



2015-2016 UPPER IOWA UNIVERSITY
ACADEMIC CATALOG



Upper Iowa University

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

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in the printed copy and electronic version of this catalog, the information contained in the printed copy will be superseded by the electronic version of this catalog.

Our MISSION

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

Our VISION

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

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 2015-2016 Academic Calendar

Fall Semester—Term I

New Students Arrive.....	August 21
New Student Days.....	August 22-23
Classes Begin.....	August 24
Last Day to Add Courses.....	August 26
Labor Day-No Classes.....	September 7
Last Day to Drop Courses.....	September 25
Final Exams.....	October 15-16
Fall Break.....	October 17-20

Fall Semester—Term II

Classes Begin.....	October 21
Last Day to Add Courses.....	October 23
Last Day to Drop Courses.....	November 25
Thanksgiving Break.....	November 26 – November 29
Final Exams.....	December 17-18

Spring Semester—Term I

Classes Begin.....	January 11
Last Day to Add Courses.....	January 13
Last Day to Drop Courses.....	February 12
Final Exam.....	March 3-4
Spring Break.....	March 5-13

Spring Semester—Term II

Classes Begin.....	March 14
Last Day to Add Courses.....	March 16
Easter Break.....	March 25-27
Last Day to Drop Courses.....	April 15
Final Exams.....	May 5-6
Commencement Ceremony.....	May 7

May Term

Classes Begin.....	May 10
Last Day to Add Courses.....	May 11
Last Day to Drop Courses.....	May 19
Last Day of Classes.....	May 26

Summer Session—Term I

Classes Begin.....	May 31
Last Day to Add Courses.....	June 2
Last Day to Drop Courses.....	June 24
Fourth of July - No Classes.....	July 4
Last Day of Classes.....	July 8

Summer Session—Term II

Classes Begin.....	July 11
Last Day to Add Courses.....	July 13
Last Day to Drop Courses.....	August 4
Last Day of Classes.....	August 19

Hong Kong's AY 2015-2016 Academic Calendar

Term 1.....	24 Aug 2015 – 18 Oct 2015
Term 2.....	19 Oct 2015 – 13 Dec 2015
Term 3.....	4 Jan 2016 – 28 Feb 2016
Term 4.....	29 Feb 2016 – 1 May 2016
Term 5.....	2 May 2016 – 26 June 2016
Term 6.....	27 June 2016 – 21 Aug 2016

UIU Malaysia's AY 2015-2016 Academic Calendar

HELP CAT

Fall 2015.....	28 September 2015 – 27 November 2015
Spring 2016.....	4 January 2016 – 22 April 2016
Summer 2016.....	16 May 2016 – 2 September 2016

SEGi Kota Damansara

Fall 2015.....	24 August 2015 – 18 December 2015
Spring 2016.....	11 January 2016 – 6 May 2016
Summer 2016.....	30 May 2016 – 22 July 2016

SEGi Subang Jaya

Fall 2015.....	24 August 2015 – 18 December 2015
Spring 2016.....	11 January 2016 – 6 May 2016
Summer 2016.....	30 May 2016 – 22 July 2016

SEGi Kuala Lumpur

Fall 2015.....	24 August 2015 – 18 December 2015
Spring 2016.....	11 January 2016 – 6 May 2016
Summer 2016.....	30 May 2016 – 22 July 2016

SEGi Penang

Fall 2015.....	21 September 2015 – 31 December 2015
Spring 2016.....	8 February 2016 – 27 May 2016
Summer 2016.....	13 June 2016 – 12 August 2016

SEGi Sarawak

Fall 2015.....	24 August 2015 – 18 December 2015
Spring 2016.....	4 January 2016 – 13 May 2016
Summer 2016.....	6 June 2016 – 5 August 2016

Upper Iowa University 2015 - 2016

Term Dates for Fayette, Centers, and Center for Distance Education (CDE)

Location/Program	Fall Semester		Spring Semester		May Interim	Summer Semester	
	Fall Term 1	Fall Term 2	Spring Term 1	Spring Term 2		Summer Term 1	Summer Term 2
Fayette	8/24/15 – 10/16/15	10/21/15 – 12/18/15	1/11/16 – 3/4/16	3/14/16 – 5/6/16	5/10/16 – 5/26/16	5/31/16 – 7/8/16	7/11/16 – 8/19/16
Fayette Grade Entry Period	10/15/15 – 10/25/15	12/17/15 – 12/27/15	3/3/16 – 3/13/16	5/7/16 – 5/17/16	5/29/16 – 6/7/16	Varies by course	Varies by course

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

Location/Program	Fall Semester		Spring Semester		Summer Semester	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
US Centers	8/24/15 – 10/18/15	10/19/15 – 12/13/15	1/4/16 – 2/28/16	2/29/16 – 5/1/16*	5/2/16 – 6/26/16	6/27/16 – 8/21/16
Online	8/24/15 – 10/18/15	10/19/15 – 12/13/15	1/4/16 – 2/28/16	2/29/16 – 4/24/16	5/2/16 – 6/26/16	6/27/16 – 8/21/16
Nursing**	8/24/15 – 10/18/15	10/19/15 – 12/13/15	1/4/16 – 2/28/16	2/29/16 – 5/1/16*	5/2/16 – 6/26/16	6/27/16 – 8/21/16
NCR/Nursing/ Online Open & Close Registration	7/13/15 – 8/20/15		11/9/15 – 12/31/15		3/14/16 – 4/28/16	
SCR Open & Close Registration	7/13/15 – 8/23/15		11/9/15 – 1/3/16		3/14/16 – 5/1/16	
CDE/Centers & Nursing Grade Entry Period	10/12/15 – 10/25/15	12/7/15 – 12/20/15	2/22/16 – 3/6/16	4/25/16 – 5/8/16	6/20/16 – 7/3/16	8/15/16 – 8/28/16

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

*One week break within the term to be determined by local Center

**Maricopa Dates – Check with your academic advisor

Location/Program	Term 1 Sept	Term 1 Oct	Term 2 Nov	Term 2 Dec	Term 3 Jan	Term 3 Feb	Term 4 March	Term 4 April	Term 5 May	Term 5 June	Term 6 July	Term 6 Aug
Self-Paced Degree Program	9/1/15 – 2/29/16	10/1/15 – 3/31/16	11/1/15 – 4/30/16	12/1/15 – 5/31/16	1/1/16 – 6/30/16	2/1/16 – 7/31/16	3/1/16 – 8/31/16	4/1/16 – 9/30/16	5/1/16 – 10/31/16	6/1/16 – 11/30/16	7/1/16 – 12/31/16	8/1/16 – 1/31/17
Self-Paced Open & Close Registration	8/1/15 – 8/21/15	9/1/15 – 9/21/15	10/1/15 – 10/21/15	11/1/15 – 11/21/15	12/1/15 – 12/21/15	1/1/16 – 1/21/16	2/1/16 – 2/21/16	3/1/16 – 3/21/16	4/1/16 – 4/21/16	5/1/16 – 5/21/16	6/1/16 – 6/21/16	7/1/16 – 7/21/16

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

2015-16 Graduation Application/Conferral Dates

	October	December	March	May	June	August
Conferral Date	October 18, 2015	December 20, 2015	March 6, 2016	May 7, 2016***	June 26, 2016	August 21, 2016
Application Dates	5/1/15 – 6/30/15	7/1/15 – 8/31/15	9/1/15 – 10/31/15	11/1/15 – 12/31/15	1/1/16 – 2/28/16	3/1/16 – 4/30/16

*** Also Commencement Ceremony at Fayette Campus

UPPER IOWA IS...

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

Fayette

Upper Iowa University was founded in Fayette, Iowa, in 1857 by Elizabeth Alexander as a co-ed college with a mission of providing access to reasonably priced, quality education. Today Upper Iowa University is the second largest private university in Iowa and an independent, non-profit comprehensive university with a liberal arts tradition. The traditional, residential campus in Fayette attracts about 1,000 primarily undergraduate students each year, with about 1 in 5 students representing various international locations. The campus offers four 8-week terms per year, plus an optional May term. Some 40 undergraduate degrees are offered in Fayette, as well as the master of education and master of business administration degrees.

Extended University

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

U.S. Centers

The Centers offer a convenient and unique approach. Six terms, each lasting eight weeks, are scheduled during the year.

Upper Iowa University centers include Alexandria (LA), Baton Rouge (LA), Blackhawk (Janesville, WI), Cedar Rapids (IA), Des Moines (IA), Elkhorn (WI), Fort Leavenworth (KS), Fort Polk (LA), Fort Riley (KS), Fort Sill (OK), Madison (WI), Mesa (AZ), Milwaukee (WI), New Orleans (LA), Prairie du Chien (WI), Quad Cities (Bettendorf, IA), Rockford (IL), Waterloo (IA), and Wausau (WI). Additional information about each center is located on the website at www.uiu.edu/locations and on page 207 of this catalog.

Online Program

Upper Iowa University currently offers undergraduate and graduate degrees through online learning. Courses are taught by practicing professionals and provide an opportunity for experienced online instructors to bring a variety of real-world business perspectives into the classroom. Current students represent numerous professional fields allowing for diverse networking opportunities. Additional information can be found on page 42 of this catalog.

Self-Paced Degree Program

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

Servicemembers Opportunity Colleges

Upper Iowa University is a core member of Servicemembers Opportunity Colleges (SOC), a consortium of over 1,700 institutions pledged to be reasonable in working with servicemembers trying to earn degrees while pursuing demanding, transient military careers. As a SOC member we help servicemembers avoid duplication of credit, are reasonable in accepting transfer courses, limit academic residency to 25 percent, require no final year or semester in residence and fairly judge credit from non-traditional sources like testing and military training and experience. Additionally, we prepare Student Agreement degree plans after not more than two courses and participate in the course transfer guarantees of the SOC degree network system.

International Centers

Upper Iowa University has centers overseas in Hong Kong and Malaysia. These locations primarily serve local students but the programs are also open to students interested in studying abroad. Majors are limited and term lengths depend on location. Additional information can be found on page 207 of this catalog. For a current listing of locations visit www.uiu.edu/international or email international@uiu.edu.

Accreditation

The University is accredited by the Higher Learning Commission. It is approved by the Louisiana Higher Education Board, the Wisconsin Educational Approval Board, the Iowa Department of Education (for teacher education in Iowa only), Oklahoma State Regents for Higher Education, and the Arizona Board for Private Postsecondary Education. The programs offered are approved by the states of Illinois (restricted), Iowa, Kansas (restricted), Louisiana, Oklahoma, and Wisconsin for veterans' benefits.

Upper Iowa University is registered as a private institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 and 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

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 is registered with the Maryland Higher Education Commission.

Upper Iowa University is registered as a private school meeting the minimum standards for registration pursuant to the Private Schools Licensing Act, WYO, Stat. 21-2-401 et seq.

Upper Iowa University is authorized by the Montana University System Office of the Commissioner of Higher Education to deliver online academic programs to residents of Montana.

Upper Iowa University is authorized by the Pennsylvania Department of Education to offer distance education to Pennsylvania residents.

Upper Iowa University's distance education programs are exempt from needing authorization in Alaska, California, Colorado, Connecticut, the District of Columbia, Delaware, Florida, Georgia, Hawaii, Idaho, Indiana, Kentucky, Massachusetts, Michigan, Mississippi, Missouri, Nebraska, Nevada, New Hampshire, New Jersey, New York, North Carolina, North Dakota, Ohio, Oregon, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, and West Virginia.

State authorization for distance learning can be found at <http://uiu.edu/aboutuiu/states.html>.

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

Upper Iowa University has been granted authority to operate and grant degrees in Malaysia by the Malaysian Qualifications Agency and is recognized by Malaysia's Ministry of Higher Education.

Upper Iowa University is not regulated in Texas under Chapter 132 of the Texas Education Code.

Family Educational Rights and Privacy Act (FERPA)

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

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

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

the student of the correct official to whom the request should be addressed.

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

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

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

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

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

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

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

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

Students may request to have Directory Information withheld by notifying the Registrar in writing by using the Request to Prevent Disclosure of Directory Information form within one week after the first day of class for the Fall semester for the Fayette Campus students and within one week after the first day of the term for Extended University students. Requests to withhold Directory Information are valid for one year. After one year the disclosure request expires.

Upper Iowa University recognizes that parents have no inherent right to inspect a student's educational record. The right to inspect is limited solely to the student. FERPA rights begin at time of first 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.

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

Affirmative Action/Equal Employment Opportunity Policy

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

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

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

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

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

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

Phone: 563-425-5959.

Email: hr@uiu.edu

Address: PO Box 1857, Fayette, IA 52142

Name and Address Change

It is your responsibility to notify your 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 that have transferred into our institution and have graduated. The 4-year average Student-Right-to-Know graduation rate is 41 percent (2005-2008 cohorts). The six-year graduation rate calculation for the 2008 cohort is 38%.

Use of Human Research Subjects

Students, faculty and staff wishing to conduct research involving human subjects must seek approval in advance. Forms and procedures are available at www.uiu.edu/policies.

Expectations for Student Learning

Upper Iowa University has in place a Student Academic Assessment Plan. Through this assessment plan, continual evaluation of curriculum will occur to ensure excellence in teaching and effective learning. The faculty at Upper Iowa University has

determined the following competencies to be essential in the general education component: critical thinking and problem solving, communication, quantitative/scientific reasoning, effective use of information technology, 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.

The approach to general education assessment at Upper Iowa University represents a departure from traditional strategies focused on teaching and instead focuses on student-centered learning strategies that integrate critical thinking, problem solving and respect for intellectual property in all aspects of the learning experience. As part of the overall Academic Quality Improvement Program, Upper Iowa University seeks to continuously reflect on its vision to develop global citizens who become lifelong learners prepared for leadership.

To this end, the faculty has identified a number of tasks students will accomplish as they successfully complete their course work on their way through the general education curriculum. In completing the tasks, students will pass through a regimen of coursework designed to provide a consistent educational experience, yet one flexible enough to be contoured to individual interests and needs. Each course in the General Education has its own vital goals and outcomes, as determined by its instructor and articulated on its individual syllabus. The following tasks are related to particular skills students will have developed in order to manipulate learned materials in defined ways, coherently across the University. The tasks are spread across a variety of disciplines common to liberal arts colleges and universities in the 21st century: Natural Sciences, History, Arts and Humanities, Mathematics, Information Systems, Behavioral Sciences, Communication, and Cultural Studies. These tasks are not to be construed as goals in and of themselves, and the courses in which they are addressed are by no means limited in their breadth and scope to the accomplishment of the specified tasks. Rather, the completion of the tasks may be regarded as milestones for students to pass as they approach the goal of a bachelor's degree in light of Upper Iowa University's mission as a liberal arts institution.

Students may expect to complete 39 semester hours of General Education coursework as they accomplish the tasks.

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

The University faculty determines which specific courses will include the completion and assessment of the various tasks. The School of Science and Mathematics will recommend to the faculty whether a course offered anywhere within the University is suitable for housing of the natural science, mathematics, and computer skills tasks; the School of Liberal Arts and Humanities makes similar recommendations regarding the history, humanities, cultures, social science and communication tasks. In addition, faculty in each of these schools is responsible for review and assessment of artifacts submitted anywhere in the University as evidence of task completion.

UIU utilizes LiveText, a web-based assessment management system, and is requiring its use for coursework that provides evidence of meeting rigorous state, regional, and federal 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 you will earn. It will be used in general education courses, for portfolio development, and several other university initiatives. UIU provides a five-year membership to LiveText to degree-seeking students.

Credit Hours

When assigning credit hours to its courses, Upper Iowa University's objective is to follow the U.S. Department of Education standards. Courses at Upper Iowa University are assigned appropriate credit hours based on direct instruction of faculty, outside-of-class work and/or course objectives/student learning outcomes expected of students enrolled in such courses. Upper Iowa University offers courses in a variety of locations (domestically and internationally) and learning experiences (face-to-face, online, hybrid and self-paced study) in up to six academic terms per year ranging in length from five to sixteen weeks. The most common term length is eight weeks across learning experiences. No matter the format or length of term, the students enrolled must demonstrate mastery of the course objectives/student learning outcomes established for the course, and each course must meet the standards for credit established by the U.S. Department of Education.

Courses at Upper Iowa University are assigned from one to seven credit hours. The most common number of credit hours assigned to a course is three credit hours. Many courses at Upper Iowa University meet the common definition of credit established by the U.S. Department of Education (i.e., one hour of classroom or direct instruction and a minimum of two hours of out-of-class student work) per credit hour per week for approximately seven and a half weeks, plus finals (eight weeks). Other courses meet the U.S. Department of Education standard by in-class instruction, online instruction, and other types of instructor-directed activity, such as laboratory work, internships, practical, studio work, student teaching, or other academic work that is directed and supervised by the faculty member, together with required outside-of-class activity (e.g., reading, working on projects, writing papers, creating art work, developing presentations). The combined class and outside-of-class work, combined with demonstrated student mastery of course objectives/student learning outcomes make up the minimum time expected of an Upper Iowa University student.

Upper Iowa University approves all courses and assigned credit hours through a comprehensive peer review process which includes review and approval by the appropriate School, the appropriate curriculum committee, and/or the full faculty or senior administration to ensure that each course, no matter the learning experience or term length, meets the course objectives/student learning outcomes established for the course.

Degrees Offered

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

Associate of Arts with the following Emphases:

- Criminal Justice
- General Business
- Liberal Arts
- Psychology

Bachelor of Arts for the following majors:

- Art
- Elementary Education
- English
- Graphic Design
- History
- Liberal Arts
- Prekindergarten-Grade 3
- Reading
- All Social Science
- Sociology

Bachelor of Science for the following majors:

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

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.

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

For a list of master degree programs see page 171.

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 the assigned credit hours.

Undergraduate: Upper Iowa University has determined that the learning-time-to-credit equivalence for an undergraduate course is roughly 35-37.5 hours per credit. This is based on the general expectation for a three-credit class of approximately two hours of outside-of-class work for each hour of class (300 minutes in class + 600 minutes out of class x 7 to 7.5 weeks of class = 6,300-6,750 minutes = 105-112.5 hours for a three-credit course). Thus, for a face-to-face course, each credit awarded to a course, the students can expect to spend 35-37.5 hours in the learning experience, participating in instructor-directed activity, or engaged in course work preparing for class.

For eight-week terms (course including finals):

Courses that are 4 credits—students should be engaged at least 17-20 hours per week.

Courses that are 3 credits—students should be engaged at least 14-15 hours per week.

Courses that are 2 credits—students should be engaged at least 9-10 hours per week.

Courses that are 1 credit—students should be engaged at least 4.5-5 hours per week.

Graduate: Upper Iowa University has determined that the learning-time-to-credit equivalence for a graduate online course is roughly 45-53 hours per credit. This is based on the general expectation for a three-credit class of approximately 17-20 hours per week in the learning experience participating in instructor-directed activity, or engaged course-work preparing for class.

Upper Iowa University will continue to refine and update its credit hour policies to reflect its multiple educational locations and learning experiences.

Satisfactory Academic Progress Policy

To be eligible for Federal, State and institutional aid, students are required by the U.S. Department of Education and the State of Iowa to maintain satisfactory academic progress toward their degree objectives. In compliance with prescribed regulations, Upper Iowa University (UIU) has established guidelines to ensure that students successfully complete courses and maintain timely advancement toward specific degree objectives. These requirements also serve as standards to evaluate student progress by grade point averages (GPA) and overall time periods in which students complete their programs.

Programs governed by this Satisfactory Academic Progress (SAP) policy include the Federal Pell Grant, Federal TEACH Grant, Federal Perkins Loan, Federal Supplemental Educational Opportunity Grant, Federal Work-Study, Federal Direct Stafford Student Loans, and the Federal Direct Parent Loan. The policy also applies to state-supported grants, either within or outside the state of Iowa, and all institutional programs funded by UIU.

To satisfy academic progress requirements, students must accomplish the following:

Undergraduate Programs

- Maintain the minimum cumulative grade point average for the appropriate grade levels listed below.
 - Freshmen – 1.75 (0 to 29 completed credits - includes grades of “F”)
 - Sophomore – 1.90 (30 to 59 completed credits - includes grades of “F”)
 - Junior and above – 2.00 (60+ completed credits - includes grades of “F”)
- Satisfactorily complete a minimum of two-thirds (66.66% rounded) of all attempted credits. Transfer credits accepted by UIU count as both attempted and completed credits. (Calculate the percentage by dividing the completed credits by attempted credits.)
- Complete your undergraduate degree objective within a maximum of 180 completed credits. This includes all credits toward degree transferred into UIU from other sources.

Graduate Programs

- Maintain a minimum 2.50 cumulative GPA with 9 or fewer graduate credits counting towards GPA.
- Maintain a minimum 3.0 cumulative GPA with 10 or more graduate credits counting towards GPA.
- Satisfactorily complete a minimum of two-thirds (66.66% rounded) of all attempted credits. Transfer credits accepted by UIU count as both attempted and completed credits. (Calculate the percentage by dividing the completed credits by attempted credits.)
- Complete your graduate degree objective within a maximum of 59 completed credits for programs requiring 36 or 63 completed credits for those requiring 39. This includes all credits transferred into UIU from other sources.

Grades in foundation courses will not be used to determine academic status (GPA); however, foundation courses will be counted in the Completion Rate.

Note: Graduate students who earn a grade of “F” will automatically be placed on academic warning regardless of the cumulative GPA.

Attempted Credits: Credits are counted as attempted as of the last day to add a class within a semester. Classes that are dropped (withdrawn from) or failed after this day will continue to be counted as attempted credits. Incompletes are counted as attempted credits and not considered as credits completed until a satisfactory grade has been received. Repeat courses are counted as attempted each time the course is taken, but will only be counted once in determining completed credits.

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:

Academic Warning: Students in their first semester*** of noncompliance will be placed on Academic Warning for one semester***. During the warning period, students are eligible to receive financial aid. Students are encouraged to seek academic counseling to ensure they satisfy all deficiencies during this period, and to consult with their Academic Advisor if they have any questions.

Students on warning status who register for the following semester are liable for any institutional charges if placed on suspension with failure to file a successful appeal.

Academic Suspension: Students who do not meet the above minimum requirements at the end of their warning semester*** will be placed on Academic Suspension. Academic Suspension means that the student is not eligible to receive Federal, State or institutional aid until all deficiencies have been rectified. Full aid eligibility may be reinstated upon completion of sufficient credits and/or improvement of the GPA to meet the required standards.

Suspension Appeal: Students may appeal the suspension by completing an Academic Improvement Plan. Appeals must be submitted within 6 weeks of the start of the semester***. If the appeal is accepted, students will be placed on Academic Probation.

Documentation of circumstances is required. Students must include the following as part of their appeal:

- **Write a personal statement. It is important to be concise.** This is the opportunity to discuss the factors that adversely impacted the academic performance. It is also the place to write a specific action plan for returning to good standing. **This should not merely be a statement of good intentions.** Specific reasons/issues/circumstances that adversely impacted the academic performance include:

personal/family issues

time management, study skills, or test taking strategies

medical issues- requires documentation be presented to academic advisor

choice of major

difficulty with a particular subject

working too many hours

lack of awareness or use of available academic support resources such as the Learning Resources Center, Writing Center, professors' office hours, academic advisor(s)

lack of awareness or use of available student support services such as Counseling Center, Career Services, etc.

Other issues as appropriate

- The Academic Improvement Plan should include how the student has resolved or plans to resolve any issues or circumstances that have negatively impacted the academic performance. For example, if a student made a poor choice when selecting a major, what are the plans for changing to an appropriate major? A student should approach any and all factors in the same manner.
- A statement from their academic advisor supporting the appeal, along with a copy of the Academic Improvement Plan that has been agreed upon by the student.
- An Academic Improvement Plan that has been agreed upon by the student and the Academic Review Committee. If the student does not follow the stated plan, the student will revert to Academic Suspension.

Students should be prepared to seek other options of payment if the appeal is not approved.

Academic Probation: Students who submit an appeal and acceptable Academic Improvement Plan within six weeks of the start of the semester will be considered for aid in the semester*** on a probationary basis. Students on Academic Probation will be reviewed for continued aid eligibility at the end of each semester***. If a student is meeting the terms of their Academic Improvement Plan, but does not yet meet the full requirements outlined above, the student will continue on Academic Probation on a semester***- by- semester*** basis until all deficiencies are satisfied.

Additional Completion Requirements

First baccalaureate degree students are allowed to earn 150% of the required number of credits to earn a degree. Most undergraduate degrees require 120 credits. Therefore, a student enrolling in a semester after earning their 180th credit is no longer considered to be making Satisfactory Progress toward the degree. The 180 credit total includes all UIU assessed credits. (Assessed credits are defined as credits a student is enrolled in at the end of the official drop and add period, even if a student drops those credits later.)

For transfer students, transfer credits toward degree are also counted towards attempted and completed hours for the student's program.

Repeated, remedial, and incomplete credits count as assessed credits. Even though a repeated course will count only once

toward a student's academic requirements and GPA, each repeat is counted in the total cumulative credit hours.

Consequences of failure to meet this requirement

Students who reach their maximum credits or time limit without completing the degree will be denied further financial aid as a student at that level. For example, if as an undergraduate a student exceeds 180 credits, they will be denied further aid.

Completion Rate for all Programs

Students must earn two-thirds (66.66% rounded) of their attempted credit hours (on a cumulative basis) in order to continue to receive financial aid. Evaluated credits are defined as credits a student is enrolled in at the end of the official drop and add period, even if a student drops those credits later. Completion of these credits means a student receives grades for them, even if the grades are not passing. Repeated courses count the same as do first-time courses for purposes of calculating completion rate.

Completion rate is initially calculated on the semester grading date, where the semester courses are added to the previous course record to determine if the overall completion rate is above two-thirds (66.66% rounded).

All courses, including incomplete credits, repeated credits, and remedial credits are evaluated for completion rate. Incomplete courses will have a grade (I) at that time, but for financial aid purposes they are not considered complete until a student receives a final grade. If a student does not complete the coursework, it could change the completion rate and it may have the SAP status updated, resulting in a Warning or Suspension status for the current semester of enrollment.

Consequences of failure to meet this requirement: Students who fail to complete two-thirds (66.66% rounded) of their cumulative assessed credits will be placed on warning for one semester***. Failure to restore a two-thirds (66.66% rounded) cumulative completion rate in the next enrolled semester*** will result in aid denial until the cumulative completion rate is brought above two-thirds (66.66% rounded). Semesters of non-attendance are not counted in this calculation. Courses dropped after the end of the regular drop and add periods are counted as courses the student has failed to complete.

GPA Requirements

Students must have a cumulative GPA sufficient to meet UIU graduation requirements. For undergraduate students, this is a minimum GPA of 2.00. Graduate students must have a minimum GPA of 3.00.

Retroactive Changes

If errors in grades are corrected or withdrawals are granted retroactively and these changes affect SAP, the Office of Financial Aid will allow consideration of aid restoration for a maximum of one semester prior to the current term. However, aid will not be restored across aid years.

Disclaimer: The financial aid programs are designed to financially assist students seeking a degree in higher education. We hope the information available here will assist you in discover-

ing your financial aid opportunities at Upper Iowa University. Our staff is available to assist you in achieving your higher education goals at Upper Iowa University.

***For SPDP coursework, the use of “semester” represents “enrollment”.

Financial Aid

Current financial aid information is available at the Upper Iowa University web page uiu.edu/financialaid. If you have any further questions regarding financial aid, please contact your program office or the Financial Aid office, 800-553-4150, Ext 2, option 4, or write to: Financial Aid Office, Upper Iowa University, PO Box 1859, Fayette, IA 52142 or email: financialaid@uiu.edu. Any questions about billing should be directed to your program office.

Utilizing NetPartner to Access Your Financial Aid Information

The Financial Aid Office utilizes the NetPartner system to contact students regarding their financial aid files and to provide students with updates. The NetPartner system is separate from the myUIU system that is utilized by other offices within the University and is specifically for your Financial Aid information.

The NetPartner system can be accessed via the Financial Aid homepage at www.uiu.edu/financialaid. You will need to know your student ID. This is assigned to you upon your acceptance to UIU and is useful in many different ways. You want to keep your student ID private as it is the key to your personal information. The NetPartner system will walk you through the steps to create your personal identification number (PIN). If you are a first-time user of the NetPartner system, you will want to select this option. If you have accessed NetPartner before, but have forgotten your PIN, you will want to indicate this in order to access your personal information. The Financial Aid Office personnel do not have access to your PIN, so you will want to keep this information in a safe place to refer to later if you do not remember it.

The NetPartner system is your key to all aspects of your financial aid. Below is a listing of the pages that can be viewed and what is found on each page.

Welcome Page

- Select the academic year (at the top of the screen) to access the information that you are seeking.
- Provides at a quick glance at the documents that have been requested and the status of those documents (i.e. received, not received).
- Provides contact information for the Upper Iowa University Financial Aid Office.

Awards

- After your eligibility for financial aid funds (including grants and loans) has been determined, the award information will be shown on a semester basis.
- The budget amounts shown will provide you with information showing how your eligibility for financial aid was

determined. If you are attending a program through the Extended University, your cost will be for tuition only. If you are residing on the Fayette Campus, you will want to refer to your room agreement to determine your exact cost of room and board.

Accept Awards

- Provides you with a total of all aid that has been awarded to you.
- Allows for you to indicate to the Financial Aid Office whether or not you would like to accept or decline the specific aid that has been awarded to you.
- Once you have accepted the loan eligibility via the Net Partner system, the office will proceed with your request.

Documents

- Contains a listing of all documents that are needed to complete your financial aid file as well as an update on the status of the document (i.e. received, not received).
- Includes a link to download the forms that are being requested.

Forms

- Includes a comprehensive list of all documents that the Financial Aid Office may need to request from a student. The items that you will need to submit are listed in the “Documents” section. You only need to complete those documents that are requested in the “Documents” section.

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. Those numbered 100-199 are designed for freshmen, 200-299 for sophomores, 300-399 for juniors and 400-499 for seniors. Courses numbered 500 and above are graduate courses.

Leave of Absence

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

1. Student must submit a written request explaining the circumstances in detail and attach supporting documentation.
2. Included in the request, student must state his/her intention to return to Upper Iowa University and state intention not to enroll at other colleges during the leave of absence.

3. Student must sign and date request.
4. The maximum leave of absence is 180 days in a 12-month period.
5. Student who returns within the 180 days will retain his/her eligibility for admission and eligibility for institutional aid.
6. Student granted a Leave of Absence will receive a “W” grade for all current courses.
7. Student must complete a Personal Information Update for Returning Students form upon returning to UIU (located on myUIU).

