programming** 4 credits

Students will study the principles of game design and use this knowledge to program their own games. Students will also learn about a game’s components: the representation of the player, of artifacts, the virtual environment that contains them, and the interaction between them and the player. Prerequisite: IT 140 or consent of instructor.

**SE 300 Data Structures and Algorithms** 4 credits

This course is an introduction to the fundamental concepts of data structures and the algorithms that proceed from them. Topics include recursion, the underlying philosophy of object oriented programming, fundamental data structures (including stacks, queues, linked lists, hash tables, trees, and graphs), the basics of algorithmic analysis, and an introduction to the principles of language translation. Prerequisite: SE 200.

**SE 310 Software Application and Interface Design** 4 credits

This course is an introduction to requirements, design, reviewing, implementation and testing of simple software solutions that interact with an operating system, a database, and network communication, and that involves graphical user interfaces. The course covers the effective use of simple data structures, frameworks, evolutionary patterns and AP is when implementing and maintaining designs. The course also covers the use of simple design patterns and the drawing simple UML class, package, and component diagrams. Prerequisite: SE 300 and IT 332.

**SE 348 Informatics and Knowledge Engineering** 3 credits

The course introduces students to information and systems theories, information technologies, analysis and design of information systems, information problem identification and practical problem solving, and supporting decision making. The course covers both conceptual building blocks and practical dimensions of informatics. Students will also be introduced to statistical analysis, programming for informatics, and knowledge engineering. Information processing applications to solve real world problems in broad domains will be emphasized. Prerequisites: MATH 303 and SE 300 or consent of instructor.
SE 360 Visualization and Graphics 3 credits
This course provides students with principles and a working knowledge of visualization, and Computer Graphics. The course includes the creation of graphics simulations for various applications such as games, scientific visualization, and virtual-reality based learning environments. Students will acquire working knowledge of the advanced techniques in graphics, and should be able to understand the role of visualization, and identify potential scientific problems. Students should be able to actively apply this knowledge to solve today’s scientific problems in the area of technology, game design, engineering, and science. Prerequisites: MATH 301 and SE 300 or consent of instructor.

SE 370 Big Data Processing, Warehousing, Data Mining 3 credits
This course presents the concepts, algorithms, techniques, and systems in Data warehousing, Data mining and Big Data. The course introduces students to data preprocessing, data warehouse and OLAP systems, frequent pattern and association analysis, classification and prediction, clustering analysis and analysis of large amounts of data and the algorithms that are commonly used to build predictive models and find relevant patterns in data. Prerequisites: MATH 303 and SE 300 or consent of instructor.

SE 410 Software Testing, Validation and Verification 3 credits
This course is an introduction of testing techniques and principles. The course covers the concepts of defects vs. failures, equivalence classes, boundary testing, black-box vs. structural testing and types of defects. The course also covers test instrumentation and tools, developing test plans, managing the testing process, problem reporting, tracking, analysis and testing strategies, including unit testing, integration testing, profiling, test driven development, state based testing, configuration testing, compatibility testing, and web site testing (Alpha, beta, and acceptance testing). Prerequisite: SE 310.

SE 420 Applications of Visualization Techniques 3 credits
This course presents the concepts, techniques, and algorithms for creating effective visualizations based on principles from graphic design, visual art, perceptual psychology, and cognitive science. The course will cover the practical application of visualization, as well as building better visualization tools and systems, the available visualization techniques, and their characteristics. The course will also cover the use of available visualization toolkits to enable the rapid development of visualizations. Prerequisites: MATH 301 and SE 300 or consent of instructor.

SE 499 Special Project 1-3 credits
This course is for research projects in the Software Engineering field.

Spanish

SPN 101 Beginning Spanish I 3 credits
Students learn and practice the following skills in Spanish on the basic level: understanding, speaking, reading, and writing. During this course students are also exposed to and become familiar with various aspects of the cultures of Spain and Latin American countries, such as dialectal variation, customs, and everyday life situations, as well as some historical events and geopolitical circumstances in Spanish speaking territories. Native speakers of Spanish may not take this course. SPN 101 is meant for true beginners. Students with questions about their language level are strongly advised to consult the instructor before signing up for this class. Meets the humanities general education requirement.

SPN 102 Beginning Spanish II 3 credits
Continuation of learning Spanish on the introductory level, with emphasis on expanding grammatical structures, vocabulary, and communication skills. Native speakers of Spanish may not take this course. Students with questions about their language level are strongly advised to consult the instructor before signing up for this class. Pre-

SPN 125 Introduction to Hispanic Culture and Society 3 credits
The Hispanic world has long been a world of cultural contact. This course is a sweeping introduction to the wide range of New-World Hispanic cultures covering a period of over a millennium. The course will incorporate a variety of subjects and approaches (anthropology, history, art, religion, political science, etc.) to look at the “lifeways” of a variety of countries and civilizations. Meets the cultures or the social science general education requirement, but not both.

SPN 201 Intermediate Spanish I 3 credits
The course is meant to reinforce a student's existing knowledge of Spanish and to expand it, fostering communication skills in the language through: comprehension, speaking, reading, and writing. In all class activities, we pay close attention to grammatical accuracy, correct pronunciation/orthography and learning new vocabulary in order to achieve proficiency on the intermediate level. More in-depth cultural information about Spain and Latin American countries constitutes the background for class activities and allows the understanding of dialectal differences in Spanish and the realities of native Spanish speakers. Students with questions about their language level are strongly advised to consult the instructor before signing up for this class. Prerequisite: SPN 102 or consent of the instructor. Meets the humanities general education requirement.

SPN 202 Intermediate Spanish II 3 credits
Continuation of learning Spanish on the intermediate level, with emphasis on expanding grammatical structures, vocabulary, and communication skills. Native speakers of Spanish may not take this course. Students with questions about their language level are strongly advised to consult the instructor before signing up for this class. Prerequisite: SPN 201 or consent of the instructor. Meets the humanities general education requirement.

SPN 250 Special Topics 3 credits
Special Topics courses are studies of selected problems, periods or movements in the subject area not otherwise included in the curriculum. They are typically chosen from a faculty member’s particular expertise and field of scholarly inquiry, and offered to a student or group of students forming an interest in the particular subject matter. The 250 designation denotes a General Education level of instruction and may include an appropriate General Education task to be completed. The 450 designation denotes a senior level degree of sophistication expected in both learning and instruction. A single course may be offered at both levels simultaneously, in which case the syllabus will clearly differentiate the course expectations and assessment measures for students enrolled at each of the two levels. A Special Topics course must be approved by the School of Arts and Sciences Curriculum Committee before it is offered, and it must address one or more Major Outcomes within the discipline.

SPN 299 Special Project 1-3 credits
A Special Project allows the student to expand on work already completed during this course. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student into original investigation of a defined problem within the discipline. Examples include theses and themed portfolios or exhibitions.

SPN 301 Advanced Spanish I 3 credits
The course is meant to deepen a student’s knowledge of Spanish and to teach steps towards fluency. Students are expected to show grammatical accuracy, use correct pronunciation/orthography, display a rich vocabulary, and demonstrate cultural awareness about Spain and Latin American countries in all class activities. Students with questions about their language level are strongly advised to consult the instructor before signing up for this class. Prerequisite: SPN 202 or consent of the instructor. Meets the humanities general education requirement.
SPN 302 Advanced Spanish II 3 credits
Continuation of learning Spanish on the advanced level. Students should demonstrate the ability to communicate in the language and work towards achieving proficiency in line with this level in all facets. Students with questions about their language level are strongly advised to consult the instructor before signing up for the class. Prerequisite: SPN 301 or consent of the instructor. Meets the humanities general education requirement.

SPN 306 Culture and Society of Spain 3 credits
This course provides a look at the world of Spain in all facets: culture, society, politics, and economy. It provides a general historical overview, with the greatest degree of material focusing on the past century, beginning with the Restoration and Spain’s loss of the final pieces of its empire with the Spanish American War (1898), and touching on important events and the cultural climate and forms of Spain, from literature to regime changes. Prerequisite: at least one prior social science or cultures course. Meets the cultures or the social science general education requirement, but not both.

SPN 320 Introduction to Modern Hispanic Literature 3 credits
Survey of contemporary Hispanic literature, preceded by a short review of the historical literary development through sampling brief fragments of a few pillar writers. Course activities consist of reading in Spanish and discussing selections from the short stories, essays, novels, dramas and poetry of various Spanish-language authors. Prerequisite: SPN 202 or consent of the instructor.

SPN 401 Professional Spanish 3 credits
This course develops effective oral and written communication skills for a variety of professional situations, including: business, healthcare, education, and human services. Emphasis is placed on use of the language in specific professional environments, in line with student needs. Prerequisite: SPN 302 or consent of the instructor.

SPN 450 Special Topic 3 credits
Special Topics courses are studies of selected problems, periods or movements in the subject area not otherwise included in the curriculum. They are typically chosen from a faculty member’s particular expertise and field of scholarly inquiry, and offered to a student or group of students forming an interest in the particular subject matter. The 250 designation denotes a General Education level of instruction and may include an appropriate General Education task to be completed. The 450 designation denotes a senior level degree of sophistication expected in both learning and instruction. A single course may be offered at both levels simultaneously, in which case the syllabus will clearly differentiate the course expectations and assessment measures for students enrolled at each of the two levels. A Special Topics course must be approved by the School of Arts and Sciences Curriculum Committee before it is offered, and it must address one or more Major Outcomes within the discipline.

SPN 499 Special Project 1-3 credits
A Special Project allows the student to expand on work already completed in previous coursework. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student to engage in original investigation of a defined problem within the discipline. Examples include theses and themed portfolios or exhibitions.

Special Education
SPED 250 Special Topics 1-3 credits
Special Topics courses cover special topics not covered by current courses taught in the department. The department determines the topic according to current need and interest. This course requires department chair approval.

SPED 299 Special Project 1-3 credits
Special Project courses provide an opportunity to complete a special project related to a field of study beyond the scope of courses offered within the university. Proposals must include an overview or abstract of the study, indicate the anticipated learning outcomes of the project, the timeline for the study and the deliverables (paper, presentation, project, etc.) upon which the study will be evaluated. Requires department chair approval.

SPED 304 Exceptional Persons 3 credits
This course is an introduction to students with disabilities. English language learners, students placed at risk, and students who are gifted are also addressed. Upon completion of this course, the preservice educator should have basic knowledge of teaching strategies and instructional modifications and accommodations for inclusive education.

SPED 434 Student Teaching Prekindergarten Including Special Education 4 credits
Student teaching is the capstone experience of the Teacher Education Program. The student teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher.

SPED 450 Special Topics 1-3 credits
Special Topics courses cover special topics not covered by current courses taught in the department. The department determines the topic according to current need and interest. This course requires department chair approval.

SPED 459 Home, School and Community Relations 3 credits
This course develops the skills of listening, supporting, guiding and assisting behaviors used in developing strong relationships with parents and community members in addition to an examination of the impact of cultural diversity, factors which place families at-risk, advocacy, and public policy. This course explores community resources and promotes the effective use of parent-teacher conferences, home visits, and interviews. Prerequisites: EDU 110 and admittance to the UIU Teacher Education Program.

SPED 462 Individual Behavior and Classroom Management 3 credits
This course provides strategies for identifying, anticipating, preventing, and managing individual and group behavior difficulties within a classroom setting. There is a focus on creating positive learning environments and structuring individual and group learning activities to enhance instruction, increase positive social interactions, and prevent problem behaviors.

SPED 465 Methods/Curriculum: Behavior Disorders Prek-12 3 credits
Catalog Course Description: This course provides knowledge of characteristics and application of definitions and methods for managing and teaching Prek-12 students with behavior disorders. This course includes strategies and curriculum for preventing behavior disruptions, provides opportunities to develop and justify the components of Individual Education Program (IEPs), and examines appropriate assistive technology service and devices. A requirement of the course is 10 hours observing and/or assisting in a special education setting. Prerequisites: EDU 110, SPED 304, and admittance to the UIU Teacher Education Program.

SPED 467 Fundamentals of Special Education 3 credits
This course addresses characteristics of and current trends and issues in serving students with disabilities. It offers basic theoretical and practical approaches, educational alternatives, implications of federal and state statutes and related services, and rationale for the multidisciplinary team in providing appropriate educational programming. A requirement of this course is 10 hours observing and/or assisting in a special education setting. Prerequisites: EDU 110, SPED 304, and admittance to the UIU Teacher Education Program; Co-requisite: EDU 308 only for K-12 Instructional Strategies majors.
SPED 468 Coordination of Occupational Programs 3 credits
This course examines how to establish collaborative community relationships in order to develop cooperative occupational programs for students with exceptional needs. This course promotes awareness of existing services within the community and various supports to ensure smooth transitioning from education to postsecondary occupational settings. There is an examination of the role of a work experience coordinator in effectively managing on-the-job training and making instructional decisions pertaining to on-the-job training. This course includes information on assessing students’ job skills, locating and placing students in work experience opportunities, working with students and the job site sponsors to ensure that effective training is occurring, evaluating student performance, and other related activities. Prerequisites: EDU 110, SPED 304, SPED 477.

SPED 469 Methods/Curriculum: Learning Disabilities K-12 3 credits
The purpose of this course is to extend the knowledge of learning disabilities for those who seek to work with students with learning disabilities ages 5–21. This course addresses characteristics of learning disabilities, definitions, history, assessment, medical aspects, teaching of preschoolers through adolescents, and research-based curriculum and teaching strategies for preacademic learning, oral language, reading, writing, mathematical, and social-emotional development. This course also examines appropriate assistive technology services and devices. A requirement of this course is 10 hours observing and/or assisting in a special education setting. Prerequisites: EDU 110, SPED 304, SPED 467 and admittance to the UIU Teacher Education Program.

SPED 473 Methods/Curriculum: Intellectual Disabilities 3 credits
The purpose of this course is to extend the knowledge of intellectual disabilities for those who seek to work with students with intellectual disabilities ages birth-21. This course emphasizes empirically-validated practices in the education of students with intellectual disabilities: assessment of instructional needs, instructional strategies, research-based curriculum, classroom management and behavioral support, promotion of social and communication skills, promotion of self-determination, and utilization of appropriate assistive technology services and devices. A requirement of this course is 10 hours observing and/or assisting in a special education setting. Prerequisites: SPED 304 and SPED 467.

SPED 475 Methods/Curriculum: Mild/Moderate Disabilities 5-12 3 credits
This course provides knowledge of appropriate empirically-based curriculum and strategies useful for developing methods, strategies and curriculum and adapting traditional materials for use with secondary students receiving special education services. A requirement of the course is 10 hours observing and/or assisting in a special education setting. Prerequisites: EDU 110, SPED 304, SPED 467, and admittance to the UIU Teacher Education Program.

SPED 477 Career and Vocational Programming 3 credits
This course provides knowledge and application of career planning and transition for adolescents from school to adult living, including major laws, suggestions for planning and developing assessment and instructional procedures, and coverage of some of the major issues facing schools, parents, and students today. This course offers practice developing Individual Education Program (IEPs) and transition services under the mandate of Individuals with Disabilities Education Act (IDEA). A requirement of this course is 10 hours observing and/or assisting in a secondary special education setting.

SPED 478 Methods/Curriculum: Mild/Moderate Disabilities Prekindergarten-8 3 credits
This course provides knowledge and application of characteristics, definitions, methods, and curriculum for managing and teaching students with mild and/or moderate disabilities in a multi-category setting. This course provides opportunities for developing and justifying components of Individual Education Program. It includes strategies for note-taking and remembering spoken and written information, solving math problems, taking tests, writing papers and assignments, and prioritizing and managing time and assignments. There is an examination of assistive technology services and devices. A requirement of the course is 10 hours observing and/or assisting in a special education setting. Prerequisites: EDU 110, SPED 304, SPED 467 and admittance to the UIU Teacher Education Program.

SPED 479 Student Teaching Instructional Strategist 4 credits
Student teaching is the capstone experience of the Teacher Education Program. The student teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher.

SPED 480 Student Teaching Instructional Strategist Elementary/Secondary 4 credits
Student teaching is the capstone experience of the Teacher Education Program. The student teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher.

SPED 482 Student Teaching Instructional Strategist 8 credits
Student teaching is the capstone experience of the Teacher Education Program. The student teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher.

SPED 483 Student Teaching Instructional Strategist Elementary/Secondary 8 credits
Student teaching is the capstone experience of the Teacher Education Program. The student teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher.

SPED 484 Student Teaching Prekindergarten Inc. Special Education 8 credits
Student teaching is the capstone experience of the Teacher Education Program. The student teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher.

SPED 499 Special Project 1-3 credits
This course is designed to provide an opportunity to complete a special project related to a student’s field of study that is beyond the scope of courses offered within the university. Proposals must include an overview or abstract of the study, indicate the anticipated learning outcomes of the project, the timeline for the study and the deliverables (paper, presentation, project, etc.) upon which the study will be evaluated. This course required department chair approval.

Sport Administration
SA 348 Sports Administration 3 credits
Students will be given an overview of the components involved in sports programming and athletic administration. These include, but are not limited to: the history of sport and sports administration, legal issues, ethics, marketing, facilities, and leadership skills.

SA 355 Administration of Intercollegiate Athletics 3 credits
This course will cover topics including the NCAA and other athletic organizations, their member divisions and conferences, athletic department administration and the responsibilities of the athletic directors, coaches and their staff, and management of student-athletes from multiple perspectives. Prerequisite: BA 210

SA 363 Sport Marketing 3 credits
The purpose of this course is to explore the basic concepts and principles of sport marketing as it relates to strategic planning, market analysis, legal considerations, and media concerns. This course will also focus concepts as they relate to sport marketing such as licensing, sponsorship, advertising, public relations, and consumer behavior. Prerequisite: MKT 208
SA 365 Ethical and Legal Issues in Sports Administration 3 credits
This course will introduce legal concepts and how sports administrators will apply these concepts into their management of personnel, events, facilities, athletic programs, governance issues, and marketing as well as conducting basic legal research. Types of law discussed will include, but not be limited to, tort, contract, intellectual property, liability and negligence, and constitutional laws. Prerequisite: BA 302.

SA 371 Planning Facilities for Physical Activity 3 credits
The purpose of this course is to familiarize students with the knowledge and foundational principles pertinent to the planning techniques concerning indoor and outdoor facility development used for college athletics, sport, recreation and physical education. Prerequisite: BA 210.

SA 401 International Sport Management 3 credits
This course will be an introduction to the principles and practices of the business and management of international sport. This emerging field deals with transnational and cross-cultural issues including but not limited to international politics, cultures, economics, law, marketing, ethics, monetary policies and foreign competition. It will create a greater awareness and appreciation for working in a multicultural, multinational setting. Prerequisite: BA 210.

SA 403 Internship 3 credits
Advanced students work in sport/sport business related employment. The internship is designed to assist students with their personal and professional development within their field, help them clarify their career goals, and allow them to apply the knowledge and experience they have gained through their undergraduate coursework in a real world setting. Prerequisite: Consent of the instructor.

SA 435 Governance and Policy in Sport Organizations 3 credits
This course will identify the structure and function of sport organizations along with the issues that sport managers will have to address. Where the power lies and how individual sport organizations fit into the greater sport industry play a critical role in how successful a sport manager will be in an ever more global sport industry. Prerequisite: BA 210.

Student Teaching
Student teaching is the capstone experience of the Teacher Education Program. The student teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher. The minimum experience for those seeking initial licensure is 16 weeks (16 semester credits) and must be completed in two consecutive sessions. Placements are made by the Teacher Education personnel. During student teaching enrollment in other courses does not occur. Prerequisites: See Student Teaching. Admittance to the Teacher Education Program is required.