Library Resources

As a student of Upper Iowa University, library resources (online journal databases, e-books, newspaper access, citation help, etc.) are available. If travel to the campus is not feasible, you can access the library through the University’s website. Go to: www.uui.edu/library. To use any of the materials listed on the site, you can log in using your myUIU username and password when prompted.

If you need help with your myUIU login credentials, please contact the UIU Help Center Desk at helpdesk@uui.edu, phone: 563-425-5876. If you need assistance locating information or using the library’s resources, please contact the library at library@uui.edu or phone: 563-425-5261.

Information Technology

myUIU, Computer & E-mail accounts

Upper Iowa University provides students with a myUIU computer account which allows the student to view their university information such as grades and business office accounts. When you enroll online the myUIU account information will be sent to your personal email address which you provided to Upper Iowa. You will need your username and password in order to access Upper Iowa University’s computers. The University also gives each student an email account by which the University and the student communicate.

IT Help Center

The UIU Information Technology (IT) Help Center is the central point of contact for the UIU Community for technology related incidents, problems, and requests. The IT Help Center is located in the lower level of Garbee Hall and is available between 8 a.m. and 6 p.m., Monday through Friday. You can email the IT Help Center at helpdesk@uui.edu or visit on the web at www.uui.edu/it.

Textbooks

Textbooks may be purchased through the University Bookstore or locally through other sources. Textbook titles and editions will be provided upon request by program staff.

To order, visit www.peacockconnection.bkstr.com or call 866-225-2808. You may pay by VISA, MasterCard, Discover or American Express. Orders will be shipped within 24 hours. Textbooks are delivered via FedEx by one of three methods:

Ground, Second Day Air, or Next Day Air. You pay the current FedEx rate based on the weight of the package and where the package is being shipped. Textbook buyback is also available. Visit www.peacockconnection.bkstr.com or call 866-225-2808 for a quote, buyback, or mailing label.

Upper Iowa University permits students who receive Title IV financial aid to incur book charges through the University’s official bookstore provider up to \$750 per semester.

Follett is the only avenue permitted for book charges as they are the official UIU book provider. Students will not be required to purchase their books through Follett. It is a personal choice whether or not to utilize this option.

Criteria for students using book charges are as follows:

1. Pell Eligible – Students who are Pell eligible are permitted to charge their books if the financial aid file is complete and they are ready to award.
2. Non Pell Eligible – Students who receive financial aid but are not Pell eligible must be awarded, have accepted the award and have their Master Promissory Note (MPN) and Entrance counseling complete.
3. Students who do not receive Title IV financial aid will not be eligible for a book charge.

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

Writing Style Guide

All Extended University students are expected to buy and use an approved APA style guide. Students are advised that individual faculty members will require use of APA style for their individual classes. An approved APA style guide is the required text for ID 498 – Senior Project.

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 you to participate in its formal commencement ceremony even if your graduation date falls earlier in the academic year. If you graduate in June or August, you may to participate in the preceding May commencement.

Note: Students at military installations should contact UIU center staff for commencement information regarding both Fayette campus and local graduation ceremonies. Commencement ceremonies are also held in Hong Kong and Malaysia each June. 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 you plan to participate in the commencement ceremony, **you must file an application for graduation**. There is an application fee of \$65 (even if you choose not to attend commencement). Students planning to participate in the commencement ceremony should complete a participation form on myUIU. Deadlines for submitting applications for graduation are as follows:

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

Applications not received within the two-month application window will be moved to the next conferral month. Students will 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 term ends for a student to have that term's conferral date posted to the record. If transcripts are not received, the conferral date will move to the next term provided transcripts are received within three weeks after the appropriate term end date.

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

Graduation Honors

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

If you are a transfer student who has not completed 60 graded credits at Upper Iowa University, you will graduate *Cum Laude* if you attain at least a 3.5 grade point average and have completed a minimum of 30 graded credits with Upper Iowa University. Experiential learning credit does not apply to the 60 graded credits for *Magna* or *Summa Cum Laude* 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

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

Transcript Fees

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

Career Development

Career Development, located on the Fayette Campus, is available to help students from all programs explore graduate school or career opportunities with an employment advisory service providing bimonthly listings of employment opportunities, credential files and job-finding resources. Student referrals are not based on direct contact. A program is available for personal assessment to help plan your career. Neither Career Development nor Upper Iowa University guarantees employment. For further information, call 563-425-5208. Career Development information is also available through Upper Iowa University's home page, located at www.uiu.edu or careers@uiu.edu.

Continuing Education

Dual Enrollment

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

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

For more details on all our offerings, please go to <http://www.uiu.edu/standout/dual-enrollment.html> or call 563-425-5333.

Continuing Education

Upper Iowa University offers hundreds of non-credit continuing education courses. These courses cover a wide variety of topics to meet the educational and lifelong learning needs of people around the world. Opportunities include college readiness courses (SAT and ACT preparation courses), personal development opportunities, and courses to meet professional certifications. The courses offerings are either Continuing Education (CE) or Continuing Professional Education (CPE):

- CE: Courses offered for personal enrichment, lifelong learning, or to enhance personal knowledge and skills.
- CPE: Courses designed to fulfill the requirements needed for professional licensure, certification or recertification, or other career educational needs.

In addition, selected UIU centers also offers allied health programs on site to prepare students for careers in selected career fields such as: Clinical Medical Assistant, Pharmacy Technician, and others. For more details on all our offerings, please go to www.uiu.edu/continuing-education/index.html or call 563-425-5221.

FAYETTE
UNDERGRADUATE
PROGRAM GENERAL
INFORMATION

Academic Regulations/Policies

Requirements for Admission

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

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

Upper Iowa reserves the right to refuse admission to anyone who does not meet its standards for admission.

Applying for Admission

Make arrangements to have the following documents sent **directly to Upper Iowa University, PO Box 1857, Fayette, IA 52142:**

1. A completed application for admission. Apply online at www.uiu.edu/apply and the application fee will be waived.
2. Official transcripts from each college and university you 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 your hands.
3. Official transcript of your high school record for those seeking admission as a freshman (see above). This requirement is fulfilled by one of the following:
 - a. An official high school transcript
 - b. Official GED certificate or score report
 - c. Evidence of a passing score on tests recognized by the state such as the High School Equivalency Test (HSET) and the Test Assessing Secondary Completion (TASC)
 - d. Official college or university transcript that lists the high school graduation date
 - e. For International students only, official transcripts verifying completion of secondary education
4. For those seeking admission as a freshman, submit ACT or SAT scores. If English is not your native language, submit official proof of English proficiency (see page 19 for details on meeting English proficiency requirements).

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

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

Our presumption is that candidates selected for admission to Upper Iowa University will continue to maintain a level of academic accomplishment equal or superior to their record at the

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

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

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

1. Application to UIU has been submitted late, i.e., approximately 30 days prior to the start of a given term.
2. Evidence is provided indicating that the transcript(s) has (have) been requested.
3. Evidence is provided indicating that the student is in good standing with any previously attended college or university from which he/she is transferring.
4. Evidence of a high school diploma or GED is provided.

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

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

Students offered acceptances submit the following before enrolling:

1. An enrollment deposit of \$250 deposit. (Students register for classes and housing after the University receives the deposit.) The deposit is refundable through May 1 of the application year (December 31 for second-semester applicants).
2. Final transcripts of all high school and college work completed.
3. Housing and health forms will be sent by the Office of Student Development.

Residency Policy

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

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

Admission Guidelines

Freshmen

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

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

Early admission

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

Honors Program

The UIU Honors program is designed to enrich the academic experience of students through student-centered education in interdisciplinary course work, small classes, and thoughtful discussion. Students' views are respected, innovation is encouraged, and ideas are developed. The UIU Honors experience culminates with an individual project that is designed by the student and carried out under the mentorship of faculty. Students with a composite ACT score of 26 or above and 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 www.uiu.edu/academics/honors/.

Former students

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

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

International students

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

Test (scores must be within the last two calendar years)	Undergraduate	Graduate
TOEFL www.ets.org (institution code: 6885)		
Paper-based	500	550
Internet-based www.ielts.org	61	79 IELTS
Required Writing score	5.0	6.0
MELAB www.isa.umich.edu/eli/testing/melab (Michigan English Language Assessment Battery)	69	77
MUET www.mpm.edu.my/bi/main.php Malaysian University English Test	4.0	5.0
Cambridge O Level English Language Exam	D	
International General Certificate of Secondary Education (IGCSE) (English Subject)	D	
ELS Language Center www.els.edu	112	N/A
SAT http://sat.collegeboard.com (institution code:6885) (Minimum critical reading sub-score)	430	N/A
ACT http://act.org (institution code: 1360) (Minimum English sub-score)	18	N/A
HKCEE English Language (Syllabus B)	D	
HKALE English Language (AS Level)	E	
HKDSE	3	

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

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

where the official language is English or an English language international school.

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

Upper Iowa University reserves the right to exempt specific groups of learners from providing proof on English Proficiency approved by the Vice President of International Education.

International Student Admissions

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

- Completed application for admission form
- Official transcripts verifying completion of secondary education
- If applicable, official transcripts from each college and university previously attended. Official transcripts must be in English. Otherwise, the transcripts may need to be translated and evaluated by a certified evaluator at the student's expense. This evaluation must be sent directly to Upper Iowa University.
- If applicable, a certified true copy (CTC) of the certificate verifying credit earned through postsecondary public examination (i.e. A-Level, STPM, etc.)
- The following documents are not mandatory for admission but required for issuing any immigration documents. Therefore, we encourage students to include them with their initial application materials:

A notarized statement or a bank statement (no more than six months old) from a financial institution that states that you have 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 your individual financial package. Please contact the Center for International Education for more details.

A copy of your valid passport. Copies of any previous visas, immigration documents (i.e. I-20, DS-2019), and I-94 documents must be presented if you are 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 information update form.

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

Transferring Credits to UIU

Transfer Credit

If you are a transfer student, you may expect to receive full credit for college-level courses completed at other collegiate institutions accredited by any of the following regional accrediting associations:

- Middle States Association of Colleges and Schools
- New England Association of Schools and Colleges
- Higher Learning Commission
- Northwest Association of Schools and Colleges
- Southern Association of Colleges and Schools
- Western Association of Schools and Colleges

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

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

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

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

Grades earned in courses accepted for transfer will appear on your Upper Iowa University transcript, and the credits earned

will count toward your total number required for graduation. However, grade points earned at another institution are not transferred and are not figured into your cumulative grade point average (GPA) maintained at Upper Iowa University, but are included in calculating the major/endorsement GPA.

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

These 78 semester credits may include:

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

Upper Iowa University may transfer an additional 12 semester credits, identified by the 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 degrees in liberal arts from regionally accredited institutions as fulfillment of the general education requirements. Prerequisites are not waived.

Since ID 301 — Critical Thinking and ID 498 — Senior Project are components in the Upper Iowa University assessment strategy, transfer work will not be accepted to fulfill these requirements. (For Center, Online, Self-Paced Degree, and International students only.)

Experiential Learning Credit

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

ACE Approved Credit

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

Credit by Examination

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

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

Experiential Learning Portfolio Credit

A portfolio process has been developed to determine students' achievements and demonstrated learning outcomes. Students can earn up to 30 semester credits for prior learning experience.

Contact your 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 you is extensive, and since the evaluation of this documentation by UIU staff demands considerable time, you must be accepted for admission and registered for at least one course through Upper Iowa University before you may apply for experiential learning credit.

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

Fees for experiential learning credit granted are assessed at \$60 per semester credit. See your academic advisor for more information. All fees are due within 90 days of assessment, and before credit will be recorded on your transcript. An official transcript will be issued only after you complete 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 your academic advisor for further information. A maximum of 30 semester credits can be earned through a combination of portfolio and law enforcement/fire science credits.

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

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

Military Credit

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

Support for Military Students

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

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

Servicemembers Opportunity Colleges (SOC): Upper Iowa University is a core member of the Servicemembers Opportunity Colleges Consortium and the SOC Degree Network System. SOC was established in 1972 and its members subscribe to principles and criteria to ensure that quality academic programs are available to military students, their family members, civilian employees of the Department of Defense, Coast Guard, and veterans.

SOC Degree Network System

The SOC Degree Network System (DNS) consists of degree-granting colleges and universities that have pledged to help servicemembers and their adult family members complete college degrees by adopting policies that have been outlined in the Voluntary Education Partnership Memorandum of Understanding (MOU). Many courses offered by Degree Network System institutions have two-way guaranteed transferability, making it easier for servicemembers to complete associate and bachelor's degrees no matter where they move during their military careers. The SOC DNS Student Agreement issued by all SOC Degree Network System member institutions provides a complete evalu-

ation of the servicemember's prior learning, including courses from other colleges and universities, military training courses, military occupational experience, and nationally-recognized tests, as well as clearly identifying requirements for completing the degree.

SOC operates a two year system for associate's degrees (DNS-2) and a four year system for bachelor's degrees (DNS-4). Upper Iowa University is a core member of both systems. Refer to the SOC Degree Network System -2 and -4 Handbooks to view associate and bachelor degree programs, location offerings, and college information (http://www.soc.aascu.org/socdns/DNSPubs.html#2_handbook).

Army, Army National Guard, Army Reserves: Upper Iowa University is a Letter of Instruction (LOI) Member Institution in GoArmyEd. GoArmyEd is the virtual gateway for all eligible Active Duty, National Guard and Army Reserve Soldiers to request Tuition Assistance (TA) online, anytime, anywhere for classroom and distance learning. It allows Soldiers to manage their education records including college classes, testing, on-duty classes and Army Education Counselor support. GoArmyEd is also the virtual gateway for Army Civilians to apply for their Civilian education, training, and leader development events. As a member institution, there are no up-front, out-of-pocket expenses for soldiers when enrolling in Upper Iowa University classes as long as their request for TA has been approved by the Army. Upper Iowa University has selected by the Army to offer associate and bachelor's degrees to Soldiers, their spouses, and adult children worldwide as part of the SOC DNS-2 and -4 systems.

Navy: Upper Iowa University is a partner institution in the Navy College Program Distance Learning Partnership (NCPDLP). The Navy College Program (NCP) has developed partnerships with colleges and universities to offer rating relevant degrees via distance learning to sailors everywhere. Upper Iowa University provides associate and bachelor degree programs relevant to each rating, and makes maximum use of military professional training and experience based on the Joint Service Transcript (JST) transcript to fulfill degree requirements. The program provides opportunities to take courses through distance learning so that sailors anywhere will be able to pursue a degree. Upper Iowa University has selected by the Navy to offer associate and bachelor's degrees to Sailors, their spouses, and adult children worldwide as part of the SOC DNS-2 and -4 systems.

Coast Guard: Upper Iowa University has selected by the Coast Guard to offer associate and bachelor's degrees to Coast Guard personnel, their spouses, and adult children worldwide as part of the SOC DNS-2 and -4 systems.

Air Force: Upper Iowa University recognizes the work completed in the Community College of the Air Force and currently has an articulation agreement based on those courses. As a registered institution in the AU-ABC (Air University Associate-to-Baccalaureate Cooperative), we treat the CCAF transcript just as we would any community college transcript and will apply all appropriate coursework toward a bachelor's degree. The AU-ABC is an initiative between the Air Force and civilian higher education institutions to offer baccalaureate degree opportunities to every Air Force enlisted member. The program directs airmen

with associate in applied science degrees to a collection of accredited “military friendly” colleges and universities to consider when completing a four-year degree. Airmen enroll in classes and request tuition assistance in the Air Force’s Virtual Education Center.

Marine Corps: As with the other services, Upper Iowa University will evaluate your 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 has selected by the Marine Corps to offer associate and bachelor’s degrees to Marines, their spouses, and adult children worldwide as part of the SOC DNS-2 and -4 systems.

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, 2015-2016 Academic Year

FULL-TIME ENROLLMENT

Tuition (12-18 credits)	\$27,323
Student Fees (12+ credits)	\$750
Board charges:	
125 Block Plan - Flex/Sem:	
Lee Towers/Hofmaster \$300	\$3,570
250 Block Plan - Flex/Sem: \$300	\$4,560
300 Block Plan - Flex/Sem: \$200	\$4,704
40 Block Plan - Flex/Sem: Commuters \$50	\$700
80 Block Plan - Flex/Sem: Commuters \$50	\$1,250
Room charges:	
Garbee Hall – double room	\$3,213
Garbee Hall – single room	\$5,004
Lee Tower – double room	\$4,370
Lee Tower – single room	\$6,132
Hoftmaster Apartments – double room	\$4,370
Hoftmaster Apartments – single room	\$6,132
South Village 1 – double room	\$3,770
South Village 1 – single room	\$5,410
South Village 1 – single plus	\$5,902
South Village 2/3 – double room	\$4,083
South Village 2/3 – single room	\$5,516
South Village 2/3 – single plus	\$5,902

The 300 and 250 Meal plan is also available to residents of Hofmaster Apartments and Lee Tower.

All single room assignments are subject to availability.

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

OTHER CHARGES

Tuition (less than full-time):

Fayette Campus rate per semester hour under 12 credits	\$1.139
Semester overload fee (per semester credit)	\$441
(after total of 18 credits for Fall Semester or after total of 18 credits for Spring Semester, excluding May Term)	
Student Fee (less than full-time)	\$187
Audit fee (per semester credit)	\$95
Summer Internship per semester hour	\$441
Summer Tuition per semester hour	\$441
Endorsement rate per semester hour	\$406
Nursing Program rate per semester hour	\$406
Summer School Grad rater per semester hour	\$406
Master of Education rate per semester hour	\$441
Master of Business Administration rate per semester hour	\$520
May Term Tuition per semester hour	\$441

Fayette Camps students registered for all online or center courses will be charged the online or center tuition rate. Interim 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 fee for subsequent years may be subject to change.

OTHER FEES

Application Fee (non-refundable)	\$50
Enrollment Deposit	\$250
Graduation Application Fee	\$65
Portfolio assessment fee	\$60
(applicable toward semester credit charge if experiential learning credit is awarded, otherwise nonrefundable)	
Experiential learning (per semester credit)	\$60
(payable within 90 days of the granting of this credit)	
Transcripts, per copy	
(Rush orders may be charged an additional fee.)	
By mail (2-4 day processing time)	\$8
By fax (2-4 day processing time)	\$10
Tuberculosis Test	\$86
(additional fees may apply)	
Parking Permit	\$75
ID Card Replacement	\$15
Peacock Card Replacement	\$20
Residence Hall Key Replacement	\$40
Residence Hall Improper Check-Out	\$25
Fayette Passport Picture Fee	\$7
Late Payment Fee	\$25
Payment Plan Fee	\$25
(2.75% of amount due not to exceed \$25)	
Fayette International Student Orientation Fee	\$100
NSF Check Fee - Paper	\$30
NSF Check Fee - E-Check	\$35
Health Insurance	\$1,240

Payment of Tuition and Fees

Terms of Payment

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

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

Delayed Payment Option

This option is only allowed for students who are receiving tuition reimbursement from their employer. Payment in full is due and payable by the 45th day after course completion. 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 terms, 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 Term 1 of a semester will also be withdrawn from Term 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 Office of Student Development to complete the withdrawal process.

Refund Policy

If a student decides to withdraw from the University before the end of a semester or term, the student's charges, financial aid, tuition assistance, and/or veteran benefits could be affected. 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 Term 1, they would be refunded the per credit rate amount for their total Term 2 credits, plus the refund percentage of Term 1, if applicable. If a full-time student drops a course within the first two weeks of the term and it affects their enrollment status, their tuition charges will be adjusted as followed and after week two, there will be no adjustments for students who drop a course and it affects their enrollment status.

Fall Semester 2015		Term 1 Aug 24 th –Oct 16 th	Term 2 Oct 21 st –Dec 18 th
Refund	Charge	Withdrawal Dates	Withdrawal Dates
90%	10%	Aug 24 th –Aug 26 th	Oct 21 st –Oct 25 th
75%	25%	Aug 27 th –Aug 30 th	Oct 26 th –Oct 28 th
50%	50%	Aug 30 th –Sept 6 th	Oct 29 th –Nov 4 th
0%	100%	After Sept 6 th	After Nov 4 th
Spring Semester 2016		Term 1 Jan 11 th –Mar 4 th	Term 2 Mar 14 th –May 6 th
Refund	Charge	Withdrawal Dates	Withdrawal Dates
90%	10%	Jan 11 th –Jan 13 th	Mar 14 th –Mar 16 th
75%	25%	Jan 14 th –Jan 17 th	Mar 17 th –Mar 20 th
50%	50%	Jan 18 th –Jan 24 th	Mar 21 st –Mar 24 th
0%	100%	After Jan 24 th	After Mar 24 th

Fall Semester 2015	First Term	Second Term
Last day to cancel registration and receive 100% tuition & fee adjustment.	Aug 24 th	Oct 21 st
Last day a student may reduce their number of credits below full time and have tuition adjusted based on remaining credits	Sept 6 th	Nov 4 th
Spring Semester 2016	First Term	Second Term
Last day to cancel registration and receive 100% tuition & fee adjustment.	Jan 11 th	Mar 14 th
Last day a student may reduce their number of credits below full time and have tuition adjusted based on remaining credits	Jan 24 th	Mar 27 th

Adjustments

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

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

If a student drops a Term 1 course within the first two weeks and falls below full-time their account will be adjusted accordingly. If the student then adds a course in Term 2 to become full-time, the adjustment will be reversed to bring their charge back to the full-time rate of \$13,661.50/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.

Overload Charges

- If a student drops a course and is no longer in overload, they will be refunded the full overload fee charged

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. For a small non-refundable set up fee of 2.75% of total amount due, not to exceed \$25, you can avoid the difficulty of paying large lump sums all at once and distribute the costs of education over a period of time. If you are interested in learning more about the payment plans or setting up a payment plan, please contact the Business Office by calling 800-553-4150 or email businessoffice@uiu.edu.

Classification of Students

You will be classified in the following ways at the beginning of each semester in each academic year.

A. Official Status

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

B. Class Status

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

C. Registration Status

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

Course Loads

Students registering for more than 18 credits total for Fall Semester Terms 1 and 2, or students registering for more than 18 credits total for Spring Semester Terms 1 and 2 (May Term not included), will be charged an overload fee. See page 23 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, you will need to consult with your advisor regularly and select courses carefully. New students will register on specially designed Orientation, Advisement and Registration (OAR) Days, which are held during the summer or at the beginning of the semester in which they first enroll.

Changes in Registration

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

Period of Nonattendance

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

Non-Enrollment

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

Non-Attendance

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

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

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

Drops and Administrative Withdrawals

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

Term is exempt; however, students not enrolled in May Term may not be allowed to live in the residence hall during May Term.)

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

Pass/Fail Registration

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

Grading System

Upper Iowa University uses a standard grading system:

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

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

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

A grade of I is a temporary grade assigned by the faculty member that will be changed to a letter grade of A-F by the end of the following term (center or online courses) or semester (Fayette Campus courses). An "I" may be posted to a self-paced course for as long as six months (see time limit information on page 41).

The following grades are NOT used in computing the grade point average: A grade of P is assigned for credit granted for

experiential learning, special training programs, credit by examination or for other types of nontraditional learning experiences. A grade of P is also assigned for satisfactory performance in an elective course taken on a pass/fail basis. The grade W is used to denote a student-initiated drop of a course after the allowed add period of an eight-week term and before the last day to drop courses. Courses dropped after the last day to drop courses will be assigned the grade of F. (This grade will be calculated in the GPA.) Your official grade is the grade posted to myUIU at the end of the grading period. It is the student's responsibility to check myUIU grades for accuracy.

Grade Appeal Process

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

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

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

Academic Renewal without Course Repetition Policy

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

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

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

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

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

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

Evaluations

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

Class Attendance

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

Individual class attendance requirements are set forth by individual professors, 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 you must be absent from class because of certified illness or emergency, or because you are representing the University in an approved activity, you are expected to arrange for the completion of make-up tests or homework with the individual faculty member(s). These arrangements are to be made prior to the incurred absence, except, of course, in emergency situations.

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

Student Conduct

The policies on Student Conduct can be found in the Student Handbook, which can be found at <http://www.uiu.edu/studentlife/handbooks.html>.

Administrative Withdrawal

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

1. Fill out the Instructor Recommended Drop Form.
2. Forward the form to the Registrar's Office for processing.
3. The student will be advised of the withdrawal and will receive a grade of **AW** (administrative withdrawal).
4. Financial aid may be changed if enrollment status changes. Contact the Registrar's Office for information concerning the appeal process for **AW** grades.

Cheating and Plagiarism

Please see policy at www.uiu.edu/policies

Dean's List

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

You will be notified of this honor and sent a certificate by the Dean's Office. An announcement will be sent to your local newspaper, unless you request the information be withheld.

EXTENDED UNIVERSITY/
CENTER FOR INTERNATIONAL EDUCATION
UNDERGRADUATE PROGRAM
GENERAL INFORMATION

Applying for Admission

UIU's Extended University offers classes through a variety of delivery methods including: standard classroom, paper/email-based distance learning, online and hybrid.

Requirements for Admission

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

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

Upper Iowa reserves the right to refuse admission to anyone who does not meet its standards for admission.

Admission Procedures

Make arrangements to have the following documents sent **directly to Upper Iowa University, PO Box 1857, Fayette, IA 52142:**

1. A completed application for admission. Apply online at www.uiu.edu/apply and the application fee will be waived.
2. Official transcripts from each college and university you 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 your hands.
3. Official transcript of your high school record for those seeking admission as a freshman (see above). This requirement is fulfilled by one of the following:
 - a. An official high school transcript
 - b. Official GED certificate or score report
 - c. Evidence of a passing score on tests recognized by the state such as the High School Equivalency Test (HSET) and the Test Assessing Secondary Completion (TASC)
 - d. Official college or university transcript that lists the high school graduation date
 - e. For International students only, official transcripts verifying completion of secondary education
4. Veterans – an application for veterans' benefits or change of place of training form and a copy of the DD214.
5. Active duty military and reservists – an official copy of DD295, CCAF, or JST transcript.
6. Teachers seeking additional endorsements - copy of your current teaching license (for Iowa only).

Until a student submits all required admissions documentation, they are considered a non-degree seeking student. A non-degree seeking student is not eligible for financial aid,

is limited to no more than 30 credits at UIU, and may not have a degree conferred.

7. 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 on page 31. The student will be notified in writing of the approval or denial of admission. If you do not complete the admission process and enroll within that year, you may be required to resubmit materials.

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

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

International Student Admission

International Students - International Centers

Refer to page 44 for admission information.

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

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

1. A completed Application for Admission and application fee. Apply online at www.uiu.edu/apply to waive the application fee.
2. Official transcripts from each college and university previously attended. Official transcripts may require evaluation by a certified evaluator at the student's expense. This evaluation must be sent directly to Upper Iowa University. Contact your academic advisor to discuss the type of evaluation most useful to you.
3. Certified True Copy (CTC) of the certificate verifying credit earned through postsecondary public examination (i.e. A-Level, STPM, etc.).
4. A CTC of the credential verifying completion of secondary education if you have earned college credit, or an official secondary education transcript if you have not previously earned college credit.

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 information update form.

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

English Proficiency Requirements

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

Test	Undergraduate	Graduate
TOEFL www.ets.org (institution code: 6885)		
Paper-based	500	550
Computer-based	173	213
Internet-based	61	79
IELTS www.ielts.org	5.0	6.0
Required Writing score	5.0	6.0
MELAB www.isa.umich.edu/eli/testing/melab Michigan English Language Assessment Battery	69	77
MUET www.mpm.edu.my/bi/main.php Malaysian University English Test	4.0	5.0
Cambridge O Level English Language Exam D		
International General Certificate of Secondary Education (IGCSE) (English Subject) D		
ELS Language Center www.els.edu	112	N/A
SAT http://sat.collegeboard.com (institution code:6885) (Minimum critical reading sub-score)	430	N/A
ACT http://act.org (institution code: 1360) (Minimum English sub-score)	18	N/A
HKCEE English Language (Syllabus B)	D	
HKALE English Language (AS Level)	E	
HKDSE	3	

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

- Official transcripts validating completion of secondary education from a U.S. high school or GED equivalent.
- Official transcripts validating a minimum of two years of instruction at the secondary education level in a country

where the official language is English (contact the Center for International Education or visit its website for a list of recognized countries) or an English language international school.

- Official transcripts from a two-year minimum combination of secondary and post-secondary education in a country where the official language is English.
- Official transcripts showing 24 or more successfully completed college-level semester credits* from a regionally accredited college or university where the official language is English and English is the language of instruction. Cumulative GPA of at least 2.0 is required.
- Successful completion of an Upper Iowa University approved Intensive English Program (IEP)

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

Upper Iowa University reserves the right to exempt specific groups of learners from providing proof on English Proficiency approved by the Vice President of International Education.

Transferring Credits to UIU

Transfer Credit

If you are a transfer student, you may expect to receive full credit for college-level courses completed at other collegiate institutions accredited by any of the following regional accrediting associations:

- Middle States Association of Colleges and Schools
- New England Association of Schools and Colleges
- Higher Learning Commission
- Northwest Association of Schools and Colleges
- Southern Association of Colleges and Schools
- Western Association of Schools and Colleges

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

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

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

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

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

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

These 78 semester credits may include:

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

Upper Iowa University may transfer an additional 12 semester credits, identified by the 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 degrees in liberal arts from regionally accredited institutions as fulfillment of our general education requirements. Prerequisites are not waived.

Since ID 301 — Critical Thinking and ID 498 — Senior Project are components in the Upper Iowa University assessment strategy, transfer work will not be accepted to fulfill these requirements.

Experiential Learning Credit

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

ACE Approved Credit

Many training programs have been approved for credit by the American Council on Education (ACE). Check with your academic advisor to see if completed training has been evaluated by ACE. There is no charge for transcribing ACE recommended credit. Credits earned through ACE do not reduce the minimum

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

Credit by Examination

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

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

Experiential Learning Portfolio Credit

A portfolio process has been developed to determine students' achievements and demonstrated learning outcomes. Students can earn up to 30 semester credits for prior learning experience. **Contact your 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 you is extensive, and since the evaluation of this documentation by UIU staff demands considerable time, you must be accepted for admission and registered for at least one course through Upper Iowa University before you may apply for experiential learning credit.

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

Fees for experiential learning credit granted are assessed at \$60 per semester credit. See your academic advisor for more information. All fees are due within 90 days of assessment, and before credit will be recorded on your transcript. An official transcript will be issued only after you complete 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

your academic advisor for further information. A maximum of 30 semester credits can be earned through a combination of portfolio and law enforcement/fire science credits.