16 credits

ST 439 Elementary School with Instructional Specialist I K-8 and Instructional Specialist II 5-12
ST 440 Elementary School with Instructional Specialist I K-8 and Instructional Specialist II 5-12
ST 441 Elementary School with Instructional Specialist I K-8 and Instructional Specialist II 5-12
ST 445 K-12 Instructional Specialist II Behavior Disorders/Learning Disabilities/Intellectual Disabilities with K-6 Elementary Education
ST 446 K-12 Instructional Specialist II Behavior Disorders/Learning Disabilities/Intellectual Disabilities with Instructional Specialist I 5-12
ST 447 K-12 Instructional Specialist II Behavior Disorders/Learning Disabilities/Intellectual Disabilities with Instructional Specialist I K-8
ST 448 K-12 Instructional Specialist II Behavior Disorders/Learning Disabilities/Intellectual Disabilities with Instructional Specialist I K-8

K-12 Instructional Specialist II Behavior Disorders/Learning Disabilities/Intellectual Disabilities with Instructional Specialist I K-8 and Instructional Specialist I 5-12
ST 450 K-12 Instructional Specialist II Behavior Disorders/Learning Disabilities/Intellectual Disabilities with K-8 Instructional Specialist I and Elementary Education
ST 456 Elementary and Secondary Schools with K-6 Elementary Education
ST 457 Elementary and Secondary Schools with Instructional Specialist II ID K-12
ST 458 Elementary and Secondary Schools with Instructional Specialist II BD/LD K-12
ST 459 Elementary and Secondary Schools with Instructional Specialist I 5-12
ST 460 Elementary and Secondary Schools with Instructional Specialist I K-8
ST 464 Secondary School with Instructional Specialist I 5-12 and English as a Second Language
ST 465 Secondary School with English as a Second Language
ST 466 Secondary School with Instructional Specialist II ID K-12
ST 467 Secondary School with Instructional Specialist II BD/LD K-12
ST 468 Secondary School with Instructional Specialist I K-8 and 5-12
ST 469 Secondary School with Instructional Specialist I K-8
ST 470 Secondary School with Instructional Specialist I 5-12
ST 471 Secondary School with Instructional Specialist II BD/LD/ID K-12
ST 473 Birth-Grade 3: Inclusive Settings with Instructional Specialist I K-8 and Instructional Specialist II BD/LD
ST 474 Birth-Grade 3: Inclusive Settings with Instructional Specialist I K-8 and K-6 Elementary Education
ST 475 Birth-Grade 3: Inclusive Settings with Instructional Specialist I K-8 and Instructional Specialist II BD/LD
ST 476 Birth-Grade 3: Inclusive Settings with English as a Second Language
ST 477 Birth-Grade 3: Inclusive Settings with Instructional Specialist I K-8 and English as a Second Language
ST 478 Birth-Grade 3: Inclusive Settings with Instructional Specialist I K-8 and 5-12
ST 479 Birth-Grade 3: Inclusive Settings with Instructional Specialist I 5-12
ST 480 Birth-Grade 3: Inclusive Settings with Instructional Specialist I K-8
ST 481 Birth-Grade 3: Inclusive Settings with Instructional Specialist II BD/LD K-12
ST 482 Elementary School with English as a Second Language
ST 483 Elementary School with Birth-Grade 3: Inclusive Settings
ST 485 Elementary School with Prekindergarten-Kindergarten and Birth-Grade 3: Inclusive Settings
ST 486 Elementary School with Prekindergarten-Kindergarten
ST 487 Elementary School with Instructional Specialist II BD/LD K-12, Instructional Specialist I K-8, and English as a Second Language
Supply Chain Management

SCM 201 Principles of Supply Chain Management 3 credits
The focus of this course is the understanding of the components of Supply Chain Management (SCM), and its role within and across the function in an enterprise. SCM deals with the purchase or manufacturing, storage, and distribution of goods and services, in the right quantity, right condition, at the right time, and in the right place. The goal of this course is to provide an overview of the supply chain management function and associated concepts. The course provides an understanding of the activities involved in this function. This course also provides a basic understanding of the analytical tools and applications used in SCM. The course introduces some challenges in managing global supply chains.

SCM 310 Procurement Management 3 credits
This course examines strategies to identify and evaluate sources for procurement to demonstrate an understanding of internal and external supply chain processes and management. Factors that can have implications on sourcing strategies will also be reviewed, including forecasting, business process design, e-solutions and organizational structure.

SCM 320 Global Supply Chain Management 3 credits
This course examines the opportunities and issues in international business on an organization’s management of its supply chain. Implications are examined such as global business transactions; options for domestic, local and in-sourcing; and total cost ownership.

SCM 330 Transportation Management 3 credits
Strategic role of freight transportation systems and services in supply chain networks. This course develops an understanding of the strategic role of freight transportation systems in supply chain networks for both domestic and global freight. Emphasis is given to the components of transportation systems, including their technological features, operational processes, and cost conditions, the buyer-seller channels for acquiring transportation services, and the strategic and tactical alternatives for transport procurement. The course addresses the development of the global transportation system, transportation regulation, the modes of transportation and how they interface, shipper issues, and the future in transportation.

SCM 331 Logistics Management 3 credits
This course introduces logistics/physical distribution and supply, and the related costs. It provides a systematic overview and analysis of the elements of logistics functions in widely varying types of industries and agencies, including handling, warehousing, inventory control, and financial controls. Customer service, inventory management, warehousing, international logistics, site location planning and analysis, and total cost analysis.

SCM 400 Product Development 3 credits
Successful organizations create product development plans that include design and marketing steps. This course enables student to develop a plan that includes improvement, product line extension and the latest technology trends.

SCM 410 Quality Management 3 credits
A comprehensive study of contemporary perspectives on Total Quality (TQ) theory and practice applied to operations systems. Includes a thorough discussion of statistical and quality methods including process control, acceptance sampling, and variance reduction. Explores Quality Function Deployment and the customer-focused implications of quality.

SCM 420 Supplier Relationship Management 3 Credits
This course provides students an understanding of Supplier Relationship Management (SRM) and the qualification of suppliers. Students will apply SRM theory in the development of a qualification plan.

Theatre

THE 110 Introduction to Theatre 3 credits
An introduction to the world of theatre through a survey of its independent parts: (1) the unique qualities of its varied dramatic forms, (2) genres or types of theatre into which most plays can be categorized, and (3) the relationships that exist between an audience and the major participants of a play-playwright, director, designer and actor.

THE 213 Principles of Acting 3 credits
A technique-oriented approach for beginning actors. This course will provide students with both theoretical and practical experience in character analysis, research, inanimate elements of production, and voice and movement with a special emphasis on the British Method of working from the outside in.

THE 240 Oral Interpretation 3 credits
This course introduces students to performance studies theory and embodied performance through the staged interpretation of works of fiction, nonfiction, and poetry. Students will select texts to perform, gain appreciation and understanding of their chosen texts, and communicate their interpretation of the text through purposeful performance choices on stage.

THE 250 Special Topics 3 credits
Special Topics courses are studies of selected problems, periods or movements in the subject area not otherwise included in the curriculum. They are typically chosen from a faculty member’s particular expertise and field of scholarly inquiry, and offered to a student or group of students forming an interest in the particular subject matter. The 250 designation denotes a General Education level of instruction and may include an appropriate General Education task to be completed. A Special Topics course must be approved by the School of Arts and Sciences Curriculum Committee before it is offered, and it must address one or more Major Outcomes within the discipline.

THE 260 Storytelling 3 credits
Students explore the intersections of identity, storytelling, and performance by crafting personal narratives and adapting them into staged performances. Students will explore how lived histories and experiences with friends, family, and community contribute to who we are and how we move through the world while experimenting with different methods and theories for adapting written narratives texts into staged performances.

THE 299 Special Project 3 credits
A Special Project allows the student to expand on work already completed in previous coursework. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student into original investigation of a defined problem within the discipline. Examples include theses and themed portfolios or exhibitions.
GRADUATE PROGRAMS

MASTER OF BUSINESS ADMINISTRATION (MBA)
  Accounting
  Corporate Financial Management
  General Management
  Human Resources Management
  Leadership
  Organizational Development

MASTER OF EDUCATION (M.Ed.)
  Early Childhood
  ESL
  Instructional Strategist
  Reading
  Talented and Gifted
  Teacher Leadership

MASTER OF HEALTHCARE ADMINISTRATION (MHA)
  General Leadership
  Healthcare Data Analytics
  Population Health Management
  Senior Living Services

MASTER OF PUBLIC ADMINISTRATION (MPA)
  Criminal Justice
  Emergency Management and Homeland Security
  General Study
  Healthcare Management
  Nonprofit Organizational Management
  Public Management

MASTER OF SCIENCE IN COUNSELING (MSC)
  Clinical Mental Health Counseling
  School Counseling

MASTER OF SPORT ADMINISTRATION (MSA)
  Sport Management
GRADUATE PROGRAM GENERAL INFORMATION

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

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

MBA, M.Ed., MHA, MPA, MSC, MSA
Admission Requirements:
1. A baccalaureate degree from an institution accredited by an agency that is recognized by the U.S. Department of Education Office of Post-secondary Education (USDE-OPE) or by the Council for Higher Education Accreditation (CHEA). (If from a foreign institution, an English translation and evaluation must accompany the record.)

2. GPA or GRE/GMAT score:
   a) A cumulative GPA of 2.75 or better in undergraduate degree, or
   b) For MBA, MPA and MSA, an acceptable GRE or GMAT score. An acceptable score is 1090 for GRE, 308 for GRE revised General Test, or 550 for GMAT. An official GRE/GMAT transcript, which is only available for five years following completion of the GMAT or GRE must be submitted directly to Upper Iowa University. See www.gre.org or www.gmat.org for information on these exams.

3. Verification of English language proficiency requirements. See page 36.

4. International students must provide proof of financial responsibility. Contact advisor for more information.

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

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

1. MBA and MHA: Resume; an essay may also be requested

2. M.Ed and MSC: Complete two graduate courses as non-degree seeking and earn a grade of B or above in each course to be considered for admission to the program

3. MPA and MSA: Two letters of recommendation, resume, and essay

Application Procedure
1. Submit an application for admission. Apply online at 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.

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

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

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

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

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

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

### Graduate Tuition and Fees
**2022-2023 Academic Year**

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Tuition per Graduate Semester Credit</th>
<th>Due Prior To</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEd</td>
<td>$333</td>
<td>1st Day</td>
<td>$70</td>
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<tr>
<td>MSA</td>
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<tr>
<td>MSC</td>
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<tr>
<td>MBA</td>
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<tr>
<td>Fort Leavenworth USDB</td>
<td>$500</td>
<td>1st Day</td>
<td>$70</td>
</tr>
</tbody>
</table>

Application and evaluation fee: U.S. Online and Center Programs - No Charge
Transcripting credit as recommended by ACE guidelines - No Charge
Transcripts, per copy by email or mail - $10
Graduation fee, payable at time of application for graduation - $70
All fees are in U.S. dollars

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

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

### Online Program Information

**Online Program Registration**
New students must register with their admissions advisor.

All returning Upper Iowa University students register through myUIU, Upper Iowa University’s online portal. Access to myUIU is on the University website at uiu.edu. 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.
Participation purposes. The classroom website is not considered a posting for attendance or posted to the online classroom. Merely logging into the online aid funds for payment of the course. Financial aid and tuition will receive an AW for the course which may affect financial or assignment submission (attended by discussion post, reply to a post, quiz completion, or assignment submission) for 14 consecutive days, the student will receive an AW for the course which may affect financial aid funds for payment of the course. Financial aid and tuition adjustments will be calculated based on the day the student last posted to the online classroom. Merely logging into the online classroom website is not considered a posting for attendance or participation purposes.

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

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

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

U.S. Center Program Information

Center Program Registration

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

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

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

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

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

Session start dates are published on page 5 of this catalog and on the website at uiu.edu/online. No registrations will be accepted after the published last day to register for the session.

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

Changes in Registration
(Drop Procedures)
Students may drop a 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 pages 11-12 for information on attendance, validation of enrollment and course withdrawal.

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

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

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

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

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

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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.

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

Tuition and any course-related fees are due at the time of registration or by the first night of class. International students need to contact their advisor regarding specific information on admission and registration.
Changes in Center Program Registration
Note the following policies for changing registration:

1. A student may not add a course after it meets for 1/8 of the total hours it is scheduled to meet.

2. If a student wishes to withdraw from a course, the student must complete a Course Withdrawal Card (contact the center office) prior to the last day of the fifth week of the session. Failure to attend class does not constitute withdrawal. Students who register for a course and fail to attend it will be assigned a grade of NA unless a withdrawal form is completed prior to the first day of the session.

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

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

For students from Wisconsin, Maryland, Georgia, Oregon or Arizona, state laws apply. Wisconsin students and Military Tuition Assistance (TA) students refer to pages 19-20.

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.

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

<table>
<thead>
<tr>
<th>Session</th>
<th>Charge</th>
<th>Refund</th>
<th>Last Date of Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester 2022</td>
<td>25%</td>
<td>75%</td>
<td>Aug 29 - Sept 4</td>
</tr>
<tr>
<td></td>
<td>50%</td>
<td>50%</td>
<td>Sept 5 - Sept 11</td>
</tr>
<tr>
<td></td>
<td>75%</td>
<td>25%</td>
<td>Sept 12 - Sept 18</td>
</tr>
<tr>
<td></td>
<td>100%</td>
<td>0%</td>
<td>After Sep 18</td>
</tr>
<tr>
<td>Spring Semester 2023</td>
<td>25%</td>
<td>75%</td>
<td>Jan 9 - Jan 15</td>
</tr>
<tr>
<td></td>
<td>50%</td>
<td>50%</td>
<td>Jan 16 - Jan 22</td>
</tr>
<tr>
<td></td>
<td>75%</td>
<td>25%</td>
<td>Jan 23 - Jan 29</td>
</tr>
<tr>
<td></td>
<td>100%</td>
<td>0%</td>
<td>After Jan 29</td>
</tr>
<tr>
<td>Summer Semester 2023</td>
<td>25%</td>
<td>75%</td>
<td>May 15 - May 21</td>
</tr>
<tr>
<td></td>
<td>50%</td>
<td>50%</td>
<td>May 22 - May 28</td>
</tr>
<tr>
<td></td>
<td>75%</td>
<td>25%</td>
<td>May 29 - June 4</td>
</tr>
<tr>
<td></td>
<td>100%</td>
<td>0%</td>
<td>After June 4</td>
</tr>
</tbody>
</table>

### Semester-long course refund schedule

<table>
<thead>
<tr>
<th>Session</th>
<th>Charge</th>
<th>Refund</th>
<th>Last Date of Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester 2022</td>
<td>25%</td>
<td>75%</td>
<td>Aug 29 - Sept 4</td>
</tr>
<tr>
<td></td>
<td>50%</td>
<td>50%</td>
<td>Sept 5 - Sept 11</td>
</tr>
<tr>
<td></td>
<td>75%</td>
<td>25%</td>
<td>Sept 12 - Sept 18</td>
</tr>
<tr>
<td></td>
<td>100%</td>
<td>0%</td>
<td>After Sep 18</td>
</tr>
<tr>
<td>Spring Semester 2023</td>
<td>25%</td>
<td>75%</td>
<td>Jan 9 - Jan 15</td>
</tr>
<tr>
<td></td>
<td>50%</td>
<td>50%</td>
<td>Jan 16 - Jan 22</td>
</tr>
<tr>
<td></td>
<td>75%</td>
<td>25%</td>
<td>Jan 23 - Jan 29</td>
</tr>
<tr>
<td></td>
<td>100%</td>
<td>0%</td>
<td>After Jan 29</td>
</tr>
<tr>
<td>Summer Semester 2023</td>
<td>25%</td>
<td>75%</td>
<td>May 15 - May 21</td>
</tr>
<tr>
<td></td>
<td>50%</td>
<td>50%</td>
<td>May 22 - May 28</td>
</tr>
<tr>
<td></td>
<td>75%</td>
<td>25%</td>
<td>May 29 - June 4</td>
</tr>
<tr>
<td></td>
<td>100%</td>
<td>0%</td>
<td>After June 4</td>
</tr>
</tbody>
</table>
These percentages will also be used to determine eligibility for state aid the student may have received. Examples of refund calculations are available online www.uiu.edu/financialaid or upon request in the Financial Aid Office.

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

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

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

Classification and Course Loads

Classification of Graduate Students
Registration Status
1. Full-time: A student registered in a graduate division for six or more credits each semester.
2. Half-time: A student registered for three to five credits per semester.
3. Less than half-time: A student registered for less than three credits per semester.
4. Non-Matriculated: A student attending classes for the purpose of obtaining credit, but not a candidate for degree.

Course Loads
Students enrolled in the UIU Graduate Program are considered full-time with the completion of six or more graduate credits during each semester. Enrollment in six semester graduate credits during an eight-week session is allowed as long as the student is successfully completing the course requirements. Graduate students should carefully consider personal time management issues, including commitments outside the university, before enrolling in more than one graduate course in a session.

Graduation Requirements
A student will have five years after initial enrollment in the first graduate level course to complete the graduate program under the requirements in effect at the time of enrollment. If the student does not complete the graduate degree program within the five-year period, the requirements in effect at the time of the next enrollment will be used to determine the student’s graduation requirements. Upper Iowa University reserves the right to make changes in its academic regulations and requirements when, in its judgment, the best interests of the institution are served.

Additional Coursework
Students completing a graduate degree with Upper Iowa University may not take additional courses exceeding the required credits to graduate. If additional courses are desired, a letter of request must be submitted to the graduate advisor/program director with information supporting the reason for the additional courses, including but not limited to transfer of courses for an additional degree or required for employment or certification. The request must be received four weeks prior to the session start and must specifically list the courses and sessions the student plans to complete. The graduate advisor will review the request and, following discussion with the student, approve or deny the request. In general, a request will not be approved if taking the additional courses would delay or interfere with the student’s progress toward a degree. Students using financial aid for degree-required courses are not eligible for additional funds for courses that do not count towards the degree.

Multiple Masters Degrees
Students who have earned one master's degree at Upper Iowa University may desire to earn one or more additional masters degrees at UIU. There may be certain courses in common for these programs.

1. A student may use a graduate course taken at UIU in satisfaction of one graduate degree towards the requirements of another graduate degree provided that the grade earned was B or better. This grade requirement is consistent with the grade requirement for graduate courses transferred to UIU from external graduate programs.
2. Not more than 12 semester credits in total from a prior UIU master’s degree or transferred from another institution may be used towards a subsequent UIU master’s degree.

Graduate degrees represent attainment of advanced knowledge in specific disciplines. Therefore, each graduate degree will have its own grade point average calculation (GPA). Courses not part of the graduate degree will not be included in the calculation of a student’s GPA for that degree.

Students may complete only one area of emphasis in each graduate degree. Students who wish to change areas of emphasis should submit a petition to do so to their Graduate Academic Advisor who will approve or deny the petition based on whether the change is justified by changes in the student’s career circumstances.
Grading System
Grades in the program are as follows:

<table>
<thead>
<tr>
<th>Grades</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>2.33*</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
</tr>
</tbody>
</table>

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 after the following session (center or online courses) or semester (Fayette Campus courses and semester long courses).

W – Withdrawal
The grade W is used to denote courses dropped (student-initiated) between the first and 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(es) 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.

Grade Appeal Process
Please refer to page 17 for information.

Standards for Academic Standing
Please refer to page 12 for information regarding Standards for Academic Standing.

Satisfactory Academic Progress Policy
Please refer to pages 13-14 for information regarding the Satisfactory Academic Policy.

Expected Timeline for Graduation
A full-time graduate student will normally enroll for 3 semester credits per eight-week session (session 6 is a six-week session). A student who enrolls for 3 semester credits in each of the six sessions may earn 18 semester hours of credit per year. When computing expected graduation dates we normally assume a full-time student will complete 18 semester hours of credit per year.

Students completing a 36 credit master’s program may complete in approximately two years.

Students completing a 42 credit master’s program may complete in just over two years.

Students completing a 60 credit master’s program may complete in just over three years.

Students who are allowed to enroll in more than 3 semester credits per 8-week session may complete the graduate program in less time than listed above.

Academic Misconduct
Cheating, academic dishonesty, and plagiarism constitute a violation of the offender’s own integrity, as well as the integrity of the entire University. These actions will not be tolerated. Violators will receive sanctions based on the level of academic misconduct.

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

Academic dishonesty includes, but is not limited to:
1. Sharing academic materials knowing they will be used inappropriately.
2. Accessing another person’s work without permission.
3. Providing false or incomplete information on an academic document.
4. Changing student records without approval.
5. Obtaining and using texts or other materials intended for instructor use only.

Plagiarism includes, but is not limited to:
1. The presentation of another’s published or unpublished work as one’s own.
2. Taking words or ideas of another and either copying them or paraphrasing them without proper citation of the source.
3. Using images, charts, graphs, statistics or tables without proper citation.