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

Military Credit

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

Support for Military Students

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

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

Servicemembers Opportunity Colleges (SOC): Upper Iowa University is a core member of the Servicemembers Opportunity Colleges Consortium and the SOC Degree Network System. SOC was established in 1972 and its members subscribe to principles and criteria to ensure that quality academic programs are available to military students, their family members, civilian employees of the Department of Defense, Coast Guard, and veterans.

SOC Degree Network System

The SOC Degree Network System (DNS) consists of degree-granting colleges and universities that have pledged to help servicemembers and their adult family members complete college degrees by adopting policies that have been outlined in the Voluntary Education Partnership Memorandum of Understanding (MOU). Many courses offered by Degree Network System

institutions have two-way guaranteed transferability, making it easier for servicemembers to complete associate and bachelor's degrees no matter where they move during their military careers. The SOC DNS Student Agreement issued by all SOC Degree Network System member institutions provides a complete evaluation of the servicemember's prior learning, including courses from other colleges and universities, military training courses, military occupational experience, and nationally-recognized tests, as well as clearly identifying requirements for completing the degree.

SOC operates a two year system for associate's degrees (DNS-2) and a four year system for bachelor's degrees (DNS-4). Upper Iowa University is a core member of both systems. Refer to the SOC Degree Network System -2 and -4 Handbooks to view associate and bachelor degree programs, location offerings, and college information (http://www.soc.aascu.org/socdns/DNSPubs.html#2_handbook).

Army, Army National Guard, Army Reserves: Upper Iowa University is a Letter of Instruction (LOI) Member Institution in GoArmyEd. GoArmyEd is the virtual gateway for all eligible Active Duty, National Guard and Army Reserve Soldiers to request Tuition Assistance (TA) online, anytime, anywhere for classroom and distance learning. It allows Soldiers to manage their education records including college classes, testing, on-duty classes and Army Education Counselor support. GoArmyEd is also the virtual gateway for Army Civilians to apply for their Civilian education, training, and leader development events. As a member institution, there are no up-front, out-of-pocket expenses for soldiers when enrolling in Upper Iowa University classes as long as their request for TA has been approved by the Army. Upper Iowa University has selected by the Army to offer associate and bachelor's degrees to Soldiers, their spouses, and adult children worldwide as part of the SOC DNS-2 and -4 systems

Navy: Upper Iowa University is a partner institution in the Navy College Program Distance Learning Partnership (NCPDLP). The Navy College Program (NCP) has developed partnerships with colleges and universities to offer rating relevant degrees via distance learning to sailors everywhere. Upper Iowa University provides associate and bachelor degree programs relevant to each rating, and makes maximum use of military professional training and experience based on the Joint Service Transcript (JST) transcript to fulfill degree requirements. The program provides opportunities to take courses through distance learning so that sailors anywhere will be able to pursue a degree. Upper Iowa University has selected by the Navy to offer associate and bachelor's degrees to Sailors, their spouses, and adult children worldwide as part of the SOC DNS-2 and -4 systems.

Coast Guard: Upper Iowa University has selected by the Coast Guard to offer associate and bachelor's degrees to Coast Guard personnel, their spouses, and adult children worldwide as part of the SOC DNS-2 and -4 systems.

Air Force: Upper Iowa University recognizes the work completed in the Community College of the Air Force and currently has an articulation agreement based on those courses. As a registered institution in the AU-ABC (Air University Associate-to-Baccalaureate Cooperative), we treat the CCAF transcript just as we would

any community college transcript and will apply all appropriate coursework toward a bachelor's degree. The AU-ABC is an initiative between the Air Force and civilian higher education institutions to offer baccalaureate degree opportunities to every Air Force enlisted member. The program directs airmen with associate in applied science degrees to a collection of accredited "military friendly" colleges and universities to consider when completing a four-year degree. Airmen enroll in classes and request tuition assistance in the Air Force's Virtual Education Center.

Marine Corps: As with the other services, Upper Iowa University will evaluate your 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 has selected by the Marine Corps to offer associate and bachelor's degrees to Marines, their spouses, and adult children worldwide as part of the SOC DNS-2 and -4 systems.

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 – Tuition and Fees

Tuition per undergraduate semester credit for U.S. WI/IL/AZ on-site courses, due in full the first night of class	\$415*
Tuition per undergraduate semester credit for U.S. IA on-site courses, due in full the first night of class	\$406*
Tuition per undergraduate semester credit for U.S. Alexandria on-site courses, due in full the first night of class	\$271*
Tuition per undergraduate semester credit for U.S. DeRidder on-site courses, due in full the first night of class	\$271*
Tuition per undergraduate semester credit for U.S. Online Program courses, due in full the first day of term	\$423
Tuition per undergraduate semester credit for Self-Paced Degree Program courses, due in full upon registration	\$325
U.S. Master of Education graduate level tuition per semester credit is due in full the first night of class	\$441
U.S. MBA graduate level tuition per semester credit is due in full the first night of class	\$520
U.S. MHEA/MPA graduate level tuition per semester credit is due in full the first night of class	\$499

Application fee for the U.S. Center, Self-Paced Degree, and U.S. Online Programs (nonrefundable) waived for applications completed online	\$50
Application fee for the International Center Programs (nonrefundable)	Varies by Center
Audit fee, per semester credit not available in the U.S. Online Program or International Programs	\$95
Technology use fee, per semester credit enrolled	Varies by Center/Program
LiveText fee (one-time fee for entering degree-seeking undergraduates)	\$90
Experiential Learning Portfolio assessment fee (nonrefundable), applicable toward semester credit charge if credit for experiential learning is awarded	\$60
Experiential learning credit, per semester credit, payable within 90 days of the granting of this credit (nonrefundable)	\$60
Extra-institutional Evaluation (per evaluation) for Law Enforcement, Fire Science, Cosmetology, Massage Therapy, Emergency and Disaster Management, Health Services Administration, and Corporate Training	\$200
Internship liability insurance, one time fee for PSY 403 only	\$20
Transcribing credit as recommended by ACE guidelines, including PEP, DSST and CLEP	No Charge
DSST administrative fee (plus the cost of exam)	\$20
Student teaching fee (education majors only), per week of student teaching	\$10
Transcripts, per paper copy	\$8
Transcripts, per copy faxed	\$10
Transcripts, per copy faxed and mailed (written request must be made to Registrar's Office)	\$18
Certificate Claim fee payable at time of application for certificate	\$30
Graduation fee (Domestic), payable at time of application for graduation	\$65
Graduation fee for International Centers vary. See local fee schedule.	
Self-Paced Degree Program administrative withdrawal fee	\$99

International Center Students contact the center for tuition rates.

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

*Students at military installations should contact their center director for tuition rates. Students receiving financial aid will be required to pay, at the time of registration (all programs) or by the Wednesday before the start of the semester (Center and Online Programs), any difference between total expenses and the aid.

Student refunds will be processed the 25th business day of each semester if a student has completed all requirements for regis-

tration, financial aid, and attendance validation per the course catalog.

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

Payment of Tuition and Fees

Terms of Payment

In accordance with University policy, all semester charges, including tuition, room and board, and additional and special fees, are due and payable the Wednesday before start of semester.

Payment plan must be in place by Wednesday before the start of the semester if charge and fee won't be paid in full. Default of payment results in the student's enrollment being delayed or denied; satisfactory arrangements must be made before reinstatement.

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

Delayed Payment Option

This option is only allowed for students who are receiving tuition reimbursement from their employer. Payment in full is due and payable by the 45th day after course completion. 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 terms, 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. For a small non-refundable set up fee of 2.75% of total amount due, not to exceed \$25, you can avoid the difficulty of paying large lump sums all at once and distribute the costs of education over a period of time. If you are interested in learning more about the payment plans or setting up a payment plan, please contact the Business Office by calling 800-553-4150 or email businessoffice@uiu.edu

Classification of Students

Official Status

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

Registration Status

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

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

Class Status

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

Course Loads

As a full-time student with average to above average grades, you will normally enroll for six semester credits per eight-week term, which is equivalent to a full-time load. Students desiring to enroll in more than eight semester credits per term 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 term.
2. Have been a full-time student with Upper Iowa University during a previous term; 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 term in any UIU program.

Grading System

Upper Iowa University uses a standard grading system:

Grades	Quality Points
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33

D	1.00
D-	0.67
F	0.00

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

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

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 term (center or online courses) or semester (Fayette Campus courses). An "I" may be posted to a self-paced course for as long as six months (see time limit information on page 41).

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 term. 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 (student-initiated) between the first and fifth week of an eight-week term. Courses no longer attended after the fifth week of an eight-week term will be issued a letter grade (**A-F**) based on work completed in relation to total course requirements.

For Self-Paced Degree Program enrollments: if you wish to withdraw prior to the last day of the enrollment period, complete a withdrawal form found on myUIU or contact your 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.

Your official grade is the grade posted to myUIU at the end of the grading period. It is your responsibility to check myUIU grades for accuracy. You may request an evaluation of your progress toward your major program of study and degree completion at any time from your academic advisor.

Grade Appeal Process

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

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

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

Academic Renewal without Course Repetition Policy

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

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

1. The student must have completed at least one academic term 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 term or terms 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 terms completed prior to the student's extended absence from Upper Iowa University.
4. All courses and grades for the chosen terms will remain on the student's academic transcript, thereby ensuring a true and complete academic history.
5. The statement "Academic Renewal Declared on (date)" will appear on the transcript after each term affected by the renewal.
6. Academic renewal may be used only one time in a student's academic career at Upper Iowa University.
7. Once academic renewal has been declared, it is final and irreversible.

After discussing the desire to pursue academic renewal with an academic advisor, the student should submit a written request for academic renewal to the 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.) Note: Classes taken during May interim do not apply toward the Spring Dean's List.

You will be notified of this honor and sent a certificate by the Dean's Office. An announcement will be sent to your local newspaper, unless you request the information be withheld.

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 www.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. You 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 www.uiu.edu. Step-by-step instructions for course registration are listed on the student tab and also found under the student handouts portlet. All students are issued a username and password through their center/program after their first Upper Iowa University registration.

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

Term Dates and Program Information

Center specific term dates, programs and majors offered are available at each center or on the UIU web page at www.uiu.edu under the locations and distance education section.

Auditing Center Program Courses

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

Changes in Center Program Registration

Note the following policies for changing your registration:

1. You may not add a course after the registration period has ended.
2. If you wish to withdraw from a course, you must complete a Course Withdrawal form (located on myUIU) prior to the close of business the last day classes meet of the fifth week of the term. 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 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 term, the student's charges, financial aid, tuition assistance, and/or veteran benefits could be affected. Tuition adjustments are independent from academic and financial aid deadlines.

Tuition will be adjusted based on the percentages listed below for the weeks completed in the eight-week enrollment period. If the course meets on an alternative schedule, consult your center for refund schedule. Withdrawing from a course in progress may result in significant student account charges. Consult with the Business Office before withdrawing. **For students from Wisconsin, Maryland, Georgia, Oregon, or Arizona centers, state laws apply.**

	Refund Percentage
Withdrawal before the first class meeting	100%
Withdrawal during week one	75%
Withdrawal during week two	50%
Withdrawal after week two	0%

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

Upper Iowa University is required to use a statutory schedule to determine the amount of Title IV aid that you have earned when you cease attendance based on the period of enrollment. Up through the 60 percent point in each period of enrollment, a pro rata schedule, based on number of days in attendance divided by number of days in the payment period, will be used to determine the amount of Title IV aid you have earned at the time of withdrawal. View the financial aid refund policy for more information.

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

Validation of Enrollment

Registration for each course must be validated by attending at least one of the first three class sessions. A class session equals 2.25 hours or 2.75 hours for education courses. For classes meeting twice per week, you must attend the first, second or third session. For classes meeting once per week, you 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 the term if your consecutive absences exceed the number of class meetings per week, three absences for classes meeting twice per week or two absences for classes meeting once per week, the center director will initiate the administrative withdrawal procedure and the staff will contact you. In the absence of extenuating circumstances, a grade of AW will be recorded and you will be removed from the class.

A student enrolled in the Senior Project who does not submit the rough draft of the project to the instructor by the end of week five will be withdrawn from the course and a grade of **AW** will be recorded.

Administrative withdrawal will affect financial aid funding.

Excused Absences/Leaves of Absence

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

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

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: You and your instructor design a course in an area you are especially interested in exploring.
2. Internship: You may take a course that offers hands-on experience in a career setting directly related to your major area of interest. Contact your center director or academic advisor for more information.

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

3. Directed Study: A Directed Study course is an individualized delivery of an existing course found in the catalog and is only offered in exceptional circumstances. Course outcomes and objectives for the DS course are the same as if the course were being taken in a non-individualized delivery mode. Contact the School Dean's office for the approval process prior to registering for the class.

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. If you commute from a long distance, you are urged not to take unnecessary risks at times when road conditions are hazardous. If you must be absent for this reason, inform your instructor and your center staff.

Class Attendance

As an Upper Iowa University student, you 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 you must be absent from class because of illness or emergency, you are expected to arrange for the completion of make-up tests or homework with the individual faculty member(s). These arrangements are to be made prior to the incurred absence, except in emergency situations.

Student Conduct

The policies on Student Conduct can be found in the Student Handbook, which can be found at <http://www.uuiu.edu/studentlife/handbooks.html>.

Center for Distance Education

Online and Self-Paced Degree Programs

Upper Iowa University offers two nationally recognized 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 www.uuiu.edu/cde or by contacting the University.

Upper Iowa University
Center for Distance Education
PO Box 1861
Fayette, IA 52142-1861
Direct phone: 563-425-5200
Toll free phone: 800-553-4150
Fax: 563-425-5277
Email: distance@uuiu.edu
www.uuiu.edu/cde

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 Degree 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 LearningStudio, print/written word, telephone, fax, e-mail, and other electronic technologies.

Computer access and/or a proctored exam will be required as determined by your Self-Paced instructor. A student must be self-motivated and self-disciplined to successfully complete a Self-Paced course.

Enrollment

Flexibility and Convenience

You 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. You may be admitted to the program at any time during the year. It is recommended that you enroll in one or two courses initially. You may work with an admissions advisor 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 degree 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 online portal. Access to myUIU is on the University website at www.uuiu.edu. Step-by-step instructions for course registration are listed on the student tab and also can be found under the student handouts portlet. Note: Students who are unable to use myUIU may contact their academic advisor for assistance.
2. **Payment:** Tuition and any course-related fees are due prior to start of class.
3. **Financial Aid:** Federal Financial Aid may be available for students enrolled in the Self-Paced Degree Program.
4. **Military Tuition Assistance (TA):** Active-duty Army, Army Reserves, and Army National Guard personnel must register through the GoArmyEd portal. Select the Upper Iowa University appropriate instruction mode for the Self-Paced format of choice. The "DL - Self-Paced" option will list the courses offered through the Self-Paced Web format. The "DL - Correspondence" option will list the courses offered through the Self-Paced Paper format.

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

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

Self-Paced Degree Program Refund Policy and Course Withdrawal

If a student decides to withdraw from the University before the end of a semester or term, the student's charges, financial aid, tuition assistance, and/or veteran benefits could be affected. 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 50% of the enrollment period	0%

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

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 with you.

Upper Iowa University is required to use a statutory schedule to determine the amount of Title IV aid that you have earned when you cease attendance based on the period of enrollment. Up through the 60 percent point in each period of enrollment, a pro rata schedule, based on units completed divided by units due in the payment period, will be used to determine the amount of Title IV aid you have earned at the time of withdrawal.

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 www.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 submitted to the instructor within the first 60 days of the enrollment period or the student will be administratively withdrawn from the course.

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 print and online 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 you move through the course, you will submit each assignment electronically using the Pearson LearningStudio, UIU's learning management system. The use of Pearson LearningStudio requires access to the Internet and a web browser. You will be given access to your classroom three days prior to the beginning of the term.

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 courses. The technical requirements for the Upper Iowa University learning management system can be reviewed in the technical requirement section at www.uiuonline.com. Some courses may have specific technology requirements. See the registration area of myUIU for additional details.

Print Format Option

You will receive a print or PDF version of the course guide approximately two days prior to the beginning of the term. The course guide will include textbook information and detailed instructions for completing your course. The guide provides structured lessons that contain an introduction, assigned readings, and written assignments. Course guides for the print format option will be sent by U.S. mail or email.

Individual Guidance and Instruction

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

Another key to your success is the individual guidance and instruction you will receive. Each of your lessons will be evaluated by your course instructor and returned with comments regarding your individual assignment. You may also submit comments and questions with your assignments.

Academic Advising

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

The Honor System

It is expected that you submit your 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 you may wish to study and discuss with others, work submitted must be your own. If it is shown you have plagiarized another's work, or if any cheating is confirmed,

you will, at the instructor's discretion, receive an "F" for the work and/or course. If this occurs, there will be no refund.

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 you must complete a course in a short time, you should make sure the instructor is aware of this and is available to correct lessons. You are responsible for completing assignments and exams early enough to ensure the grade is available when needed. The final exam must be completed and in the Center for Distance Education Office at least two weeks before the grade is needed. This is especially important if you plan to graduate.

Examinations

The course materials you will receive 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 via an open book format and with student identification verification – no sourcing of proctors is required. For the print format option, you will need to make arrangements to complete examinations under the supervision of a qualified proctor (someone to administer the exam).

For the print format option requiring a proctor, you must bring a photo I.D. with you to the exam.

Approved exam proctors are:

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

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

Communications Concerning Your Studies

Upper Iowa University
Center for Distance Education
Self-Paced Degree Program
PO Box 1861
Fayette, IA 52142-1861

Direct phone: 563-425-5200
Toll free phone: 800-553-4150
Fax: 563-425-5353
Email: selfpaced@uiu.edu

Time Limits

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

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

Incomplete

Students will automatically receive an 'I' (incomplete grade) at the end of their original six month enrollment period if:

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

Incomplete grade details

- When an incomplete grade is issued, the student will receive another six-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 course grade (A-F) based on work completed in relation to the total course requirements.
- After that point, credit may be earned only by reenrolling and repeating the course in its entirety.

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 terms 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 advisor.

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

Tuition and any course-related fees are due at the time of registration or by the first day of class. Payment may be made through the myUIU portal in a secure environment. If necessary, payment can also be made by phone.

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

Term start dates are published on the website at www.uiu.edu/cde. No registrations will be accepted after the published last day to register for the term.

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

Military Tuition Assistance: Active-duty Army, Army National Guard, and Army Reserve personnel must register through the GoArmyEd portal. All other military personnel using military tuition assistance (MTA) will have their education officer approve the class and submit the completed TA form to your academic advisor. All military tuition assistance forms must be received before the first day of the term. Forms may be mailed to Upper Iowa University, IEC, PO Box 1857, Fayette, IA 52142 or scanned and emailed to distance@uiu.edu. If you need assistance applying for Military Tuition Assistance, please contact your respective education office.

Employee Tuition Assistance: If you are receiving tuition assistance, a voucher approved by Upper Iowa University must accompany any portion of the payment for which you are responsible. Contact your 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 at www.uiu.edu/cde.

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 term, the student's charges, financial aid, tuition assistance, and/or veteran benefits could be affected. Tuition adjustments are independent from academic and financial aid deadlines. Tuition will be adjusted based on the percentages listed below for the weeks completed in the eight-week enrollment period. If the course meets on an alternative schedule, consult your center for refund schedule. Withdrawing from a course in progress may result in significant student account charges. Consult with the Business Office before withdrawing.

	Refund Percentage
Withdrawal before the first class meeting	100%
Withdrawal during week one	75%
Withdrawal during week two	50%
Withdrawal after week two	0%

Examples of refund calculations are available online at www.uiu.edu/financialaid or upon request in the Financial Aid Office.

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

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

Upper Iowa University is required to use a statutory schedule to determine the amount of Title IV aid that you have earned when you cease attendance based on the period of enrollment. Up through the 60 percent point in each period of enrollment, a pro rata schedule, based on number of days in attendance divided by number of days in the payment period, will be used to determine the amount of Title IV aid you have earned at the time of withdrawal.

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

Online Program Changes in Registration (Drop Procedures)

You 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 term.

Validation of Enrollment/Non-Attendance

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

Withdrawal

If you wish to withdraw from an active course, you must complete a withdrawal form available through myUIU and submit the form to uiuregistrar@uiu.edu prior to the published last day to drop a class, which is the last day of the fifth week of the term. A grade of **W** will be recorded on the transcript. Informing the course faculty member is not sufficient notice for a drop or withdrawal.

Administrative Withdrawal

Prior to the last date to withdraw, if a student stops attending (has not posted one or more notes to any area of the online classroom) for 14 consecutive days, the university will initiate an administrative withdrawal. A grade of **AW** will be recorded in the student's permanent record.

Online Program Guidelines**Course Attendance and Participation**

The Online Program course week begins on Monday and ends the following Sunday.

You are expected to actively participate and contribute to the learning experience in your course at least four of each seven day academic week. Participation means providing substantive comments, questions and contributions that advance the learning process for you 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 you actively participate in the course, you should not have an attendance issue.

If you do not meet the minimum attendance requirement (post in any area of the online classroom) for 14 consecutive days, you will receive an **AW** for the course which may affect your financial aid funds for payment of the course. Financial aid and tuition adjustments will be calculated based on the day you last posted to the online classroom. Merely logging into the online classroom website is not considered a posting for attendance or participation purposes.

Student Conduct

The policies on Student Conduct can be found in the Student Handbook, which can be found at <http://www.uiu.edu/studentlife/handbooks.html>.

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.

Technical Requirements

It is UIU's goal to make the student's online 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 online courses. The technical requirements for the Upper Iowa University Online campus can be reviewed in the technical requirement section at www.uiuonline.com.

Students will use their official university supplied email address.

Students in an online course are responsible for ensuring that their own computer is in good working order and they have reliable Internet access to complete course activities. Students are expected to have alternate arrangements in case of unexpected computer problems or Internet service outages (e.g., family, friends, campus lab, public library, etc).

Learning Management System

The UIU Online Program utilizes Pearson LearningStudio as its learning management system (LMS). All students who enroll in online classes are expected to complete the student orientation tutorial and have appropriate knowledge to use the system effectively. The system is supported by a 24/7 Helpdesk available at helpdesk@uiuonline.com or 877-889-9848. **Failure to post correctly and submit assignments/exams as required does not provide the basis for appeals of tuition and/or resubmission of work.**

International Center Information

The following information is for undergraduate students who are studying at one of Upper Iowa University's international centers.

Applicants to international programs must submit the following documents in order to complete the international student admission process:

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

International Center Program Registration

Registration materials are available at each international center office prior to the start of each term/semester.

Tuition and Fees

International Center Students contact the center for tuition rates.

International Center Course Delivery and Schedule

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

Registration Change, Refund Policy, and Course Withdrawal

To make registration changes, inquire about refund policy or withdraw from a course, please contact the international center staff at your location.

Refund Policy

For information on refunds, contact the local international center.

Administrative Withdrawal

Regular class attendance is required. UIU center staff will initiate the administrative withdrawal procedure when absences have exceeded the international center's attendance policy. A grade of AW will be recorded and the student will be removed from the class.

Excused Absences/Leaves of Absence

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

1. Student must submit a written request explaining the circumstances in detail and attach supporting documentation.
2. Included in the request, student must state his/her intention to return to Upper Iowa University and state intention not to enroll at other colleges during the leave of absence.
3. Student must sign and date request.
4. The maximum leave of absence is 180 days in a 12-month period.
5. Student who returns within the 180 days will retain his/her eligibility for admission and eligibility for institutional aid.
6. Student granted a Leave of Absence will receive a "W" grade for all current courses.
7. Student must complete an information update form upon returning to UIU (located on myUIU).

Transcript Requests

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

Class Cancellations

Contact UIU center staff for policies regarding class cancellations.

Class Participation and Attendance

As an Upper Iowa University student, you are expected to attend class regularly and promptly in order to do satisfactory work. Class participation requirements are set forth by individual instructors. These expectations may be more stringent in some classes than others. When you must be absent from class because of illness or emergency, you are expected to arrange for the completion of make-up tests or homework with the individual faculty member(s). These arrangements are to be made prior to the incurred absence, except in emergency situations. When a registered student makes the decision not to attend before a term begins or decides to withdraw from a course during the term, it is the student's responsibility to immediately notify the center.

Student Conduct

The policies on Student Conduct can be found in the Student Handbook, which can be found at <http://www.uiu.edu/studentlife/handbooks.html>.

Interacting with University Personnel

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

Transferring to Fayette Campus or Other Locations

As an Upper Iowa University international center student, you may transfer to the Fayette Campus. International Student scholarship may be available for those who qualify. International student employment may be available on the Fayette Campus. Contact the UIU center staff at your location for requirements and to begin planning.

Distance Education

With Center Director approval, students at international centers may have the opportunity to enroll in Online and Self-Paced Degree Program courses. Tuition for these courses is separate from tuition paid at your local center. More information about each program can be found in this catalog or at uiu.edu/cde. Contact the UIU international center staff for assistance.

Non-Matriculated Student Policy

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

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

International students cannot be non-degree seeking students.

UPPER IOWA UNIVERSITY

Associate of Arts Certificate Program

Certificate Programs

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

Certificate courses for credit: To pursue a certificate you 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. Your academic advisor can assist in coordinating certificate courses as part of your degree program. No additional application or paperwork is necessary to begin working on your certificate.

Upon successful completion of all required courses in the certificate, a Certificate Claim Form must be completed. There is a certificate claim fee of \$30. Certificates are awarded on the same dates as the established graduation dates published by the Registrar's Office (see page 15). Certificate completion will not be posted on the transcript.

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

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

Upper Iowa University will accept transfer credit towards the certificate, including courses taken at other accredited colleges/universities (see page 20), experiential learning portfolio credit through UIU, and CLEP (see policies listed on page 21). The amount transferred and applied to the certificate will not exceed nine of the 15 credits (15/16 for GIS) 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 are:

Communication Studies Certificate

COMM 105	Public Speaking	3
COMM 203	Communication Theory	3
COMM 307	Business & Professional Communication	3
COMM 415	Communication and Media Ethics	3

One of the following: 3

COMM 107	Human Communication	
COMM 220	Principles of Interviewing	
COMM 221	Intercultural Communication	
COMM 227	News Editing	
COMM 276	TV Production	
COMM 305	Organizational Communication	
COMM 310	Feature Writing	
COMM 332	Writing for Media	

15

Criminalistics Certificate

FORS 100	Introduction to Forensic Science	3
FORS 300	Professional Practice/Ethics	3
FORS 310	Evidence Processing	3
CJ/SOC 362	Criminal Investigations	3
PSY 190	General Psychology	3

15

Emergency and Disaster Management Certificate

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

One of the following: 3

PA 404	Integrated Emergency Management	
PSY 409	Psychology of Disaster	
PA 414	Principles and Practice of Hazards Mitigation	
BA 449	Business and Industrial Crisis Management	

15

Geographic Information Systems (GIS) Certificate

Select one of the following: 3 or 4

GEOG 200	World Regional Geography AND	3
GEOG 258	Geography and GIS Lab	1

OR

GEOG 311	Cartography	3
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Select one of the following options:

Option 1: 4

GEOG 358	Introduction to GIS (4)	
GEOG 428	Remote Sensing (4)	
GEOG 458	Intermediate GIS (4)	

Option 2: 3 or 4

GEOG 356	GIS I with Lab (3)	
GEOG 386	GIS II with Lab (3)	
GEOG 426	Principles of Remote Sensing with Lab (4)	

GEOG 456 GIS III with Lab (3)

15 or 16

Human Resources Management Certificate

BA 210	Management Principles	3
BA 361	Human Resources Management	3

Three of the following: 9

BA 371	Training and Development	
BA 383	Compensation and Benefits Management	
BA 393	Personnel Selection and Evaluation	
BA 411	Labor Relations and Negotiation	

15

Management Certificate

BA 210	Management Principles	3
BA 225	Business Ethics	3
BA 317	International Management	3
BA 361	Human Resources Management	3
BA 362	Supervision OR	
BA 365	Leadership Theory	3

15

Marketing Certificate

BA 208	Marketing Principles	3
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Four of the following: 12

BA 227	Services Marketing	
BA 315	Sales Management	
BA 355	Retailing	
BA 358	Consumer Behavior	
BA 363	Advertising and Integrated Marketing Communications	
BA 380	Marketing Management	

15

Organizational Communications Certificate

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

15

Organizational Leadership Certificate

BA 210	Management Principles	3
BA 362	Supervision	3
BA 365	Leadership Theory	3
BA 390	Complex Organizations	3

One of the following: 3

BA 225	Business Ethics	
BA 370	Entrepreneurship and Small Business Management	

15

Psychology Certificate

PSY 190	General Psychology	3
PSY 355	Skills and Strategies in the Helping Professions	3

PSY 360	Abnormal Psychology	3
PSY 454	Issues and Ethics in the Helping Professions	3
Select one of the following:		3
PSY 142	Human Growth, Development, and Guidance	
PSY 212	Developmental Psychology: Birth to Adolescence	
PSY 222	Developmental Psychology: Young Adulthood to Late Adulthood	
PSY 397	Social Gerontology	

Pre-Professional Arts Administration Certificate

Choose five of the following:		15
PA 305	Grant Writing	
COMM 332	Writing for Media	
BA 358	Consumer Behavior	
PA 364	Public Administration	
COMM 415	Communication and Media Ethics	
PA 440	Public Budgeting Process	
BA/PSY 474	Organizational Behavior	

Sustainability Certificate

ES 161	Environmental Science	3
ES 321	Building an Eco-Economy	3
ES 330	Global Warming and Climate Change	3
ES 410	Regional Sustainability	3

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

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 123.
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

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

Please see page 123 for General Education requirements.

Associate of Arts - Criminal Justice Emphasis

Credits

Complete general education requirements. 39

General education coursework must include MATH 220 - Elementary Statistics and SOC 110 - Principles of Sociology.

CJ/SOC 224	Introduction to Criminal Justice	3
CJ/SOC 237	Criminal Law	3
CJ/SOC 362	Criminal Investigations	3
CJ/SOC 367	Ethics in Criminal Justice	3
CJ/SOC 380	Corrections and Punishment	3

Two of the following: 6

CJ/SOC 315	Juvenile Justice	
CJ/SOC 321	Juvenile Delinquency	
CJ/SOC 333	Criminology	
SOC 347	Deviance and Social Control	
BA 362	Supervision	
CJ/SOC 365	Sociology of Policing	
CJ/SOC 398	Justice Administration	

General Elective (as CJ/SOC 224 also satisfies general education requirement) 3

60

Associate of Arts - General Business Emphasis

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

		Credits
Complete general education requirements.		39
BA 160	Microeconomic Principles	3
BA 201	Accounting Principles I	3
BA 208	Marketing Principles	3
BA 210	Management Principles	3
BA 222	Management Information Systems	3
BA 302	Business Law I	3
General Elective (as BA 160 also satisfies general education requirement)		$\frac{6}{60}$

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

Elective in Psychology (see full list of psychology offerings)	3
General Electives	$\frac{6}{60}$

Associate of Arts - Liberal Arts Emphasis

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

		Credits
Complete general education requirements.		39
General Electives		$\frac{21}{60}$

Associate of Arts - Psychology Emphasis

Complete general education requirements. 39
 General education coursework must include PSY 190 - General Psychology.

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

Individual Differences (choose one of the following):	3
PSY 310 Social Psychology	
PSY 360 Abnormal Psychology	
PSY 432 Personality	

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

Developmental Changes in Behavior (choose one of the following):	3
EDU/PSY 142 Human Growth, Development, and Guidance	

FAYETTE MAJOR PROGRAMS OF UNDERGRADUATE STUDY

Bachelor of Arts

Bachelor of Science

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)
2. Meet the general education requirements listed on page 123.
3. Achieve a cumulative grade point average of at least 2.00.
4. Complete the requirements for a major as stated on pages 52-92. A minimum of six semester credits in the major must be completed through Upper Iowa University.
5. Achieve a minimum of a 2.0 average in the major, and in the minor, if any. Transfer credits in the major or minor will contribute to these averages.
6. Complete a minimum of 30 semester credits from Upper Iowa University.
7. Complete 24 of the last 30 semester credits required for graduation from Upper Iowa University.

The same course may not be used in more than one major unless the course is a required course in both majors. If a course is required in one major and an option from a “select one or more of the following” area, the course is used only in the major in

which it is required. Similarly, if a minor is chosen, the same course may not be used in a major and a minor unless the course is a required course (not part of a “select” area) in both the major and the minor.

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.

Graduation Requirements

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

Please see page 123 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 chair for approval, then filed in the Registrar's Office.

Another feature of our curriculum that offers maximum flexibility is the May Term. Special charges may be added for specific classes. (See special May Term schedule.) Students will register for the interim at the same time they register for the spring semester.

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

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

School of Business

The School of Business offers baccalaureate majors in accounting, agricultural business, business administration, financial management, health services administration, human resources management, management, and marketing. Career flexibility is important with the shift toward business orientation in most professions. The School offers minors in several areas of business.

Students in the School of Business have the opportunity to enroll in 6 credit hours of MBA course work during their senior year.

The School offers a special teaching major in general business for students pursuing teacher licensure in business through the School of Education; it is not intended for students planning careers in business or public administration.

Students completing degree requirements with a business major will earn a Bachelor of Science degree.

Business

Students majoring in accounting, agricultural business, business administration, financial management, human resources management, management, or marketing must complete the 36-credit business core and the additional 18-24 credits in the major. Health Services Administration majors do not complete the core.

Business Core		Credits
BA 160	Microeconomic Principles	3
BA 161	Macroeconomic Principles	3
BA 201	Accounting Principles I	3
BA 202	Accounting Principles II	3
BA 208	Marketing Principles	3
BA 210	Management Principles	3
BA 222	Management Information Systems	3
BA 302	Business Law I	3
BA 341	Corporate Financial Management	3
MATH 220	Elementary Statistics	3
PHIL 202	Contemporary Ethics OR	3
BA 225	Business Ethics	3
BA 356	Quantitative Decisions in Business	3
		<u>36</u>

Major in Accounting

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

		Credits
BA 321	Intermediate Financial Accounting I	3
BA 322	Intermediate Financial Accounting II	3
BA 323	Federal Taxation I	3
BA 421	Managerial Cost Accounting OR	3
BA 422	Product Cost Accounting	3
BA 425	Auditing	3
BA 431	Advanced Financial Accounting OR	3
BA 432	Accounting for Not-For-Profit Organizations	3

One of the following:	3
BA 317 International Management	
BA 463 International Finance	
BA 488 Economics of International Business	
	<u>21</u>

It is recommended that students who expect to sit for the Uniform Certified Public Accountant examination in Iowa take BA 324, BA 421, BA 422, BA 431, BA 432, and BA 303.

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

Transfer students are required to complete a minimum of nine semester credits of accounting course work with Upper Iowa University.

Minor in Accounting

This minor is designed for students who are majoring in business administration, financial management, health services administration, human resources management, management, or marketing.

	Credits
BA 202 Accounting Principles II	3
BA 421 Managerial Cost Accounting	3

Four of the following:	12
BA 321 Intermediate Financial Accounting I	
BA 322 Intermediate Financial Accounting II	
BA 323 Federal Taxation I	
BA 324 Federal Taxation II	
BA 422 Product Cost Accounting	
BA 425 Auditing	
BA 431 Advanced Financial Accounting	
BA 432 Accounting for Not-For-Profit Organizations	
	<u>18</u>

Major in Agricultural Business

Agricultural businesses support producers of agricultural crops and livestock. This major takes advantage of cross-divisional opportunities and a cooperative relationship with Northeast Iowa Community College (NICC) in Calmar. This major is offered on the Fayette campus.

NICC courses:	Credits
AGA 114 Principles of Agronomy	3
AGS 101 Working with Animals	2
AGS 114 Survey of the Animal Industry	2
AGB 235 Introduction to Ag Markets	3

UIU courses:

ES 220 Soil and Water Conservation	3
BA 310 Money and Capital Markets	3
ES 326 Soil Genesis, Classification & Morphology	4
BA 370 Entrepreneurship and Small Business Management OR	
AGB 330 Farm Business Management (NICC course)	3
BA 403 Internship	3

One of the following:	3/4
(courses have prerequisite requirements)	
GEOG 358 Introduction to GIS	
BIO 323 Plant Nutrition	
BIO 428 Plant Pathology	
BIO 490 Entomology	
	<u>29/30</u>

Minor in Agricultural Sales

This minor is designed for students who are majoring in Agricultural Business. This minor is offered on the Fayette campus.

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

UIU courses:

BA 358 Consumer Behavior	3
BA 315 Sales Management OR	
BA 337 Personal Selling	3
BA 355 Retailing OR	3
BA 363 Advertising & Integrated Marketing Communication	3

Marketing Elective	<u>3</u>
	<u>18</u>

Minor in Agricultural Lending

This minor is designed for students who are majoring in Agricultural Business. It prepares students for careers in agricultural ending and related industries.

NICC courses:	Credits
FIN:101 Principles of Banking	3
AGB:330 Farm Business Management	2
AGB:333 Applied Farm Business Management	3
AGB:466 Agricultural Finance	2

UIU courses:

BA 288 Personal Financial Management	3
BA 337 Personal Selling OR	3
AGB:336 Agricultural Selling (NICC Course)	3
BA 352 Risk Management OR	
AGB:036 Agricultural Risk Management (NICC Course)	<u>3</u>
	<u>18</u>

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 a management major.

	Credits
BA 361 Human Resources Management	3
BA 423 Production & Operations Management	3
BA 460 Strategic Management	3

One of the following:	3
BA 310 Money and Capital Markets	
BA 343 Investments	
BA 421 Managerial Cost Accounting	

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

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

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

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Major in Financial Management

Financial knowledge is becoming pivotal to the role of management in a dynamic world of mergers, acquisitions and risk management. This financial management major is intended to prepare students to make effective financial decisions and be able to compete in the contemporary business world.

Credits

BA 310 Money and Capital Markets	3
BA 343 Investments	3
BA 442 Intermediate Financial Management	3
BA 460 Strategic Management	3

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

One of the following:	3
BA 288 Personal Financial Management	
BA 321 Intermediate Financial Accounting I	
BA 370 Entrepreneurship and Small Business Management	
BA 403 Internship	
BA 421 Managerial Cost Accounting	
BA 463 International Finance	
BA 488 Economics of International Business	
BA 499 Special Project	

18

Minor in Financial Management

This minor is designed for students who have a major in accounting, business administration, health services administration, human resources management, management, or marketing.

Credits

BA 310 Money and Capital Markets	3
BA 343 Investments	3

Four of the following:	12
BA 288 Personal Financial Management	
BA 321 Intermediate Financial Accounting I	
BA 322 Intermediate Financial Accounting II	
BA 370 Entrepreneurship and Small Business Management	
BA/HIST 281 American Economic History	
BA 403 Internship	
BA 421 Managerial Cost Accounting	
BA 424 Global Marketing	
BA 442 Intermediate Financial Management	
BA 450 Special Topics (approved)	
BA 488 Economics of International Business	
BA 499 Special Project	

18

Health Services Administration

The health services administration major prepares students to understand the health system, manage diverse groups and identify new markets. The courses for this major are available online. Health Services Administration majors do not complete the business core.

Credits

Specific General Education Requirements:

Mathematics

MATH 220 Elementary Statistics	3
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Social Sciences

PS 100 U.S. Government	3
BA 160 Microeconomic Principles	3

Major in Health Services Administration

BA 201 Accounting Principles I	3
HSA 205 Introduction to the American Health System	3
BA 210 Management Principles	3
HSA 340 Health Care Ethics	3
HSA 344 Population Health Management	3
BA 361 Human Resources Management	3
HSA 362 Financial Management of Health Services Organizations	3
BA 365 Leadership Theory	3
HSA 385 Legal Issues Related to Health Services Organizations	3
HSA 440 Health Services Administration	3
HSA 460 Health Services and the Political Process	3
HSA 490 Health Program Planning and Evaluation	3

One of the following:	3
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HSA 302 Managed Care	
HSA 306 Long Term Care Administration	
PA 306 Principles of Emergency Management	
HSA 312 Community and Public Health	

SOC 384 Social Welfare Programs and Policies

Capstone:

BA 460 Strategic Management 3
42

Health Services Administration Minor

This minor is available to all majors except the health services administration major. The courses for this minor are available online.

	Credits
HSA 205 Introduction to the American Health System	3
HSA 340 Health Care Ethics	3
HSA 385 Legal Issues Related to Health Services Organizations	3
HSA 440 Health Services Administration	3
HSA 460 Health Services and the Political Process	3
One of the following:	3
HSA 302 Managed Care	
HSA 306 Long Term Care Administration	
HSA 312 Community and Public Health	
HSA 362 Financial Management of Health Services Organizations	
	<u>18</u>

Major in Human Resources Management

The human resources management major builds on the foundation of the business core providing students the skills, knowledge and ethical standards for strategic planning, staffing, training and development, compensation and employee relations.

The major is recognized by SHRM (Society of Human Resource Management).

	Credits
BA 317 International Management	3
BA 361 Human Resources Management	3
BA 371 Training and Development	3
BA 383 Compensation and Benefits Management	3
BA 393 Personnel Selection and Evaluation	3
BA 411 Labor Relations and Negotiation	3
BA 460 Strategic Management	3
One of the following:	3
PSY/SOC 232 Group Dynamics	
SOC 240 Diversity in the United States	
BA 362 Supervision	
BA 365 Leadership Theory	
BA 367 Cross-Cultural Leadership	
BA 415 Cross-Cultural Negotiations	
PSY 440 Industrial Psychology	
BA/PSY 474 Organizational Behavior	
	<u>24</u>

Minor in Human Resources Management

This minor is designed to complement a major in accounting, business administration, financial management, health services administration, management, or marketing.

	Credits
BA 361 Human Resources Management	3
BA 362 Supervision	3
BA 411 Labor Relations and Negotiation	3
Three of the following:	9
BA 303 Business Law II	
BA 358 Consumer Behavior	
BA 390 Complex Organizations	
BA 403 Internship OR	
BA 499 Special Project	
BA 423 Production and Operations Management	
BA 424 Global Marketing	
BA 454 Management Cases	
BA 488 Economics of International Business	
SOC 220 Social Problems	
PSY/SOC 232 Group Dynamics	
SOC 240 Diversity in the United States	
	<u>18</u>

Major in Management

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

	Credits
BA 317 International Management	3
BA 361 Human Resources Management	3
BA 403 Internship OR	
BA 499 Special Project	3
BA 423 Production and Operations Management	3
BA 460 Strategic Management	3
One of the following	3
BA 362 Supervision	
BA 365 Leadership Theory	
BA 367 Cross-Cultural Leadership	
BA 370 Entrepreneurship and Small Business Management	
BA 411 Labor Relations and Negotiation	
BA 415 Cross-Cultural Negotiations	
BA 421 Managerial Cost Accounting	
PSY 338 Motivation	
PSY 440 Industrial Psychology	
BA 445 Contemporary Topics in Management	
BA/PSY 474 Organizational Behavior	
	<u>18</u>

Minor in Management I

This minor is designed for students who are majoring in accounting, financial management, health services administration, human resources management, or marketing.

		Credits
BA 361	Human Resources Management	3
BA 423	Production and Operations Management	3
Four of the following:		12
BA 303	Business Law II	
BA 362	Supervision	
BA 370	Entrepreneurship and Small Business Management	
BA 403	Internship OR	
BA 499	Special Project	
BA 411	Labor Relations and Negotiation	
BA 421	Managerial Cost Accounting	
BA 445	Contemporary Topics in Management	
BA 454	Management Cases	

18

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.

		Credits
BA 358	Consumer Behavior	3
BA 403	Internship OR	
BA 499	Special Project	3
BA 451	Marketing Research	3
BA 460	Strategic Management	3
One of the following:		3
BA 424	Global Marketing	
BA 488	Economics of International Business	
One of the following:		3
BA 315	Sales Management	
BA 317	International Management	
BA 337	Personal Selling	
BA 355	Retailing	
BA 363	Advertising & Integrated Marketing Communication	
BA 380	Marketing Management	
BA 424	Global Marketing	
BA 445	Contemporary Topics in Management	
BA 459	Contemporary Topics in Marketing	
BA 488	Economics of International Business	

18

Minor in Marketing I

This minor is designed for students who are majoring in accounting, agribusiness, business administration, financial management, health services administration, human resources management, or management.

		Credits
BA 358	Consumer Behavior	3
Five of the following:		15
BA 303	Business Law II	
BA 315	Sales Management	

BA 337	Personal Selling	
BA 355	Retailing	
BA 363	Advertising & Integrated Marketing Communication	
BA 380	Marketing Management	
BA 403	Internship OR	
BA 499	Special Project	
BA 424	Global Marketing	
BA 445	Contemporary Topics in Management	
BA 451	Marketing Research	
BA 456	Marketing Cases	
BA 488	Economics of International Business	

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General Business

The general business major is for students who wish to teach general business at the secondary school level. The major satisfies the Iowa Department of Education's requirements for licensure in that area.

Major in General Business (for Teacher Licensure)

This major corresponds to endorsement 1171 Business All 5-12.

		Credits
BA 160	Microeconomic Principles	3
BA 161	Macroeconomic Principles	3
BA 201	Accounting Principles I	3
BA 202	Accounting Principles II	3
BA 208	Marketing Principles	3
BA 210	Management Principles	3
BA 222	Management Information Systems	3
BA 288	Personal Financial Management	3
BA 302	Business Law I	3
COMM 307	Business and Professional Communication	3
BA 358	Consumer Behavior	3
BA 370	Entrepreneurship & Small Business Management	3
EDU 300-01	Teaching Secondary School Business	3
EDU 493	Student Teaching in Secondary School	14
One of the following:		3
BA 225	Business Ethics	
PHIL 202	Contemporary Ethics	

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Students must also complete the Professional Education Core requirements (see page 61).

Minors for Non-Business Majors

The following minors are designed for students in the School of Liberal Arts or the School of Science and Mathematics.

Minor in General Business

		Credits
BA 160	Microeconomic Principles	3
BA 201	Accounting Principles I	3
BA 208	Marketing Principles	3
BA 210	Management Principles	3

BA 222	Management Information Systems	3	250	Special Topics	3
BA 302	Business Law I	3	281	American Economic History	3
MATH 220	Elementary Statistics	3	299	Special Project	3
		<u>21</u>	302	Business Law I	3
			303	Business Law II	3
Minor in Management II			365	Leadership Theory	3
		Credits	390	Complex Organizations	3
BA 160	Microeconomic Principles	3	403	Internship	3
BA 201	Accounting Principles I	3	450	Special Topics	3
BA 210	Management Principles	3	474	Organizational Behavior	3
BA 222	Management Information Systems	3	499	Special Project	1-3
Electives in Management		<u>9</u>		Management	
		<u>21</u>			Credits
			210	Management Principles	3
Minor in Marketing II			222	Management Information Systems	3
		Credits	317	International Management	3
BA 160	Microeconomic Principles	3	356	Quantitative Decisions in Business	3
BA 201	Accounting Principles I	3	361	Human Resources Management	3
BA 208	Marketing Principles	3	362	Supervision	3
BA 222	Management Information Systems	3	367	Cross-Cultural Leadership	3
			370	Entrepreneurship and	
Electives in Marketing		9	411	Small Business Management	3
		<u>21</u>	415	Labor Relations and Negotiation	3
			423	Cross-Cultural Negotiation	3
			423	Production and Operations Management	3
School of Business - Index			445	Contemporary Topics in Management	3
			454	Management Cases	3
Accounting			460	Strategic Management	3
		Credits	488	Economics of International Business	3
201	Accounting Principles I	3			
202	Accounting Principles II	3		Marketing	
321	Intermediate Financial Accounting I	3			Credits
322	Intermediate Financial Accounting II	3	208	Marketing Principles	3
323	Federal Taxation I	3	315	Sales Management	3
324	Federal Taxation II	3	337	Personal Selling	3
421	Managerial Cost Accounting	3	355	Retailing	3
422	Product Cost Accounting	3	358	Consumer Behavior	3
425	Auditing	3	363	Advertising & Integrated Marketing	
431	Advanced Financial Accounting	3		Communication	3
432	Accounting For Not-For-Profit Organizations	3	380	Marketing Management	3
			424	Global Marketing	3
			451	Marketing Research	3
Finance			456	Marketing Cases (Strategic Marketing)	3
		Credits			
288	Personal Financial Management	3			
310	Money and Capital Markets	3			
341	Corporate Financial Management	3			
343	Investments	3			
442	Intermediate Financial Management	3			
463	International Finance	3			
488	Economics of International Business	3			
480	Seminar in Finance	3			
General Business					
		Credits			
160	Microeconomic Principles	3			
161	Macroeconomic Principles	3			
225	Business Ethics	3			

School of Education

The Andres School of Education offers programs in early childhood, elementary, middle level and secondary education, instructional strategist, English as a Second Language (ESL), physical education, health, athletic training, coaching, and exercise and sport studies with emphases in sport administration, fitness and wellness, and exercise science.

Through cooperation with the School of Liberal Arts, teaching licensure is available in the social sciences, art, English/language arts, and Spanish. Through cooperation with the School of Business and the School of Science and Mathematics, licensure is offered in business, earth science, economics, biology, chemistry, general science, and mathematics. Through a unique partnership with Northeast Iowa Community College, Upper Iowa offers a program which can lead to a teaching career in secondary industrial technology.

Department of Teacher Education

Teacher Education

Upper Iowa University's Teacher Education Program is committed to preparing teachers who are well-informed, reflective, professional, competent and sensitive to the diverse needs of their pupils. Each teacher education student is provided current, practical, applied knowledge and a variety of classroom experiences. The teacher education program is dedicated to the development of teachers with personal education philosophies and systems of beliefs that encourage a lifelong commitment to inquiry and excellence.

Teacher preparation at Upper Iowa University includes performance-based assessment and practical teaching experience. The education curriculum has been designed to meet changing educational demands of curriculum including literacy development, integrated instruction, higher order thinking skills and practical skills (flexible management, technology and early teaching experiences). Practicum is provided in the Foundations of Education course so students can serve as observers and participants in the regular classroom to help determine if they wish to continue in teacher education. Each student then follows a sequenced series of courses to acquire the theoretical background, instructional techniques, management strategies, and practical skills needed to be a competent educator.

To obtain desired endorsements and licensure, students will need to plan their program early in their college experience and work closely with the academic advisors to insure that course work and performance requirements leading to state licensure are being met in a timely manner. Students must also successfully pass a basic academic skills exam (writing, English/Literature, and mathematics) and maintain an adequate grade point in their major, in all education courses, and cumulatively.

A Department of Criminal Investigation (DCI) background check is required before students are allowed to participate in experiences in the field. Upper Iowa University does not discriminate in acceptance or in placement for field experience

and student teaching on the basis of sex, age, race, color, creed, disability or national/ ethnic origin.

Students seeking initial licensure are strongly advised to re-take education methods courses if these courses were completed prior to ten years from initial enrollment at Upper Iowa. Students must complete their program requirements within seven years of initial enrollment or be subject to current program requirements. In addition, changes in licensure requirements of the Iowa Department of Education may affect requirements for students.

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

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

Endorsements

Students may prepare for a teaching license with an elementary classroom endorsement (grades K-6) by completing an elementary education major and a specific 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 61) and required content area courses in the content major as listed in Upper Iowa's approved programs on file with the Iowa Department of Education. Those who hold a license to teach may add an additional endorsement or endorsements at the PreK, K-8 and 5-12 levels. Contact the Teacher Education Program office, Andres Center for Business and Education for specific requirements of the PreK, K-8 and 5-12 endorsements and to learn the requirements for obtaining licensure to teach additional grade levels or subject matter. Students must have a grade point average (GPA) of 2.70 or above for each endorsement.

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

Endorsement Number

100	Teacher—Prekindergarten - Grade 3 Including Special Education	Prek-3
101	Athletic Coach	K-12
102	Teacher—Elementary Classroom	K-6
103	Teacher—Prekindergarten- Kindergarten	Prek-K
104	ESL	K-12
106	Teacher—Prekindergarten-Grade 3	Prek-3
113/114	Art	K-8 5-12
1171	Business - All	5-12
119/120	English/Language Arts	K-8 5-12
133/134	Foreign Language—Spanish	K-8 5-12
137/138	Health	K-8 5-12
140	Industrial Technology	5-12
141	Journalism	5-12
142/143	Mathematics	K-8 5-12
146/147	Physical Education	K-8 5-12

148/149	Reading	K-8 5-12
150	Basic Science	K-8
151	Biological Science	5-12
152	Chemistry	5-12
153	Earth Science	5-12
1541	Basic Science	5-12
157	American Government	5-12
158	American History	5-12
160	Economics	5-12
163	Psychology	5-12
164	Social Studies	K-8
165	Sociology	5-12
1821	Middle School Language Arts	5-8
1822	Middle School Math	5-8
1823	Middle School Science	5-8
1824	Middle School Social Studies	5-8
185	Science: All Science	5-12
186	All Social Science	5-12
234	Work Experience Coordinator	5-12
260/261	Instructional Strategist I: Mild/Moderate	K-8 5-12
263	Instructional Strategist II: Behavior Disorders/Learning Disabilities	K-12
264	Instructional Strategist II: Intellectual Disabilities	K-12

Overview of Teacher Education Program

The assessment of the Teacher Education Program (TEP) system has four major “checkpoints:” (1) admission to the Teacher Education Program, (2) completion of Field Experience, (3) admission to student teaching, and (4) completion of student teaching. At each checkpoint, information relevant to the student’s performance in the Teacher Education Program (TEP) will be collected and evaluated. Although the assessment system will focus on student performance at four “checkpoints,” the student will continue to provide evidence of knowledge and skills in the other aspects of the TEP by completing all EDU courses with a grade of “C” or higher and by demonstrating acceptable levels of performance on all essential elements of courses as indicated by course syllabi.

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

Checkpoint 1 - Admission to the Teacher Education Program

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

Requirements for admission into the Teacher Education Program:

1. Students must successfully complete EDU 110 Foundations of American Education with a grade of “C” or above and successfully complete the Foundations practicum (completed 20 hours, was prompt, scored “Fair” or better on personal attributes).
2. Student must earn an Upper Iowa University cumulative grade point average (GPA) of 2.70 or above.

3. From two student-selected instructional staff members, student must have acceptable ratings on the Assessment of Dispositional Professional Qualities in Teacher Education Program Pre-service Educator: Admittance to Teacher Education Program.
4. Student must successfully pass the College Basic Academic Skills Exam (C-BASE) in Reading and Literature, Writing and Mathematics with the following minimum scores:

Reading and Literature — 235

Writing — 235

Mathematics — 235

Each section of the exam may be taken a maximum of three times. (Praxis Core scores of Reading 156, Writing 162, Mathematics 150 are also accepted.)

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

Checkpoint 2 - Field Experience

A student admitted to the Teacher Education Program will complete 40 hours of field experience at the same time he/she takes the appropriate methods course and will complete a second 40-hour field experience when he/she takes an appropriate advanced methods class.

In addition to helping the student to “see into the daily life of the classroom teacher” through the activities completed at the field experience site, the student will engage in classroom activities and will complete various assignments to understand more deeply the Iowa Teaching Standards and Criteria. At the end of each forty 40-hour placement the student will be assessed on his/her knowledge of these standards and criteria.

Checkpoint 3 - Admission to Student Teaching

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

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

Requirements for Student Teaching:

1. Student must be admitted to the Teacher Education Program.
2. Student must successfully complete appropriate field experience(s) with a grade of “C” or better.
3. Student must have met all competencies required within standards set by the University and Iowa Department of Education.

4. From two student-selected instructional staff members, student must have acceptable ratings on the Assessment of Dispositional Professional Qualities in Teacher Education Program Pre-service Educator: Admittance to Student Teaching.
5. Student must complete the general education requirements listed on page 123 with these specific qualifications:
 - a. The following courses must be completed with a grade of “C” or better:

Basic Composition or an approved composition course

English Composition II or an approved composition course

Note: If a student possesses a BA or BS degree for which only one composition course was required and the student earned a “C” or better in the composition course or if the student possesses a BA or BS degree and had a composition course requirement waived because of high test scores, no additional composition course will be required. If a student who has not yet earned a degree tests into a second writing course and completes it with a “C” or better, no additional composition course will be required.

Public Speaking or an approved speech course
 - b. Physical science or biological science courses may be used to meet the natural science requirement.
 - c. EDU 162 Diversity for Teachers may be used to meet the culture requirement.
 - d. EDU/PSY 142 Human Growth, Development and Guidance may be used to meet a psychology requirement.
6. Student must complete each required education course (prefix EDU, ECE, SPED) with a grade of “C” or better.
7. If an elementary education major, a student must complete all requirements for the major and all requirements for at least one specific endorsement area (as required to be eligible for an Iowa teaching license).
8. Student must attain a GPA of 2.70 Upper Iowa University cumulative, 2.70 in the major to include transfer courses applied to the major and 2.70 in each PreK, K-8 or 5-12 endorsement area to include transfer courses in which the student is seeking licensure.
9. Student must complete and submit application materials to student teach to the Teacher Education Department Chair or Teacher Education Coordinator.

Note: A student may have no more than six general education semester credits of total course work remaining prior to the start of the student teaching experience. The remaining course work may not be in the student’s major, in the professional education core, in the first specific endorsement area, or in the general education requirements of Composition I, Composition II, speech and computer applications.

Praxis II Text Requirement

State regulation requires students wishing to be recommended for initial Iowa licensure to take two tests, one in pedagogy and one in content and attain qualifying scores on each. Completion of the teacher education program and qualifying scores on the Praxis II tests do not guarantee a candidate recommendation for teacher licensure. Serious deficiencies shown by the candidate in one or more areas of personal or professional development could result in no recommendation or additional preparation by the candidate.

Checkpoint 4 - Completion of Student Teaching

Student teaching is the culminating experience in the Teacher Education Program. As a part of the student teaching experience, the student will develop and teach instructional units. The student will also complete a Teacher Work Sample based on teaching an instructional unit. Overall, student teaching will be assessed through the cooperating teacher’s evaluation, the supervisor’s evaluation, and the student’s scores on the Teacher Work Sample, and submission of required student teaching documents.

Teacher Work Sample

Successful teacher candidates will support learning by designing a Teacher Work Sample that employs a range of strategies and builds on each student’s strengths, needs, and prior experiences. Through this performance assessment, the student will provide credible evidence to facilitate learning and display dispositions aligned with the Interstate New 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 goals.
- **Establishes Assessment Plan:** The teacher uses multiple assessment modes and approaches, aligned with learning outcomes, to assess student learning before, during, and after instruction.
- **Creates Design for Instruction:** The teacher designs instruction for specific learning outcomes, student characteristics and needs, and learning outcomes.
- **Makes Instructional Decisions:** The teacher uses ongoing analysis of student learning to make instructional decisions.
- **Analyzes Student Learning:** The teacher uses assessment data to profile student learning, and communicate information about student progress and achievement.
- **Reflects and Evaluates Professional Practices:** The teacher analyzes the relationship between his or her instruction and student learning in order to improve teaching practices.