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

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

Master of Business Administration
School of Business
and Professional Studies
The Master of Business Administration (MBA) Program prepares graduates to find innovative solutions to marketplace opportunities. The program offers emphases in accounting, corporate financial management, general management, human resources management, leadership, and organizational development. Skill and competence in specific business areas are developed through individual and team assignments and application of relevant theories to practical case study situations. The program provides a balance of quantitative and qualitative studies to strengthen contemporary managerial skills.

The program concludes with BA 590 Research Seminar providing a capstone experience for the student to apply the concepts of the program in the development of a business report or proposal. The report or proposal is presented to peer students and/or business leaders using presentation software. The researched report or proposal provides the student an opportunity to demonstrate integration of the core curriculum and emphasis acquired knowledge and skills using graduate level communication and critical thinking skills.

Program Outcomes
- Analyze the implications of regulatory and legal issues for corporations competing in the current economic environment.
- Identify and resolve problems, create change, or develop recommendations using analytical tools for business decision making.
- Explain the interdependence of corporate functional responsibilities.
- Evaluate effective business and management practices of corporations competing in the global or domestic economy.

Requirements for a Master of Business Administration Degree
The Upper Iowa University Master of Business Administration degree requires a minimum of 36 semester credits of graduate level 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 and Finance Principles. This course is a prerequisite course to FIN 513 - Financial Management. At the time of admission, the student's file is reviewed and it is determined if MBA 500 is required. MBA 500 will not satisfy a Graduate Elective in an emphasis area of any graduate program.

Degree Completion
To receive the Master of Business Administration degree, the student must successfully complete 36 semester credits of graduate work and earn a cumulative GPA of not less than 3.0 on a 4.0 point scale.

A graduate student will have five years after initial enrollment in the first graduate level course to complete the graduate program under the requirements in effect at the time of enrollment. If program requirements change, the student can elect to complete the revised curriculum or to complete under the original curriculum.

If the student does not complete the graduate degree program within the five-year period, the requirements in effect at the time of the next enrollment will be used to determine the student’s graduation requirements.
Upper Iowa University reserves the right to make changes in its academic regulations and requirements when, in its judgment, the best interests of the institution are served.

Program Requirements

Core requirements
The core curriculum is a forward-thinking academic program developing comprehension and competence in financial risk, economics and change, innovation through sustainability, current legal implications, product improvement and market analysis. Many courses include group work that prepares students to work in teams in the corporate world, a skill sought by many organizations.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 506</td>
<td>Organizational Strategy and Economic Change</td>
<td>3</td>
</tr>
<tr>
<td>BA 508</td>
<td>Current Issues in Corporate Law and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>BA 511</td>
<td>Corporate Entrepreneurship and Sustainability</td>
<td>3</td>
</tr>
<tr>
<td>FIN 513</td>
<td>Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>MKT 504</td>
<td>Marketing and Product Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Capstone
BA 590 Research Seminar 3

Areas of emphasis
Elective courses can be selected from other MBA courses not already required in the emphasis or from another graduate program. If selecting elective courses from a graduate program outside the MBA, course substitution approval will be required prior to registration in the course.

Accounting
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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 533</td>
<td>Advanced Accounting Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 547</td>
<td>Contemporary Topics in Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 551</td>
<td>Taxation for Corporations</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 552</td>
<td>Forensic Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 553</td>
<td>Advanced Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>Graduate Elective</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 531</td>
<td>Financial Markets and Financial Strategy</td>
<td>3</td>
</tr>
<tr>
<td>FIN 536</td>
<td>Derivatives and Risk Management</td>
<td>3</td>
</tr>
<tr>
<td>FIN 551</td>
<td>Financial Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>FIN 552</td>
<td>Investment Management</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 553</td>
<td>Advanced Managerial Accounting</td>
<td>3</td>
</tr>
</tbody>
</table>

Graduate Elective 3

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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 501</td>
<td>Managerial Communication</td>
<td>3</td>
</tr>
<tr>
<td>Graduate Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Graduate Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Graduate Elective</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 524</td>
<td>Managing in the International Environment</td>
<td>3</td>
</tr>
<tr>
<td>BA 540</td>
<td>Labor/Management Relations</td>
<td>3</td>
</tr>
<tr>
<td>BA 544</td>
<td>Organizational and Management Theories</td>
<td>3</td>
</tr>
<tr>
<td>BA 546</td>
<td>Compensation and Benefits</td>
<td>3</td>
</tr>
<tr>
<td>BA 548</td>
<td>Development &amp; Management of HRM</td>
<td>3</td>
</tr>
<tr>
<td>Graduate Elective</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 509</td>
<td>Theories of Leadership</td>
<td>3</td>
</tr>
<tr>
<td>BA 570</td>
<td>Team Building Techniques</td>
<td>3</td>
</tr>
<tr>
<td>LDR 530</td>
<td>Globalization and Diversity</td>
<td>3</td>
</tr>
<tr>
<td>LDR 550</td>
<td>Leadership and Business Operations</td>
<td>3</td>
</tr>
<tr>
<td>LDR 560</td>
<td>Change Management</td>
<td>3</td>
</tr>
</tbody>
</table>
The Organizational Development Emphasis provides students with the skills and understanding of organizational structure and culture and the ability to analyze and diagnose problems to develop recommendations supporting long-term change.

**Credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 520</td>
<td>Training and Development</td>
<td>3</td>
</tr>
<tr>
<td>BA 553</td>
<td>Organizational Development</td>
<td>3</td>
</tr>
<tr>
<td>BA 555</td>
<td>Organizational Culture</td>
<td>3</td>
</tr>
<tr>
<td>BA 560</td>
<td>Organizational Diagnosis and Intervention</td>
<td>3</td>
</tr>
<tr>
<td>BA 570</td>
<td>Team Building Techniques</td>
<td>3</td>
</tr>
<tr>
<td>Graduate Elective</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

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

**Certificate Programs**

The Upper Iowa University School of Business and Professional Studies Post-Graduate Certificate Program provides students the opportunity to pursue additional coursework within specific emphasis areas. The 15 credit hour certificates provide a framework for professional development that challenges students to find innovative solutions to marketplace opportunities.

**Admission Requirements**

To be unconditionally accepted into the Post-Graduate Certificate Program a learner must hold a conferred Graduate Degree from an accredited institution recognized by the U.S. Department of Education or the Council of Higher Education Accreditation.

**Transfer Credits**

The MBA Post-Graduate Certificate Program will accept up to three relevant graduate credits from institutions recognized by the U.S. Department of Education or the Council of Higher Education Accreditation. This would require that 12 additional credits be completed through UIU.

**Certificate Completion**

A graduate student will have five years after initial enrollment in the first graduate level course to complete the certificate program under the requirements in effect at the time of enrollment. If program requirements change, the student can elect to complete the revised curriculum or to complete under the original curriculum.

If the student does not complete the certificate program within the five-year period, the requirements in effect at the time of the next enrollment will be used to determine the student’s certificate requirements.

Upper Iowa University reserves the right to make changes in its academic regulations and requirements when, in its judgment, the best interests of the institution are served.

**Certificate Areas and Requirements**

**Accounting**

- ACCT 533 Advanced Accounting Information Systems
- ACCT 551 Taxation for Corporations
- ACCT 552 Forensic Accounting
- ACCT 553 Advanced Managerial Accounting

**Graduate Elective**

**Corporate Financial Management**

- FIN 531 Financial Markets and Financial Strategy
- FIN 551 Financial Data Analysis
- FIN 552 Investment Management

**Human Resources Management**

- BA 524 Managing in the International Environment
- BA 540 Labor/Management Relations
- BA 544 Organizational and Management Theories
- BA 546 Compensation and Benefits
- BA 548 Development & Management of HRM

**Organizational Development**

- BA 520 Training and Development
- BA 553 Organizational Development
- BA 555 Organizational Culture
- BA 560 Organizational Diagnosis and Intervention
- BA 570 Team Building Techniques

**Note:** Financial aid is not available for certificate programs.

---

**Master of Education**

**Andres School of Education**

Upper Iowa University’s Master of Education (M.Ed.) program is designed to increase an educator’s skill set when working with students as well as enhance knowledge, skills, and dispositions to be an effective leader in the educator’s discipline. Classes are taught by individuals who have strong hands-on experience teaching in K-12 and working in higher education. Within the M.Ed. emphases, we offer advanced coursework that targets the needs of those seeking endorsements in Special Education, Early Childhood Education, English as a Second Language, Talented and Gifted, and Reading. We also offer an emphasis in Teacher Leadership. We expect to serve those students who seek to earn certain teaching license endorsements and/or meet the requirements for the Master of Education degree. Students may earn one or more of the following Iowa endorsements:

- Early Childhood (PreK-K)
- Early Childhood Unified (Birth-Grade 3: Inclusive Settings)
- ESL K-12
- Instructional Strategist I: Mild/Moderate (K-8 and/or 5-12)
- Instructional Strategist II: Behavior Disorders/Learning Disabilities K-12
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
- ESL
- Instructional Strategist
- Reading
- Talented and Gifted
- Teacher Leadership

To be eligible for admission to the Master of Education program, the applicant must have earned a bachelor’s degree from an institution recognized by its own regional accreditation association and must have earned a cumulative undergraduate grade point average of 2.75 (A = 4.0) or above.

Program Planning
There are three categories of graduate students – those just seeking a teaching license endorsement, those seeking a graduate certificate and those seeking the Master of Education degree. Candidates in all three categories must follow the degree plan/advising worksheet developed for the individual. The degree plan is developed by the candidate and his/her graduate advisor in a manner consistent with expectations of the graduate program.

Degree Requirements
To be awarded the Master of Education, candidate must earn a minimum of 36 credits in an approved program of study and achieve a minimum cumulative grade point average of 3.00 for all graduate courses. All requirements for the Master of Education degree must be completed within five years from the date of admission to the graduate program.

Program Student Learning Outcomes
Candidates successfully completing the Master of Education core and an emphasis in Teacher Leadership, Instructional Strategist, Reading, Early Childhood, English as a Second Language, Talented and Gifted, or Higher Education will be able to:

1. Read and evaluate educational research and/or engage in a research project.
2. Using the student’s knowledge of different backgrounds, ethnicities and cultures, explain how to collaborate effectively with constituents.
3. Identify and solve problems in program finance, legal issues, distance learning, curriculum design, methods, or assessment using research.
4. Demonstrate effective leadership decision making and analytical skills.

Areas of Emphasis
The Masters of Education is offered in the following areas of emphasis:

- Early Childhood
- ESL (English as a Second Language)
- Instructional Strategist
- Reading
- Talented and Gifted
- Teacher Leadership

Generally, candidates who pursue the Master of Education Instructional Strategist, Reading, Talented and Gifted, Early Childhood and/or ESL sequence of courses seek a teaching license endorsement. These candidates must complete the Iowa State Department of Education approved Upper Iowa University endorsement requirements, successfully complete the Master of Education core requirements and additional coursework in the Teacher Leadership area of emphasis, if necessary, to meet the Master of Education degree credit hour requirements.

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**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 512</td>
<td>Educational Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>EDU 531</td>
<td>Teaching and Working in a Multicultural Setting</td>
<td>3</td>
</tr>
<tr>
<td>EDU 590-01</td>
<td>Capstone Seminar Early Childhood</td>
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</table>

**Prekindergarten - Kindergarten Emphasis**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tr>
<td>ECE 502</td>
<td>Field Experience Prekindergarten</td>
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<tr>
<td>ECE 523</td>
<td>Health, Safety, and Nutrition in Early Childhood</td>
<td>3</td>
</tr>
<tr>
<td>ECE 551</td>
<td>Introduction to Early Childhood</td>
<td>3</td>
</tr>
<tr>
<td>ECE 552</td>
<td>Observation and Assessment in Early Childhood</td>
<td>3</td>
</tr>
<tr>
<td>ECE 556</td>
<td>Admin/Supervision Early Childhood</td>
<td>3</td>
</tr>
<tr>
<td>ECE 557</td>
<td>Methods/Curriculum Early Childhood</td>
<td>3</td>
</tr>
<tr>
<td>SPED 559</td>
<td>Home, School, Community Relations</td>
<td>3</td>
</tr>
<tr>
<td>ECE 536</td>
<td>Clinical Teaching Experience:</td>
<td></td>
</tr>
</tbody>
</table>
Prekindergarten-Kindergarten OR 4

ECE 596 Clinical Teaching Experience: Prekindergarten-Kindergarten 8

Graduate Electives (EDU 516 or EDU 519 recommended.) 3

To complete the 36 credit hour requirements for the Master of Education degree, candidates will be advised on an individual basis about appropriate coursework.

**Birth - Grade 3: Inclusive Settings**

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 512</td>
<td>Educational Research Methods</td>
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</tr>
<tr>
<td>EDU 531</td>
<td>Teaching and Working in a Multicultural Setting</td>
<td>3</td>
</tr>
<tr>
<td>EDU 590-01</td>
<td>Capstone Seminar Early Childhood</td>
<td>3</td>
</tr>
</tbody>
</table>

**Birth - Grade 3: Inclusive Settings Emphasis**

- Current certification in infant CPR and first aid.
- EDU 306 Field Experience I: Elementary (undergraduate credit) (40 clock hours in grades K, 1, 2, or 3) 3
- SPED 304 Exceptional Persons (prerequisite to the following courses, not available for graduate credit) 3
- ECE 501 Field Experience: Infant/Toddler 1
- ECE 502 Field Experience Prekindergarten 2
- ECE 523 Health, Safety, and Nutrition in Early Childhood 3
- ECE 551 Introduction to Early Childhood 3
- ECE 552 Observation and Assessment in Early Childhood 3
- ECE 556 Admin/Supervision Early Childhood 3
- ECE 557 Methods/Curriculum Early Childhood 3
- EDU 507 Diagnostic Assessment Practices in Reading and Language Arts 3
- SPED 559 Home, School, Community Relations 3
- SPED 562 Individual Behavior/Classroom Mgmt. 3
- SPED 565 Methods/Curriculum: Behavior Disabilities Prek-12 3
- SPED 567 Fundamentals of Special Education 3
- SPED 578 Methods/Curriculum: Mild/Moderate PreK-8 3
- ECE 537 Clinical Teaching Experience: Kindergarten - Grade 3 4
- SPED 534 Clinical Teaching Experience: Prekindergarten Including Special Education 4

**ESL**

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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 512</td>
<td>Educational Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>EDU 531</td>
<td>Teaching and Working in a Multicultural Setting</td>
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</tr>
<tr>
<td>EDU 590-02</td>
<td>Capstone Seminar English as a Second Language</td>
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**K-12 English as a Second Language (ESL)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EDU 453</td>
<td>Concepts of English</td>
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</tr>
<tr>
<td>EDU 444</td>
<td>Curriculum and Methods of ESL</td>
<td>3</td>
</tr>
<tr>
<td>EDU 454</td>
<td>Language Acquisition</td>
<td>3</td>
</tr>
<tr>
<td>EDU 464</td>
<td>Practicum in ESL</td>
<td>3</td>
</tr>
<tr>
<td>EDU 447</td>
<td>Problems in English Grammar</td>
<td>3</td>
</tr>
<tr>
<td>EDU 448</td>
<td>Cultural and Linguistic Diversity</td>
<td>3</td>
</tr>
<tr>
<td>EDU 449</td>
<td>Clinical Teaching Experience in ESL</td>
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</table>

**Graduate Electives** (EDU 516 and EDU 519 recommended.) 9

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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 512</td>
<td>Educational Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>EDU 531</td>
<td>Teaching and Working in a Multicultural Setting</td>
<td>3</td>
</tr>
<tr>
<td>EDU 590-04</td>
<td>Capstone Seminar Instructional Strategist</td>
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</tbody>
</table>

**Instructional Strategist I K-8**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
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<td>EDU 512</td>
<td>Educational Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>EDU 531</td>
<td>Teaching and Working in a Multicultural Setting</td>
<td>3</td>
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**Instructional Strategist I Emphasis Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDU 512</td>
<td>Educational Research Methods</td>
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<tr>
<td>EDU 531</td>
<td>Teaching and Working in a Multicultural Setting</td>
<td>3</td>
</tr>
<tr>
<td>EDU 507</td>
<td>Diagnostic Assessment Practices in Reading and Language Arts</td>
<td>3</td>
</tr>
<tr>
<td>SPED 559</td>
<td>Home, School, and Community Relations</td>
<td>3</td>
</tr>
<tr>
<td>SPED 562</td>
<td>Individual Behavior and Classroom Management Prek-12</td>
<td>3</td>
</tr>
<tr>
<td>SPED 565</td>
<td>Methods/Curriculum: Behavior Disorders Prek-12</td>
<td>3</td>
</tr>
<tr>
<td>SPED 567</td>
<td>Fundamentals of Special Education</td>
<td>3</td>
</tr>
<tr>
<td>SPED 578</td>
<td>Methods/Curriculum: Mild/Moderate Disabilities PreK-8</td>
<td>3</td>
</tr>
<tr>
<td>SPED 579</td>
<td>Clinical Teaching Experience: Instructional Strategist</td>
<td>4</td>
</tr>
<tr>
<td>SPED 582</td>
<td>Clinical Teaching Experience: Instructional Strategist</td>
<td>8</td>
</tr>
</tbody>
</table>

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.
Graduate Electives
(EDU 516 and EDU 519 recommended.)

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 I 5-12**  
**Credits**

**Core Requirements**
- EDU 512  Educational Research Methods  3
- EDU 531  Teaching and Working in a Multicultural Setting  3
- EDU 590-04  Capstone Seminar Instructional Strategist  3

**Instructional Strategist I 5-12 Emphasis Requirements**
- SPED 304  Exceptional Persons  (required for licensure, not available for graduate credit)
- EDU 507  Diagnostic Assessment Practices in Reading and Language Arts  3
- SPED 559  Home, School, and Community Relations  3
- SPED 562  Individual Behavior and Classroom Management Prek-12  3
- SPED 565  Methods/Curriculum: Behavior Disorders Prek-12  3
- SPED 567  Fundamentals of Special Education  3
- SPED 573  Methods/Curriculum: Intellectual Disabilities  3
- SPED 577  Career and Vocational Programming  3
- SPED 579  Clinical Teaching Experience: Instructional Strategist  4
- or
- SPED 582  Clinical Teaching Experience: Instructional Strategist  8
- Graduate Elective  3

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 II: Behavior Disorders/Learning Disabilities K-12**  
**Credits**

**Core Requirements**
- EDU 512  Educational Research Methods  3
- EDU 531  Teaching and Working in a Multicultural Setting  3
- EDU 590-04  Capstone Seminar Instructional Strategist  3

**Instructional Strategist II: Behavior Disorders/Learning Disabilities K-12 Emphasis**
- Current certification in CPR
- SPED 304  Exceptional Persons  (required for licensure, not available for graduate credit)
- EDU 507  Diagnostic Assessment Practices in Reading and Language Arts  3
- SPED 559  Home, School, and Community Relations  3
- SPED 562  Individual Behavior and Classroom Management Prek-12  3
- SPED 567  Fundamentals of Special Education  3
- SPED 573  Methods/Curriculum: Intellectual Disabilities  3
- SPED 577  Career and Vocational Programming  3
- SPED 579  Clinical Teaching Experience: Instructional Strategist  4
- or
- SPED 582  Clinical Teaching Experience: Instructional Strategist  8
- Graduate Electives  6
- EDU 516 and EDU 519 recommended.

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 K-8**

**Core Requirements**
- EDU 512  Educational Research Methods  3
- EDU 531  Teaching and Working  3
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDU 512</td>
<td>Educational Research Methods</td>
<td>3</td>
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<tr>
<td>EDU 531</td>
<td>Teaching and Working in a Multicultural Setting</td>
<td>3</td>
</tr>
<tr>
<td>EDU 590-05</td>
<td>Capstone Seminar Reading</td>
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**Reading K-8 Emphasis**

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>SPED 304</td>
<td>Exceptional Persons*</td>
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<tr>
<td>EDU 326</td>
<td>Developmental Reading and Language Arts*</td>
<td></td>
</tr>
<tr>
<td>EDU 333</td>
<td>Literature: Birth-Adolescence*</td>
<td></td>
</tr>
<tr>
<td>EDU 335</td>
<td>Teaching Elementary Language Arts*</td>
<td></td>
</tr>
<tr>
<td>EDU 507</td>
<td>Diagnostic Assessment Practices in Reading and Language Arts</td>
<td>3</td>
</tr>
<tr>
<td>EDU 509</td>
<td>Practicum: Elementary Reading and Language Arts</td>
<td>3</td>
</tr>
<tr>
<td>EDU 525</td>
<td>Content Area Literacy</td>
<td>3</td>
</tr>
<tr>
<td>EDU 545</td>
<td>Language Acquisition</td>
<td>3</td>
</tr>
<tr>
<td>EDU 585</td>
<td>Advanced Instructional Issues and Methods in Reading and Language Arts</td>
<td>3</td>
</tr>
</tbody>
</table>

**Graduate Electives**

(EDU 516 and EDU 519 recommended.)