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

- Rating on Work Sample Rubric for Contextual Factors

- Rating on Work Sample Rubric for Learning Outcomes
- Rating on Work Sample Rubric for Design for Instruction
- Rating on Work Sample Rubric for Instructional Decision Making
- Rating on Work Sample Rubric for Assessment Plan
- Rating on Work Sample Rubric for Analysis of Student Learning
- Rating on Work Sample Rubric for Reflection and Self Evaluation
- Rating on Work Sample Rubric for Written Communication

EDU 425	Content Area Literacy	3
OR		
K-12 Physical Education, Health, and Coaching Majors		
EDU 208	Field Experience I: Elem/Sec	2*
EDU 228	Field Experience II: Elem/Sec	2*
EDU 233	Methods: Secondary	3
EDU 425	Content Area Literacy	3

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Professional Education Core Requirements

Candidates for an initial teaching license must complete a major in Prekindergarten-Grade 3, a major in Elementary Education or a major in a secondary teaching subject area. Candidates must complete the following approved professional education courses:

Core Requirements for All Majors

	Credits
EDU 110 Foundations of American Education	3
EDU/PSY 142 Human Growth, Development and Guidance	3
EDU 152 Assessment and Psychology	3
EDU 162 Diversity for Teachers	3
EDU 252 Computers and Instructional Technology	3
SPED 304 Exceptional Persons	3
SPED 462 Individual Behavior and Classroom Management	3
EDU 49_ A Student Teaching experience at the level and subject area(s) in which licensure is sought	14

Plus

Elementary Education Major

EDU 206 Field Experience I: Elementary*	2
EDU 226 Field Experience II: Elementary*	2

OR

Prekindergarten-Grade 3 and Prekindergarten-Grade 3 with Special Education Majors

ECE 234 Field Experience: Infant-Toddler	1
ECE 235 Field Experience: Prekindergarten	2
EDU 206 Field Experience I: Elementary	2

OR

Secondary Education Majors

EDU 207 Field Experience I: Secondary*	2
EDU 227 Field Experience II: Secondary*	2
EDU 233 Methods: Secondary	3
EDU 300 Secondary majors must have methods course in each area of endorsement	3
EDU 425 Content Area Literacy	3

OR

K-12 Art Majors

EDU 208 Field Experience I: Elem/Sec	2*
EDU 228 Field Experience II: Elem/Sec	2*
EDU 233 Methods: Secondary	3
EDU 300-8 Teaching Secondary Art	3
EDU 313 Teaching Creative Arts	2

*Professional Education Core Field Experiences must be taken concurrently with methods courses. For Elementary Education, Prekindergarten-Grade 3, and Prekindergarten-Grade 3 including Special Education majors, EDU 206 Field Experience I: Elementary must be taken concurrently with EDU 315 Teaching Elementary Social Studies. EDU 226 Field Experience II: Elementary, ECE 234 Field Experience: Infant/Toddler and/or ECE 235 Field Experience: Prekindergarten is to be taken concurrently with EDU 305 Teaching Elementary Science, EDU 315 Teaching Elementary Social Studies, EDU 325 Teaching Elementary Math, or EDU 335 Teaching Elementary Language Arts. Secondary majors complete EDU 207 Field Experience I: Secondary concurrently with EDU 233. EDU 227 Field Experience II: Secondary is to be taken concurrently with EDU 300. K-12 Art majors must complete EDU 208 Field Experience I: Elementary/Secondary concurrently with EDU 233. EDU 228 Field Experience II: Elementary/Secondary is to be taken concurrently with EDU 300-8. K-12 Physical Education, Health, Coaching majors complete EDU 208 Field Experience I: Elementary/Secondary concurrently with EDU 233. EDU 228 Field Experience II: Elementary/Secondary is to be taken concurrently with EXSS 347.

Major in Elementary Education

This major consists of 83 semester credits (including professional education core requirements). In addition, to qualify for licensure, students must also meet the requirements of a prekindergarten, middle level or K-8 endorsement in a specific area. The courses in the major are as follows:

	Credits
EDU 110 Foundations of American Education	3
EDU/PSY 142 Human Growth, Development and Guidance	3
EDU 152 Assessment and Psychology	3
EDU 162 Diversity for Teachers	3
EDU 206 Field Experience I: Elementary School	2
EDU 226 Field Experience II: Elementary School	2
EDU 252 Computers and Instructional Technology	3
SPED 304 Exceptional Persons	3
EDU 305 Teaching Elementary Science	3
EDU 309 Teaching Elementary Movement and Wellness	1
EDU 310 Teaching Elementary Visual Arts	1
EDU 315 Teaching Elementary Social Studies	3
EDU 325 Teaching Elementary Math	3
EDU 326 Developmental Reading and Language Arts	3
EDU 333 Literature: Birth-Adolescence	3
EDU 335 Teaching Elementary Language Arts	3

SPED 462	Individual Behavior and Classroom Management	3
MATH 223	Math for Elementary and Middle School Teachers	3
EDU 492	Student Teaching in Elementary School	14
One of the following:		3
HIST 100	World History to 1500	
HIST 101	World History since 1500	
HIST 110	American History to 1877	
HIST 111	American History since 1877	
An approved history course		
One of the following:		3
PS 100	U.S. Government	
PS 230	State and Local Government	
An approved political science course		
One of the following:		3
PHY 105	Conceptual Physics	
CHEM 115	Environmental Chemistry	
CHEM 140	Chemistry for Everyday Life	
An approved physical science course		
One of the following:		3
ES 100	Introduction to Geology	
PHY 110	Introduction to Astronomy	
ES 114	Conservation of Natural Resources	
ES 117	Natural Disasters	
ES 220	Soil and Water Conservation	
An approved earth/space science course		
One of the following:		3
BIO 100	General Biology	
ES 161	Environmental Science	
BIO 215	Local Field Science	
An approved life science course		
One of the following:		3
MATH 105	College Mathematics with Applications	
An approved mathematics course		
One of the following:		3
COMM 105	Public Speaking	
An approved oral communications course		
One of the following:		3
ENG 102	English Composition II	
ENG 201	Expository Writing	
An approved written communication course		

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The revised requirements have been submitted to the Board of Educational Examiners for approval. Please contact your advisor.

Major in Prekindergarten-Grade Three

This major consists of 73 semester credits (including professional education core requirements).

		Credits
EDU 110	Foundations of American Education	3
EDU 142	Human Growth, Development and Guidance	3
EDU 152	Assessment and Psychology	3
EDU 162	Diversity for Teachers	3
EDU 206	Field Experience I: Elementary (40 clock hours in grades K, 1, 2, or 3)	2
EDU 223	Child, Family Health and Nutrition	3
ECE 234	Field Experience: Infant/Toddler	1
ECE 235	Field Experience: Prekindergarten	2
EDU 252	Computers and Instructional Technology	3
SPED 304	Exceptional Persons	3
EDU 305	Teaching Elementary Science	3
EDU 309	Teaching Elementary Movement and Wellness	1
EDU 310	Teaching Elementary Visual Arts	1
EDU 315	Teaching Elementary Social Studies	3
EDU 325	Teaching Elementary Math	3
EDU 326	Developmental Reading/Language Arts	3
EDU 333	Literature: Birth-Adolescence	3
EDU 335	Teaching Elementary Language Arts	3
ECE 451	Introduction to Early Childhood	3
ECE 455	Methods and Curriculum of Early Childhood	2
ECE 456	Administration and Supervision of Early Childhood	2
SPED 459	Home, School and Community Relations	3
SPED 462	Individual Behavior and Classroom Management Prek-12	3
ECE 488	Student Teaching Birth-Prekindergarten (7 weeks)	7
ECE 498	Student Teaching Kindergarten-Grade 3 (7 weeks)	7
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Major in Prekindergarten-Grade 3 including Special Education (Unified Endorsement 100)

This major consists of 86 semester credits and authorizes the holder of this endorsement to teach children from birth through grade three.

		Credits
EXSS 102	First Aid/CPR/AED Program	1
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 206	Field Experience I: Elementary	2
EDU 223	Child, Family Health and Nutrition	3
ECE 234	Field Experience: Infant/Toddler	1
ECE 235	Field Experience: Prekindergarten	2

EDU 252	Computers and Instructional Technology	3
SPED 304	Exceptional Persons	3
EDU 305	Teaching Elementary Science	3
EDU 309	Teaching Elementary Movement and Wellness	1
EDU 310	Teaching Elementary Visual Arts	1
EDU 315	Teaching Elementary Social Studies	3
EDU 325	Teaching Elementary Math	3
EDU 326	Developmental Reading/Language Arts	3
EDU 333	Literature: Birth-Adolescence	3
EDU 335	Teaching Elementary Language Arts	3
EDU 407	Diagnostic and Corrective Reading and Language Arts	3
ECE 451	Introduction to Early Childhood	3
ECE 455	Methods and Curriculum in Early Childhood	2
ECE 456	Administration and Supervision in Early Childhood	2
SPED 459	Home, School and Community Relations	3
3 SPED 462	Individual Behavior and Classroom Management Prek-12	3
SPED 465	Methods/Curriculum: Behavior Disorders Prek-12	3
SPED 467	Characteristics of Individuals with Disabilities Prek-12	3
SPED 478	Methods/Curriculum: Mild/Moderate Disabilities Prek-8	3
SPED 484	Student Teaching - Prekindergarten, including Special Education (7 weeks)	7
ECE 498	Student Teaching - Kindergarten-Grade 3 (7 weeks)	7
		<u>86</u>

All Science Major (for Teacher Licensure)

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

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

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Major in Art (for Teacher Licensure)

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

		Credits
ART 109	2-D Foundations	3
ART 110	Drawing	3
ART 120	3-D Foundations	3
ART 202	Painting	3
ART 204	Printmaking	3
ART 225	Sculpture	3
ART 235	Graphic Design	3
	Two of the following:	6
ART 211	Art History I	
ART 212	Art History II	
ART 272	Non-Western Art Survey	
ART 313	20th Century Art	
ART 334	History of Graphic Design	
ART 372	Survey of American Art	
	One of the following:	3
ART 222	Ceramics / Hand Building	
ART 223	Ceramics / Wheel Throwing	
	Electives in Art Studio:	6
ART 205	Environmental Art	
ART 210	Intermediate Drawing	
ART 300	Human Figure Drawing I	
ART 301	Human Figure Drawing II	
ART 304	Printmaking: Screen Printing	
ART 323	Ceramics Mold Making	
ART 325	Intermediate Sculpture	
ART 330	Watercolor / Water Media	
ART 404	Advanced Printmaking	
ART 410	Advanced Drawing	
ART 412	Advanced Painting	
ART 423	Advanced Ceramics	
ART 425	Advanced Sculpture	
ART 430	Advanced Watercolor	
ART 400	Senior Thesis (Portfolio)	1
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Major in General Business (for Teacher Licensure)

This major corresponds to endorsement 1171 Business All 5-12.

		Credits
BA 160	Microeconomic Principles	3
BA 161	Macroeconomic Principles	3
BA 201	Accounting Principles I	3
BA 202	Accounting Principles II	3
BA 208	Marketing Principles	3
BA 210	Management Principles	3
BA 222	Management Information Systems	3
BA 288	Personal Financial Management	3
EDU 300-01	Teaching Secondary Business	3
BA 302	Business Law I	3
COMM 307	Business and Professional Communication	3

BA 358	Consumer Behavior	3
BA 370	Entrepreneurship & Small Business Management	3
EDU 493	Student Teaching in Secondary School	14
One of the following:		3
BA 225	Business Ethics	
PHIL 202	Contemporary Ethics	
		<u>56</u>

This major corresponds to endorsement 1171 Business-All 5-12.

Major in English (for Teacher Licensure)

		Credits
ENG 125	Introduction to Literature	3
ENG 209	American Literature I	3
ENG 210	American Literature II	3
ENG 211	British Literature I	3
ENG 212	British Literature II	3
EDU 326	Developmental Reading and Language Arts	3
ENG 330	Shakespeare	3
EDU 333	Literature Birth-Adolescence	3
Electives in English		15
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Note: A Senior Thesis will be required in the major. This thesis may be developed out of one or more of the courses in the major or produced through a special topics course at the 450 level.

Major in Life Science (for Teacher Licensure)

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

		Credits
BIO 135	Principles of Biology I	4
BIO 140	Principles of Biology II	4
BIO 201	Scientific Literature Skills	1
BIO 270	Human Anatomy and Physiology I	4
BIO 275	Human Anatomy and Physiology II	4
BIO 283	General Genetics	4
BIO 340	Evolution	3
BIO 381	Cell and Molecular Biology	3
BIO 496	Senior Project	2
CHEM 151	General Chemistry I	4
Electives in Biology (300 or above)		8
		<u>41</u>

Major in Mathematics (for Teacher Licensure)

		Credits
MATH 115	Trigonometry and Analytic Geometry	3
MATH 120	Analytic Geometry and Calculus I	3
MATH 200	Analytic Geometry and Calculus II	3
MATH 210	Analytic Geometry and Calculus III	3

MATH 215	Analytic Geometry and Calculus IV	3
MATH 220	Elementary Statistics	3
MATH 301	Linear Algebra	3
MATH 305	Discrete Math	3
MATH 310	Introduction to Advanced Math	3
MATH 333	Concepts of Geometry	3
Elective in Computer Programming		3
EDU 300-04	Teaching Secondary Mathematics Seminar	3
MATH 451	Seminar	1

Electives in Mathematics (300-400 level) 6
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Major in Reading

		Credits
SPED 304	Exceptional Persons	3
EDU 326	Developmental Reading/Language Arts	3
EDU 333	Literature: Birth-Adolescence	3
EDU 407	Diagnostic & Corrective Reading	3
EDU 410	Practicum: Secondary Reading	3
EDU 425	Content Area Literacy	3
EDU 445	Second Language Acquisition	3
EDU 485	Advanced Problems in Reading	3
Electives in Reading, English, Communication, and/or Language Arts (300-400 level)		6
One of the following:		3
ENG 102	English Composition II	
ENG 201	Expository Writing	
An equivalent composition course		
		<u>33</u>

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

Students preparing to teach Social Science areas in the secondary school will meet the requirements for a Social Science major to include requirements in specific endorsement areas. Students must complete a minimum of 39 major credits including at least one of the following endorsement areas: American History, American Government, or Economics, Sociology*, or Psychology*. The student must complete 15 semester credits in each area in which he/she seeks licensure. See your academic advisor for clarification of these requirements. *Must be done in conjunction with another endorsement.

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

American Government		Credits
PS 100	U.S. Government	3
PS 230	State and Local Government	3
At least one of the following:		3
PS 212	Comparative Politics	
PS 222	Introduction to Political Society	
PS 362	The Legislative Process	

PS 368 Political Parties and Interest Groups
 PS 411 American Constitutional Law I
 PS 412 American Constitutional Law II

Electives in American Government 6

American History Credits

HIST 110 American History to 1877 3
 HIST 111 American History since 1877 3

One of the following: 3

HIST 214 World at War, 1914-1945
 HIST 367 Atlantic Revolutions
 HIST 371 New Nation, 1787-1848
 HIST 372 Civil War and Reconstruction, 1848-1877
 HIST 373 Industrialization and Reform, 1877-1914
 HIST 374 Modern America, 1945-present

Electives in American History 6

Economics Credits

BA 160 Microeconomic Principles 3
 BA 161 Macroeconomic Principles 3

Two of the following: 6

BA 208 Marketing Principles
 BA 288 Personal Financial Management
 BA 310 Money and Capital Markets
 BA 358 Consumer Behavior
 BA 370 Entrepreneurship and Small Business Management
 BA 488 Economics of International Business

Elective in Economics 3

Psychology Credits

EDU/PSY 142 Human Growth, Development and Guidance 3
 PSY 190 General Psychology 3
 PSY 310 Social Psychology 3

At least one of the following: 3

PSY 323 Cognition
 PSY 338 Motivation

Elective in Psychology 3

Note: Those seeking secondary teacher certification in the State of Iowa in Psychology must already be certified at the secondary level or concurrently seeking endorsement in American History, American Government, or Economics.

Sociology Credits

SOC 110 Principles of Sociology 3

Two of the following: 6

SOC 220 Social Problems
 SOC 240 Diversity in the United States

PSY/SOC 232 Group Dynamics
 SOC 363 Social Stratification

Electives in Sociology 6

Note: Those seeking secondary teacher certification in the State of Iowa in Sociology must already be certified at the secondary level or concurrently seeking endorsement in American History, American Government, or Economics.

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

The All Social Science 5-12 major is designed for students who wish to be licensed to teach all social science courses at the 5-12 grade level in the state of Iowa: American History, World History, American Government, Psychology, Sociology, Geography, and/or Economics.

Economics Credits

BA 160 Microeconomic Principles 3
 BA 161 Macroeconomic Principles 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 411 American Constitutional Law I
 PS 412 American Constitutional Law II

Psychology

PSY 190 General Psychology 3
 PSY 310 Social Psychology 3

World History

HIST 100 World History to 1500 3
 HIST 101 World History since 1500 3

One of the following: 3

HIST 214 World at War, 1914-1945
 HIST 245 Global Women's Activism
 HIST 342 The Development of American Foreign Policy
 HIST 355 Modern World History
 HIST 367 Atlantic Revolutions

American History

HIST 110 American History to 1877 3
 HIST 111 American History since 1877 3

One of the following: 3

HIST 214 World at War, 1914-1945
 HIST 367 Atlantic Revolutions
 HIST 371 New Nation, 1787-1848
 HIST 372 Civil War and Reconstruction, 1848-1877
 HIST 373 Industrialization and Reform, 1877-1914
 HIST 374 Modern America, 1945-present

Sociology		
SOC 110	Principles of Sociology	3
One of the following:		
SOC 220	Social Problems	3
PSY/SOC 232	Group Dynamics	
SOC 240	Diversity in the United States	
SOC 363	Social Stratification	

Geography		
GEOG 100	Introduction to Physical Geography	3
GEOG 200	World Regional Geography	3
		<u>51</u>

5-12 Spanish Endorsement (no major offered) (27 credits)

SPN 125	Introduction to Hispanic Cultures	3
SPN 201	Intermediate Spanish I	3
SPN 202	Intermediate Spanish II	3
SPN 301	Advanced Spanish I	3
SPN 302	Advanced Spanish II	3
SPN 306	Culture and Society of Spain	3
SPN 401	Professional Spanish	3
EDU 300-03	Teaching Secondary School Foreign Language	3

One of the following:		
SPN 101	Beginning Spanish I	3
SPN 102	Beginning Spanish II	

Major in Industrial Technology

This major consists of 36.5-37.5 semester credits. An innovative 2+2 program is available through a partnership between Upper Iowa University and Northeast Iowa Community College. Students can earn an associate of science degree from NICC and a bachelor of arts degree with major in industrial technology from Upper Iowa. In addition to the major requirements, the professional education core must be completed.

Credits

Manufacturing		
AGM 504	John Deere Welding	1

Construction		
CON 113	Construction Print Reading	2
CON 388	Basic Construction Skills	1.5
CON 391	Construction II	3
CON 393	Construction III	3

Energy and Power		
ELE 117	DC Theory	5
ELE 118	AC Theory	5

Graphic Communications		
One of the following:		
CIS 197	Fundamentals of Web Design (3)	2-3
NET 266	Routing & Switching: Introduction To Networks (3)	
CAD 172	Introduction to CAD: Auto CAD (2)	

Transportation		
AUT 102	Intro. To Automotive Technology	1
AUT 405	Auto Suspension and Steering	5
AUT 505	Auto Brake Systems	5

Other		
Minimum of 3 semester hours in one of the following areas: manufacturing, Energy/ Power, Graphic Comm., Construction, Transportation		3
		<u>36.5-37.5</u>

Endorsement Areas

At least one specific endorsement is required with an elementary education major. The courses listed for at least one of the endorsements below are needed in addition to the courses required for the Elementary Education major and the professional education core. A 2.70 minimum GPA is required in the endorsement. In addition, each education course (prefix EDU, ECE, SPED) must be completed with a grade of "C" or better.

Prekindergarten-Grade 3 Including Special Education #100 (45 credits)

Credits

EXSS 102	First Aid/CPR/AED Program	1
EDU 206	Field Experience I: Elementary	2
EDU 223	Child, Family Health, Nutrition	3
ECE 234	Field Exp: Infant/Toddler	1
ECE 235	Field Exp: Prekindergarten	2
SPED 304	Exceptional Persons	3
EDU 309	Teaching Elementary Movement and Wellness	1
EDU 407	Diagnostic & Corrective Reading	3
ECE 451	Introduction to Early Childhood	3
ECE 455	Methods and Curriculum of Early Childhood	2
ECE 456	Administration and Supervision of Early Childhood	2
SPED 459	Home, School, and Community Relations	3
SPED 462	Individual Behavior and Classroom Management	3
SPED 465	Methods/Curriculum: Behavior Disorders Prek-12	3
SPED 467	Characteristics of Individuals with Disabilities	3
SPED 478	Methods/Curriculum: Mild/Moderate PreK-8	3
SPED 484	Student Teaching: PreK including Special Education	7

Prekindergarten-Kindergarten Endorsement #103 (28 credits)

Credits

EDU 142	Human Growth and Development	3
EDU 223	Child, Family Health and Nutrition	3
ECE 235	Field Experience Prekindergarten	2
EDU 326	Developmental Reading	3
ECE 451	Introduction to Early Childhood	3
ECE 455	Methods and Curriculum of Early Childhood	2
ECE 456	Administration and Supervision of	

	Early Childhood	2
SPED 459	Home, School and Community Relations	3
ECE 496	Student Teaching: Pre Kindergarten - Kindergarten	7

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

EDU 443	Concepts of English	3
EDU 444	Curriculum and Methods of ESL	3
EDU 445	Second 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

Prekindergarten-Grade 3 Endorsement #106 (25 Credits) Credits

EDU 206	Field Experience I: Elementary	2
ECE 234	Field Experience: Infant/Toddler	1
ECE 235	Field Experience: Prekindergarten	2
EDU 223	Child, Family Health and Nutrition	3
ECE 451	Introduction to Early Childhood	3
ECE 455	Methods and Curriculum of Early Childhood	2
ECE 456	Administration and Supervision of Early Childhood	2
SPED 459	Home, School and Community Relations	3
ECE 488	Student Teaching: Birth-Prekindergarten	7

K-8 Art #113 (26 credits) Credits

ART 110	Drawing	3
ART 202	Painting	3
ART 204	Printmaking	3
EDU 313	Teaching Creative Arts	2

One of the following: 3
 ART 222 Ceramics/Hand Building
 ART 223 Ceramics/Wheel Throwing

One of the following: 3

ART 100	Introduction to Art	
ART 211	Art History I	
ART 212	Art History II	
Electives in Studio Art from the following:		9
ART 205	Environmental Art	
ART 210	Intermediate Drawing	
ART 300	Human Figure Drawing I	
ART 304	Printmaking: Screen Printing	
ART 323	Ceramics Mold Making	
ART 325	Intermediate Sculpture	
ART 330	Watercolor/Water Media	
ART 404	Advanced Printmaking	
ART 410	Advanced Drawing	
ART 412	Advanced Painting	
ART 423	Advanced Ceramics	
ART 425	Advanced Sculpture	
ART 430	Advanced Watercolor	

K-8 English/Language Arts ARTS #119 (24 credits) Credits

EDU 313	Teaching Creative Arts	2
EDU 326	Developmental Reading and Language Arts	3
EDU 333	Literature: Birth-Adolescence	3
EDU 335	Teaching Elementary Language Arts	3
ID 232	Grammar Content for Teachers	1

One of the following: 3
 ENG 209 American Literature I
 ENG 210 American Literature II

One of the following: 3
 COMM 105 Public Speaking
 An approved oral communication course

One of the following: 3
 ENG 102 English Composition II
 ENG 201 Expository Writing
 An approved composition course

Electives in English, Language Arts, Speech, Drama, Theatre, and/or Reading 3

The requirements have been submitted to the Board of Educational Examiners. Please contact your advisor.

K-8 Foreign Language-Spanish Endorsement #133 (24 credits) Credits

SPN 101	Beginning Spanish I OR	3
SPN 102	Beginning Spanish II	
SPN 125	Introduction to Hispanic Cultures	3
SPN 201	Intermediate Spanish I	3
SPN 202	Intermediate Spanish II	3
SPN 301	Advanced Spanish I	3
SPN 302	Advanced Spanish II	3
SPN 306	Culture and Society of Spain	3
SPN 401	Professional Spanish	3

K-8 Health #137 (27 credits) Credits

EXSS 102	First Aid/CPR/AED Program	1
AT 166	Care and Prevention of Athletic Injuries	2
EDU 223	Child, Family Health and Nutrition	3
EXSS 226	Foundations of Physical Fitness	2
EXSS 280	Personal, School and Community Health	3
PSY 201	Adjustment	3
PSY 302	Substance Abuse	3
EDU/EXSS 327	Teaching Health and Physical Education: Birth - Elementary	3
SOC 361	Marriage and Family	3

Electives in health-related areas of EXSS, PSY or SOC 4

K-8 Mathematics #142 (24 credits) Credits

MATH 107	College Algebra	3
MATH 115	Trigonometry and Analytic Geometry	3
MATH 120	Analytic Geometry and Calculus I	3
MATH 200	Analytic Geometry and Calculus II	3
MATH 223	Mathematics for Elementary and Middle School Teachers	3
MATH 220	Elementary Statistics	3
Elective in Computer Programing		3
EDU 325	Teaching Elementary Math	3

The revised requirements have been submitted to the Iowa Board of Educational Examiners. Please contact your advisor.

**K-8 Physical Education #146 (27 credits)
Major in Physical Education listed on page 70**

Credits		
EXSS 102	First Aid/CPR/AED Program	1
EXSS 118	Gymnastics and Dance	2
EDU/PSY 142	Human Growth and Development	3
AT 166	Care and Prevention of Athletic Injuries	2
EXSS 226	Foundations of Physical Fitness	2
EXSS 240	Adapted Physical Education	2
BIO 268	Introduction to Human Anatomy and Physiology	4
EXSS 280	Personal, School and Community Health	3
EXSS 302	Exercise Physiology	3
EDU/EXSS 327	Teaching Health and Physical Education: Birth-Elementary	3
EXSS 360	Motor Learning	2

K-8 Reading/Language Arts #148 (27 credits)

Credits		
SPED 304	Exceptional Persons	3
EDU 326	Developmental Reading and Language Arts	3
EDU 333	Literature: Birth-Adolescence	3
EDU 335	Teaching Elementary Language Arts	3
EDU 407	Diagnostic and Corrective Reading and Language Arts	3
EDU 409	Practicum: Elementary Reading and Language Arts	3
EDU 425	Content Area Literacy	3
EDU 445	Second Language Acquisition	3
EDU 485	Advanced Problems in Reading and Language Arts	3

K-8 Basic Science #150 (26 credits) Credits

BIO 135	Principles of Biology I	4
BIO 140	Principles of Biology II	4

Physical Science

CHEM 151	General Chemistry I	4
PHY 111	Introduction to Physics I	3
PHY 112	Introduction to Physics I Lab	1

One of the following three:	4	
CHEM 152	General Chemistry II	
PHY 109/110	Intro to Astronomy and Lab	
PHY 113/114	Physics II and Lab	

Earth Science (Two of the following three): 6

CHEM 115	Environmental Chemistry	
ES 100	Introduction to Geology	
ES 220	Soil and Water Conservation	

K-8 Social Science/Social Studies #164 (24 credits) Credits

HIST 110	American History to 1877	3
HIST 111	American History since 1877	3
World History Elective		3

One of the following:	3	
PS 100	U.S. Government	
PS 230	State and Local Government	

Electives from history, political science, psychology, geography, economics, or sociology (must include at least one course in an area other than history and political science). 12

Work Experience Coordinator 5-12 (Endorsement #234)

Credits		
SPED 468	Coordination of Occupational Programs	3
SPED 477	Career and Vocational Programming	3

Note: Must also hold a special education endorsement in grades 5-12.

K-8 Special Education Instructional Strategist I #260 (24-28 credits) Credits

SPED 304	Exceptional Persons	3
EDU 407	Diagnostic and Corrective Reading and Language Arts	3
SPED 459	Home, School and Community Relations	3
SPED 462	Individual Behavior and Classroom Management K-12	3
SPED 465	Methods/Curriculum: Behavior Disorders Prek-12	3
SPED 467	Characteristics of Mild/Moderate Disabilities Prek-12	3
SPED 478	Methods/Curriculum: Mild/Moderate Disabilities Prek-8	3

One of the following:		
SPED 479	Student Teaching: Instructional Strategist	3
SPED 482	Student Teaching: Instructional Strategist	7

Instructional Strategist I 5-12 #261

This endorsement consists of 27-31 semester credits. A person seeking this endorsement must already be the holder of a valid Iowa teaching license to teach students without disabilities or be concurrently seeking licensure to teach students without disabilities.

	Credits
SPED 304 Exceptional Persons	3
EDU 407 Diagnostic and Corrective Reading and Language Arts	3
SPED 459 Home, School and Community Relations	3
SPED 462 Individual Behavior and Classroom Management Prek-12	3
SPED 465 Methods/Curriculum: Behavior Disorders Prek-12	3
SPED 467 Characteristics of Individuals with Disabilities Prek-12	3
SPED 475 Methods/Curriculum: Mild/Moderate Disabilities 5-12	3
SPED 477 Career and Vocational Programming	3

One of the following:

SPED 479 Student Teaching: Instructional Strategist	3
SPED 482 Student Teaching: Instructional Strategist	7
	27-31

Instructional Strategist II: Behavior Disorders/Learning Disabilities K-12 # 263

This endorsement consists of 27-31 semester credits. A person seeking this endorsement must already be the holder of a valid Iowa teaching license to teach students without disabilities or be concurrently seeking licensure to teach students without disabilities.

	Credits
SPED 304 Exceptional Persons	3
EDU 407 Diagnostic & Corrective Reading & Language Arts	3
SPED 459 Home, School & Community Relations	3
SPED 462 Individual Behavior and Classroom Management	3
SPED 465 Methods/Curriculum: Behavior Disorders Prek-12	3
SPED 467 Characteristics of Individuals with Disabilities Prek-12	3
SPED 469 Methods/Curriculum: Learning Disabilities K-12	3
SPED 477 Career and Vocational Programming	3

One of the following:

SPED 479 Student Teaching: Instructional Strategist	3
SPED 482 Student Teaching: Instructional Strategist	7
	27-31

Instructional Strategist II: Intellectual Disabilities K-12 # 264

This endorsement consists of 25-29 semester credits. A person seeking this endorsement must already be the holder of a valid Iowa teaching license to teach students without disabilities or be

concurrently seeking licensure to teach students without disabilities.

	Credits
SPED 304 Exceptional Persons	3
EDU 407 Diagnostic & Corrective Reading	3
SPED 459 Home, School & Community Relations	3
SPED 462 Individual Behavior and Classroom Management Prek-12	3
SPED 467 Characteristics of Individuals with Disabilities Prek-12	3
SPED 473 Methods/Curriculum: Intellectual Disabilities	3
SPED 477 Career and Vocational Programming	3
EXSS 102 First Aid/CPR/AED Program	1

One of the following:

SPED 479 Student Teaching Instructional Strategist	3
SPED 482 Student Teaching Instructional Strategist	7
	25-29

Middle School Endorsement, 5-8 #1821, #1822, #1823, #1824 (no major offered)

	Credits
EDU 425 Content Area Literacy	3
EDU 428 Middle School Curriculum, Design and Strategies	3
EDU 435 Middle School Students' Growth, Development and Management	3

Completion of coursework in TWO of the following content areas:

#1821 Middle School Language Arts (13 credits)

ID 232 Grammar Content for Teachers	1
EDU 333 Literature: Birth-Adolescence	3

One of the following:

ENG 101 Basic Composition	3
ENG 201 Expository Writing	3
An equivalent composition course	

One of the following:

COMM 105 Public Speaking	3
COMM 107 Human Communications	3

One of the following:

ENG 265 African American Literature	3
ENG 365 Women and Literature	3
An approved comparable course	

#1822 Middle School Math (12 credits)

MATH 107 College Algebra	3
MATH 223 Mathematics for Elementary and Middle School Teachers	3

Two of the following:

MATH 109 Quantitative Methods	6
MATH 115 Trigonometry and Analytic Geometry	6
MATH 120 Analytic Geometry and Calculus I	6

(if pre-calculus pre-requisite is met)	
MATH 220 Elementary Statistics	
An approved math course	
#1823 Middle School Science (12 credits)	
One of the following:	4
BIO 135 Principles of Biology I	
An approved biology course	
One of the following:	4
ES 100 Introduction to Geology	
ES 175 Earth Systems Lab I	
An approved earth science course	
One of the following:	4
CHEM 151 General Chemistry I	
PHY 111/112 Introduction to Physics and Lab	
An approved physical science course	
#1824 Middle School Social Studies (12 credits)	
One of the following:	3
HIST 110 American History to 1877	
HIST 111 American History since 1877	
An approved American history course	
One of the following:	3
HIST 100 World History to 1500	
HIST 101 World History since 1500	
An approved world history course	
One of the following:	3
PS 100 U.S. Government	
PS 230 State and Local Government	
An approved political science course	
One of the following:	3
GEOG 100 Introduction to Physical Geography	
GEOG 200 World Regional Geography	
An approved geography course	
	<u>33-34</u>

Exercise and Sport Studies (EXSS)

The major and minor programs in exercise and sport studies (EXSS) prepare students for a variety of career opportunities in the arena of sport and physical activity. These careers include physical education and health teacher, personal trainer, fitness wellness director, sports administrator. Students who pursue any of the emphases of the Exercise and Sport Studies major will be prepared to pursue graduate study in a variety of areas related to physical activity and sport, as well as post-graduate programs for physical therapy and chiropractics. In addition, all students are given the opportunity to take courses designed to enhance their understanding and enjoyment of sports.