*Prerequisites; not available for graduate credit

To complete the 36 credit hour requirements for the Master of Education degree, candidates will be advised on an individual basis about appropriate coursework.

**Reading 5-12**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDU 512</td>
<td>Educational Research Methods</td>
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<tr>
<td>EDU 531</td>
<td>Teaching and Working in a Multicultural Setting</td>
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</tr>
<tr>
<td>EDU 590-05</td>
<td>Capstone Seminar Reading</td>
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**Reading 5-12 Emphasis**

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>SPED 304</td>
<td>Exceptional Persons*</td>
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<tr>
<td>EDU 326</td>
<td>Developmental Reading and Language Arts*</td>
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</tr>
<tr>
<td>EDU 333</td>
<td>Literature: Birth-Adolescence*</td>
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<td>EDU 507</td>
<td>Diagnostic Assessment Practices in Reading and Language Arts</td>
<td>3</td>
</tr>
<tr>
<td>EDU 510</td>
<td>Practicum: Secondary Reading and Language Arts</td>
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<tr>
<td>EDU 525</td>
<td>Content Area Literacy</td>
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<tr>
<td>EDU 545</td>
<td>Language Acquisition</td>
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<tr>
<td>EDU 585</td>
<td>Advanced Instructional Issues and Methods in Reading and Language Arts</td>
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One of the following*:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 102</td>
<td>English Composition II</td>
<td>3</td>
</tr>
</tbody>
</table>

An equivalent composition course

**Graduate Electives**

(EDU 516 and EDU 519 recommended.)

*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 Specialist K-12**

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
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<td>EDU 531</td>
<td>Teaching and Working in a Multicultural Setting</td>
<td>3</td>
</tr>
<tr>
<td>EDU 590-05</td>
<td>Capstone Seminar Reading</td>
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**Reading Specialist K-12 Emphasis**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>EDU 507</td>
<td>Diagnostic Assessment Practices in Reading and Language Arts</td>
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<td>EDU 522</td>
<td>Assessment for Learning</td>
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<td>EDU 525</td>
<td>Content Area Literacy</td>
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</tr>
<tr>
<td>EDU 534</td>
<td>Instructional Coaching</td>
<td>3</td>
</tr>
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<td>EDU 545</td>
<td>Language Acquisition</td>
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<tr>
<td>EDU 580</td>
<td>Best Practices in Literacy Intervention</td>
<td>3</td>
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<td>EDU 581</td>
<td>Administration of Literacy Programs</td>
<td>3</td>
</tr>
<tr>
<td>EDU 585</td>
<td>Advanced Instructional Issues and Methods in Reading and Language Arts</td>
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</tbody>
</table>

**Talented and Gifted (TAG)**

<table>
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<th>Course Code</th>
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<tbody>
<tr>
<td>EDU 512</td>
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<tr>
<td>EDU 531</td>
<td>Teaching and Working in a Multicultural Setting</td>
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</tr>
<tr>
<td>EDU 590-07</td>
<td>Capstone Seminar TAG</td>
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**Talented and Gifted Emphasis**

<table>
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<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDU 516</td>
<td>Best Practices: Research-Based Teaching Strategies</td>
<td>3</td>
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<tr>
<td>EDU 519</td>
<td>Teaching with Technology</td>
<td>3</td>
</tr>
<tr>
<td>EDU 524</td>
<td>Issues in Educational Psychology and Learning</td>
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</tr>
<tr>
<td>EDU 539</td>
<td>Introduction to Gifted Education</td>
<td>3</td>
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<td>EDU 540</td>
<td>Methods and Curriculum: Gifted Education PreK-12</td>
<td>3</td>
</tr>
<tr>
<td>EDU 541</td>
<td>Administration and Supervision of Gifted Programs</td>
<td>3</td>
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<tr>
<td>EDU 542</td>
<td>Practicum: Gifted Programs</td>
<td>3</td>
</tr>
</tbody>
</table>

**Graduate Electives**

(EDU 516 and EDU 519 recommended.)

*Prerequisites; not available for graduate credit

To complete the 36 credit hour requirements for the Master of Education degree, 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:

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>EDU 512</td>
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</tr>
<tr>
<td>EDU 531</td>
<td>Teaching and Working in a Multicultural Setting</td>
<td>3</td>
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<tr>
<td>EDU 590-06</td>
<td>Capstone Seminar Teacher Leadership</td>
<td>3</td>
</tr>
</tbody>
</table>
Teacher Leadership Emphasis Requirements
EDU 516 Best Practices: Research-Based Teaching Strategies 3
EDU 519 Teaching with Technology 3
EDU 522 Assessment for Learning 3
EDU 524 Issues in Educational Psychology and Learning 3
EDU 526 Selective Methods 3
EDU 532 Professional Learning Communities 3
EDU 534 Instructional Coaching 3
EDU 536 Classroom Curriculum Design 3
EDU 538 Educational Policy and Reform 3

Certificate Programs
M.Ed. Literacy Coach
Certificate Course Requirements Credits
EDU 525 Content Area Literacy 3
EDU 534 Instructional Coaching 3
EDU 580 Best Practices in Literacy Intervention 3
EDU 581 Administration in Literacy Programs 3
EDU 589 Reading Specialist/Literacy Coaching Internship 3

M.Ed. Teacher Leadership
Certificate Course Requirements Credits
EDU 516 Best Practices: Research-based Teaching Strategies 3
EDU 531 Teaching and Working in a Multicultural Setting 3
EDU 532 Professional Learning Communities 3
EDU 534 Instructional Coaching 3
EDU 536 Classroom Curriculum Design 3

Note: Financial aid is not available for certificate programs.

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

Learners Edge
Learners Edge is a national, private company that partners with Upper Iowa University to offer relevant, applicable continuing education for graduate credit. Learners Edge offers 100+ online courses that are rigorous and align with the Quality Matters framework - and the Learners Edge Professional Learning Model. Courses are self-paced, and each 3-credit course carries the equivalent of 45 hours of content and coursework. The majority of courses are built around seminal texts that are a balance of research and applicability, and written by major authors in the field of education. Courses include high quality tutorial videos, multi-media clips and research-based articles to supplement course texts.

Master of Healthcare Administration
School of Business and Professional Studies
The Upper Iowa University Master of Healthcare Administration (MHA) degree requires a minimum of 42 semester credits of graduate level coursework with a minimum cumulative grade point average of 3.0 on a 4.0 scale for completion. At UIU, three-semester credit courses are scheduled in five eight-week sessions and one six-week session.

The students complete 33 semester credit hours in core requirements including a capstone course, and 9 semester credit hours in a chosen area of emphasis.

Students entering the MHA programs are required to hold a BS or BA degree.

Degree Completion
To receive the Master of Healthcare Administration degree, the student must successfully complete 42 semester credits of graduate work and earn a cumulative GPA of not less than 3.0 on a 4.0 point scale.

A graduate student will have five years after initial enrollment in the first graduate level course to complete the graduate program under the requirements in effect at the time of enrollment. If program requirements change, the student can elect to complete the revised curriculum or to complete under the original curriculum.

If the student does not complete the graduate degree program within the five-year period, the requirements in effect at the time of the next enrollment will be used to determine the student’s graduation requirements.

Upper Iowa University reserves the right to make changes in its academic regulations and requirements when, in its judgment, the best interests of the institution are served.

Program Requirements
The MHA program will provide graduates with the knowledge and skills needed to become effective leaders within the healthcare sector. The core courses are designed to give students a broad overview of the discipline while preparing them to develop their analytical, communication, and leadership skills. The curriculum emphasizes deep institutional knowledge in healthcare delivery, financing, population health management, regulatory compliance, critical thinking, problem-solving, as well as leadership, and professional development.

Core Requirements Credits
HA 505 Healthcare Organizational Behavior and Leadership 3
Areas of Emphasis
Select one of the following emphases. (Note: Only one emphasis may be completed.)

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.

- BA/PA 509  Theories of Leadership  3
- HA 535    Healthcare Operations  3
- HA 540    Decision Analysis in Healthcare  3

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.

- HA/PA 539  Healthcare Informatics and Technology Management  3
- HA 540    Decision Analysis in Healthcare  3
- HA 545    Data Management and Visual Analytics  3

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.

- HA 510    Human Resource Management in Healthcare Organizations  3
- HA 515    Marketing and Strategic Planning in Healthcare  3
- HA 520    Healthcare Regulatory Compliance and Risk Management  3
- HA 525    Population Health Management  3
- HA/PA 531  Introduction to Healthcare Systems  3
- HA/PA 534  Healthcare Economics  3
- HA/PA 536  Healthcare Law and Ethics  3
- HA/PA 537  Healthcare Quality and Assessment  3
- HA/PA 538  Healthcare Financial Management  3

Capstone
HA 590    Healthcare Capstone  3

33

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.

- BA/PA 509  Theories of Leadership  3
- HA 551    Introduction to Gerontology  3
- HA 555    Senior Services Administration  3

9

Master of Public Administration
School of Arts and Sciences
The Master of Public Administration (MPA) degree at Upper Iowa University is a flexible program designed to prepare students to assume managerial and leadership positions at all levels of government and in nonprofit organizations. The core courses are designed to give students a broad overview of the discipline while preparing them to develop their analytical, communication, and leadership skills.

The Upper Iowa University MPA degree provides students with the current theories, concepts and learning models necessary to assume managerial and leadership roles in a public sector or nonprofit agency with an emphasis in criminal justice, healthcare management, emergency management and homeland security, nonprofit organization or public management. There is also a general study emphasis for students who would like to develop broad knowledge across emphasis areas. Graduates will be positioned to make significant contributions to their organizations.

The UIU MPA program identifies diversity, democracy, and due process as “core democratic values.” The MPA program strives to:

1. Develop and maintain a collaborative and inclusive learning environment that promotes the values of diversity, democracy, and due process.
2. Develop and maintain a high-quality curriculum that develops students’ leadership, managerial, and analytical skills for public service in government and non-profit organizations.
3. Develop a culture of intellectual inquiry for faculty to pursue teaching excellence and for both students and faculty to pursue scholarship that advances the public administration field.
Program Student Learning Outcomes
The program student learning outcomes are based on the core competencies recommended by the Network of Schools of Public Affairs and Administration (NASPAA). The program is designed to promote and develop the following student learning outcomes:

1. Students will have demonstrated an ability to lead and manage.
2. Students will have demonstrated an ability to participate in and contribute to the public policy process.
3. Students will have demonstrated an ability to analyze, synthesize, think critically, solve problems and make decisions.
4. Students will have demonstrated an ability to articulate and apply a public service perspective.
5. Students will have demonstrated the ability to communicate and interact productively with a diverse and changing workforce and citizenry.

Requirements for a Master of Public Administration Degree
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.

Degree Completion
A graduate student will have five years after initial enrollment in the first of either a foundational or graduate level course to complete the graduate program under the requirements in effect at the time of enrollment. If program requirements change, the student can elect to complete the revised curriculum or to complete under the original curriculum.

If the student does not complete the graduate degree program within the five-year period, the requirements in effect at the time of the next enrollment will be used to determine the student’s graduation requirements.

Upper Iowa University reserves the right to make changes in its academic regulations and requirements when, in its judgment, the best interests of the institution are served.

Degree Requirements
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 will take PA 500 and PA 501 as their first two graduate courses. Of the core courses only PA 502 and PA 503 should be taken sequentially. The 18 credit emphasis areas provide more in-depth knowledge into the areas of criminal justice, healthcare management, public management, nonprofit organizations or emergency management and homeland security. PA 590 should be taken as the last course in the program and should not be taken concurrently with any other course. Permission to deviate from these guidelines can be done with permission from the MPA program director.

Core requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PA 500</td>
<td>Writing for Public Administrators</td>
<td>3</td>
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<tr>
<td>PA 501</td>
<td>Graduate Survey of Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>PA 502</td>
<td>Introduction to Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>PA 503</td>
<td>Research Methods for Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>PA 504</td>
<td>Political Economy and Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>PA 511</td>
<td>Public Budgeting and Finance</td>
<td>3</td>
</tr>
<tr>
<td>Capstone</td>
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<tr>
<td>PA 590</td>
<td>Research Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

Areas of Emphasis

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.

Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PA 554</td>
<td>Theories of Crime and Public Policy</td>
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Choose four of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PA 507</td>
<td>Ethics of Public Service</td>
<td>3</td>
</tr>
<tr>
<td>PA 508</td>
<td>Terrorism and Politics OR PA 522 Psychology and Culture of Terrorism OR PA 535 Counterterrorism</td>
<td>3</td>
</tr>
<tr>
<td>PA 550</td>
<td>Advanced Criminal Procedure</td>
<td>3</td>
</tr>
<tr>
<td>PA 552</td>
<td>Correctional Systems Issues and Policy</td>
<td>3</td>
</tr>
<tr>
<td>PA 553</td>
<td>Seminar in Juvenile Justice</td>
<td>3</td>
</tr>
<tr>
<td>PA 556</td>
<td>Constitutional Law: Civil Liberties</td>
<td>3</td>
</tr>
<tr>
<td>PA 557</td>
<td>Introduction to GIS: Crime Mapping/Critical Incidents</td>
<td>3</td>
</tr>
<tr>
<td>PA 558</td>
<td>Psychology of Criminal Behavior</td>
<td>3</td>
</tr>
<tr>
<td>PA 559</td>
<td>Seminar in Cybercrime</td>
<td>3</td>
</tr>
</tbody>
</table>

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.

Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Graduate Elective</td>
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Choose four of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PA 507</td>
<td>Ethics of Public Service</td>
<td>3</td>
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<tr>
<td>Course Code</td>
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<tr>
<td>PA 508</td>
<td>Terrorism and Politics</td>
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<tr>
<td>PA 522</td>
<td>Psychology and Culture of Terrorism</td>
<td></td>
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<tr>
<td>PA 523</td>
<td>Emergency Management, Homeland Security, and Public Policy</td>
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<tr>
<td>PA 524</td>
<td>Leadership Issues with Critical Incidents</td>
<td></td>
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<tr>
<td>PA 525</td>
<td>Comparative Strategies of National Security</td>
<td></td>
</tr>
<tr>
<td>PA 526</td>
<td>Emergency Management: Mitigation, Recovery, and Continuity</td>
<td></td>
</tr>
<tr>
<td>PA 532</td>
<td>Human Resources Management in Public Organizations</td>
<td></td>
</tr>
<tr>
<td>PA 535</td>
<td>Counter-Terrorism</td>
<td></td>
</tr>
<tr>
<td>PA 543</td>
<td>Emergency Management: Planning and Response</td>
<td></td>
</tr>
<tr>
<td>PA 555</td>
<td>Critical Infrastructure: Vulnerability Analysis and Protection</td>
<td></td>
</tr>
<tr>
<td>PA 557</td>
<td>Introduction to GIS: Crime Mapping/Critical Incidents</td>
<td></td>
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</tbody>
</table>

**General Study**

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.

**Credits**

<table>
<thead>
<tr>
<th>Graduate Elective</th>
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<tbody>
<tr>
<td>Graduate Elective</td>
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<td>Graduate Elective</td>
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</tbody>
</table>

**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.

**Credits**

<table>
<thead>
<tr>
<th>Graduate Elective</th>
<th>3</th>
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</thead>
<tbody>
<tr>
<td>PA 537</td>
<td>Healthcare Quality Assessment and Improvement</td>
</tr>
<tr>
<td>PA 539</td>
<td>Healthcare Informatics Technology Management</td>
</tr>
<tr>
<td>Choose three of the following:</td>
<td>9</td>
</tr>
<tr>
<td>PA 528</td>
<td>Politics of Poverty, Inequality, and Health Policy</td>
</tr>
<tr>
<td>PA 530</td>
<td>Public Policy and Healthcare</td>
</tr>
<tr>
<td>PA 531</td>
<td>Introduction to the Healthcare Systems</td>
</tr>
<tr>
<td>PA 534</td>
<td>Healthcare Economics</td>
</tr>
<tr>
<td>PA 536</td>
<td>Healthcare Law and Ethics</td>
</tr>
<tr>
<td>PA 538</td>
<td>Healthcare Financial Management</td>
</tr>
</tbody>
</table>

**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.

**Credits**

Choose four of the following: 12

| PA 507 | Ethics of Public Service |
| PA 515 | Grant Writing and Contract Management |
| PA 541 | Nonprofit Philanthropy and Fundraising |
| PA 546 | Nonprofit Marketing and Public Affairs Advocacy |
| PA 547 | Volunteer Recruitment and Management |
| PA 563 | Administrative Law |
| PA 567 | Board Governance and Strategic Management |
| PA 569 | Government and Nonprofit Accounting and Budgeting |

**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.

**Credits**

Choose five of the following: 15

| PA 505 | Organizational Behavior OR BA 555 Organizational Culture |
| PA 507 | Ethics of Public Service |
| PA 509 | Theories of Leadership |
| PA 532 | Human Resources Management in Public Organizations |
| PA 544 | Productivity Improvement in Government |
| PA 545 | Labor Relations and Conflict Resolution in the Public Sector |
| PA 548 | Advanced Issues in Public Management |
| PA 562 | Seminar in Federalism and Intergovernmental Relations |
| PA 563 | Administrative Law |
| PA 564 | Seminar in State and Local Government Management |
| PA 565 | Advanced Policy Analysis and Evaluation |
| PA 566 | Economic Development: Theory and Practice |
| PA 569 | Government and Nonprofit Accounting and Budgeting |
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 pass/fail for transcript purposes.

The Internship (PA 594) is graded pass/fail for transcript purposes.

Master of Science in Counseling
Andres School of Education

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 CACREP-aligned.

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 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 pass a comprehensive examination which must be taken near the end of the student’s degree program. This examination covers all of the core areas of the student’s field of study.

Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CNSL 509</td>
<td>Theories of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNSL 510</td>
<td>Ethical, Legal &amp; Professional Issues in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNSL 515</td>
<td>Lifespan Human Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>CNSL 520</td>
<td>Research and Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>CNSL 540</td>
<td>Multicultural Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNSL 543</td>
<td>Career Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNSL 550*</td>
<td>Diagnosis and Treatment Planning in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNSL 552*</td>
<td>Group Work</td>
<td>3</td>
</tr>
<tr>
<td>CNSL 554*</td>
<td>Introduction to Counseling Techniques</td>
<td>3</td>
</tr>
<tr>
<td>CNSL 570*</td>
<td>Advanced Counseling Techniques</td>
<td>3</td>
</tr>
<tr>
<td>CNSL 571</td>
<td>Crisis Intervention Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNSL 573</td>
<td>Assessment in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNSL 584</td>
<td>Substance Abuse Counseling</td>
<td>3</td>
</tr>
</tbody>
</table>
CNSL 590* Practicum in Counseling (100 hours) 3
CNSL 597* Internship in Counseling I (300 hours) 3
CNSL 598* Internship in Counseling II (300 hours) 2
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 approval of the MSC program director. Students must have a 3.50 GPA or above.

Areas of Emphasis
Select one of the following emphases:

Clinical Mental Health Counseling (CMHC)  
CNSL 580 Couples, Marriage and Family Counseling 3
CNSL 581 Clinical Mental Health Counseling 3
CNSL 586 Advanced Diagnosis and Treatment Planning in Counseling 3
9

School Counseling (SC)*  
CNSL 582 Counseling Children and Adolescents 3
CNSL 583 School Counseling 3
CNSL 585 School Counselors as Leaders in Re-imagining Student Discipline Practices 3
9

Select one of the following counseling electives: 3
CNSL 574 Introduction to Play Therapy
CNSL 576 Psychopharmacology
CNSL 582 Counseling Children and Adolescents (CMHC)
CNSL 591 Supervision in Counseling
CNSL 592 Counseling Sexology (CMHC)
CNSL 593 Developing, Organizing, and Managing School Counseling Services/Programs (SC)**
EDU 536 Classroom Curriculum Design (SC)**
60

*SPED 304 Exceptional Persons is required for those candidates who are not licensed teachers and want an Iowa license to serve as a professional school counselor.

**One of these courses is required to meet the curriculum requirement in the state of Iowa.

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Master of Sport Administration  
School of Business and Professional Studies

The Master of Sport Administration (MSA) degree at Upper Iowa University offers students the opportunity for a market advantage by delivering business administration skills alongside sector specific knowledge in the areas of collegiate athletics, professional sport and sports business. The program offers emphases in Sport Management.

The MSA provides a balance of quantitative and qualitative studies to strengthen contemporary sports administration skills. The degree prepares learners for wide ranging variety of career opportunities that might include civic/regional sports, sporting goods manufacturers, high school athletic departments, college and university athletics departments, professional sports leagues, faculty positions and not-for-profit sports programs.

Program Objectives

- Evaluates the roles, functions, and interrelationships among collegiate athletics, professional sport and sport business’ major constituents.
- Analyze the economic, legal, political, and technological issues that affect higher education collegiate athletics, professional sport and sport businesses and plan for changes in these issues.
- Demonstrate skills including break-even analysis, management of operational budgets, financial planning and the basis for financial compliance in higher education collegiate athletics, professional sport and sport businesses.
- Evaluate the educational, fiscal, and political elements of administrative decision-making in organizations, including hiring and dismissal practices of higher education collegiate athletics, professional sport and sport business.
- Apply tested research designs and techniques to solve problems and discover opportunities in higher education collegiate athletics, professional sport and sport business.
- Integrate a holistic view of higher education collegiate athletic, professional sport and sport business administration that includes historical, social and political dimensions.
- Evaluate the role of leadership in higher education collegiate athletics, professional sport and sport business organizations.
- Analyze and assess facility needs within sport, including physical property and its planning, design and construction, financing, economic impact, risk management and legal issues.
- Value diversity both in and out of the workplace, model behavior becoming of a sport administration professional and practice global understanding.
Degree Requirements

Students are required to complete 18 credits of core requirements and 18 credits in the emphasis area for a total of 36 semester credits.

Core Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SA 501</td>
<td>Sport Administration</td>
<td>3</td>
</tr>
<tr>
<td>SA 503</td>
<td>Ethics in Sport</td>
<td>3</td>
</tr>
<tr>
<td>SA 515</td>
<td>Sport Communication and Marketing</td>
<td>3</td>
</tr>
<tr>
<td>SA 525</td>
<td>Sport Law and Contract Negotiation</td>
<td>3</td>
</tr>
<tr>
<td>SA 570</td>
<td>Research Methods in Sport Administration</td>
<td>3</td>
</tr>
<tr>
<td>SA 590</td>
<td>Capstone Seminar</td>
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</tbody>
</table>

Total Core Requirements: 18 credits

Emphasis in Sport Management

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SA 510</td>
<td>Managing Intercollegiate Athletics</td>
<td>3</td>
</tr>
<tr>
<td>SA 520</td>
<td>Sport Finance</td>
<td>3</td>
</tr>
<tr>
<td>SA 575</td>
<td>Sport Facilities Management</td>
<td>3</td>
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<tr>
<td>SA 580</td>
<td>International Sport Management</td>
<td>3</td>
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<tr>
<td>SA 582</td>
<td>Current Issues in Sport</td>
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<tr>
<td>SA 5xx</td>
<td>Sport Administration Elective</td>
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Total Emphasis in Sport Management: 18 credits

Graduate Course Descriptions

Accounting

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ACCT 533</td>
<td>Advanced Accounting Information Systems</td>
<td>3 credits</td>
</tr>
<tr>
<td>ACCT 547</td>
<td>Contemporary Topics in Financial Accounting</td>
<td>3 credits</td>
</tr>
<tr>
<td>ACCT 551</td>
<td>Taxation for Corporations</td>
<td>3 credits</td>
</tr>
<tr>
<td>ACCT 552</td>
<td>Forensic Accounting</td>
<td>3 credits</td>
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Business

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BA 506</td>
<td>Organizational Strategy/Economic Change</td>
<td>3 credits</td>
</tr>
<tr>
<td>BA 508</td>
<td>Current Issues in Corporate Law and Ethics</td>
<td>3 credits</td>
</tr>
<tr>
<td>BA 509</td>
<td>Theories of Leadership</td>
<td>3 credits</td>
</tr>
<tr>
<td>BA 511</td>
<td>Corporate Entrepreneurship and Sustainability</td>
<td>3 credits</td>
</tr>
<tr>
<td>BA 520</td>
<td>Training and Development</td>
<td>3 credits</td>
</tr>
<tr>
<td>BA 524</td>
<td>Managing in the International Environment</td>
<td>3 credits</td>
</tr>
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</table>

ACCT 533 Advanced Managerial Accounting 3 credits

Managerial Accounting at the graduate level examines various methods that are utilized to make decisions within the context of organizational strategy. Effective decisions are linked with management concepts such as strategic position analysis, value chain analysis, and the effects that decisions have on the organization’s competitive position. Students will learn how to use both non-financial and financial information to create strategic recommendations for the organization.

ACCT 553 Governmental and Not-For-Profit Accounting 3 credits

This course will cover financial reporting, managerial, auditing, taxation, and information systems issues in governmental and nonprofit entities. Ethics and professional standards, as well as communication and analytical skills, are developed. Students will develop skills at analyzing transactions in a governmental entity and follow their effect on the financial statements.

BA 506 Organizational Strategy/Economic Change 3 credits

This course will examine strategy and economic systems to manage risk and assess the impact of economic changes including regionalism, government regulations, corporate governance, international fiscal and monetary policies, and the balance of payments for strategy development.

BA 508 Current Issues in Corporate Law and Ethics 3 credits

This course will examine ethical theories and styles in contemporary organizational decision making, examining the ethics of current regulatory and legal issues impacting organizations.

BA 509 Theories of Leadership 3 credits

This course will include the investigation of leadership theories and explore the role of leadership in organizations. The course will also focus on the characteristics of leadership and the implications leadership has for organizations. Same as PA 509.

BA 511 Corporate Entrepreneurship and Sustainability 3 credits

This course synthesizes the responsibility of an organization as a leader in supporting global sustainability and integration of sustainability through entrepreneurial innovation and opportunities using industry analysis, competitive leverage, funding strategies, etc. within the organization.

BA 520 Training and Development 3 credits

This course provides a detailed review of the principles and methods for training and developing human resources in a work environment. Learning theory and principles of effective training provide the foundation, but the emphasis is on applied delivery including training and presentation skills. Methods for analyzing training and development needs and the principles and techniques of program evaluation are also emphasized. Development of a training proposal is a key element. This course provides "hands-on" experience in designing and implementing training programs.

BA 524 Managing in the International Environment 3 credits

This is a survey course of the issues presented to managers in the international environment. Students explore a variety of topics utilizing discussion, researched reports and case analysis. Students will explore issues including the nature of international business, the external environment of international business, strategy and planning, marketing, trade practices, human resources management, financial management, and operations management in an international environment. Students also explore the ethical considerations faced by international managers in decision making.
BA 540 Labor/Management Relations 3 credits
An investigation of the National Labor Relations Act and its implications to businesses. Labor legislation, labor unions and collective bargaining are topics to explore.

BA 544 Organizational and Management Theories 3 credits
This course provides an overview of the major principles of organization and management, in an integrated context. Frameworks for the analysis of managerial problems and decisions will be explored. Starting with basic organization theory and concluding with theories of micro-level processes, this course will introduce the different lenses with which to view behavioral processes within and between organizations. Special emphasis on issues of managing in a global business environment, the changing nature of governance, shareholder and stakeholder rights, multiculturalism in organizations, organizational power and domination and alternative organizational forms will be woven throughout.

BA 545 Business Study Travel Course 3 credits
This course is an intensive study of business in a specific country/region of the world. The course is a combination of classroom lectures and site visits to businesses. Classroom lectures and site visits provide students the basis to study the impact of economic, social, financial, infrastructure, and international elements on business. Destination of study travel course may change each time course is offered. The course will be conducted in English.

BA 546 Compensation and Benefits 3 credits
A study of the design and functioning of the entire compensation system with emphasis on wage and salary determination, individual group incentives, employee benefits, and non-economic rewards.

BA 548 Development and Management of Human Resources Management 3 credits
An exploration of the principles and practices required to forecast and acquire the human resources necessary to implement operational and strategic plans in organizations. Students will develop a plan for a specific project. Topics can include compensation, motivation and quality of work life.

BA 550 Special Topics Seminar 3 credits
This seminar is designed to examine in-depth current developments in specific areas of practice and research. Specific content of the seminar will change with each offering and will be announced prior to the session in which it is offered.

BA 553 Organizational Development 3 credits
An explanation of the core values and behavioral science theories that have shaped the field and defined the practice for organizational development and a prerequisite to understanding collaborative processes for managing planned change. Students are familiarized with the intellectual legacies of the major theorists and practitioners that have influenced the evolution of organization development as well as the traditional organizational development concepts, models and interventions. Contemporary practices and future trends in the field are also examined.

BA 555 Organizational Culture 3 credits
This course focuses on managing the informal organization, individual idiosyncrasies, the organization as a social system, and organization politics. The course reviews various models of organizational culture, including origins and purposes, how to establish and nourish a business-supporting culture, culture audits, and culture change.

BA 560 Organizational Diagnosis and Intervention 3 credits
This course utilizes the conceptual foundations acquired in Organizational Development and Organizational Culture as a basis for analyzing and diagnosing organizational performance and designing appropriate interventions. A primary focus is on understanding and applying organizational functioning, and becoming familiarized with different interventions and organizational development technologies. Heavy emphasis is placed on applying various diagnostic models. Both in-class case analysis of organizations and outside projects which require learners to conduct a diagnosis and assessment in an organizational setting are used to facilitate the acquisition of diagnostic competence.

BA 567 Quality Management and Productivity 3 credits
This course focuses on the concepts of continuous improvement and quality management, viewing quality as a systematic process that improves customer satisfaction. The course covers methods and technologies that will aid managers in assuring that the organization's quality system is effectively meeting the organization's continuous improvement goals.

BA 570 Team Building Techniques 3 credits
This course will illustrate how teams benefit organizations and analyze how teams function. The student will obtain and analyze techniques used to improve group dynamics and obtain skills in how to facilitate an effective meeting.

BA 576 Global Supply Chain Management 3 credits
This course introduces students to the concept of the supply chain management with a focus on the issues of the global business environment. Topics covered include the sets of business processes called "channels," channel integration, management functions of planning, organizing, and controlling, and collaboration. The context of the supply chain in today's world is treated as highly significant, and issues of culture and globalization will be addressed throughout the course.

BA 586 Global Business Strategy 3 credits
Students will explore and apply the essential theories of strategic management and operations concepts employed by best-practice companies in the transnational, international and global environments. Students will examine critical success factors in establishing and operating businesses in the global environment, including companies and their environments and the various external and internal issues not normally faced when operating solely in the domestic environment.

BA 590 Research Seminar 3 credits
The emphasis serves to integrate the student's studies in Business Administration by examining in depth an issue or problem of significance and special interest to the student. Research, writing, and presentation skills are employed in this course. Each student will design his/her own project, subject to approval of the faculty member, in order to fulfill the course requirements. The project shall demonstrate (1) integration of the MBA program objectives, (2) graduate-level writing skills using APA format, (3) graduate level critical thinking skills and (4) in-depth understanding and application of the objectives of the area of emphasis utilizing appropriate research techniques. A PowerPoint™ presentation of the project, suitable for senior-level decision makers, is also required. Prerequisite: All core requirements and only 6 required credit hours or less remaining in the program.

MBA 500 Accounting & Finance Principles 3 credits
This course provides an introduction to financial concepts and principles. The course provides learners with an overview of the acquisition, analysis, and reporting of accounting information from the perspective of effective management decision-making in a global business environment. Attention is also given to the role of the financial system in the economy, investment analysis, and the financial decisions of business firms as related to capital budgeting, capital structure, and responsibility in the conduct of business financial operations. Prerequisite: Graduate Standing. This course will not satisfy a Graduate Elective in any emphasis area of any graduate program.
GRADUATE PROGRAMS

MBA 501 Managerial Communication 3 credits
Communication skills have consistently been ranked in the top five characteristics of successful managers for many years. Being able to communicate effectively is also a key component for success in academic settings as well. Through-out this course students will examine various communication strategies used in the 21st Century marketplace; additionally students will learn how to utilize these strategies to communicate information effectively using a variety of communication styles/tools. The course will provide students with the feedback, tools and coaching for both their academic and professional careers.

Counseling
CNSL 509 Theories of Counseling 3 credits
This course is an examination of the major theoretical approaches to counseling and their relationship to the counseling process. Analysis and evaluation of the function of theoretical constructs and their impact on counseling practice are emphasized. Prerequisite: Admission to MSC degree program or consent of program chair.

CNSL 510 Ethical, Legal & Professional Issues in Counseling 3 credits
This is a graduate level course designed to explore ethical, legal, and professional issues in counseling, such as ethics codes, responsibility, competence, therapeutic boundaries, confidentiality, reporting abuse, and practicing in a managed care environment. Professional issues in the context of school and community mental health are also covered, as well as licensing, roles, policies, legislation, reimbursement, and the professional identity of counselors. Cultural diversity issues in counseling are also addressed. Prerequisite: Admission to MSC degree program or consent of program chair.

CNSL 515 Lifespan Human Growth & Development 3 credits
This course provides an examination of major theories of human development, including those from physical, psychological, cognitive, social, and moral perspectives. Development is viewed across the human life span in each of these areas. The course is designed to encourage an integrated concept of these theoretical perspectives, which serves as a developmental framework for the counseling process. Prerequisite: Admission to MSC degree program.

CNSL 520 Research & Program Evaluation 3 credits
This course is an introductory research course for educators and those in other fields of human development. It is designed to provide students with the basic information needed to understand the process of systematically researching a problem and to enable students to evaluate and interpret the research of others. The course is taught using methods that provide the opportunity for theory to interact with practice. Prerequisite: Admission to MSC degree program or consent of program chair.

CNSL 540 Multicultural Counseling 3 credits
This is an applied educational course designed to help students develop culturally-competent counseling skills and knowledge involving diverse clientele in a phenomena of theory/practice interaction. Students in the course will explore the systematically conditioned perceptual viewpoints of human ethnic populations within the U.S. Such exploration will include possible causal elements of individual and group identity development and how such material is brought as a precondition into the counseling session as transference and counter-transference phenomena. This course assumes that the student has some prior knowledge of counseling/psychological theories and basic counseling skills. Prerequisites: CNSL 509 and CNSL 510.

CNSL 543 Career Counseling 3 credits
This is an applied educational course designed to help in the preparation of professional mental health clinicians. Students will develop a theoretical foundation in career exploration skills, testing and strategic knowledge involving all stages of the career counseling process (i.e. theoretical orientation [career counseling orientation within the overall framing psycho-theoretical orientation], rapport building and collaborative skills, identifying client/macro-systemic multicultural issues and strengths, setting life/career goals, planning interventions, and overall ethical practice issues, etc.) under the supervision of faculty. Prerequisite: Admission to MSC degree program or consent of program chair.

CNSL 550 Diagnosis and Treatment Planning in Counseling 3 credits
The purpose of this course is for students to learn about select mental disorders and psychopathologies that pose challenges to people across the lifespan. Biological, psychological, social and environmental factors implicated in vulnerability and resilience to these disorders are examined. Students develop skills in the diagnosis of mental disorders using the most current Diagnostic and Statistical Manual of Mental Disorders (DSM) criteria. Students also learn treatment planning strategies using best practice and evidence-based treatment approaches and models. Prerequisites: CNSL 509, CNSL 510, CNSL 515, and CNSL 540.

CNSL 552 Group Work 3 credits
An examination of the history, contemporary research findings, and conceptual models, process issues, and ethics involved in the effective practice of group work. Participation in a group experience is required. Prerequisites: CNSL 554.

CNSL 554 Introduction to Counseling Techniques 3 credits
This is a skills-based course designed to introduce students to the art and science of counseling and the early stages of the helping process. This goal will be met through the application of counseling theory to counseling practice. The art of counseling refers to the personalization the counselor brings to the counseling relationship and includes establishing a positive rapport with the client. The science of counseling includes critical thinking, assessment, use of data, and evaluation. Throughout this course, we will employ role plays and practice sessions to explore the ways in which theory informs practice and how counseling practice informs theory development.

CNSL 557 Advanced Counseling Techniques 3 credits
This course provides an overview of the application of counseling skills and theory to counseling practice. This course includes an experiential approach to the development of counseling skills and the conceptualization of client concerns. The application of principles and techniques of major counseling theories will be presented. Skill practice will be included. Tape recordings are required. Prerequisites: CNSL 509 and CNSL 554.

CNSL 571 Crisis Intervention Counseling 3 credits
In this course special attention is given to counseling approaches for use with circumstantial and developmental life crises. Lecture/discussion, interviews, and guest speakers will be used throughout the semester to introduce and illustrate the uniqueness of crisis intervention and disaster mental health services from a counseling perspective. Prerequisites: CNSL 509 and CNSL 554.

CNSL 573 Assessment in Counseling 3 credits
This is a graduate level course designed to cover ethical and legal issues, selection, administration, and interpretation of various instruments commonly used in clinical/school settings to assess psychopathologies, measure achievement, intelligence, aptitude, interest, personality, and ability. Students will be introduced to background statistics and test construction issues which are salient to the practice of assessment. Emphasis will be placed upon the selection of appropriate instruments, understanding technical data, including basic statistical concepts and analyzing and communicating results. Prerequisites: CNSL 509, CNSL 510, CNSL 515, and CNSL 540.

CNSL 574 Introduction to Play Therapy 3 credits
Introduction to major theories and counseling techniques specifically designed for children ages 2-15. This will include play and creative techniques applicable with various populations in numerous settings and adaptable to individual, family, and group modalities. Prerequisites: CNSL 509, CNSL 515, and CNSL 554.
CNSL 576  Psychopharmacology  3 credits
This course provides an overview of the use of medications for treating specific psychopathologies and mental disorders in adults. The emphasis is on practical application: what should I know about the medications my clients are taking? How do I educate clients about their medications? What positive effects and side effects might I see in my patients taking medication? How can I better collaborate with medical practitioners and other mental health professionals? This course will also explore related historical, social, ethnic and cultural factors. In addition, this course will look at how therapists can work effectively with family members, physicians, and other members of the collaborative mental health care team. Prerequisites: CNSL 509, CNSL 540 and CNSL 550

CNSL 577  Consultation in Counselor Education  3 credits
This graduate course emphasizes the application of theory to practice of consultation with particular attention to several key elements: 1) the role and function of the counselor-trained consultant, 2) the use of counseling skills and knowledge in diverse areas of consultative practice and with a diverse clientele where counseling is not the primary driver of the activity, and 3) the reframing of the consultant psyche to a mindset that is primarily based on expertise, teaching (coaching), diagnosis and evaluation. Prerequisites: CNSL 510 and CNSL 590

CNSL 580  Couples, Marriage and Family Counseling  3 credits
This course is a survey course of the field of family and marriage counseling/psychotherapy. This course begins by asking students to shift their worldview from linear to systemic. This shift is imperative for students to become effective counselors with families and couples. In-depth discussion of the history of the field (i.e., how marriage and family counseling was developed), as well as introducing to the students the various theoretical orientations within the systemic framework will be the focus of this course. Prerequisites: CNSL 509, CNSL 510, CNSL 540, CNSL 554

CNSL 581  Clinical Mental Health Counseling  3 credits
This course provides an overview of the application of counseling theory to counseling practice of counseling in human services agencies and other community settings. Emphasis is given to the role, function, and professional identity of community counselors, and to principles and practices of community outreach, intervention, education, consultation, and client advocacy. Prerequisite: CNSL 509, CNSL 510, CNSL 554

CNSL 582  Counseling Children and Adolescents  3 credits
This course is designed to provide students with knowledge regarding techniques and skills for counseling children and adolescents. Specific discussions will focus on how counseling and play therapy theories influence the practice of counseling with children and adolescents and how current research and clinical practice influence the development of play therapy and counseling theories. Specific approaches and strategies for working with children and adolescents in the school, agency and private practice setting will be discussed. Prerequisites: CNSL 509, CNSL 510, CNSL 515, CNSL 540, CNSL 554

CNSL 583  School Counseling  3 credits
This course will provide an introduction to current concepts relative to the school counseling profession. Practical application of concepts within the diverse range of school environments will be covered. Structuring and implementation of a feasible comprehensive counseling program will be emphasized. Prerequisite: CNSL 509, CNSL 510, CNSL 554

CNSL 584  Substance Abuse Counseling  3 credits
This course provides an overview of the skills and theories relevant for treating substance abuse. Course will cover the psychological and psychological aspects, assessment, and treatment of clients with substance abuse disorders. The course will include application of knowledge using course assignments and extensive practice in various counseling techniques utilized in the treatment of alcohol and drug abuse. Prerequisites: CNSL 509, CNSL 550, and CNSL 554

CNSL 585  School Counselors as Leaders in Re-Imagining Student Discipline Practices  3 credits
Engagement fosters successful teaching and learning for both students and educators. In this course, school counseling and other graduate students will learn how stress, including that which is related to personal, collective, and historical trauma may impact safety, relationships, regulation, and learning. Trauma-sensitive and equitable practices will be emphasized as a way to re-imagine not only how to understand and address behavior as part of school discipline but also to foster three things: 1) classroom communities marked by justice, equity, inclusion, diversity, and cultural responsiveness, 2) healthy management of stress responses, and 3) emotional, social, and academic success. This requires examining how injustice, including racism, impacts school discipline so that school counselors and other educators can be agents of positive change in their work with students and for students. Prerequisite: Admission to MSC degree program or consent of program director.