Major in Physical Education & Health with Coaching (Teaching)

For teacher licensure, students must complete the major requirements, the professional education core requirements, and

assessment requirements. Successful completion of the Physical Education and Health with Coaching major and professional core requirements qualifies an individual for the following Iowa teaching endorsements:

- K-8 Physical Education
- K-8 Health
- 5-12 Physical Education
- 5-12 Health
- K-12 Athletic Coach

Major in Physical Education & Health with Coaching (K-12)

	Credits
EXSS 100 Aerobics	1
EXSS 102 First Aid/CPR/AED Program	1
EXSS 118 Gymnastics and Dance Activities	2
EXSS 130 Teaching Team and Individual Sports	2
EDU 142 Human Growth and Development	3
AT 166 Care and Prevention of Athletic Injuries	2
PSY 201 Adjustment	3
EDU 223 Child, Family Health & Nutrition	3
EXSS 226 Foundations of Physical Fitness	2
EXSS 236 Coaching of Sports	2
EXSS 240 Adapted Physical Education	2
BIO 268 Introduction to Human Anatomy and Physiology*	4
EXSS 280 Personal, School & Community Health	3
EXSS 288 Ethics and Legal Responsibilities of Coaches	1
EXSS 302 Exercise Physiology	3
PSY 302 Substance Abuse	3
EXSS 305 Kinesiology	3
EDU/EXSS 327 Teaching Health and Physical Education: Birth-Elementary	3
EDU/EXSS 347 Teaching Health and Physical Education: Secondary	3
EXSS 354 Methods of Teaching Strength and Conditioning	2
EXSS 360 Motor Learning	2
EXSS 370 Administration, Assessment and Curriculum in EXSS	2
SOC 361 Marriage and Family	3
	<u>55</u>

* BIO 135 Principles of Biology is a prerequisite for BIO 268.

Coaching Endorsement/Authorization

	Credits
EXSS 102 First Aid/CPR/AED Programs	1
EDU/PSY 142 Human Growth and Development	3
AT 166 Care and Prevention of Athletic Injuries	2
EXSS 226 Foundations of Physical Fitness	2
EXSS 236 Coaching of Sports	2

EXSS 288	Ethics and Legal Responsibilities of Coaches	1 <u>11</u>	BA 160	Microeconomics	3
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For more information on obtaining the coaching authorization, visit the Iowa Board of Educational Examiner's website at www.state.ia.us/boee.

Health Endorsement (K-8 and 5-12)

Upper Iowa offers the health endorsement for a student who has an original endorsement in another subject area.

	Credits	
EXSS 102	First Aid/CPR/AED Programs	1
AT 166	Care and Prevention of Athletic Injuries	2
PSY 201	Adjustment	3
EXSS 226	Foundations of Physical Fitness	2
EDU 223	Child, Family Health and Nutrition	3
EXSS 280	Personal, School & Community Health	3
PSY 302	Substance Abuse	3
SOC 361	Marriage and Family	3
Electives in health-related areas of EXSS, PSY or SOC with consent of advisor		4 <u>24</u>

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

Major in Exercise and Sport Studies

This major in exercise and sport studies is designed for students who want to prepare for a career related to physical activity. The core classes give students a solid foundation in exercise and sport studies, while the emphases allow students to focus on an area of interest. All the emphases are designed to prepare students to continue studies at the graduate level.

Exercise and Sport Studies Core		Credits
EXSS 101	Introduction to EXSS	2
EXSS 102	First Aid/CPR/AED	1
BIO 135	Principles of Biology I	4
PSY 190	General Psychology	3
PSY/EDU 142	Human Growth and Development	3
AT 166	Care and Prevention of Athletic Injuries	2
EXSS 226	Foundations of Physical Fitness	2
EXSS 283	Sports Nutrition	3
EXSS 302	Exercise Physiology	3
EXSS 305	Kinesiology	3
EXSS 318	Psychology of Exercise and Sport	3
EXSS 334	Sport Law and Legal Issues	3
EXSS 360	Motor Learning	2 <u>34</u>

Sport Administration Emphasis

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

BA 160	Microeconomics	3
BA 161	Macroeconomics	3
BA 201	Accounting Principles I	3
BA 208	Marketing Principles	3
BA 210	Management Principles	3
EXSS 363	Sport Marketing	3
MATH 220	Elementary Statistics	3
BA 361	Human Resources Management	3
BIO 268	Intro to Human Anatomy and Physiology	4
EXSS 371	Planning Facilities for Physical Activity	3
EXSS 348	Sports Administration	3
EXSS 403	Internship in EXSS	6 <u>40</u>

Fitness and Wellness Emphasis

The emphasis in fitness and wellness is designed for those students who want to pursue a career in the fitness industry. Students who complete the fitness and wellness emphasis will be prepared to seek certification as a personal trainer or take the Certified Strength and Conditioning Specialist exam.

	Credits	
EXSS 100	Aerobics	1
EXSS 100	Water Aerobics	1
EXSS 100	Walking for Fitness	1
EXSS 100	Weight Training	1
EXSS 100	Activity Course	1
EXSS 100	Activity Course	1
EXSS 118	Gymnastics and Dance Activities	2
EXSS 125	Recreational Sport Programming	3
EXSS 130	Teaching Team & Individual Sports	2
EXSS 240	Adapted Physical Education	2
BIO 268	Intro to Human Anatomy and Physiology	4
EXSS 280	Personal, School and Community Health	3
PSY 338	Motivation	3
EXSS 354	Methods of Teaching Strength and Conditioning	2

Choose one of the following:	3	
PSY 310	Social Psychology	
PSY 270	Human Sexuality	
PSY 232	Group Dynamics	

EXSS 403	Internship in EXSS	6 <u>36</u>
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Exercise Science Emphasis

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

	Credits	
BIO 270	Human Anatomy and Physiology I	4
BIO 275	Human Anatomy and Physiology II	4
CHEM 151	General Chemistry I	4
CHEM 152	General Chemistry II	4

PHY 111	Introductory Physics I*	3
PHY 112	Introductory Physics I Lab	1
PHY 113	Introductory Physics II	3
PHY 114	Introductory Physics II Lab	1
MATH 220	Elementary Statistics	3

Choose one of the following: 3

PSY 302	Substance Abuse
PSY 310	Social Psychology
PSY 335	Biology and Behavior
PSY 373	Research Methods
PSY 394	Psychology of Aging
PSY 360	Abnormal Psychology

Choose one of the following: 3-4

BIO 210	Microbiology (4)
BIO 370	Pathophysiology (3) and
BIO 371	Pathophysiology (1) Lab
BIO 381	Cell & Molecular Biology (3)

EXSS 403	Internship in EXSS	6
		<u>39-40</u>

Minor in Exercise and Sport Studies Credits

BIO 268	Introduction to Human Anatomy and Physiology**	4
AT 166	Care and Prevention of Athletic Injuries	2
EXSS 226	Foundations of Physical Fitness	2
EXSS 302	Exercise Physiology	3
EXSS 305	Kinesiology	3
	Electives in EXSS numbered 300 or above	9
Total		<u>23</u>

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

**BIO 135 Principles of Biology I is a prerequisite for BIO 268.

Department of Athletic Training

Athletic Training Major

The Upper Iowa Athletic Training Program (ATP) is a limited admissions program designed to prepare students to become a competent healthcare professional as an athletic trainer. Upon admission into the program, students are educated in the management of healthcare problems associated with the physically active population including; prevention and health promotion, emergency and acute care, clinical evaluation and diagnosis, therapeutic intervention, healthcare administration, and professional development and responsibility. Students who successfully complete the requirements of the athletic training education major will be eligible to take the athletic training profession's Board of Certification (BOC) Examination.

Upper Iowa's Bachelor of Science in Athletic Training is accredited by the Commission on Accreditation of Athletic Training Education (CAATE) and is housed in the Andres School of Education. Graduates from our program have established successful

careers as athletic trainers in secondary schools, colleges and universities, professional sports, sports medicine clinics, physician clinics, and other athletic health care settings. Many graduates of the athletic training education program choose to pursue graduate degrees in athletic training or other related fields.

Mission

The mission of the Upper Iowa University Athletic Training Education Program is to provide our students with a comprehensive education and the clinical skills necessary to become a highly qualified healthcare professional.

Vision

The vision of the Upper Iowa University Athletic Training Program is to be recognized and respected as an exceptional provider of entry-level athletic training education, while preparing students to be lifelong learners and leaders in a global society.

Application Process

Acceptance into the ATP is competitive and dictated by clinical site availability. Students interested in majoring in athletic training must meet the outlined criteria for admittance and must receive confirmation of acceptance prior to registering for ATP courses 200 and above. Students completing the athletic training education program must be enrolled for a minimum of two academic years following formal admittance the program.

Minimum Requirements for Admission to the Athletic Training Program

1. Completion of 12 credit hours with a minimum cumulative GPA of 2.75.
2. Documentation of 30 hours of directed observation under the supervision of a licensed athletic trainer.
3. Documentation of a physical examination within the past 12 months completed by an MD, DO, NP or PA.
4. Acceptance of the Athletic Training Program Technical Standards for Admission.
5. Completion of prerequisite coursework with a minimum grade of "C" or higher. Prerequisite coursework includes: AT 144 Foundations of Athletic Training, PSY 190 General Psychology and a biology course with lab.

Students who meet the minimum requirements for admission to the ATP will submit an application packet to the Director of Athletic Training Education. The application packet will consist of the following:

- ATP Application Form.
- Letter of application stating the student's qualifications for admittance, aspirations for becoming an athletic trainer, and short- and long-term career goals.
- Current resume
- Three recommendation forms from sources that can verify the student's ability to complete a rigorous academic pro-

gram, communicate and act in a professional manner, and work in an allied healthcare setting.

- Physical examination documentation.
- Directed observation hours documentation.
- Signed Technical Standards for Admission form.

Students with completed applications will be scheduled for a formal interview with a panel consisting of the Director of Athletic Training Education, the Clinical Education Coordinator, and members of the Athletic Training Staff. Applicants with incomplete applications will not be granted an interview. Students will be notified of acceptance into the ATP prior to the opening of the registration window for the fall semester.

Directed Observation Hours

As part of the application process, prospective athletic training students will need to complete 30 hours of directed observation under the supervision of a licensed athletic trainer. These observation hours will be coordinated through the Clinical Education Coordinator with supervision provided by program approved preceptors.

Technical Standards for Admission

The Athletic Training Program at Upper Iowa University is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of the individuals engaged in physical activity. The technical standards set forth by the Athletic Training Program establish essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer, as well as meet the expectations of the program's accrediting agency (Commission on Accreditation of Athletic Training Education [CAATE]). All students admitted to the Athletic Training Program must meet the following abilities and expectations. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted into the program.

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

Candidates for selection to the Athletic Training Program must demonstrate:

1. The mental capacity to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm.
2. Sufficient postural and neuromuscular control, sensory function, and coordination to perform and appropriate physical examinations using accepted techniques; and accurately, safely and efficiently use equipment and materials during the assessment and treatment of patients.
3. The ability to communicate effectively and sensitively with patients and colleagues, including individuals from differ-

ent cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communicate judgments and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional practice.

4. The ability to record the physical examination results and treatment plan clearly and accurately.
5. The capacity to maintain composure and continue to function well during periods of high stress.
6. The perseverance, diligence and commitment to complete the athletic training education program as outlined and sequenced.
7. Flexibility and the ability to adjust to changing situations and uncertainty in clinical situations.
8. Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.

Candidates for selection to the Athletic Training Program will be required to verify they understand and meet these technical standards or that they believe that, with certain accommodations, they can meet the standards.

Immunization Requirements

Upper Iowa values the health and safety of its students. Following vaccination recommendations from the Center for Disease Control (CDC) for healthcare providers, students accepted into the ATP are required to provide documentation of the following vaccinations by August 1 of the year they begin clinical experiences: Hepatitis B vaccination series; Measles, Mumps and Rubella (MMR) vaccination; Varicella vaccination or proof of disease; Tetanus, Diphtheria and Pertussis (DTap) vaccination; and meningococcal vaccination.

All students in the ATP will be required to show documentation of the influenza vaccination prior to November 1 of each year.

Program Fees

There are additional costs associated with enrollment into the Athletic Training Program. These include, but are not limited to: course fees, immunization maintenance, apparel to adhere to dress codes, CPR/AED certification, and travel to and from off-campus clinical assignments.

Major in Athletic Training

	Credits	
AT 110	Emergency Care in Athletic Training	3
AT 144	Foundations of Athletic Training	3
PSY 190	General Psychology	3
AT 221	Prevention and Health Promotion in Athletic Training	3
AT 232	Clinical Practice in Applied Anatomy	1
BIO 270	Human Anatomy & Physiology I	4
BIO 275	Human Anatomy & Physiology II	4
EXSS 283	Sports Nutrition	3
EXSS 302	Exercise Physiology	3
EXSS 305	Kinesiology	3
EXSS 318	Psychology of Exercise and Sport	3
AT 319	General Medical Conditions in the Physically Active	4
AT 332	Clinical Evaluation – Lower Extremity	4
AT 333	Clinical Evaluation – Upper Extremity	4
AT 360	Clinical Practice in Psychosocial Strategies and Referral	1
AT 408	Therapeutic Modalities	4
AT 430	Healthcare Administration in Athletic Training	4
AT 455	Therapeutic Rehabilitation	4
AT 472	Evidence-Based Practice in Athletic Training	4
AT 480	Professional Development in Athletic Training	3
AT 483	Clinical Practice in Exercise Prescription	1
Total Credits		66

School of Liberal Arts

The School of Liberal Arts offers majors in art, communication studies, criminal justice, English, English with a creative writing emphasis, graphic design, history, human services, liberal arts, psychology, public administration, social science, sociology, and sport communication. Minors are offered in art, art history, graphic design, communication studies, criminal justice, history, journalism, political science, psychology, sociology and Spanish. An associate of arts degree is offered in liberal arts as well. For students interested in pursuing teacher licensure, The School of Liberal Arts works closely with the Andres School of Education in areas such as American government, American history, art, English/language arts, journalism, psychology, social studies, sociology, Spanish, and speech communications.

A broad range of course options and curricula is available within the School of Liberal Arts. The opportunity for substantial cross-disciplinary study assures a complete educational experience and preparation in a wide range of skills sets. Liberal Arts offers advising in pre-professional programs such as law, art therapy, Counseling (masters in Counseling), Social Work (masters in Social work).

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

Department of Arts 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.

Major in Art

	Credits
Core Requirements	
Three of the following:	9
ART 100	Introduction to Art
ART 109	2-D Foundations
ART 110	Drawing
ART 112	Introduction to Graphic Design
ART 120	3-D Foundations
Art History Requirement	
Two of the following:	6
ART 211	Art History I
ART 212	Art History II
ART 272	Non-Western Art Survey
ART 313	20th Century Art
ART 334	History of Graphic Design
ART 355	Typography
ART 372	Survey of American Art
Two of the following:	6
ART 202	Painting
ART 204	Printmaking
ART 205	Environmental Art
ART 210	Intermediate Drawing
ART 218	Digital Photography
ART 222	Ceramics/Hand Building
ART 223	Ceramics/Wheel Throwing
ART 225	Sculpture
One of the following:	3
ART 300	Human Figure Drawing I
ART 304	Printmaking: Screen Printing
ART 319	Digital Video
ART 323	Ceramics Mold Making
ART 325	Intermediate Sculpture
ART 330	Watercolor/Water Media
One of the following:	3
ART 404	Advanced Printmaking
ART 410	Advanced Drawing
ART 412	Advanced Painting
ART 423	Advanced Ceramics
ART 425	Advanced Sculpture

ART 430	Advanced Watercolor	
ART 450	Special Topic	
ART 499	Special Project	
Art Studio Electives 300 or 400 level		9
Capstone (choose three credits of the following)		3
ART 403	Internship (3)	
ART 450	Senior Project (3)	
ART 470	Senior Portfolio (1)	
*ART 490	Senior Thesis AND (1)	
*ART 491	Senior Thesis (1)	
		<u>39</u>

*To be taken the last two terms of the senior year.

Major in Art (Teacher Education)

The art education emphasis prepares students to enter public school teaching. After completing course work in art and education, students receive licensure to teach art in grades K-8 or 5-12, or both grade levels.

		Credits
ART 109	2-D Foundations	3
ART 110	Drawing	3
ART 120	3-D Foundations	3
ART 202	Painting	3
ART 204	Printmaking	3
ART 225	Sculpture	3
ART 235	Advertising Design	3
Two of the following:		6
ART 211	Art History I	
ART 212	Art History II	
ART 272	Non-Western Art Survey	
ART 313	20th Century Art	
ART 334	Graphic Design History	
ART 372	Survey of American Art	
One of the following:		3
ART 222	Ceramics/Hand Building	
ART 223	Ceramics/Wheel Throwing	

Electives in Art Studio:		6
ART 205	Environmental Art	
ART 210	Intermediate Drawing	
ART 300	Human Figure Drawing I	
ART 301	Human Figure Drawing II	
ART 304	Printmaking: Screen Printing	
ART 323	Ceramics Mold Making	
ART 325	Intermediate Sculpture	
ART 330	Watercolor/Water Media	
ART 404	Advanced Printmaking	
ART 410	Advanced Drawing	
ART 412	Advanced Painting	
ART 423	Advanced Ceramics	
ART 425	Advanced Sculpture	
ART 430	Advanced Watercolor	
ART 490	Senior Thesis (Portfolio)	
		<u>37</u>

Students must also complete the professional education program to achieve licensure. See School of Education for details. Students desiring to receive licensure at both the elementary and secondary levels must take both levels of field experience, general methods and art methods, as well as student teach at both levels.

Minor in Art		Credits
Core Requirements		
Three of the following:		9
ART 100	Introduction to Art	
ART 109	2-D Foundations	
ART 110	Drawing	
ART 112	Introduction to Graphic Design	
ART 120	3-D Foundations	
Two of the following:		6
ART 202	Painting	
ART 204	Printmaking	
ART 205	Environmental Art	
ART 210	Intermediate Drawing	
ART 218	Digital Photography	
ART 222	Ceramics/Hand Building	
ART 223	Ceramics/Wheel Throwing	
ART 225	Sculpture	
Three of the following:		9
ART 300	Human Figure Drawing I	
ART 304	Printmaking: Screen Printing	
ART 319	Digital Video	
ART 323	Ceramics Mold Making	
ART 325	Intermediate Sculpture	
ART 330	Watercolor/Water Media	
ART 404	Advanced Printmaking	
ART 410	Advanced Drawing	
ART 412	Advanced Painting	
ART 423	Advanced Ceramics	
ART 425	Advanced Sculpture	
ART 430	Advanced Watercolor	
ART 450	Special Topic	
ART 499	Special Project	
		<u>24</u>

Minor in Art History		Credits
ART 211	Art History I	3
ART 212	Art History II	3
ART 313	20th Century Art	3
ART 372	Survey of American Art	3
ART 375	Art and Material Culture	3
One of the following:		3
ART 100	Introduction to Art	
ART 109	2D Design Foundations	
ART 120	3D Design Foundations	
One of the following:		3
ART 272	World Art	
ART 250	Art and Architecture of Italy	
ART 334	History of Graphic Design	
ART 355	Typography	

One of the following:	3
HIST 100 World History to 1500	
HIST 101 World History Since 1500	
	<u>24</u>

Communication Studies

The Communication Studies major provides students with the opportunity to learn about the central role communication has in our lives. Students learn to identify, analyze, and evaluate various communication goals and successfully adapt messages to the demands of complex situations. As a global citizen, 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 inform 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 27-33 credits in a specific area of emphasis.

Communication Studies Core	Credits
COMM 105 Public Speaking	3
COMM 203 Communication Theory	3
COMM 307 Business and Professional Communication	3
COMM 415 Communication Ethics	3

Communication Studies Emphasis (27 credit hours)

COMM 107 Human Communication	3
COMM 200 Interpersonal Communication	3
COMM 221 Intercultural Communication	3
COMM 305 Organizational Communication	3
COMM 352 Rhetoric & Public Culture	3
COMM 390 Research Methods in Communication	3

Two of the following:	6
BA/PSY 474 Organizational Behavior	
PSY/SOC 232 Group Dynamics	
PSY/SOC 260 Gender Roles	
PSY/SOC 310 Social Psychology	

One of the following:	3
COMM 403 Internship	
COMM 498 Senior Seminar	
COMM 499 Special Project	
ID 498_24 Senior Project	
	<u>39</u>

Journalism Emphasis (27 credit hours)

COMM 220 Principles of Interviewing	3
COMM 227 News Editing	3
COMM 310 Feature Writing	3
COMM 332 Writing for Media	3

Four of the following:	12
COMM 141-444 Journalism Workshop (1/1/1)	
COMM 276 TV Production	

COMM 308 Sport Writing and Reporting	
ART 218 Digital Photography	
ART 235 Graphic Design	
ART 280 Web Publishing	
ART 335 Publication Design	

One of the following:	3
COMM 403 Internship	
ID 498 Senior Project	
	<u>39</u>

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

Sports Communication Emphasis (27 credit hours)

COMM 220 Principles of Interviewing	3
COMM 227 News Editing	3
COMM 276 TV Production	3
COMM 308 Sports Writing and Reporting	3
COMM 310 Feature Writing	3
COMM 332 Writing for Media	3
BA 208 Principles of Marketing	3
EXSS 348 Sports Administration	3
EXSS 363 Sport Marketing	3

One of the following:	3
COMM 141-444 Journalism Workshops (1/1/1)	
ART 218 Digital Photography	
ART 235 Advertising Design	
ART 280 Web Publishing	
ART 335 Publication Design	
EXSS 334 Sport Law & Legal Issues	

One of the following:	3
COMM 403 Internship	
ID 498_25 Senior Project	
	<u>45</u>

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

Minor in Communication Studies	Credits
COMM 105 Public Speaking	3
COMM 107 Human Communication	3
COMM 200 Interpersonal Communication	3
COMM 203 Communication Theory	3
COMM 221 Intercultural Communication	3
COMM 307 Business and Professional Communication	3
COMM 352 Rhetoric and Public Culture	3
COMM 415 Communication Ethics	3
	<u>24</u>

Minor in Journalism	Credits
Minor Core	
COMM 105 Public Speaking	3
COMM 203 Communication Theory	3
COMM 307 Business and Professional Communication	3
COMM 415 Communication Ethics	3

Two of the following:	6
COMM 220 Principles of Interviewing	
COMM 227 News Editing	
COMM 310 Feature Writing	
COMM 332 Writing for Media	

One of the following:	3
COMM 276 TV Production	
COMM 308 Sport Writing and Reporting	
ART 218 Digital Photography	
ART 280 Web Publishing	
ART 319 Digital Video	

One of the following:	3
COMM 200 Interpersonal Communication	
ART 218 Digital Photography	
ART 280 Web Publishing	
BA 358 Consumer Behavior	
BA 363 Advertising and Integrated Marketing Communication	

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

Note: Students must choose either the minor in Communication Studies or the minor in Journalism. A Communication Studies certificate is also available (see page 48).

English

The English program develops sound technical and creative writing skills. The English major prepares students for teaching English in the elementary and secondary schools or for graduate study. In addition, the English major provides the skills necessary for careers in print or broadcasting as well as professional disciplines such as law or medicine.

Good written communication skills are vitally important for any profession. Literature is also foundational for an understanding of culture. Many students who contemplate professional careers seek an English major or minor.

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

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

Major in English (creative writing option)		Credits
ENG 170	Introduction to Creative Writing	3
ENG 270	Craft and Technique of Creative Writing	3

ENG 422	Critical Theory	3
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Two of the following three course sequences:		12
ENG 209-210	American Literature I and II	
ENG 211-212	British Literature I and II	
ENG 213-214	Classical Mythology and World Literature	

Three of the following:		9
ENG 330	Shakespeare	
ENG 331	Modern and Contemporary Literature	
ENG 332	Adolescent Literature	
ENG 342	Medieval Literature	
ENG 344	Restoration and 18th Century Literature	
ENG 355	Harlem Renaissance	
ENG 365	Women and Literature	
ENG 375	Midwest Literature	
ENG 383	American Renaissance	

Two of the three advanced workshops listed and the thesis:		9
ENG 370	Non-Fiction Workshop	
ENG 371	Fiction Workshop	
ENG 372	Poetry Workshop	
ENG 450	Thesis	

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Major in English (for Teacher Licensure) Credits

ENG 125	Introduction to Literature	3
ENG 209	American Literature I	3
ENG 210	American Literature II	3
ENG 211	British Literature I	3
ENG 212	British Literature II	3
EDU 326	Developmental Reading and Language Arts	3
ENG 330	Shakespeare	3
EDU 333	Literature: Birth-Adolescence	3
Electives in English		15
		39

Note: A Senior Thesis will be required for the major. This thesis may be developed out of one or more of the courses in the major or produced through a special topics course at the 450 level.

Minor in English Credits

ENG 209	American Literature I	3
ENG 210	American Literature II	3
ENG 211	British Literature I	3
ENG 212	British Literature II	3
Electives in English		9
		21

Minor in Creative Writing Credits

ENG 125	Introduction to Literature	3
ENG 170	Introduction to Creative Writing	3
ENG 270	Craft and Technique of Creative Writing	3

One of the following three course sequences:	6
ENG 209-210 American Literature I and II	
ENG 211-212 British Literature I and II	
ENG 213-214 Classical Mythology and World Literature	
Two of the following workshops:	6
ENG 370 Non-Fiction Workshop	
ENG 371 Fiction Workshop	
ENG 372 Poetry Workshop	
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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, and web designs using the latest digital technologies. The graphic design major is a portfolio-driven program. Students formulate unique responses to design problems and create original work in every course.

Online and self-paced students who are residents of Minnesota may be required to complete an additional general education course to meet Minnesota BA requirements.

	Credits
ART 112 Introduction to Graphic Design	3
ART 218 Digital Photography	3
ART 235 Advertising Design	3
ART 280 Web Publishing	3
ART 332 Digital Imaging	3
ART 335 Publication Design	3
ART 355 Typography	3
ART 432 Digital Illustration	3
One of the following:	3
ART 272 Non Western Art Survey	
ART 319 Digital Video	
ART 334 Graphic Design History	
ART 372 Survey of American Art	
ART 442 Digital Animation	
One of the following:	3
ART 480 Senior Portfolio/Graphic Design	
ID 498 Senior Project	
Three of the following:	9
COMM 200 Interpersonal Communication	
BA 208 Marketing Principles	
COMM 305 Organizational Communication	
COMM 307 Business and Professional Communication	
BA 337 Personal Selling	
BA 358 Consumer Behavior	
BA 363 Advertising	
BA 374 Business Communications	
ART 403 Internship	
ART 499 Special Project	

Art History or travel courses	<u>39</u>
Minor in Graphic Design	Credits
ART 112 Introduction to Graphic Design	3
ART 332 Digital Imaging	3
ART 335 Publication Design	3
ART 355 Typography	3
ART 432 Digital Illustration	3
Two of the following:	6
ART 218 Digital Photography	
ART 235 Advertising Design	
ART 280 Web Publishing	
One of the following:	3
ART 480 Senior Portfolio/Graphic Design	
ID 498 Senior Project	
	<u>24</u>

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. These five courses are equivalent to 20 hours of in-class studying per week. Upon arrival to Upper Iowa, students have a placement exam that assesses which IEP courses they are required to take based on their English proficiency level.

Structure of the Intensive English Program

If placed in the beginner level, a student needs at least three 16-week semesters to complete the IEP program. If placed in the intermediate level, a student needs at least two 16-week semesters (one academic year) to complete the IEP program. If placed in the advanced level, a student needs at least one 16-week 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 studies at Upper Iowa University, a student must meet the following conditions:

1. Each level must be completed within two semesters. If a student is unable to complete a level in two semesters, he/she will not be allowed to continue enrollment at Upper Iowa University and will not complete the intensive English program.
2. Students must complete all required courses with a grade of 'C' or better to advance.
3. At each level, the midterm and final exam combined score for each course must be 73% C- or higher.
4. Students' writing samples must demonstrate undergraduate writing ability.
5. Students' instructors provide recommendations for advancement.

Liberal Arts Major

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 him toward a defined curriculum in one or more of the identified emphasis areas.

Learning Outcomes

1. Students will understand the relationship between an area of interest and its historical context and development.
2. Students will use critical and creative thinking strategies to approach problems posed within an area of interest.
3. Students will understand artistic and literary traditions both in their historical contexts and across cultures.
4. Students will understand political processes and their historical contexts.
5. Students will be able to construct, organize and deliver a message, and adapt it to an identified audience and situation.

Liberal Arts Major:

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

Credits

Two courses in art	6
Two courses in English (excluding courses in composition)	6
Two courses in History	6
Two courses in Political Science	6

Two courses from each of two of the following disciplines: 12
 Psychology
 Communication
 Sociology
 Foreign Language

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

A student's area or areas of interest will be addressed through the successful completion of courses at the 300- and 400-levels within a single Liberal Arts Discipline or two courses at the 300- and 400-levels within each of two Liberal Arts Disciplines. 12
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Spanish

A Spanish minor offers many career opportunities with social agencies dealing with Spanish-speaking Americans, with companies serving Hispanic populations, teaching in secondary schools (when combined with a teaching major) and volunteering with VISTA or the Peace Corps.