CNSL 586  Advanced Diagnosis and Treatment Planning in Counseling  3 credits
This course will assist mental health counselors in designing client-centered, individualized and culturally sound treatment plans for a wide variety of clinical mental health disorders. Course content will include a strong focus on the diagnosis of mental health disorders based on criteria from the DSM-5 and the subsequent treatment planning and provision of evidence based clinical care. Prerequisites: CNSL 509, CNSL 510, CNSL 540, CNSL 540, CNSL 550 and admission to MSC degree program or consent of program director.

CNSL 587  Consultation in Counselor Education  3 credits
This graduate course emphasizes the application of theory to practice of consultation with particular attention to several key elements: 1) the role and function of the counselor-trained consultant, 2) the use of counseling skills and knowledge in diverse areas of consultative practice and with a diverse clientele where counseling is not the primary driver of the activity, and 3) the reframing of the consultant psyche to a mindset that is primarily based on expertise, teaching (coaching), diagnosis and evaluation. Prerequisites: CNSL 510 and CNSL 590

CNSL 588  Substance Abuse Counseling  3 credits
This course provides an overview of the skills and theories relevant for treating substance abuse. Course will cover the psychological and psychological aspects, assessment, and treatment of clients with substance abuse disorders. The course will include application of knowledge using course assignments and extensive practice in various counseling techniques utilized in the treatment of alcohol and drug abuse. Prerequisites: CNSL 509, CNSL 550, and CNSL 554

CNSL 589  School Counselors as Leaders in Re-Imagining Student Discipline Practices  3 credits
Engagement fosters successful teaching and learning for both students and educators. In this course, school counseling and other graduate students will learn how stress, including that which is related to personal, collective, and historical trauma may impact safety, relationships, regulation, and learning. Trauma-sensitive and equitable practices will be emphasized as a way to re-imagine not only how to understand and address behavior as part of school discipline but also to foster three things: 1) classroom communities marked by justice, equity, inclusion, diversity, and cultural responsiveness, 2) healthy management of stress responses, and 3) emotional, social, and academic success. This requires examining how injustice, including racism, impacts school discipline so that school counselors and other educators can be agents of positive change in their work with students and for students. Prerequisite: Admission to MSC degree program or consent of program director.

CNSL 586  Advanced Diagnosis and Treatment Planning in Counseling  3 credits
This course will assist mental health counselors in designing client-centered, individualized and culturally sound treatment plans for a wide variety of clinical mental health disorders. Course content will include a strong focus on the diagnosis of mental health disorders based on criteria from the DSM-5 and the subsequent treatment planning and provision of evidence based clinical care. Prerequisites: CNSL 509, CNSL 510, CNSL 540, CNSL 540, CNSL 550 and admission to MSC degree program or consent of program director.

CNSL 590  Practicum in Counseling  3 credits
Application of theory and development of counseling skills under supervision while counseling in schools, community agencies, higher education, hospitals, or other controlled clinical settings that total a minimum of 100 clock hours over a minimum 10-week academic term. Prerequisite: The appropriate specialty course CNSL 581 or CNSL 583 and CNSL 509, CNSL 552, CNSL 554, CNSL 570, minimum of 36 credit hours of coursework completed in the degree program, and approved practicum application.

CNSL 591  Supervision in Counseling  3 credits
The theories and techniques counselor supervisors utilize in providing clinical supervision to counselors. The process of administrative supervision utilized by counselor in work settings. Prerequisite: CNSL 509, CNSL 510 and CNSL 554

CNSL 592  Counseling Sexology  3 credits
This is a graduate level course designed to investigate human sexuality from an interdisciplinary perspective using a positive sexuality framework. Students will develop an understanding of how cultural/contextual factors and values systems influence human sexuality across the lifespan. Emphasis will be placed upon the assessment and treatment of sexuality-based concerns, as well as students’ abilities to critically examine their perspectives on human sexuality and analyze societal influences on their perspectives relating to human sexuality. Prerequisite: CNSL 550.

CNSL 593  Developing, Organizing and Managing School Counseling Services/Programs  3 credits
Counselors need to have a knowledge base of the functions, organization, administrative principles, and evaluation of counseling services in K-12 schools. This course focuses on contemporary school counseling issues, with a special emphasis on the development, administration and evaluation of comprehensive school counseling services/programs for students K-12. Prerequisites: CNSL 520, CNSL 583, and CNSL 585 or consent of MSA program director.

CNSL 594  Internship for Professional School Counselors K-8  1 credit
This one-session, one-credit course will provide University supervision to Professional School Counselors who are seeking to add an endorsement in grades K-8. The internship experience will consist of 100 hours and is intended to reflect the comprehensive work experience of a profes-
Clinical teaching is a capstone experience. The clinical teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher.

**ECE 537 Clinical Teaching Experience Kindergarten - Grade 3**  
4 credits  
Clinical teaching is a capstone experience. The clinical teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher.

**ECE 538 Clinical Teaching Experience Birth - PreK**  
4 credits  
Clinical teaching is a capstone experience. The clinical teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher.

**ECE 550 Special Topics in Early Childhood**  
1-3 credits  
This course covers special topics not covered by current courses taught in the department. The particular topic is to be determined by the department according to the current need and interest. This course requires program chair approval.

**ECE 551 Introduction to Early Childhood**  
3 credits  
This course provides a historical and philosophical foundation of early childhood education. Topics include issues and trends in the field early childhood, theoretical perspectives related to child development, the importance of play, developmentally appropriate practice, and careers and professionalism for early childhood educators. A requirement of this course is 10 hours of observation in an early childhood setting.

**ECE 552 Observation and Assessment in Early Childhood**  
3 credits  
This course explores the purposes of both formal and informal assessment including different types of assessments used with infant through school age children. Topics include issues and trends in early childhood assessment, how to use assessment results, types of documentation and observation, checklists, rating scales and rubrics, portfolios, and communicating with parents. A requirement of this course is 10 hours of observation in an early childhood setting. Prerequisites: ECE 451/551.

**ECE 556 Administration and Supervision of Early Childhood**  
3 credits  
This course provides guidance on the administration, organization, and operation of high quality early childhood programs for children birth to age eight. Topics include roles and responsibilities associated with the director role, state and federal guidelines, staff selection, supervision, and evaluation, planning developmentally appropriate curriculum, financial and facility management, policy development, partnerships with families, and advocacy for young children. Prerequisites: ECE 451 or ECE 551.

**ECE 557 Methods and Curriculum of Early Childhood**  
3 credits  
This course addresses the development of environments and curriculum for young children birth to preschool. Topics include developmentally appropriate practice, indoor and outdoor environments, the importance of play, anti-bias considerations, and exploration of curriculum models. There is a focus on planning curricula that incorporates dramatic play, art, music, fine and gross motor activities, sensory activities, science, social studies, math, literacy, and construction. Prerequisites: ECE 451/551.

**ECE 588 Clinical Teaching Experience Birth - Prekindergarten**  
8 credits  
Clinical teaching is a capstone experience. The clinical teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher.

**ECE 596 Clinical Teaching Experience Prekindergarten-Kindergarten**  
8 credits  
Clinical teaching is a capstone experience. The clinical teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher.
Clinical teaching experience. The clinical teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher.

**ECE 599 Special Project in Early Childhood** 1-3 credits
Special Topics courses cover special topics not covered by current courses taught in the department. The department determines the topic according to current need and interest. This course requires department chair approval.

**Education**

**EDU 507 Diagnostic Assessment Practices in Reading and Language Arts** 3 credits
This course focuses on best practice related to creating effective and supportive classroom and school learning environments. Candidates examine instructional strategies designed specifically to improve student feedback, enhance delivery of content, and meet the contextual needs of students. A final research paper examines actual research results supporting instructional strategies of interest.

**EDU 508 Best Practices: Research-Based Teaching Strategies** 3 credits
This course provides instruction in the use of instructional methods to develop and implement educational technology methods for teaching, learning, and personal productivity. This course engages candidates in the application of current research and theory into the instructional design process. Candidates complete an action research project in their specialized areas. Candidates should be able to use basic computer software (word processing, spreadsheets, database management) upon entrance to the program.

**EDU 510 Practicum: Secondary Reading** 3 credits
This course develops the student’s understanding of curriculum development, individual assessment of student’s reading, writing, language arts and integrated research abilities, and group management and motivation at the secondary level. In this course, students accept responsibilities within the classroom setting to assist in the reading instructional program by working under the guidance of the cooperating teacher in both individualized and group reading situations. Sixty clock hours of practicum required. Prerequisite: EDU 407/507; Prerequisite or Co-requisite: EDU 485/585.

**EDU 512 Educational Research Methods** 3 credits
This course primarily introduces Master of Education candidates with the strategies to use them effectively in the classroom. Emphasized in this course are brain-based learning, multiple intelligences, motivational theory and practice, issues related to diversity and learning as well as other current topics in educational psychology.

**EDU 516 Best Practices: Research-Based Teaching Strategies** 3 credits
This course examines middle school methodology in addition to the elementary or secondary school major. Curriculum design and instructional knowledge will be presented including: teaching, pedagogy and instructional methodology for a middle school. Preservice educators design a unit with associated lesson plans and teach a lesson from the unit. Prerequisite: Licensed teacher.

**EDU 519 Teaching with Technology** 3 credits
This course focuses on developments in educational psychology and cognitive science as they apply to student learning and teaching. Emphasized in this course are brain-based learning, multiple intelligences, motivational theory and practice, issues related to diversity and learning as well as other current topics in educational psychology.

**EDU 521 Middle School Students’ Growth, Development, and Management** 3 credits
This course focuses on developments in educational psychology and cognitive science as they apply to student learning and teaching. Emphasized in this course are brain-based learning, multiple intelligences, motivational theory and practice, issues related to diversity and learning as well as other current topics in educational psychology.

**EDU 522 Assessment for Learning** 3 credits
This course provides instruction in the use of instructional methods to develop and implement educational technology methods for teaching, learning, and personal productivity. This course engages candidates in the application of current research and theory into the instructional design process. Candidates complete an action research project in their specialized areas. Candidates should be able to use basic computer software (word processing, spreadsheets, database management) upon entrance to the program.

**EDU 524 Selective Methods** 3 credits
This course engages candidates in the application of current research and theory into the instructional design process. Candidates complete an action research project in their specialized areas. Candidates should be able to use basic computer software (word processing, spreadsheets, database management) upon entrance to the program.
EDU 531 Teaching and Working in a Multicultural Setting 3 credits
This course assists students in developing their own understandings of historical and contemporary issues related to diversity, equity and inclusion (inclusive). It examines how we research and think about race, class, gender, ethnicity, nationality, religion, age, ability and sexuality. Candidates explore how the issues of personal and institutional racism and classism impact student achievement, in particular the achievement gap in American K-12 schools as well as within higher education. Broader theoretical constructs related to culture and identity are drawn upon to inform our understanding and analysis of students within the preschool to college context.

EDU 532 Professional Learning Communities 3 credits
This course affords candidates an opportunity to gain a deeper understanding about the effective use of professional learning communities. This course utilizes the Learning by Doing Handbook for professional learning communities to help PLC leaders and participants learn how to improve PLCs and increase their impact on student achievement. There is an exploration of the process of creating common formative and common summative assessments use of data from those assessments to improve learning. The final project for this course requires candidates to complete a PLC Action Plan that incorporates the concepts learned in the class to a practical plan of action for achieving an effective PLC.

EDU 533 Math Daily 3 3 credits
This course provides a foundational understanding of the Math Daily 3 structure. Emphasis is placed on research-based practices in teaching and learning along with materials, methods, and skills used to teach students math in grades K-8. Components examined include: classroom design, brain research, motivation in teaching and learning, developing independence, organizing student data, brief and detailed focused lessons, differentiation in the mathematics classroom, moving from assessment to instruction, and monitoring student progress. This course provides practitioners with the knowledge and skills to successfully implement the Math Daily 3 structure in their own classrooms. It is the only course approved by Gail Boushey and the 2 Sisters Company.

EDU 534 Instructional Coaching 3 credits
This course focuses on the role of the instructional coach in the PreK-12 educational setting. Candidates learn to become reflective about their own teaching effectiveness and apply that knowledge to instructional coaching practices. Candidates learn to critique instructional delivery according to research-based models, especially Marzano’s Art and Science of Teaching Model. Candidates observe and conference with peers toward the goal of improved instruction. This course is one of the requirements for the UIU Master of Education Teacher Leadership Emphasis.

EDU 536 Classroom Curriculum Design 3 credits
This course focuses on backward design. Using the Understanding by Design model developed by Wiggins and McTighe, candidates design rigorous and engaging curriculum connected to state or national standards. There is an emphasis on the alignment of goals, objectives, activities and the assessment of learning. Candidates design actual units of instruction, integrating their knowledge of design, curriculum, methods, and assessment.

EDU 538 Educational Policy Seminar 3 credits
This course focuses on the societal and political contexts in which schools operate. After first becoming aware of various theories regarding educational policy issues and the various dimensions (or frames of reference) from which they can be viewed, candidates examine various issues that are likely to have an impact on classroom teaching and learning. Each week candidates defend a personal stance based on the readings and addition supportive research. Educational policy areas include governance, curriculum, accountability, personnel development, and school finance.

EDU 539 Introduction to Gifted Education 3 credits
This course discusses the characteristics, social, and emotional needs, and special populations of gifted children. Topics include identification, assessment, counseling, parenting, and program interventions for gifted children.

EDU 540 Methods and Curriculum: Gifted Education Pre-K-12 3 credits
This course provides knowledge and application of characteristics, methods, and curriculum for teaching gifted students. This course addresses methods for teaching differentiated strategies, collaboratively and critical thinking strategies throughout the PreK-12 curriculum. Prerequisites: EDU 539 and licensed teacher; Co-requisite: EDU 542.

EDU 541 Administration and Supervision of Gifted Programs 3 credits
This course explains the process in identifying gifted students and how to respond with appropriate programming. Designing, conducting, and reporting program evaluation and assessment are also explained. Prerequisites: EDU 539 and licensed teacher.

EDU 542 Practicum: Gifted Programs 3 credits
This course develops the understanding and application of curriculum, methods, assessment, and program evaluation for gifted programs. This course requires a 60-hour practicum under the guidance of the licensed gifted teacher to assist in both individualized and group gifted programming. Prerequisites: EDU 539, EDU 541, and licensed teacher; may be taken as a co-requisite with EDU 540.

EDU 543 Concepts of English 3 credits
This course is for the purpose of developing awareness and understanding of the fundamental concepts and principles involved in writing the English language. There is an emphasis on grammar and composition. Prerequisites: Three credit hours of foreign language at the college level highly recommended.

EDU 544 Curriculum and Methods of ESL 3 credits
This course addresses the differential learning and transitional needs of culturally and linguistically diverse students. Goals of this course include understanding changes in the American classroom and significant factors in those changes, students and their families, who are culturally and linguistically diverse. An additional topic is effective programming models. In the context of these understandings, appropriate content-based instructional practices, accommodations to facilitate students’ access to the curriculum, and assessment of student learning are the main focus of this course. Prerequisite: EDU 543; Co-requisite: EDU 546.

EDU 545 Language Acquisition 3 credits
This course promotes oral language, reading, and writing development in English for K-12 English Language Learners. It addresses language acquisition theory, classroom organization, strategies, and assessment procedures for effective English learner instruction.

EDU 546 Practicum in ESL 3 credits
This course provides an understanding and application of curriculum and methods in ESL. This course requires acceptance of responsibilities within the classroom setting to assist in the instructional program by working under the guidance of the cooperating teacher in both individualized and group situations. A requirement is 60 hours of practicum in a classroom with ELLs present. Co-requisite: EDU 544.

EDU 547 Problems in English Grammar 3 credits
This course investigates the grammatical system of English. There is an emphasis on tools and processes used to identify, assess, and teach grammatical patterns in written and spoken English for English Language
Learners (ELLs). Prerequisite: EDU 543.

EDU 548 Cultural and Linguistic Diversity 3 credits
This course addresses the link between cultural and linguistic diversity and how teachers must be prepared to effectively teach students whose backgrounds are different from their own. Topics include language, text, and context; teacher ideologies and motivation for change; issues of diversity and literacy learning; out-of-classroom influences on literacy learning; and sociolinguistics.

EDU 549 Clinical Experience Teaching in ESL 1 credit
Clinical teaching is a capstone experience. The clinical teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher.

EDU 550 Special Topics 1-3 credits
This course will address specific instructional approaches that are timely and relevant to current K-12 classrooms. The topics will vary based on the identified needs of K-12 teachers and the expertise available to address these needs.

EDU 553 CAFE Workshop 1 credit
This workshop provides a foundational understanding of the Literacy CAFE. Emphasis is placed on research-based practices in literacy instruction along with materials, methods, and skills used to teach students reading in grades K-8. Components examined include: brain research, organizing student data, brief and detailed focus lessons, differentiation in the literacy classroom, moving from assessment to instruction, and tracking student progress. This workshop provides practitioners with the knowledge and skills to successfully implement the Literacy CAFE in their own classrooms.

EDU 555 Daily 5 and CAFÉ 3 credits
This course provides a foundational understanding of both the Daily 5 structure and the Literacy CAFE. Emphasis is placed on research-based practices in literacy instruction along with materials, methods, and skills used to teach students reading in grades K-8. Components examined include: classroom design, brain research, motivation in teaching and learning, developing independence, organizing student data, brief and detailed focus lessons, differentiation in the literacy classroom, moving from assessment to instruction, and tracking student progress. This course provides practitioners with the knowledge and skills to successfully implement both the Daily 5 and Literacy Cafe in their own classrooms. It is the only course approved by Gail Boushey and the 2 Sisters Company.

EDU 561 Environmental Issues Instruction 2 credits
This course is designed as professional development in environmental education for preservice and in-service educators in all subject areas. The Environmental Issues Instruction (eii) teaching model is presented in a hands-on, inquiry-based approach. Application of the model in the classroom is required to complete the course. Emphasis is placed on using research-based instructional strategies in the teaching of this environmental issues unit. This course may be repeated with different topics.

EDU 566 CAFE 2.0 Differentiation with the CAFE Literacy System 3 credits
A child’s success in school and in life relies on the establishment of a strong foundation of literacy skills and experiences. Educators in this course learn and apply the CAFE (comprehension, accuracy, fluency, and expand vocabulary) Literacy System as an organizational framework for teaching reading. Components examined include: a protocol for instruction, the five pillars of reading, standards aligned instruction, data-driven decision making, learner diversity, brain compatible instruction, and organizing student information. This course provides practitioners with the knowledge and skills to successfully differentiate literacy instruction to meet student needs and required standards, in any setting. This course is created and approved by Gail Boushey and Allison Behne, authors of The CAFE Book, Expanded Second Edition.