Spanish courses at Upper Iowa University concentrate on building vocabulary, understanding grammatical structure and developing reading and writing skills. English-language and society of the Hispanic world (in both the Americas and Europe) are also provided. The special project, on a topic to be agreed upon by instructor and student, will be written and presented in Spanish.

Minor in Spanish		Credits
SPN 125	Introduction to Hispanic Culture and Society	3
SPN 201	Intermediate Spanish I	3
SPN 202	Intermediate Spanish II	3
SPN 301	Advanced Spanish I	3
SPN 302	Advanced Spanish II	3
SPN 306	Culture and Society of Spain	3
SPN 499	Special Project in Spanish	3
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For a teaching endorsement, 24 credits in Spanish are required, along with EDU 314 Teaching Elementary Foreign Language or EDU 300-3 Teaching Secondary School Foreign Language. See School of Education, page 66, for details.

Theatre

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

Department of Criminal Justice

Criminal Justice

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

Major in Criminal Justice Credits

SOC 110	Principles of Sociology	3
SOC 220	Social Problems	3
MATH 220	Elementary Statistics	3
CJ/SOC 224	Introduction to Criminal Justice	3
CJ/SOC 367	Ethics in Criminal Justice	3
CJ/SOC 333	Criminology	3
SOC 334	Introduction to Sociological Research Methods	3
SOC 388	Comparative Study of Criminal Justice	3
Corrections: At least one of the following:		3
CJ/SOC 380	Corrections and Punishment	
CJ/SOC 315	Juvenile Justice	
CJ/SOC 321	Juvenile Delinquency	
SOC 347	Deviance and Social Control	
Law Adjudication: At least one of the following:		3
CJ/SOC 337	Victimology	
SOC 353	Sociology of the Law	
CJ/SOC 398	Justice Administration	
Law Enforcement: At least one of the following:		3
SOC 291	Community Oriented Policing	
CJ/SOC 365	Sociology of Policing	
Inequality: At least one of the following:		3
SOC 240	Diversity in the United States	
PSY/SOC 260	Gender Roles	
SOC 363	Social Stratification	
Electives in Sociology		6
Capstone Experience:		3
SOC 403	Internship OR	
ID 498	Senior Project	
		<u>45</u>

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

Minor in Criminal Justice Credits

SOC 110	Principles of Sociology	3
MATH 220	Elementary Statistics	3
CJ/SOC 224	Introduction to Criminal Justice	3
CJ/SOC 333	Criminology	3
SOC 334	Introduction to Sociological Research Methods	3
SOC 388	Comparative Study of Criminal Justice	3
Two of the following:		6
SOC 291	Community Oriented Policing	

CJ/SOC 315	Juvenile Justice
CJ/SOC 321	Juvenile Delinquency
CJ/SOC 337	Victimology
SOC 347	Deviance and Social Control
SOC 353	Sociology of the Law
CJ/SOC 365	Sociology of Policing
CJ/SOC 367	Ethics in Criminal Justice
CJ/SOC 380	Corrections and Punishment

One of the following:	3
SOC 240	Diversity in the United States
PSY/SOC 260	Gender Roles
SOC 363	Social Stratification
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Department of Psychology

Human Services

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

Major in Human Services Credits

SOC 110	Principles of Sociology	3
PSY 190	General Psychology	3
SOC 220	Social Problems	3
SOC 240	Diversity in the United States	3
SOC 361	Marriage and Family	3
PSY/SOC 375	Methods in Human Services	3
SOC 384	Social Welfare Programs and Policies	3
PSY 454	Issues and Ethics in the Helping Professions	3
One of the following:		3
BA 210	Management Principles	
PS 230	State and Local Government	
PS 362	The Legislative Process	
PA 364	Public Administration	
PS 412	American Constitutional Law II	
PA 445	Administrative Law	

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

One of the following:	3
PSY/SOC 403	Internship
PSY/SOC 499	Special Project
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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, com-

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

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

Major in Psychology Credits

PSY 190	General Psychology	3
PSY 373	Research Methods	3
MATH 220	Elementary Statistics	3

Learning and Cognition (choose one of the following): 3

PSY 323	Cognition	
PSY 445	Learning and Memory	

Individual Differences (choose two of the following): 6

PSY 310	Social Psychology	
PSY 360	Abnormal Psychology	
PSY 432	Personality	

Biological Bases of Behavior (choose one of the following): 3

PSY 335	Biology and Behavior	
PSY 338	Motivation	

Developmental Changes in Behavior (choose one of the following): 3

EDU/PSY 142	Human Growth, Development, and Guidance	
PSY 212	Developmental Psychology: Birth to Adolescence	
PSY 222	Developmental Psychology: Young Adulthood to Late Adulthood	
PSY 397	Social Gerontology	

Capstone Experience (choose one of the following): 3

PSY 403	Internship	
PSY 499	Special Project	
ID 498	Senior Project	

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

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

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Minor in Psychology Credits

PSY 190	General Psychology	3
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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 360	Abnormal Psychology	
PSY 432	Personality	

Biological Bases and Behavior (choose one of the following): 3

PSY 335	Biology and Behavior	
PSY 338	Motivation	

Developmental Changes in Behavior (choose one of the following): 3

EDU/PSY 142	Human Growth, Development, and Guidance	
PSY 212	Developmental Psychology: Birth to Adolescence	
PSY 222	Developmental Psychology: Young Adulthood to Late Adulthood	
PSY 397	Social Gerontology	

Electives in Psychology (see full list of psychology offerings) 3

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

Department of Social Science

Anthropology

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

Geography

Courses in geography are taught by faculty in the School of Science and Mathematics. Geography courses can be used to fulfill requirements for certain teaching endorsements in the Social Sciences, as well as to satisfy certain general education requirements.

History

The history major offers the necessary background for those wishing to teach history in primary or secondary schools or to pursue graduate studies.

Major in History Credits

Required Courses:

HIST 100	World History to 1500	3
HIST 101	World History since 1500	3
HIST 110	American History to 1857	3
HIST 111	American History since 1857	3
HIST 270	Historical Methods and Historiography	3
HIST 496	Senior Thesis	3

History Electives

(24 credits: 6 credits from each of the following categories; At least 18 credits at the 300 level)

U.S. History

		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

		6
HIST 214	World at War, 1914-1945	
HIST 355	Modern World	
HIST 367	Atlantic Revolutions	

Social Justice

		6
HIST 245	Global Women's Activism	
HIST 330	African American History	
HIST 343	U.S. Women's History	

Interdisciplinary Courses

		6
(two courses from two different disciplines; some courses may have prerequisites)		
ANTH 310	Political Anthropology	
SOC 304	Globalization	
ENG 365	Women and Literature	
SOC 381	Political Sociology	
PS 342	Development of American Foreign Policy	
SPN 306	Culture and Society of Spain	
PS 368	Political Parties and Interest Groups	
ART 372	Survey of American Art	
PSY/SOC 310	Social Psychology	
SOC 363	Social Stratification	
SOC 384	Social Welfare Programs and Policies	

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Minor in History

		Credits
HIST 100	World History to 1500	3
HIST 101	World History since 1500	3
HIST 110	American History to 1877	3
HIST 111	American History since 1877	3
Electives in History		9
		21

Public Administration

The purpose of a public administration major is to prepare a student to understand public organizations and to utilize that knowledge to manage, plan and administer public policy.

Major in Public Administration

Specific General Education Requirements

		Credits
PS 100	U.S. Government	3
COMM 105	Public Speaking	3
MATH 220	Elementary Statistics	3

Core Courses

PS 230	State and Local Government	3
PA 364	Public Administration	3

PA 430	Cases in Public Administration	3
ID 498	Senior Project	3

Policy/Politics Emphasis

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

General Emphasis

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

Emergency Management Emphasis

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

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

Law Enforcement or Fire Science Emphasis:

The public administration core of 27 credits and emphasis of nine credits must be completed for a total of 36 semester credits.

These areas of emphasis are designed to build on relevant prior learning in law enforcement and fire science by adding management and social science perspectives to prepare a student to understand public organizations and to utilize that knowledge to manage, plan and administer public policy in the areas of police and fire science.

The public administration major with an emphasis in law enforcement or fire science is a unique program that is only available to those individuals who have completed related college courses, training in law enforcement or fire science, and/or who have extensive work experience in law enforcement or fire science. Eligibility for this emphasis is dependent upon documentation of completion of: an associate degree in a field related to law enforcement or fire science, a basic police recruit or fire science academy, or transfer or completion of 15 semester credits of related coursework. Eligibility may also be determined based on a combination of experiential learning and college credit. The minimum 15 semester credits of related credit count toward the 120 semester credits for degree completion as electives.

Three of the following:	9
BA 160 Microeconomic Principles	
MATH 220 Elementary Statistics	
SOC 220 Social Problems	
PSY 240 Conflict Resolution	
SOC 240 Diversity in the United States	
BA 302 Business Law I	
PSY 302 Substance Abuse	
SOC 333 Criminology	
BA 361 Human Resources Management	
SOC 361 Marriage and the Family	
BA 362 Supervision	
PS 362 The Legislative Process	
BA 390 Complex Organizations	
PS 403 Internship	
PS 411 American Constitutional Law I	
	<u>9</u>

Minor in Political Science

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

Minor in Pre-Law

Context and Development of American Law

Two of the following:	6
PS 100 U.S. Government	
HIST 110 American History to 1877	
HIST 111 American History Since 1877	
PS 230 State and Local Government	
PS 362 The Legislative Process	

Develop Skills Useful for Law School

Two of the following:	6
PHIL 150 Introduction to Philosophy	
PHIL 202 Contemporary Ethics	
ENG 270 Craft/Creative Writing	
ENG 301 Writing Strategies	
COMM 352 Rhetoric and Public Culture	
ENG 370 Creative Non-Fiction	

Substantive Areas of Law and Legal Reasoning

Two of the following:	6
BA 302 Business Law I	
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 (In consultation with the pre-law advisor) 6

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Social Science (For Teacher Licensure Only)

The Social Science major is designed for students who wish to teach American History, American Government, Psychology, Sociology, or Economics at the secondary level. Students must also complete the professional education program to meet requirements for licensure. See School of Education for details (page 64).

Sociology

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

Major in Sociology

	Credits
SOC 110 Principles of Sociology	3
SOC 220 Social Problems	3
MATH 220 Elementary Statistics	3
SOC 240 Diversity in the United States	3
SOC 304 Globalization	3
SOC 334 Introduction to Sociological Research Methods	3
SOC 392 Sociological Theory	3
At least four of the following:	12
PSY/SOC 260 Gender Roles	
SOC 361 Marriage and the Family	
CJ/SOC 321 Juvenile Delinquency	
SOC 347 Deviance and Social Control	
SOC 363 Social Stratification	
SOC 381 Political Sociology	
Capstone Experience:	
SOC 418 Applied Research Methods	3
Electives in Sociology	<u>6</u>
	<u>42</u>

The major in Sociology is not available for online or self-paced students who are residents of the state of Minnesota.

Minor in Sociology

		Credits
SOC 110	Principles of Sociology	3
SOC 220	Social Problems	3
MATH 220	Elementary Statistics	3
SOC 334	Introduction to Sociological Research Methods	3
SOC 304	Globalization	3
SOC 392	Sociological Theory	3
At least two of the following:		6
SOC 240	Diversity in the United States	
SOC 347	Deviance and Social Control	
SOC 381	Political Sociology	
SOC 361	Marriage and Family	
SOC 363	Social Stratification	

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

School of Science and Mathematics

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

Department of Biology and Chemistry

Biology

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

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

Biology Core

		Credits
BIO 135	Principles of Biology I	4
BIO 140	Principles of Biology II	4
BIO 201	Scientific Literature Skills	1
BIO 283	General Genetics	4
BIO 340	Evolution	3
BIO 381	Cell and Molecular Biology	3
BIO 398	Thesis Research I	2
BIO 498	Thesis Research II	2
CHEM 151	General Chemistry I	4
CHEM 152	General Chemistry II	4
MATH 115	Trigonometry and Analytic Geometry	3
MATH 220	Elementary Statistics	3
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)	

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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 you for entrance into programs certified by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). For example, UIU graduates have furthered their careers through the Medical Laboratory Science Program at the Mayo Clinic.

		Credits
BIO 210	Microbiology	4
BIO 268	Intro to Human Anatomy and Physiology	4
CHEM 330	Biochemistry I	3
One of the following:		3-4
BIO 330	Vertebrate Histology (4)	
BIO 370/371	Pathophysiology and Lab (4)	
BIO 375	Immunology (3)	
		<u>14-15</u>

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

General Biology Emphasis

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

		Credits
Functional/Applied Biology Electives:		12
BIO 223	Plant Propagation (3)	
BIO 268	Intro to Human Anatomy and Physiology (4)	
BIO 270	Human Anatomy and Physiology I (4)	
BIO 275	Human Anatomy and Physiology II (4)	
BIO 323	Plant Nutrition (3)	
BIO 325	Plant Physiology (4)	
BIO 330	Vertebrate Histology (4)	
BIO 365	Conservation Biology (3)	
BIO 370	Pathophysiology (3)	
BIO 371	Pathophysiology Lab (1)	
BIO 375	Immunology (3)	
BIO 396	Molecular Tools I (3)	
BIO 397	Molecular Tools II (3)	
BIO 420	Cancer Biology (3)	
BIO 428	Plant Pathology (4)	
BIO 430	Wildlife Management (4)	
BIO 435	Fisheries Management (3)	
Survey Biology Electives:		12
BIO 210	Microbiology (4)	
BIO 230	Invertebrate Zoology (4)	
BIO 280	Plants of Iowa (4)	
BIO 315	Ichthyology (4)	
BIO 335	Ecology (4)	
BIO 352	Parasitology (4)	
BIO 385	Ornithology (4)	
BIO 391	Mammalogy (4)	
BIO 393	Herpetology (4)	
BIO 490	Entomology (4)	
		<u>24</u>

Pre-Chiropractic Articulation Emphasis

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

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

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

Pre-Professional/Health Science Emphasis

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

		Credits
Select electives from the following:		25
BIO 210	Microbiology (4)	
BIO 270	Human Anatomy and Physiology I (4)	
BIO 275	Human Anatomy and Physiology II (4)	
BIO 303	Experience in Health Science Careers (3)	
BIO 330	Vertebrate Histology (4)	
BIO 352	Parasitology (4)	
BIO 370	Pathophysiology (3)	
BIO 371	Pathophysiology Lab (1)	
BIO 396	Molecular Tools I (3)	
BIO 397	Molecular Tools II (3)	
BIO 375	Immunology (3)	
BIO 420	Cancer Biology (3)	
CHEM 251	Organic Chemistry I (4)	
CHEM 252	Organic Chemistry II (4)	
CHEM 330	Biochemistry I (3)	
CHEM 331	Biochemistry II (3)	
CHEM 335	Biochemistry Lab (1)	
PHY 111	Introductory Physics I (3)	
PHY 112	Introductory Physics Lab I (1)	
PHY 113	Introductory Physics II (3)	
PHY 114	Introductory Physics Lab II (1)	
		<u>25</u>

Minor in Biology

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

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

6-8
24-26

Major in Mortuary Science

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

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

Major in Life Science (for Teacher Licensure)

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

		Credits
BIO 135	Principles of Biology I	4
BIO 140	Principles of Biology II	4
BIO 201	Scientific Literature Skills	1
BIO 270	Human Anatomy and Physiology I	4
BIO 275	Human Anatomy and Physiology II	4
BIO 283	General Genetics	4
BIO 340	Evolution	3
BIO 381	Cell and Molecular Biology	3
BIO 496	Senior Project	2
CHEM 151	General Chemistry I	4
Electives in Biology (300 or above)		8
		<u>41</u>

Chemistry

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

Preprofessional Programs

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

Major in Chemistry

Credits

31 credits in required courses:

CHEM 151	General Chemistry I	4
CHEM 152	General Chemistry II	4
CHEM 201	Scientific Literacy Skills	1
CHEM 220	Quantitative Analysis	4
CHEM 251	Organic Chemistry I	4
CHEM 252	Organic Chemistry II	4
CHEM 302	Physical Chemistry II	3
CHEM 330	Biochemistry I	3
CHEM 391	Chemistry Research I	2
CHEM 491	Chemistry Research II	2

At least 12 credits in elective courses: 12

CHEM 301	Physical Chemistry I (3)	
FORS 325	Forensic Chemistry (4)	
CHEM 331	Biochemistry II (3)	
CHEM 335	Biochemistry Laboratory (1)	
CHEM 361	Inorganic Chemistry (3)	
CHEM 401	Organometallics (3)	
CHEM 410	Advanced Organic Chemistry (3)	
CHEM 431	Heterocyclic Chemistry (3)	
CHEM 471	Molecular Spectroscopy (3)	

Credits in supporting courses:

PHY 111	Introductory Physics I	3
PHY 112	Introductory Physics Laboratory I	1
PHY 113	Introductory Physics II	3
PHY 114	Introductory Physics Laboratory II	1
MATH 120	Analytic Geometry and Calculus I	3
MATH 200	Analytic Geometry and Calculus II	3
MATH 210	Analytic Geometry and Calculus III	3
		<u>60</u>

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

Minor in Chemistry

CHEM 151	General Chemistry I	4
CHEM 152	General Chemistry II	4
CHEM 220	Quantitative Analysis	4
CHEM 251	Organic Chemistry I	4
CHEM 252	Organic Chemistry II	4
Electives in chemistry numbered 300 or above and/or FORS 325		6
		<u>26</u>

Conservation Management

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

		Credits
BIO 135	Principles of Biology I	4
BIO 220	Zoology	4
BIO 231	General Botany	4
BIO 280	Plants of Iowa	4
BIO 335	Ecology	4
BIO 365	Conservation Biology	3
BIO 403	Field Internship	3
BIO 496	Senior Project	2
ES 220	Soil and Water Conservation	3
GEOG 258	Geography and GIS Lab	1
GEOG 358	Intro to Geographic Information Systems	4

One of the following:	3-4
BIO 430	Wildlife Management (4)
BIO 435	Fisheries Management (3)

One of the following:	3
MATH 105	College Mathematics with Applications (3)
MATH 107	College Algebra (3)
MATH 115	Trigonometry and Analytic Geometry (3)

Electives from the following:	11
MATH 220	Elementary Statistics (3)
BIO 230	Invertebrate Zoology (4)
BIO 315	Ichthyology (4)
BIO 323	Plant Nutrition (4)
BIO 325	Plant Physiology (4)
BIO 352	Parasitology (4)
BIO 385	Ornithology (4)
BIO 391	Mammalogy (4)
BIO 393	Herpetology (4)
BIO 428	Plant Pathology (4)
BIO 430	Wildlife Management (4)
BIO 435	Fisheries Management (3)
BIO 470	Wildlife Forensics (3)
BIO 490	Entomology (4)

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Life Science

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

Life Science Core

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

One of the following:	3
MATH 105	College Mathematics with Applications (3)
MATH 107	College Algebra (3)
MATH 115	Trigonometry and Analytic Geometry (3)
	<u>28</u>

General Life Science Emphasis

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

		Credits
BIO 270	Human Anatomy and Physiology I	4
BIO 275	Human Anatomy and Physiology II	4

Life Science Electives:	8
BIO 210	Microbiology (4)
BIO 230	Invertebrate Zoology (4)
BIO 280	Plants of Iowa (4)
BIO 315	Ichthyology (4)
BIO 325	Plant Physiology (4)
BIO 330	Vertebrate Histology (4)
BIO 335	Ecology (4)
BIO 352	Parasitology (4)
BIO 385	Ornithology (4)
BIO 391	Mammalogy (4)
BIO 393	Herpetology (4)
BIO 490	Entomology (4)

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Plant Science Emphasis

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

		Credits
BIO 231	General Botany	4
BIO 325	Plant Physiology	4
Plant Science Electives (at least two courses must be 300 or above):		14
BIO 210	Microbiology (4)	
BIO 223	Plant Propagation (3)	
BIO 280	Plants of Iowa (4)	
BIO 323	Plant Nutrition (3)	
BIO 335	Ecology (4)	
BIO 428	Plant Pathology (4)	
BIO 490	Entomology (4)	
ES 220	Soil and Water Conservation (3)	
ES 326	Soil Genesis, Classification, and Morphology (4)	
		<u>22</u>

Department of STEM (Science, Technology, Engineering, and Mathematics)

Major in All Science

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

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

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 twenty-first century. Earth science informs wise decision making for sustainable development, including land use planning, water quality and resource enhancement, prevention of soil depletion and erosion, preservation of wetlands, waste management, pollution remediation, availability of energy and mineral resources, and mitigation of geological hazards.

Major in Environmental Science

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

		Credits
Core Requirements:		
ES 100	Introduction to Geology	3
ES 161	Intro to Environmental Science	3
ES 175	Earth Systems Lab	1
ES 326	Soil Genesis, Classification, Morphology	4

GEOG 258	Geography and GIS Lab	1
GEOG 358	Introduction to GIS	4
BIO 135	Principles of Biology I	4
BIO 335	Ecology	4
BIO 496	Senior Project	2

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

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

Three of the following (At least one must be 4 hours):	10-12
ES 295	Field Studies in Geosciences (1-3)
ES 316	Geomorphology (4)
ES 321	Building an Eco-Economy (3)
ES 330	Global Warming & Climate Change (3)
ES 410	Regional Sustainability (3)
ES 417	Hydrogeology (4)
GEOG 428	Remote Sensing of the Environment (4)
GEOG 458	Intermediate GIS (4)
BIO 210	Microbiology (4)
BIO 280	Plants of Iowa (4)
BIO 315	Ichthyology (4)
BIO 365	Conservation Biology (3)
BIO 385	Ornithology (4)
BIO 391	Mammalogy (4)
BIO 393	Herpetology (4)
BIO 403	Field Internship (3)
BIO 490	Entomology (4)

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Minor in Earth Systems Science Credits

Core Requirements:		
CHEM 115	Environmental Chemistry	3
ES 100	Introduction to Geology	3
ES 175	Earth Systems Lab	1
ES 220	Soil and Water Conservation	3
ES 326	Soil Genesis, Classification and Morphology	4

One of the following:		3
ES 114	Conservation of Natural Resources (3)	
ES 117	Natural Disasters (3)	
ES 121	Dinosaurs (3)	
ES 161	Introduction to Environmental Science (3)	
ES 251	Extinctions (3)	
PHY 110	Introduction to Astronomy	

Four or more credits from the following:		4
ES 295	Field Studies in Geosciences (1-3)	
ES 316	Geomorphology (4)	

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

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Forensic Science

Forensic science is the application of science to the law. Forensic scientists use scientific methodology to collect and analyze evidence. Forensic science is an applied discipline which requires an extensive background in the natural sciences, coupled with practical laboratory experience.

Preprofessional Programs

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

Major in Forensic Science Credits

Core Requirements:		
FORS 100	Introduction to Forensic Science	3
FORS 200	Forensic Science Laboratory - Physical Methods	1
FORS 300	Forensic Professional Practice and Ethics	3
FORS 310	Evidence Collection, Identification and Processing	3
FORS 325	Forensic Chemistry	4
FORS 345	Forensic Biology	3
FORS 346	Forensic Biology Laboratory	1
MATH 115	Trigonometry and Analytic Geometry	3
MATH 120	Analytical Geometry and Calculus I	3
MATH 220	Elementary Statistics	3
PHY 111	Introductory Physics I	3
PHY 112	Introductory Physics I Laboratory	1
PHY 113	Introductory Physics II	3
PHY 114	Introductory Physics II Laboratory	1
BIO 135	Principles of Biology I	4
CHEM 151	General Chemistry I	4
CHEM 152	General Chemistry II	4
CHEM 251	Organic Chemistry I	4
CHEM 252	Organic Chemistry II	4

Biology and Chemistry Electives from the following courses: 12

BIO 210	Microbiology (4)
BIO 283	General Genetics (4)
BIO 381	Cell and Molecular Biology (3)
CHEM 301	Physical Chemistry I (3)
CHEM 302	Physical Chemistry II (3)
CHEM 310	Quantitative Analysis (4)
CHEM 330	Biochemistry I (3)
CHEM 331	Biochemistry II (3)
CHEM 335	Biochemistry Laboratory (1)
CHEM 361	Inorganic Chemistry (3)

CHEM 370	Chemical Instrumentation (2)		Credits
FORS 350	Introduction to Toxicology (3)		
FORS 470	Wildlife Forensics (3)		

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Highly recommended electives (not required for the major):

CJ/SOC 224	Introduction to Criminal Justice	3
COMM 105	Public Speaking	3
BIO 303	Experience: Health Science Careers	3

Minor in Forensic Science

The forensic science minor is intended for criminal justice majors, law enforcement personnel, and persons in other fields for whom a basic knowledge of forensic techniques and the science on which they are based would be beneficial. This minor may not be taken in conjunction with the Forensic Science major or any science major/minor which requires both CHEM 151 and BIO 135.

Credits

CHEM 151	General Chemistry I	4
BIO 135	Principles of Biology I	4
FORS 100	Introduction to Forensic Science	3
FORS 200	Physical Laboratory Methods	1
FORS 300	Professional Practice and Ethics	3
FORS 310	Evidence Collection and Processing	3

Additional course from the required or elective courses for the Forensic Science major

3-4
21-22

Organization Information Systems and Technology Program (OISTP)

OISTP is an integrated curriculum consisting of the three foundations of Information Systems (IS), Information Technology (IT) and Software Engineering (SE) integrated with shared Computer Science (CS) courses providing the necessary insight and collaboration between the disciplines throughout the respective degree plans. The goal of OISTP is to have all of the majors proficient in their respective disciplines and functionally aware of the other major's responsibilities in an organizational context. This structure is engineered to maximize student learning and professional potential for today's information driven society.

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.

CS 102	Introduction to Computer Applications and Technology	3
MATH 107	College Algebra	3
CS 122	IT Infrastructure	4
CS 130	Foundations of Information Systems	3
BA 160	Microeconomic Principles	3
BA 201	Accounting Principles I	3
BA 208	Marketing Principles	3
BA 210	Management Principles	3
MATH 220	Elementary Statistics	3
BA 222	Management Information Systems	3
BA 302	Business Law I	3
IS 310	Systems Analysis and Design	3
IS 320	Enterprise Architecture	3
CS 332	Databases and Information Management	3
CS 342	Human Computer Interaction	3
CS 400	Project Management and Integration	4
IS 410	IS Strategy, Management and Acquisition	3
CS 480	Senior Capstone I	1
CS 481	Senior Capstone II	1
	Upper Level Electives	6

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Elective Options:

Information Systems and Security and Integration (ISSI) Specialization

IS 360	IT Security and Risk Management
IS 420	Enterprise Systems and Integration

Information Systems and Technology Management (ISTM) Specialization

IS 348	Business Process Management
IS 370	IT Audit and Controls

Other IS Elective

IS 499	Special Project
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Non-IS Electives

SE 300	Data Structures and Algorithms
IT 310	Networking
SE 310	Software Application and Interface Design
IT 320	Web Systems and System Integration
IT 410	Information and System Security
SE 410	Software Application and Interface Design

Minor in Information Systems

Credits

CS 122	IT Infrastructure	4
CS 130	Foundations of Information Systems	3
IS 310	Systems Analysis and Design	3
IS 320	Enterprise Architecture	3
CS 342	Human Computer Interaction	3
	Additional course from IS required or IS elective courses	3-4

19-20

Major in Information Technology

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

	Credits
CS 102 Introduction to Computer Applications and Technology	3
MATH 115 Trigonometry and Analytic Geometry	3
CS 122 IT Infrastructure	4
CS 130 Foundations of Information Systems	3
CS 140 Introduction to Programing	4
CS 205 Computer Architecture	4
MATH 206 Rational Problem Solving with Real Systems	3
CS 212 Operating Systems	4
MATH 220 Elementary Statistics	3
IT 310 Networking	4
IT 320 Web Systems and System Integration	4
CS 332 Databases and Information Management	3
CS 342 Human Computer Interaction	3
CS 400 Project Management and Integration	4
IT 410 Information and System Security	3
CS 480 Senior Capstone I	1
CS 481 Senior Capstone II	1
Upper Level Electives	<u>6</u>
	<u>60</u>
Elective Options:	
Cyber Security and Computer Forensics (SEC) Specialization	
IT 360 Computer Forensics and Incident Response	
IT 420 System Security and Risks	
Network Management (NET) Specialization	
IT 348 Advanced Networking	
IT 370 Network Management	
Game Development Specialization	
SE 200 Advanced Computer Programing	
IT 256 Game Development and Programing	
Other IT Elective	
IT 499 Special Project	
Non-IT Electives	
SE 300 Data Structures and Algorithms	
IS 310 Systems Analysis and Design	
SE 310 Software Application and Interface Design	
IS 320 Enterprise Architecture	
IS 410 IS Strategy, Management, and Acquisition	
SE 410 Software Testing, Validation and Verification	

Minor in Information Technology

		Credits
CS 122	IT Infrastructure	4
CS 140	Introduction to Programing	4
CS 205	Computer Architecture	4
CS 212	Operating Systems	4
IT 310	Networking	4
Additional course from IT required or IT elective courses		3-4
		<u>23-24</u>

Major in Software Engineering

Software Engineering (SE) is an undergraduate major for a systematic, disciplined and quantifiable approach to the development, operation, and maintenance of software. This discipline deals with the building, updating and fixing of software systems to enhance existing, add new, and remove old features to adapt to a new environment. The major provides principles, methods, and techniques for the updating of complex and evolving software systems. It encompasses technical issues affecting software architecture, design, and implementation, as well as process issues that address project management, planning, quality assurance, and product maintenance. The major is aligned with nationally recognized standards of Computer Education.