EDU 580 Best Practices in Literacy Intervention 3 credits
Best Practices in Literacy Intervention is a course that explores best practices in interventions and reading strategies. The course will utilize the Teaching Reading Sourcebook, which will provide an extensive list of reading strategies targeted by skill area. Along with the Reading Sourcebook students in the course will examine the book Simplifying Response to Intervention to reflect on best practices when it comes to both school and district work regarding the three tiers of instruction and intervention work. This course is designed to prepare students for work in both a Reading Specialist and Leadership position.

EDU 581 Administration of Literacy Programs 3 credits
This course examines the development, implementation and evaluation of reading programs for PreK through 12 learners. This course will provide a wide system overview of reading programs in schools focusing on the administrative responsibilities needed to oversee such programs. This course will examine carefully at how legislation impacts instruction in schools. Within the course, learners will work to promote parent and community involvement as an important partnership in literacy work.

EDU 585 Advanced Instructional Issues and Methods in Reading and Language Arts 3 credits
This course is a continuation of the study of elementary and secondary reading and language arts instruction. It identifies current instructional issues and offers methods to support students and youth with a wide range of learning needs within a comprehensive literacy program. Inservice educators use accumulated knowledge from prior reading and language arts coursework as a basis to launch additional exploration of challenges within instruction for phonemic awareness, word identification/phonics, vocabulary, fluency, comprehension, and writing. In this context, inservice educators critically consider and apply current research to support success for children and youth struggling with components of reading and language arts, including students participating in reading intervention, students with disabilities, and students learning English. A requirement of this course is a 15-hour practicum. Prerequisite: EDU 407/507; Co-requisite: EDU 509 or 510

EDU 589 Reading Specialist/Literacy Coaching Internship 3 credits
The reading specialist/literacy coach internship prepares teachers to collaborate with teachers in grades K-12 toward the goal of improving reading instruction. Throughout this internship candidates will utilize diagnostic reading assessments to provide research-based targeted instruction. Participants will study leadership qualities and reflect and demonstrate the skills needed to serve as a teacher leader in the area of literacy. The internship can be completed within one’s own school district. The internship requires a minimum of 60 hours with a detailed log of literacy work and collaboration. Prerequisite or Co-requisite: EDU 580 and EDU 581

EDU 590 Capstone Seminar 3 credits
This seminar serves to integrate the student’s coursework in education by examining in-depth an issue or problem of significance and special interest to the student. Research, writing, and presentation skills are employed in this course. Each student will design his/her own project, subject to approval of the faculty member, in order to fulfill the course requirements. The project shall demonstrate (1) integration of the M.Ed. program objectives, (2) graduate level writing skills using APA format, (3) graduate level critical thinking skills and (4) in-depth understanding and application of the objectives of the area of emphasis utilizing appropriate research techniques. A research paper is required. Prerequisite: Completion of all courses in emphasis area (may take one area of emphasis course concurrently).

EDU 590-01 Capstone Seminar Early Childhood
EDU 590-02 Capstone Seminar English as a Second Language
EDU 590-03 Capstone Seminar Higher Education
EDU 590-04 Capstone Seminar Instructional Strategist
EDU 590-05 Capstone Seminar Reading

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Theory to the management of individuals, teams, and a diverse workforce. Students will evaluate individual motivation, attitudes, and affective organizational leadership and management to attain organizational profit and not-for-profit healthcare organizations. Students will acquire

This course focuses on organizational behavior and leadership in for-
Safety, clinical quality, care outcomes, and cost benefit analysis in patient care. Same as PA 537

**HA 538 Healthcare Financial Management** 3 credits
Explores the processes and methods of financial management in the healthcare industry. Patterns of healthcare expenditures, methods of financing healthcare, financial planning and development, third party reimbursement, and internal controls in health institutions and programs management. Same as PA 538

**HA 539 Healthcare Informatics**
**Technology Management** 3 credits
This course addresses the importance of information systems and information technology in improving decision-making in healthcare organizations and provides an overview of the integration of technology in the health care setting. Students will examine the processes used in the selection, application, and evaluation of computer software and hardware. Methods and processes to make informed business decisions related to the application and use of technology in health care will be discussed. Students will learn how integrated computer-based information systems can lead to decisions that improve and better coordinate care, allow for better management of medical records and orders, increase the timeliness of care, improve cost controls, enhance supply inventory and management, and become familiar with administrative data sets and information technology used in decision support. Same as PA 539

**HA 540 Decision Analysis in Healthcare** 3 credits
This course introduces decision and cost-effectiveness analysis for health-care managers. Topics will include measuring and modeling uncertainty, constructing decision trees, modeling group decision-making, cost-effectiveness analysis, objective risk analysis, objective risk analysis, program evaluation, and conflict analysis.

**HA 545 Data Management and Visual Analytics** 3 credits
In this course students will learn many business and healthcare related questions can be answered through the usage of databases and data visualization tools. The course is designed to introduce data visualization as an analytical tool, a medium of communication, and the basis for interactive information dashboards. Prerequisite: HA/PA 539 or permission of the MHA program director.

**HA 551 Introduction to Gerontology** 3 credits
This course provides students with an understanding of the major concepts and issues related to the aging process, role transitions, care and living arrangements, and the role of the older adult in our society.

**HA 555 Senior Services Administration** 3 credits
This course will provide a comprehensive overview of the senior living industry including the different types of service delivery models, regulatory compliance, changing demographics, emerging models of care, along with the roles and responsibilities of senior living managers.

**HA 590 Healthcare Capstone** 3 credits
This course is the culminating experience of the MHA program. Through the analysis of cases, students will define, analyze, and recommend solutions to real world business problems in healthcare organizations. Prerequisite: Completion of all core and area of emphasis courses or permission of the program director.

**Higher Education Administration**

**HEA 504 Student Affairs Practice in Higher Education** 3 credits
This course examines the history, philosophy, purpose and functions of student affairs in a variety of higher education settings. Students will review topical areas: student services, issues, problems as well as implementing, managing and evaluating student affairs programs in college settings.

**HEA 508 Ethical and Legal Issues for Administrators** 3 credits
This course will assist present and future administrators to apply sensitiv-
the necessary knowledge and skills to exercise effective leadership. Students will evaluate their personal leadership qualities and develop a plan to access their leadership potential.

LDR 530  Globalization and Diversity  3 credits
This course examines the role, responsibilities and influence of leaders in diverse and global organizations. In this competency-based course, you will evaluate personal perspectives; assess barriers and biases that impact leadership and organizational success; and evaluate the importance of cultural intelligence and leadership effectiveness.

LDR 540  Team Leadership and Collaboration  3 credits
This course will introduce students to the theories and practices of team leadership, skill development, group process, and the enhancement of cooperative climates. Students will acquire knowledge about the principles of effective team building, conflict mediation, cooperative learning and collaboration based upon theories of group process dynamics. Emphasis will be placed on interpersonal development of leadership skills to enhance the development of teams and promote interpersonal learning to achieve educational goals and objectives.

LDR 550  Leadership and Business Operations  3 credits
In order to be an effective organizational leader in our dynamic 21st century, it’s important to understand each of the major operational units within an organization. This course will provide insight into the impacts of each of these core business function and how leaders should make operational decisions. This competency-based course will also provide decision-making frameworks to assess organizational opportunities and challenges; as well as, learn and implement strategies to address these complex business challenges.

LDR 560  Change Management  3 credits
Change is a constant condition that can be planned or occur without warning. In this course, students will be confronted with the realities of change and given opportunities to apply change management strategies and leadership approaches to authentic situations that mirror life. Change initiatives that are planned are ideal and often yield the best results but sometimes, managing change stems from the unexpected.

LDR 570  Conflict and Negotiation  3 credits
Conflict occurs in all organizations and can have both constructive and destructive outcomes. As an organizational leader, it is important to understand the nature of conflict and negotiation, and how to best approach these diverse situations. Through this course, you will learn skills that will help with assessing and managing conflict, while applying the most effective communication strategies.

Marketing

MKT 504  Marketing and Product Management  3 credits
This course will synthesize marketing and product development models in, but not limited to, the creation of customer value, consumer buying patterns, product innovation and development, strategy development, and the delivery of goods and services in a culturally diverse marketplace.

MKT 522  Global Marketing  3 credits
This course introduces students to marketing concepts used by domestic and foreign companies seeking to market products in global markets. Students will recognize the opportunities and challenges in today’s international business climate and understand how these opportunities and challenges are an important factor in modern marketing strategies and planning. A marketing plan/national audit of a specific product in a specific foreign market will also be designed.

Public Administration

PA 500  Writing for Public Administrators  3 credits
This course provides students with the skills necessary to write a variety of documents commonly produced by public administrators in the field. There are two overriding focal points for the course: 1) Introducing students to writing as a democratic process that will likely involve controversial issues and many different internal and external stakeholders, and 2) Learning about the contemporary writing conventions of government and non-profit organizations. Critical thinking skills will also be emphasized throughout the course.

PA 501  Graduate Survey of Public Administration  3 credits
This course serves as a broad, graduate level introduction to the study and practice of public administration. Using the overriding values of diversity, democracy, and due process, students will examine key historical and contemporary developments in the field within the context of economic, legal, political, and socio-cultural environments. Select public administration subfields will also be explored.

PA 502  Introduction to Program Evaluation  3 credits
A systematic approach to the planning and design of a program evaluation including the reporting of its results. This course provides students with an opportunity to employ the methodology and the qualitative tools used by evaluators to assess public programs. Students will also gain valuable experience by learning how to critically analyze evaluation research and use cost benefit analysis. Prerequisite: PA 501 or permission of the program chair.

PA 503  Research Methods for Public Administration  3 credits
An application of the principles of program evaluation research design is the focus of this course. Students will have an opportunity to apply quantitative research methods to program evaluation process. The basics of good program evaluation reporting will also be covered.

PA 504  Political Economy and Public Policy  3 credits
This course introduces students to the method and history of political economy allowing students to compare and contrast political and market solutions to collective problems. This course also examines the underlying value judgments and ideological commitments that fuel the debates over public policy.

PA 505  Organizational Behavior  3 credits
Students will develop an understanding of organizational behavior by understanding what goes on in the minds of managers and employees when they interact in organizations. Students will explore motivation as well as individual and group behavior in the communication process. Management for performance will be emphasized.

PA 507  Ethics of Public Service  3 credits
Analyzes and discusses the role of ethics for the practice of public administration. The development of ethical codes is traced from moral and constitutional roots. Explores the conflicts faced by program managers between ethical behavior and political/program expediency utilizing case studies and legal precedents. Focuses on the role of organizational, societal, and individual values in ethical public administration, consequences of ethical and unethical behaviors, and models for resolving ethical and values-based conflict in public organizations.

PA 508  Terrorism and Politics  3 credits
This course reviews the history of terrorism, especially since the French Revolution; its evolving definition, and how it relates to state violence; and its protean contemporary forms.

PA 509  Theories of Leadership  3 credits
Same as BA 509.

PA 511  Public Budgeting and Finance  3 credits
This course is designed to cover various financial management functions. Students will develop the analytical skills necessary to make managerial decisions based on information contained in the financial statements. The political, economic, and social context of financial decisions will be explored.
PA 515  Grant Writing and Contract Management  3 credits
A study of the administration and management of the grants and fund-
ing contracts in public and nonprofit organizations including the basic
principles, skills, methods, and techniques of grant writing. Students
will explore the sources of grants, funding contracts, types of grants
and contracts available, and strategies to submit proposals for grants.
Students will examine the reporting requirements for contracted pro-
gress and services and prepare related materials. In addition, using
hypothetical programs, students will identify applicable requests for
proposals and will develop a responsive grant proposal.

PA 522  Psychology and Culture of Terrorism  3 credits
This course will review the definition and various forms of terrorism,
as well as the strengths and weaknesses of terrorism and terrorist
typologies. Various forms of political, religious, and cultural terrorism
will be examined, as well as their causes. The course draws on theo-
dies and research from psychology, sociology and cultural studies to
assist in reaching an understanding of terrorism from a psychological
and cultural perspective.

PA 523  Emergency Management, Homeland Security,
and Public Policy  3 credits
This course will introduce the student to the dynamic environment
faced by intergovernmental actors as they strive to protect the home-
land from man-made and naturally occurring incidents. The evolution
of emergency management and homeland security policy will be dis-
cussed. Students will discuss how policy choices affect the practice
of emergency management and homeland security.

PA 524  Leadership Issues with Critical Incidents  3 credits
This course examines concepts and theoretical approaches to man-
gaging critical incidents. Case studies will be used to examine the
application of emergency management and homeland security strate-
gies. This course builds on roles and responsibilities of all levels of
government and the non-profit organizations in emergency manage-
ment operations. Specifically, the Incident Command System, and the
National Response Framework and the Stafford Act will be discussed.

PA 525  Comparative Strategies of National Security  3 credits
This course will examine transnational nature of crime, terrorism and
assess national security strategies employed by the U.S. and other
nations. This course will allow students to evaluate global threats that
may impact the U.S. security interests. The focus of this course is to
allow students to analyze how U.S. and foreign governments counter
criminal activities and terrorism. The emphasis will be on current
global and regional threats to the U.S. national security.

PA 526  Emergency Management: Mitigation,
Recovery, and Continuity  3 credits
This course will explore strategic efforts to improve emergency
management mitigation and recovery efforts at the local, state, and
national level. The role of domestic and international organizations in
helping prevent and recover from incidents will be explored. In
addition, strategies to maintain uninterrupted government functions
will be introduced.

PA 528  Politics of Poverty, Inequality, and Health Policy  3 credits
Surveys the political and social forces that shape healthcare policy within
the context of poverty, inequality, as well as related public policies in the
United States. Building on foundational knowledge of the policymak-
ing process with a focus on factors and policies that influence health
equity and disparities in the United States, students will learn concepts
and frameworks important to contemporary debates in public policy and
social policy with particular focus on healthcare as well as providing
students with skills to understand inequity within healthcare and related
social programs in the United States. Same as HA 528

PA 530  Public Policy and Healthcare  3 credits
An exploration of the analysis, development, implementation, and
evaluation of policies and programs affecting health. Focuses on
healthcare institutions, with some attention to managing health prob-
lems with non-medical interventions at the community level. Uses the
case method applied to realistic situations in which specific decisions
must be made by health managers or officials.

PA 531  Introduction to Healthcare Systems  3 credits
The course is designed to familiarize students with the financing, op-
eration, regulation, and structure of the American health care system.
Attention will be paid to environmental forces that shape and define
the healthcare system. Same as HA 531.

PA 532  Human Resources Management in
Public Organizations  3 credits
This course is designed to examine human resources management in
public organizations. Topics examined in the course are from a public
manager perspective and emphasize the importance of the human dimen-
sion in contributing to organizational effectiveness and productivity. The
course explores due process, diligence, diversity and equal opportunity
in regards to the classification, recruitment, appointment, development,
compensation and overall satisfaction of public employees. Democratic
principles and various associated paradoxes within the context of public
service to include employee rights are investigated.

PA 534  Healthcare Economics  3 credits
Students explore the effect of macro- and micro-economic theory on
the design, implementation, and outcomes of health and human
services programs. Students explore optimization, consumer/client
demand, production/service delivery, investment decisions, market
structure, and information problems as applied to the public and not-
for-profit health and human services sectors.

PA 535  Counter-Terrorism  3 credits
This course will include an analysis of counter-terrorist global poli-
cies, strategies, operations, and organizations since September 11.
Students will become familiar with radical extremist organizations to
evaluate current U.S. counterterrorism strategy to defeat these groups.
A comparison will be made of U.S. counterterrorism strategy to other
western nations’ strategy to defeat terrorism. Given a scenario,
students will critically analyze a terrorist organization’s motives,
methods, and tactics to develop a counterterrorism strategy. Prerequi-
site: PA 508.

PA 536  Healthcare Law and Ethics  3 credits
Explores the legal and regulatory issues faced by executives respon-
sible for delivering healthcare and social services in the not-for-profit
and government sectors. The course uses readings and case analyses
to develop an understanding of the range of actions available to
healthcare and social service executives and the effect limitations on
actions can have on the quality, efficiency, and effectiveness of the
services provided. The issues of privacy concerns, conflicts of inter-
est, and fiduciary responsibility are explored.

PA 537  Healthcare Quality Assessment
And Improvement  3 credits
This course examines the quality assessment of both business prac-
tices and health care delivery focusing on outcome measurements,
process/outcome relationships, and methods for process improvement.
Quality management tools and techniques are reviewed with a focus
on patient safety, clinical quality, care outcomes, and cost benefit
analysis in patient care.

PA 538  Healthcare Financial Management  3 credits
Explores the processes and methods of financial management in the
healthcare industry. Patterns of healthcare expenditures, methods of
financing healthcare, financial planning and development, third
party reimbursement, and internal controls in health institutions and
programs management.
PA 539  Healthcare Informatics
Technology Management 3 credits
This course addresses the importance of information systems and information technology in improving decision-making in healthcare organizations and provides an overview of the integration of technology in the health care setting. Students will examine the processes used in the selection, application, and evaluation of computer software and hardware. Methods and processes to make informed business decisions related to the application and use of technology in health care will be discussed. Students will learn how integrated computer-based information systems can lead to decisions that improve and better coordinate care, allow for better management of medical records and orders, increase the timeliness of care, improve cost controls, enhance supply inventory and management, and become familiar with administrative data sets and information technology used in decision support.

PA 541  Nonprofit Philanthropy and Fundraising 3 credits
Students examine the ideal of philanthropy and sources of revenue for nonprofit organizations. It allows for students to expand their understanding of the theories, best practices, and skills required to generate private funds for nonprofit organizations.

PA 543  Emergency Management: Planning and Response 3 credits
Examines the theory and practice of strategic and operational planning for hazards and disasters. Reviews the principles associated with evaluation of threats, risk and vulnerabilities as related to the formulation of prevention programs and plans. The principles of risk identification and communication, management and coordination of resources, and public education will be examined. The organizational aspects of emergency management and its position within local, state, and national governments will be discussed from the federal, state, local and tribal perspectives.

PA 544  Productivity Improvement in Government 3 credits
Explores and analyzes current topics on productivity in public organizations, with particular attention to change management, transparency, performance, accountability, work management processes, private sector management practice, outcome measurement, E-Government strategy, and labor-management relations. Contemporary productivity theories of a more generalized nature also will be explored. Integrates conceptual works in productivity with case studies that describe actual operations of public productivity programs. Cases cover concepts of measurement, management practice, technology and capital investment, and labor-management relations, with an emphasis on understanding the linkages between theory and practice.

PA 545  Labor Relations and Conflict Resolution in the Public Sector 3 credits
Labor relations in public organizations including collective bargaining and employment law will be examined. Theories of conflict and methods of alternative dispute resolution will be introduced.

PA 546  Nonprofit Marketing and Public Affairs Advocacy 3 credits
Introduction to the theories of advocacy in democratic processes including the ethical, legal, and regulatory issues surrounding its practice. It also examines communication and marketing theories nonprofit organizations use to effectively connect with vital stakeholders and constituencies and to promote activities, programs, positions, and services.

PA 547  Volunteer Recruitment and Management 3 credits
A critical examination of how nonprofit organizations must compete for volunteers, in an increasingly competitive market. This includes analyzing the potential conflict between nonprofit values, mission, and the requirements to manage resources efficiently and effectively.

PA 548  Advanced Issues In Public Management 3 credits
Examines how managers in public and nonprofit agencies can secure and utilize legal authority, human resources, and funds to accomplish organizational goals. Employs case studies to explore current problems and emerging issues of public administration.

PA 550  Advanced Criminal Procedure 3 credits
Examines and explores the laws, regulations, rules, and legal precedents governing admissibility and exclusion of evidence in civil and criminal litigation, including judicial notice; examination, competency and privileges of witnesses; relevancy; hearsay; opinion and scientific evidence; documentary evidence; burden of proof and presumptions. This course also addresses both the Federal Criminal Rules of Procedure as well as substantive Federal Criminal Law as applicable to the law enforcement professional. The course also will address search warrants, including trap and trace, wiretap, and pre-register. The course includes an introduction to and discussion of the Federal Sentencing Guidelines.

PA 552  Correctional Systems Issues and Policy 3 credits
Analyzes selected problems currently confronting corrections professionals in both institutional and community settings. Considers issues such as overcrowding, excessive costs, ineffective programs, corruption, brutality, escapes, inmate violence and uprisings, and corrections officer professionalism. Explores the effects of alternative policies on corrections professionals, incarcerated persons, local communities and society.

PA 553  Seminar in Juvenile Justice 3 credits
This seminar course covers the juvenile justice system from arrest to corrections. Related issues on diversion and programmatic treatment will be covered. Contemporary issues in juvenile justice are considered.

PA 554  Theories of Crime and Public Policy 3 credits
Examines theories of crime and sociological principles applied to public policy issues to explore the relationship between scientific analysis of crime and formation of public policy. Integrates policy analysis and criminal justice planning. Explores how to assess proposals intended to reduce crime levels and to improve the effectiveness of policing, adjudication, and corrections.

PA 555  Critical Infrastructure: Vulnerability Analysis and Protection 3 credits
Students will explore the issues, complexities and challenges associated with developing vulnerability analyses and the subsequent allocation of resources once the vulnerability analysis has been done. The emphasis of the course is on how to use technologies such as SCADA to create a model-based vulnerability analysis in order to protect critical sectors. How to integrate vulnerability analysis into emergency management and homeland security policy and decision making will be explored.

PA 556  Constitutional Law: Civil Liberties 3 credits
Provides an intensive review of past and recent Supreme Court decisions that interpret Constitutional guarantees and limit government actions. Examines problems of reconciling individual rights with societal concerns about safety and crime prevention. Analyzes the conflicting group interests that arise around issues such as freedom of speech and assembly, church-state relations, equal treatment before the law for members of minority groups, and post-incarceration rights and duties of convicted persons.

PA 557  Introduction to GIS: Crime Mapping/Critical Incidents 3 credits
This course is designed to teach the elementary skills and techniques of Geographic Information Science (GIS), with a focus on crime analysis and critical incidents related to disaster management and homeland security, using ESRI ArcGIS 10.1, or similar software package. ArcGIS is a software platform that is used to apply geography to solving problems and making decisions. In addition to GIS tech-
niques, basic data preparation procedures will be covered as well as a brief survey of various types of crime data and how to acquire such data.

**PA 558 Psychology of Criminal Behavior** 3 credits
This course provides the student with a broad understanding of the dynamics of psychological implications associated with crime, violence, and criminal behavior. The course will also examine the social theories associated with how society interprets and deals with criminal behavior. In addition, biological/genetic, psychological, and sociological theories of criminal behavior help to explain and exemplify topics in the areas of aggression and violence, homicide and assault, juvenile delinquency, drugs and crime, and sexual offenses.

**PA 559 Seminar in Cybercrime** 3 credits
This course is designed to provide graduate students with a broad introduction to the various types of criminal conduct associated with computers and the Internet. Students will be exposed to techniques associated with digital forensics and will assess criminological theories of crime as they relate to digital crime and terrorism. Additionally, students will examine a number of the national and international laws and policies related to cybercrime including the diverse steps that have been taken to increase digital security around the globe. Familiarity with computers and the Internet will help you progress through the course, but expertise is not required nor expected.

**PA 562 Seminar in Federalism and Intergovernmental Relations** 3 credits
Seminar examining the evolution and practice of federalism and intergovernmental relations among American national, state, metropolitan, local, and tribal governments. Students will utilize different theoretical perspectives to analyze and critically evaluate the rationale for assigning and justifying which unit of government is best situated to develop, implement, monitor, and evaluate public policy.

**PA 563 Administrative Law** 3 credits
An introductory exploration of the regulatory process including rule making, enforcement, and adjudication. Students will examine the history and evolution of administrative law, its role in defining the power and discretion of unelected officials, and the impact it has on the democratic process.

**PA 564 Seminar in State and Local Government Management** 3 credits
An introduction to how the American political system defines, constrains, and shapes public management at the state and local level. Of particular interest will be the role and responsibilities of public managers in promoting and upholding the public trust.

**PA 565 Advanced Policy Analysis and Evaluation** 3 credits
This course will introduce students to the tools and techniques used by policy analysts. Students will gain an appreciation for the political and logistical issues surrounding policy implementation. They will then explore the difficulties in evaluating program efficiency and effectiveness.

**PA 566 Economic Development: Theory and Practice** 3 credits
This is a seminar examining the theories, analytical tools, and political context of economic development at the state and local level. Students will examine current trends, issues, and controversies involving government-sponsored economic development.

**PA 567 Board Governance and Strategic Management** 3 credits
The theory and practice of strategic management in public and nonprofit organizations will be examined. It will include a discussion of the roles and responsibilities of actors involved in strategic management including the ethical dimension of strategic planning. Students will also be introduced to the fundamentals of board governance and trusteeship.

**PA 569 Government and Nonprofit Accounting and Budgeting** 3 credits
This course is designed to allow students an opportunity to explore the foundation of government and nonprofit accounting theory from a management perspective. Students will analyze and apply Generally Accepted Accounting Principles established for governmental and nonprofit organizations and will become familiar with building basic fund-based financial statements. This course will also examine the budgeting policies and practices of for-profit and governmental organizations. Budgeting techniques will be addressed as will theories of fiscal policy.

**PA 590 Research Seminar** 3 credits
The seminar serves to integrate the learner’s studies in public administration by developing a program evaluation for a public program within the student’s emphasis area. The evaluation will demonstrate (1) integration of the MPA program outcomes, (2) graduate-level writing skills using APA format, (3) graduate level critical thinking skills, and (4) in-depth understanding and application of the objectives of the area of emphasis utilizing appropriate research techniques. Prerequisite: completion of all core and area of emphasis courses or permission of the program director.

**PA 594 Internship** 3 credits
Supervised field experience in a public sector or not-for-profit agency. Consent of MPA Coordinator and written report are required. Prerequisite: completion of courses in the emphasis area. This course is graded on a pass/fail basis.

**Sport Administration**

**SA 501 Sport Administration** 3 credits
This course provides an overview of the components involved in sports programming and athletic administration. Specifically the course will focus on planning, organizing, leading and controlling sport situations.

**SA 503 Ethics in Sport** 3 credits
This course will investigate multiple aspects of sport ethics through a review of a wide range of literature in sport.

**SA 510 Managing Intercollegiate Athletics** 3 credits
This course will examine the leadership and management skills necessary for a fully functioning athletic department at the junior/community college level (NJCAA), and at the Division I, II & III (NCAA) levels.

**SA 515 Sport Communication and Marketing** 3 credits
This course will explain and evaluate all aspects of sport communication and its impact on the management, marketing and operational goals of sport organizations.

**SA 520 Sport Finance** 3 credits
This course will examine the impact that finances have on decision making in sport organizations. Short case studies will be utilized throughout the course to clarify a variety of procedures and policies.

**SA 521 Management and Performance Analytics in Sports** 3 credits
A discussion of the theories, concepts and development of analytics in sports administration today. Students will evaluate and analyze the methods of sport analytics, player performance, player management, sports data strategies, team management, game day operations and strategies. They will also explore methods used in sports team marketing and communications, ticket pricing, loyalty and sponsorship program development, and customer relationship marketing. This is a case-study and project-based course involving extensive sports team business data analysis.

**SA 525 Sport Law and Contract Negotiation** 3 credits
This course will outline how legal issues intertwine with sport leader duties and responsibilities, and how to best use that information to make sound operational decisions.
SA 530  Sport Leadership  3 credits
This course will provide a comprehensive overview of the leadership skills needed to work in the field of sport. Research information as well as practical examples will be utilized. Decision making, organizational change, emotional intelligence, vision, strategic planning and crisis management will be reviewed.

SA 535  Sport Psychology  3 credits
This course is an examination of major psychological theories and research related to sport and exercise participation and performance. It will provide information on topics, such as motivational theories, cognitive theories, emotional theories, attribution theories, mental conditioning and the humanistic approach, team dynamics, performance enhancing strategies, and gender and cultural issues.

SA 537  Technology in Sport  3 credits
This course will provide a comprehensive overview of contemporary sport technology from multiple perspectives. Innovation and improvement of sport performance will be the main emphasis areas.

SA 550  Special Topics  3 credits
This course is designed to examine in-depth current developments in specific areas of interest to the student within the coaching field. Content will be developed between the academic advisor and the student as requested on an individual basis.

SA 570  Research Methods in Sport Administration  3 credits
This course will break down the research process as it relates to sport management. Research design, implementation, analysis and assessment will be discussed and a research project will be conducted.

SA 575  Sport Facilities Management  3 credits
This course will analyze and evaluate the management of sport facilities at all levels. Risk management and security issues, the history of the industry and financing will be discussed.

SA 580  International Sport Management  3 credits
This course will address specific issues affiliated with international sport management such as structure of governance, policies and procedures, and cultural differences and expectations. Discussion will also occur regarding the interrelationship between all business aspects and international sports including but not limited to sport media, sport facilities, event management and sport tourism.

SA 582  Current Issues in Sport  3 credits
This course is an overview of major issues in sport including but not limited to globalization, race and ethnicity, gender equity, Title IX, media/social media, performance enhancing drugs, youth specialization and the finance implications.

SA 590  Capstone Seminar  3 credits
This seminar serves to integrate the student’s coursework in sport administration by examining in depth an issue or problem of significance and special interest to the student. Research, writing, and presentation skills are employed in this course. Each student will design his/her own project, subject to approval of the faculty member, in order to fulfill the course requirements. The project shall demonstrate (1) integration of the MSA program objectives, (2) graduate-level writing skills using APA format, (3) graduate level critical thinking skills and (4) in-depth understanding and application of the objectives of the area of emphasis utilizing appropriate research techniques. A research paper and a PowerPoint presentation are required. Prerequisite: completion of all courses in the MSA program (may take one other course concurrently).

SA 599  Special Project  3 credits
This course will be available to students who wish to work with their advisors on a special project that is outside the realm of the regular classes. The project will be developed on an individual basis and during the session that fits the student and advisor's schedules.

Special Education

SPED 534  Clinical Teaching Experiences: Prekindergarten including Special Education  4 credits
Clinical teaching is a capstone experience. The clinical teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher.

SPED 550  Special Topics in Instructional Strategist  1-3 credits
Special Topics courses cover special topics not covered by current courses taught in the department. The department determines the topic according to current need and interest. This course requires department chair approval.

SPED 559  Home, School, and Community Relations  3 credits
This course develops the skills of listening, supporting, guiding and assisting behaviors used in developing strong relationships with parents and community members in addition to an examination of the impact of cultural diversity, factors which place families at-risk, advocacy, and public policy. This course explores community resources and promotes the effective use of parent-teacher conferences, home visits, and interviews.

SPED 562  Individual Behavior and Classroom Management PreK-12  3 credits
This course provides strategies for identifying, anticipating, preventing, and managing individual and group behavior difficulties within a class setting. There is a focus on creating positive learning environments and structuring individual and group learning activities to enhance instruction, increase positive social interactions, and prevent problem behaviors.

SPED 565  Methods/Curriculum: Behavior Disorders PreK-12  3 credits
This course addresses characteristics of and current trends and issues in serving students with disabilities. It offers basic theoretical and practical approaches, educational alternatives, implications of federal and state statutes and related services, and rationale for the multidisciplinary team in providing appropriate educational programming. A requirement of this course is 10 hours observing and/or assisting in a special education setting.

SPED 567  Fundamentals of Special Education  3 credits
This course addresses characteristics of and current trends and issues in serving students with disabilities. It offers basic theoretical and practical approaches, educational alternatives, implications of federal and state statutes and related services, and rationale for the multidisciplinary team in providing appropriate educational programming. A requirement of this course is 10 hours observing and/or assisting in a special education setting.

SPED 568  Coordination of Occupational Programs  3 credits
This course examines how to establish collaborative community relationships in order to develop cooperative occupational programs for students with exceptional needs. This course promotes awareness of existing services within the community and various supports to ensure smooth transitioning from education to postsecondary occupational settings. There is an examination of the role of a work experience coordinator in effectively managing on-the-job training and making instructional decisions pertaining to on-the-job training. This course includes information on assessing students’ job skills, locating and placing students in work experience opportunities, working with students and the job site sponsors to ensure that effective training is occurring, evaluating student performance, and other related activities. Prerequisites: SPED 477/577.

SPED 569  Methods /Curriculum: Learning Disabilities K-12  3 credits
The purpose of this course is to extend the knowledge of learning disabilities for those who seek to work with students with learning dis-
abilities ages 5–21. This course addresses characteristics of learning disabilities, definitions, history, assessment, medical aspects, teaching of preschoolers through adolescents, and research-based curriculum and teaching strategies for preacademic learning, oral language, reading, writing, mathematics, and social-emotional development. This course also examines appropriate assistive technology services and devices. A requirement of this course is 10 hours observing and/or assisting in a special education setting. Prerequisites: SPED 467/567.

SPED 573 Methods /Curriculum: Intellectual Disabilities K-12 3 credits
The purpose of this course is to extend the knowledge of intellectual disabilities for those who seek to work with students with intellectual disabilities ages birth-21. This course emphasizes empirically-validated practices in the education of students with intellectual disabilities: assessment of instructional needs, instructional strategies, research-based curriculum, classroom management and behavioral support, promotion of social and communication skills, promotion of self-determination, and utilization of appropriate assistive technology services and devices. A requirement of this course is 10 hours observing and/or assisting in a special education setting. Prerequisites: SPED 467/567.

SPED 575 Methods /Curriculum: Mild/Moderate Disabilities 5-12 3 credits
This course provides knowledge of appropriate empirically-based curriculum and strategies useful for developing methods, strategies and curriculum and adapting traditional materials for use with secondary students receiving special education services. A requirement of the course is 10 hours observing and/or assisting in a special education setting. Prerequisite: SPED 467/567.

SPED 577 Career and Vocational Programming 3 credits
This course provides knowledge and application of career planning and transition for adolescents from school to adult living, including major laws, suggestions for planning and developing assessment and instructional procedures, and coverage of some of the major issues facing schools, parents, and students today. This course offers practice developing Individual Education Plans (IEPs) and transition services under the mandate of Individuals with Disabilities Education Act (IDEA). A requirement of this course is 10 hours observing and/or assisting in a secondary special education setting.

SPED 578 Methods/Curriculum: Mild/Moderate Disabilities PreK-8 3 credits
This course provides knowledge and application of characteristics, definitions, methods, and curriculum for managing and teaching students with mild and/or moderate disabilities in a multi-categorical setting. This course provides opportunities for developing and justifying components of Individual Education Program. It includes strategies for note-taking and remembering spoken and written information, solving math problems, taking tests, writing papers and assignments, and prioritizing and managing time and assignments. There is an examination of assistive technology services and devices. A requirement of the course is 10 hours observing and/or assisting in a special education setting. Prerequisites: SPED 567.

SPED 579 Clinical Teaching Experience: Instructional Strategist 4 credits
Clinical teaching is a capstone experience. The clinical teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher.

SPED 582 Clinical Teaching Experience: Instructional Strategist 8 credits
Clinical teaching is a capstone experience. The clinical teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher.

SPED 584 Clinical Teaching Experience: Prekindergarten Inc. Special Education 8 credits
Clinical teaching is a capstone experience. The clinical teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher.

SPED 599 Special Projects in Instructional Strategist 1-3 credits
Special Project courses provide an opportunity to complete a special project related to a field of study beyond the scope of courses offered within the university. Proposals must include an overview or abstract of the study, indicate the anticipated learning outcomes of the project, the timeline for the study and the deliverables (paper, presentation, project, etc.) upon which the study will be evaluated. This course requires department chair approval.
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# Upper Iowa University Locations

<table>
<thead>
<tr>
<th>Location</th>
<th>Phone</th>
<th>Fax</th>
<th>Email</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper Iowa University - Alexandria Center</td>
<td>318-484-2184 Ext. 121</td>
<td>318-443-4333</td>
<td><a href="mailto:alexandria@uiu.edu">alexandria@uiu.edu</a></td>
<td>uiu.edu/alexandria</td>
</tr>
<tr>
<td>Upper Iowa University – Baton Rouge Center</td>
<td>225-923-2331</td>
<td>225-923-2333</td>
<td><a href="mailto:batonrouge@uiu.edu">batonrouge@uiu.edu</a></td>
<td>uiu.edu/batonrouge</td>
</tr>
<tr>
<td>Upper Iowa University – Cedar Rapids Center</td>
<td>319-777-7500</td>
<td>563-425-5200</td>
<td><a href="mailto:cedarrapids@uiu.edu">cedarrapids@uiu.edu</a></td>
<td>uiu.edu/cedarrapids</td>
</tr>
<tr>
<td>Upper Iowa University – Online and Self-Paced Degree Program</td>
<td>800-553-4150</td>
<td>563-425-5200</td>
<td><a href="mailto:distance@uiu.edu">distance@uiu.edu</a></td>
<td>uiu.edu/online</td>
</tr>
<tr>
<td>Upper Iowa University – DeRidder Center</td>
<td>337-202-7823</td>
<td>337-202-7824</td>
<td><a href="mailto:deridder@uiu.edu">deridder@uiu.edu</a></td>
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<td>Upper Iowa University – Des Moines Center</td>
<td>515-225-1800</td>
<td>515-225-1919</td>
<td><a href="mailto:desmoines@uiu.edu">desmoines@uiu.edu</a></td>
<td>uiu.edu/desmoines</td>
</tr>
<tr>
<td>Upper Iowa University – Elkhorn Center</td>
<td>262-619-7042</td>
<td>414-475-4849</td>
<td><a href="mailto:elkhorn@uiu.edu">elkhorn@uiu.edu</a></td>
<td>uiu.edu/elkhorn</td>
</tr>
<tr>
<td>Upper Iowa University – Fayette Campus</td>
<td>605 Washington St; PO Box 1857</td>
<td></td>
<td>Fayette, Iowa 52142</td>
<td>uiu.edu</td>
</tr>
<tr>
<td>Upper Iowa University – Fort Hood</td>
<td>913-684-7341</td>
<td>913-682-0940</td>
<td><a href="mailto:ftleavenworth@uiu.edu">ftleavenworth@uiu.edu</a></td>
<td>uiu.edu/fortleavenworth</td>
</tr>
<tr>
<td>Upper Iowa University – Fort Polk Center</td>
<td>337-537-4465</td>
<td>337-537-4269</td>
<td><a href="mailto:ftpolk@uiu.edu">ftpolk@uiu.edu</a></td>
<td>uiu.edu/fortpolk</td>
</tr>
<tr>
<td>Upper Iowa University – Fort Riley Center</td>
<td>785-784-5225</td>
<td>785-784-5325</td>
<td><a href="mailto:ftriley@uiu.edu">ftriley@uiu.edu</a></td>
<td>uiu.edu/fortriley</td>
</tr>
<tr>
<td>Upper Iowa University – Fort Sill Center</td>
<td>580-595-9338</td>
<td>580-595-9480</td>
<td><a href="mailto:ftsill@uiu.edu">ftsill@uiu.edu</a></td>
<td>uiu.edu/fortsill</td>
</tr>
</tbody>
</table>
CAMPUS LEGEND

Buildings
1. Hofmaster Apartments
   301 E. Clark Street*
2. Edgar Fine Arts
   312 E. Clark Street*
3. Parker-Fox Hall
   300 E. Clark Street*
4. Colgrove-Walker Hall
   301 Washington Street*
5. Peacock Plaza
6. Alexander-Dickman Hall
   401 Washington Street*
7. President's Home & Formal Garden
   308 Washington Street*
8. Henderson-Wilder Library
   411 Washington Street*
9. Liberal Arts
   408 Union Street*
10. Dorman Memorial Gymnasium
    500 Union Street*
11. Baker-Hebron Science
    500 1/2 Union Street*
12. Grace Meyer Square
13. Andres Center for Business and Education
    501 Washington Street*
14. Garbee Hall
    605 Washington Street*
15. Student Center/Dining
    603 Washington Street*
16. Recreation Center
    514 Union Street*
17. Alumni House
    513 Union Street*
18. Winston House
19. Lee Tower
    700 1/2 Union Street*
20. South Village Hall I
    211 A Wadena Road*
21. South Village Hall II
    211 A Wadena Road*
22. South Village Hall III
    211 A Wadena Road*
23. Facilities Management & Services
    211 Wadena Road*
24. Eischeid Softball Complex
25. Harms-Eischeid Football Stadium
26. Pattison Soccer Field
27. Soccer Practice Field
28. Football Practice Field
29. Tennis Complex
30. 9 Hole Disc Golf Course
31. Low Ropes Course
32. Robertson-Woods Athletic Fields
33. Peacock Arts and Athletic Center
34. Tailgate and Shelter Area
35. Lew Churbuck Prairie

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

*911 Address