		Credits
MATH 115	Trigonometry and Analytic Geometry	3
MATH 120	Analytic Geometry and Calculus I	3
CS 122	IT Infrastructure	4
CS 130	Foundations of Information Systems	3
CS 140	Introduction to Programing	4
BA 160	Microeconomic Principles	3
BA 161	Macroeconomic Principles	3
SE 200	Advanced Computer Programing	4
CS 205	Computer Architecture	4
CS 212	Operating Systems	4
MATH 200	Analytic Geometry and Calculus II	3
MATH 210	Analytic Geometry and Calculus III	3
MATH 215	Analytic Geometry and Calculus IV	3
MATH 302	Mathematical Statistics I	3
SE 300	Data Structures and Algorithms	4
SE 310	Software Application and Interface Design	4
CS 332	Databases and Information Management	3
CS 342	Human Computer Interaction	3
CS 400	Project Management and Integration	4
CS 480	Senior Capstone I	1
CS 481	Senior Capstone II	1
SE 410	Software Testing, Validation and Verification	3

Primary focus area (choose one for 9 credits)

Visualization and Graphics Specialization		
MATH 301	Linear Algebra	3
SE 360	Visualization and Graphics	3
SE 420	Applications of Visualization Techniques	3

Informatics Specialization		
MATH 303	Mathematical Statistics II	3
SE 348	Informatics and Knowledge Engineering	3
SE 370	Big Data Processing, Warehousing, Data Mining	3
		<u>79</u>

Minor in Software Engineering Credits

The Software Engineering (SE) minor is an undergraduate minor for students who want to design and implement effective software solutions to meet Organizational Information Systems and Technology requirements. The minor provides the core requirements needed to develop applications and interfaces for organizational use. The minor is aligned with nationally recognized standards in information systems.

Requirements if Software Engineering minor is completed with an IS or IT major:

SE 200	Advanced Computer Programing	4
SE 300	Data Structures and Algorithms	4
SE 310	Software Application and Interface Design	4
SE 410	Software Testing, Validation and Verification	3
		<u>156</u>

Requirements if Software Engineering minor is completed without an IS or IT major:

CS 122	IT Infrastructure	4
CS 140	Introduction to Programing	4
SE 200	Advanced Computer Programing	4
SE 300	Data Structures and Algorithms	4
SE 310	Software Application and Interface Design	4
		<u>20</u>

Mathematics

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

Major in Mathematics Credits		
MATH 115	Trigonometry and Analytic Geometry	3
MATH 120	Analytic Geometry and Calculus I	3
MATH 200	Analytic Geometry and Calculus II	3
MATH 210	Analytic Geometry and Calculus III	3
MATH 215	Analytic Geometry and Calculus IV	3
MATH 451	Seminar	1

Elective courses in mathematics numbered 300 or above	18
	<u>34</u>

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

Major in Mathematics with Actuarial Science Emphasis

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

		Credits
BA 160	Microeconomics	3
BA 161	Macroeconomics	3
BA 201	Accounting Principles I	3
BA 202	Accounting Principles II	3
BA 310	Money and Capital Markets	3
BA 341	Corporate Financial Management	3
BA 343	Investments	3
MATH 115	Trigonometry and Analytic Geometry	3
MATH 120	Analytic Geometry and Calculus I	3
MATH 200	Analytic Geometry and Calculus II	3
MATH 210	Analytic Geometry and Calculus III	3
MATH 215	Analytic Geometry and Calculus IV	3
MATH 220	Elementary Statistics	3
MATH 301	Linear Algebra	3
MATH 302	Mathematical Statistics I	3
MATH 303	Mathematical Statistics II	3
MATH 305	Discrete Mathematics	3
MATH 382	Actuarial Science P Exam Preparation	1
MATH 391	Financial Mathematics I	3
MATH 392	Financial Mathematics II and FM Exam	3
MATH 451	Senior Seminar	1
		<u>59</u>

Minor in Mathematics Credits

MATH 115	Trigonometry and Analytic Geometry	3
MATH 120	Analytic Geometry and Calculus I	3
MATH 200	Analytic Geometry and Calculus II	3
MATH 210	Analytic Geometry and Calculus III	3

Electives in mathematics selected from MATH 215 and/or courses numbered 300 or above	9
	<u>21</u>

EXTENDED UNIVERSITY/ CENTER FOR INTERNATIONAL EDUCATION PROGRAMS OF UNDERGRADUATE STUDY

Bachelor of Arts
Bachelor of Science

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 36 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. Of the 36 upper division credits earned by each student, 18 credits must be earned in courses in the major.
2. Meet the general education requirements listed on page 123.
3. Achieve a cumulative grade point average of at least 2.00.
4. Complete the requirements for a major as stated on pages 96-121. A minimum of six semester credits in the major must be completed through Upper Iowa University.
5. Achieve a minimum of a 2.0 average in the major, and in the minor, if any. Transfer credits in the major or minor will contribute to these averages. (GPA requirements may differ by major).
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.

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.

Graduation Requirements

A student will normally have seven years (10 years for Self-Paced Degree Program students) after initial enrollment to complete the baccalaureate program under the requirements in effect at the time of your enrollment. If the program is not completed within seven years, the requirements in effect at the time of the next enrollment will be used to determine graduation requirements. The University reserves the right to make changes in its academic regulations and requirements when, in its judgment, the best interests of the institution are served. In addition, changes in certification requirements of the Iowa Department of Education may affect requirements for students seeking certification to teach. Financial aid guidelines may vary.

Please see page 123 for General Education requirements.

Baccalaureate Degrees

Those graduating from programs offered through the Extended University will receive a Bachelor of Science (Bachelor of Arts for Liberal Arts major and elementary education majors). Students cannot seek two of the same degrees at UIU. That means that if an individual earns a Bachelor of Arts, then a second Bachelor of Arts is not allowed. However, if you are the holder of a Bachelor of Arts from UIU, you can seek the Bachelor of Science from UIU. Additional majors may be earned and will be reflected on the UIU transcript.

A double major requires completion of two Senior Projects, one for each major.

School of Business

The School of Business offers baccalaureate majors in accounting, agricultural business, business administration, financial management, health services administration, human resources management, management, and marketing. Career flexibility is important with the shift toward business orientation in most professions. The School offers minors in several areas of business.

Students in the School of Business have the opportunity to enroll in 6 credit hours of MBA course work during their senior year.

The School offers a special teaching major in general business for students pursuing teacher licensure in business through the School of Education; it is not intended for students planning careers in business or public administration.

Students completing degree requirements with a business major will earn a Bachelor of Science degree.

Business

Students majoring in accounting, agricultural business, business administration, financial management, human resources management, management, or marketing must complete the 36-credit business core and the additional 18-24 credits in the major.

Health Services Administration majors do not complete the core.

		Credits
BA 160	Microeconomic Principles	3
BA 161	Macroeconomic Principles	3
BA 201	Accounting Principles I	3
BA 202	Accounting Principles II	3
BA 208	Marketing Principles	3
BA 210	Management Principles	3
MATH 220	Elementary Statistics	3
BA 222	Management Information Systems	3
BA 225	Business Ethics OR	3
PHIL 202	Contemporary Ethics	3
BA 302	Business Law I	3
BA 341	Corporate Financial Management	3
BA 356	Quantitative Decisions in Business	3
		36

Major in Accounting

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

		Credits
BA 321	Intermediate Financial Accounting I	3
BA 322	Intermediate Financial Accounting II	3
BA 323	Federal Taxation I	3
BA 421	Managerial Cost Accounting OR	3
BA 422	Product Cost Accounting	3
BA 425	Auditing	3
BA 431*	Advanced Financial Accounting OR	3

BA 432*	Accounting for Not-For-Profit Organizations	
	One of the following:	3
BA 317	International Management	
BA 463	International Finance	
BA 488	Economics of International Business	
	Capstone:	
BA 460	Strategic Management	3
		24

It is recommended that students who expect to sit for the Uniform Certified Public Accountant examination in Iowa should also take BA 324, BA 421 BA 422, BA 431, BA 432, and BA 303.

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

Transfer students are required to complete a minimum of nine semester credits of accounting course work with Upper Iowa University.

Minor in Accounting

This minor is designed for students who have a major in business administration, financial management, health services administration, human resources management, management, or marketing.

		Credits
BA 202	Accounting Principles II	3
BA 421	Managerial Cost Accounting	3
	Four of the following:	12
BA 321	Intermediate Financial Accounting I	
BA 322	Intermediate Financial Accounting II	
BA 323	Federal Taxation I	
BA 324	Federal Taxation II	
BA 422	Product Cost Accounting	
BA 425	Auditing	
BA 431*	Advanced Financial Accounting	
BA 432*	Accounting for Not-For-Profit Organizations	3
		18

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

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 a management major.

		Credits
BA 361	Human Resources Management	3
BA 423	Production and Operations Management	3
BA 454	Management Cases	3
	One of the following:	3
BA 310	Money and Capital Markets	
BA 343	Investments	
BA 421	Managerial Cost Accounting	

One of the following:	3
BA 315 Sales Management	
BA 358 Consumer Behavior	
BA 363 Advertising and Integrated Marketing Communications	
One of the following:	3
BA 317 International Management	
BA 424 Global Marketing	
BA 463 International Finance	
BA 488 Economics of International Business	

Capstone:	
BA 460 Strategic Management	3
	<u>21</u>

Major in Financial Management

Financial aspects are becoming pivotal to the role of management in a dynamic world of mergers, acquisitions, and risk management. The financial management major prepares students to make effective financial decisions and be able to compete in the contemporary business world.

	Credits
BA 310 Money and Capital Markets	3
BA 343 Investments	3
BA 442 Intermediate Financial Management	3
One of the following:	3
BA 463 International Finance	
BA 488 Economics of International Business	

One of the following:	3
BA 288 Personal Financial Management	
BA 321 Intermediate Financial Accounting	
BA 370 Entrepreneurship and Small Business Management	
BA 403 Internship	
BA 421 Managerial Cost Accounting	
BA 463 International Finance	
BA 488 Economics of International Business	

Capstone:	
BA 460 Strategic Management	3
	<u>18</u>

Minor in Financial Management

This minor is designed for students who have a major in accounting, business administration, health services administration, human resources management, management, or marketing.

	Credits
BA 310 Money and Capital Markets	3
BA 343 Investments	3

Four of the following:	12
BA/HIST 281 American Economic History	
BA 288 Personal Financial Management	
BA 321 Intermediate Financial Accounting I	

BA 322 Intermediate Financial Accounting II
BA 370 Entrepreneurship and Small Business Management
BA 403 Internship
BA 421 Managerial Cost Accounting
BA 424 Global Marketing
BA 442 Intermediate Financial Management
BA 466 Computer Applications in Finance
BA 488 Economics of International Business
BA 499 Special Project

18

Major in Health Services Administration

The the health services administration major prepares students to understand the health system, manage diverse groups and identify new markets. The courses for this major are available online. Health Services Administration majors do not complete the business core.

Credits

Specific General Education Requirements:

Mathematics	
MATH 220 Elementary Statistics	3

Social Sciences	
PS 100 U.S. Government	3
BA 160 Microeconomic Principles	3

Health Services Administration Major	
BA 201 Accounting Principles I	3
HSA 205 Introduction to the American Health System	3
BA 210 Management Principles	3
HSA 340 Health Care Ethics	3
HSA 344 Population Health Management	3
BA 361 Human Resources Management	3
HSA 362 Financial Management of Health Services Organizations	3
BA 365 Leadership Theory	3
HSA 385 Legal Issues Related to Health Services Organizations	3
HSA 440 Health Services Administration	3
HSA 460 Health Services and the Political Process	3
HSA 490 Health Program Planning and Evaluation	3

One of the following:	3
HSA 302 Managed Care	
HSA 306 Long Term Care Administration	
PA 306 Principles of Emergency Management	
HSA 312 Community and Public Health	
SOC 384 Social Welfare Programs and Policies	

Capstone:	
BA 460 Strategic Management	3
	<u>42</u>

Minor in Health Services Administration

This minor is available to all majors except the health services administration major. Courses for this minor are available online.

		Credits
HSA 205	Introduction to the American Health System	3
HSA 340	Health Care Ethics	3
HSA 385	Legal Issues Related to Health Services Organizations	3
HSA 440	Health Services Administration	3
HSA 460	Health Services and the Political Process	3
One of the following:		3
HSA 302	Managed Care	
HSA 306	Long Term Care Administration	
HSA 312	Community and Public Health	
HSA 362	Financial Management of Health Services Organizations	
		18

Major in Human Resources Management

The human resources management major builds on the foundation of the business core providing students the skills, knowledge and ethical standards for strategic planning, staffing, training and development, compensation and employee relations.

The major is recognized by SHRM (Society of Human Resource Management).

		Credits
BA 317	International Management	3
BA 361	Human Resources Management	3
BA 371	Training and Development	3
BA 383	Compensation and Benefits Management	3
BA 393	Personnel Selection and Evaluation	3
BA 411	Labor Relations and Negotiation	3
One of the following:		3
PSY/SOC 232	Group Dynamics	
SOC 240	Diversity in the United States	
BA 362	Supervision	
BA 365	Leadership Theory	
BA 367	Cross-Cultural Leadership	
BA 415	Cross-Cultural Negotiations	
PSY 440	Industrial Psychology	
BA/PSY 474	Organizational Behavior	
Capstone:		
BA 460	Strategic Management	3
		24

Minor in Human Resources Management

This minor is designed for students who have a major in accounting, business administration, financial management, health services administration, management, or marketing.

		Credits
BA 361	Human Resources Management	3
BA 362	Supervision	3
BA 411	Labor Relations and Negotiation	3
Three of the following:		9
BA 303	Business Law II	
BA 358	Consumer Behavior	
BA 390	Complex Organizations	
BA 403	Internship OR	
BA 499	Special Project	
BA 423	Production and Operations Management	
BA 424	Global Marketing	
BA 454	Management Cases	
BA 488	Economics of International Business	
SOC 220	Social Problems	
PSY/SOC 232	Group Dynamics	
SOC 240	Diversity in the United States	
		18

Major in Management

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

		Credits
BA 317	International Management	3
BA 361	Human Resources Management	3
BA 423	Production and Operations Management	3
BA 454	Management Cases	3
One of the following:		3
PSY 338	Motivation	
BA 362	Supervision	
BA 365	Leadership Theory	
BA 367	Cross-Cultural Leadership	
BA 370	Entrepreneurship and Small Business Management	
BA 411	Labor Relations and Negotiation	
BA 415	Cross-Cultural Negotiations	
BA 421	Managerial Cost Accounting	
PSY 440	Industrial Psychology	
BA 445	Contemporary Topics in Management	
BA/PSY 474	Organizational Behavior	
Capstone:		
BA 460	Strategic Management	3
		18

Minor in Management I

This minor is designed for students who have a major in accounting, financial management, health services administration, human resources management, or marketing.

		Credits
BA 361	Human Resources Management	3
BA 423	Production and Operations Management	3
Four of the following:		12
BA 303	Business Law II	
BA 362	Supervision	
BA 370	Entrepreneurship and Small Business Management	
BA 403	Internship OR	
BA 499	Special Project	
BA 411	Labor Relations and Negotiation	
BA 421	Managerial Cost Accounting	
BA 445	Contemporary Topics in Management	
BA 454	Management Cases	
		<u>18</u>

Major in Marketing

The marketing major includes both descriptive and analytical approaches to marketing. The major provides the student marketing skills for all areas of business.

		Credits
BA 358	Consumer Behavior	3
BA 451	Marketing Research	3
BA 456	Marketing Cases	3
One of the following:		3
BA 424	Global Marketing	
BA 488	Economics of International Business	
One of the following:		3
BA 315	Sales Management	
BA 317	International Management	
BA 337	Personal Selling	
BA 355	Retailing	
BA 363	Advertising and Integrated Marketing Communications	
BA 380	Marketing Management	
BA 414	New Product Development	
BA 424	Global Marketing	
BA 445	Contemporary Topics in Management	
BA 459	Contemporary Topics in Marketing	
BA 488	Economics of International Business	
Capstone:		
BA 460	Strategic Management	<u>3</u>
		<u>18</u>

Minor in Marketing I

This minor is designed for students who have a major in accounting, financial management, health services administration, human resources management, or management.

		Credits
BA 358	Consumer Behavior	3
Five of the following:		15
BA 303	Business Law II	
BA 315	Sales Management	
BA 337	Personal Selling	
BA 355	Retailing	
BA 363	Advertising and Integrated Marketing Communications	
BA 380	Marketing Management	
BA 403	Internship OR	
BA 499	Special Project	
BA 424	Global Marketing	
BA 445	Contemporary Topics in Management	
BA 451	Marketing Research	
BA 456	Marketing Cases	
BA 488	Economics of International Business	
		<u>18</u>

Minors for Non-Business Majors

The following minors are designed for students in the School of Liberal Arts or the School of Science and Mathematics.

Minor in General Business

		Credits
BA 160	Microeconomic Principles	3
BA 201	Accounting Principles I	3
BA 208	Marketing Principles	3
BA 210	Management Principles	3
BA 222	Management Information Systems	3
BA 302	Business Law I	3
MATH 220	Elementary Statistics	3
		<u>21</u>

Minor in Management II

		Credits
BA 160	Microeconomic Principles	3
BA 201	Accounting Principles I	3
BA 210	Management Principles	3
BA 222	Management Information Systems	3
Electives in Management		9
		<u>21</u>

Minor in Marketing II

		Credits
BA 160	Microeconomic Principles	3
BA 201	Accounting Principles I	3
BA 208	Marketing Principles	3
BA 222	Management Information Systems	3
Electives in Marketing		9
		<u>21</u>

School of Education

Department of Teacher Education

Teacher Education Requirements (For Iowa Teacher Licensure Only)

Upper Iowa University's Teacher Education Program is committed to preparing teachers who are well-informed, reflective, professional, competent and sensitive to the diverse needs of their pupils. Each teacher education student is provided with current, practical, applied knowledge and a variety of classroom experiences. The Teacher Education Program is dedicated to the development of teachers with personal education philosophies and systems of beliefs that encourage a lifelong commitment to inquiry and excellence.

Teacher preparation at Upper Iowa University includes performance-based assessment and practical teaching experience. The education curriculum has been designed to meet changing educational demands; it includes a focus on literacy development, integrated instruction, higher order thinking skills and practical skills (flexible management, technology and early teaching experiences). Practicum experience is provided in the Foundations of Education course so that students can serve as observers and participants in the regular classroom to help determine if they wish to continue in teacher education. Each student then follows a sequenced series of courses to acquire the theoretical background, instructional techniques, management strategies and practical skills needed to be a competent educator.

To obtain desired endorsements and licensure, students will need to plan their program early in the college experience and work closely with academic advisors to ensure that course work and performance requirements leading to state licensure are being met in a timely manner. Students must successfully pass a basic academic skills exam (reading/literature, writing, mathematics) and maintain an adequate grade point in their major, in all education courses, and cumulatively.

A Department of Criminal Investigation (DCI) background check is required before students are allowed to participate in experiences in the field. Upper Iowa University does not discriminate in acceptance or in placement of field experience and student teachers on the basis of sex, age, race, color, creed, disability or national/ethnic origin.

All students seeking initial licensure are strongly advised to re-take education methods courses if these courses were completed prior to 10 years from their most recent enrollment at Upper Iowa University. Students must complete their program requirements within seven years of initial enrollment or be subject to current program requirements. In addition, changes in licensure requirements of the Iowa State Board of Educational Examiners may affect requirements for students seeking certification to teach.

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

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

Endorsements

Students may prepare for a teaching license 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 (see page 103) and required content area courses as listed in Upper Iowa's approved programs that are on file with the Iowa Department of Education. Those who hold certification to teach may also add an additional endorsement or endorsements at the PreK, K-8 and 5-12 levels. Contact the Teacher Education Coordinator for the specific requirements of the PreK, K-8 and 5-12 endorsements and 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 following is a listing of endorsements available at Upper Iowa University's approved centers.

Endorsement Number		
100	Teacher-PreK-Grade 3 including Special Education	PreK-3
102	Teacher – Elementary Classroom	K-6
103	Prekindergarten-Kindergarten	PreK-K
104	ESL	K-12
106	Prekindergarten-Grade 3	PreK-3
119	English/Language Arts	K-8
148	Reading	K-8
149	Reading	5-12
157	Social Science – American Government	5-12
158	Social Science – American History	5-12
160	Social Science – Economics	5-12
163	Social Science – Psychology	5-12
164	Social Science – Social Studies	K-8
165	Social Science – Sociology	5-12
186	All Social Science	5-12
234	Work Experience Coordinator	5-12
260	Instructional Strategist I: Mild/Moderate	K-8
261	Instructional Strategist I: Mild/Moderate	5-12
263	Instructional Strategist II: Behavior Disorders/Learning Disabilities	K-12
264	Instructional Strategist II: Intellectual Disabilities	K-12
1171	Business-All	5-12
1821	Middle School Language Arts	5-8
1822	Middle School Math	5-8
1823	Middle School Science	5-8
1824	Middle School Social Studies	5-8

Overview of Teacher Education Program

The assessment of the Teacher Education Program (TEP) system has four major "checkpoints:" (1) admission to the Teacher Education Program, (2) completion of Field Experience, (3) admission to student teaching, and (4) completion of student teaching. At each checkpoint, information relevant to the student's performance in the Teacher Education Program (TEP) will be collected and evaluated. Although the assessment system will focus on student performance at four "checkpoints," the student will continue to provide evidence of knowledge and skills in the

other aspects of the TEP by completing all EDU courses with a grade of “C” or higher and by demonstrating acceptable levels of performance on all essential elements of courses as indicated by course syllabi.

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

Checkpoint 1 - Admission to the Teacher Education Program

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

Requirements for admission into the Teacher Education Program:

1. Students must successfully complete EDU 110 Foundations of American Education with a grade of “C” or above and successfully complete the Foundations practicum (completed 20 hours, was prompt, scored “Fair” or better on personal attributes).
2. Student must earn an Upper Iowa University cumulative grade point average (GPA) of 2.70 or above.
3. From two student-selected instructional staff members, student must have acceptable ratings on the Assessment of Dispositional Professional Qualities in Teacher Education Program Pre-service Educator: Admittance to Teacher Education Program.
4. Student must successfully pass the College Basic Academic Skills Exam (C-BASE) in Reading and Literature, Writing and Mathematics with the following minimum scores:

Reading and Literature — 235

Writing — 235

Mathematics — 235

Each section of the exam may be taken a maximum of three times. (Praxis Core scores of Reading 156, Writing 162, Mathematics 150 are also accepted.)

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

Checkpoint 2 - Field Experience

A student admitted to the Teacher Education Program will complete 40 hours of field experience at the same time he/she takes the appropriate methods course and will complete a second 40-hour field experience when he/she takes an appropriate advanced methods class.

In addition to helping the student to “see into the daily life of the classroom teacher” through the activities completed at the field experience site, the student will engage in classroom activities and will complete various assignments to understand more deeply the Iowa Teaching Standards and Criteria. At the end of each forty 40-hour placement the student will be assessed on his/her knowledge of these standards and criteria.

Checkpoint 3 - Admission to Student Teaching

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

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

Requirements for Student Teaching:

1. Student must be admitted to the Teacher Education Program.
2. Student must successfully complete appropriate field experience(s) with a grade of “C” or better.
3. Student must have met all competencies required within standards set by the University and Iowa Department of Education.
4. From two student-selected instructional staff members, student must have acceptable ratings on the Assessment of Dispositional Professional Qualities in Teacher Education Program Pre-service Educator: Admittance to Student Teaching.
5. Student must complete the general education requirements listed on page 123 with these specific qualifications:
 - a. The following courses must be completed with a grade of “C” or better:
 - Basic Composition or an approved composition course
 - English Composition II or an approved composition course
 - Note: If a student possesses a BA or BS degree for which only one composition course was required and the student earned a “C” or better in the composition course or if the student possesses a BA or BS degree and had a composition course requirement waived because of high test scores, no additional composition course will be required. If a student who has not yet earned a degree tests into a second writing course and completes it with a “C” or better, no additional composition course will be required.
 - Public Speaking or an approved speech course
 - b. Physical science or a biological science course must be used to meet the natural science requirement.
 - c. EDU 162 Diversity for Teachers may be used to meet the culture requirement.
 - d. EDU/PSY 142 Human Growth, Development and Guidance may be used to meet a psychology requirement.

6. Student must complete each required education course (prefix EDU, ECE, SPED) with a grade of “C” or better.
7. If an elementary education major, a student may complete all requirements for the major and all requirements for at least one specific endorsement area (as required to be eligible for an Iowa teaching license).
8. Student must attain a GPA of 2.70 Upper Iowa University cumulative, 2.70 in the major to include transfer courses applied to the major and 2.70 in each PreK, K-8 or 5-12 endorsement area to include transfer courses in which the student is seeking licensure.
9. Student must complete and submit application materials to student teach to the Teacher Education Coordinator.

Note: A student may have no more than six general education semester credits of total course work remaining prior to the start of the student teaching experience. The remaining course work may not be in the student’s major, in the professional education core, in the first specific endorsement area, or in the general education requirements of Composition I, Composition II, speech and computer applications.

Praxis II Test Requirement

State regulation requires students wishing to be recommended for initial Iowa licensure to take two tests, one in pedagogy and one in content and attain qualifying scores on each. Completion of the teacher education program and qualifying scores on the Praxis II tests do not guarantee a candidate recommendation for teacher licensure. Serious deficiencies shown by the candidate in one or more areas of personal or professional development could result in no recommendation or additional preparation by the candidate.

Checkpoint 4 - Completion of Student Teaching

Student teaching is the culminating experience in the Teacher Education Program. As a part of the student teaching experience, the student will develop and teach instructional units. The student will also complete a Teacher Work Sample based on teaching an instructional unit. Overall, student teaching will be assessed through the cooperating teacher’s evaluation, the supervisor’s evaluation, and the student’s scores on the Teacher Work Sample, and submission of required student teaching documents.

Teacher Work Sample

Successful teacher candidates will support learning by designing a Teacher Work Sample that employs a range of strategies and builds on each student’s strengths, needs, and prior experiences. Through this performance assessment, the student will provide credible evidence to facilitate learning and display dispositions aligned with the Interstate New 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 goals.
- **Establishes Assessment Plan:** The teacher uses multiple assessment modes and approaches, aligned with learning outcomes, to assess student learning before, during, and after instruction.
- **Creates Design for Instruction:** The teacher designs instruction for specific learning outcomes, student characteristics and needs, and learning outcomes.
- **Makes Instructional Decisions:** The teacher uses ongoing analysis of student learning to make instructional decisions.
- **Analyzes Student Learning:** The teacher uses assessment data to profile student learning, and communicate information about student progress and achievement.
- **Reflects and Evaluates Professional Practices:** The teacher analyzes the relationship between his or her instruction and student learning in order to improve teaching practices.

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

- Rating on Work Sample Rubric for Contextual Factors
- Rating on Work Sample Rubric for Learning Outcomes
- Rating on Work Sample Rubric for Design for Instruction
- Rating on Work Sample Rubric for Instructional Decision Making
- Rating on Work Sample Rubric for Assessment Plan
- Rating on Work Sample Rubric for Analysis of Student Learning
- Rating on Work Sample Rubric for Reflection and Self Evaluation
- Rating on Work Sample Rubric for Written Communication

Professional Education Core Requirements

Candidates for an initial teaching license must complete a major in Prekindergarten-Grade 3, a major in Elementary Education or a major in a secondary teaching subject area. Candidates must complete the following approved professional education courses:

Core Requirements for All Majors

	Credits
EDU 110 Foundations of American Education	3
EDU/PSY 142 Human Growth, Development and Guidance	3
EDU 152 Assessment and Psychology	3
EDU 162 Diversity for Teachers	3
EDU 252 Computers and Instructional Technology	3
SPED 304 Exceptional Persons	3
SPED 462 Individual Behavior and Classroom Management	3
EDU 49_ A Student Teaching experience at the level and subject area(s) in which licensure is sought	14

Plus

Elementary Education Major

EDU 206 Field Experience I: Elementary*	2
EDU 226 Field Experience II: Elementary*	2

OR

Prekindergarten-Grade 3 and Prekindergarten-Grade 3 with Special Education Majors

ECE 234 Field Experience: Infant-Toddler	1
ECE 235 Field Experience: Prekindergarten	2
EDU 206 Field Experience I: Elementary	2

OR

Business and Social Science Majors

EDU 207 Field Experience I: Secondary*	2
EDU 227 Field Experience II: Secondary*	2
EDU 233 Methods: Secondary	3
EDU 300-1 Teaching Secondary Business or	
EDU 300-6 Teaching Secondary Social Science	3
EDU 425 Content Area Literacy	3
	39 or 48

*Professional Education Core Field Experiences must be taken concurrently with methods courses. For Elementary Education, Prekindergarten-Grade 3, and Prekindergarten-Grade 3 including Special Education majors, EDU 206 Field Experience I: Elementary must be taken concurrently with EDU 315 Teaching Elementary Social Studies. EDU 226 Field Experience II: Elementary, ECE 234 Field Experience: Infant/Toddler and/or ECE 235 Field Experience: Prekindergarten is to be taken concurrently with EDU 305 Teaching Elementary Science, EDU 315 Teaching Elementary Social Studies, EDU 325 Teaching Elementary Math, or EDU 335 Teaching Elementary Language Arts. Secondary majors complete EDU 207 Field Experience I: Secondary concurrently with EDU 233. EDU 227 Field Experience II: Secondary is to be taken concurrently with EDU 300.

Major in Elementary Education

This major consists of 83 semester credits (including professional education core requirements). In addition, to qualify for licensure, students must also meet the requirements of a prekindergarten, middle level or K-8 endorsement in a specific area. The courses in the major are as follows:

	Credits
EDU 110 Foundations of American Education	3
EDU/PSY 142 Human Growth, Development and Guidance	3
EDU 152 Assessment and Psychology	3
EDU 162 Diversity for Teachers	3
EDU 206 Field Experience I: Elementary School	2
EDU 226 Field Experience II: Elementary School	2
EDU 252 Computers and Instructional Technology	3
SPED 304 Exceptional Persons	3
EDU 305 Teaching Elementary Science	3
EDU 309 Teaching Elementary Movement and Wellness	1
EDU 310 Teaching Elementary Visual Arts	1
EDU 315 Teaching Elementary Social Studies	3
EDU 325 Teaching Elementary Math	3
EDU 326 Developmental Reading and Language Arts	3
EDU 333 Literature: Birth-Adolescence	3
EDU 335 Teaching Elementary Language Arts	3
SPED 462 Individual Behavior and Classroom Management	3
MATH 223 Math for Elementary and Middle School Teachers	3
EDU 492 Student Teaching in Elementary School	14
One of the following:	3
HIST 100 World History to 1500	
HIST 101 World History since 1500	
HIST 110 American History to 1877	
HIST 111 American History since 1877	
An approved history course	
One of the following:	3
PS 100 U.S. Government	
PS 230 State and Local Government	
An approved political science course	
One of the following:	3
PHY 105 Conceptual Physics	
CHEM 115 Environmental Chemistry	
CHEM 140 Chemistry for Everyday Life	
An approved physical science course	
One of the following:	3
ES 100 Introduction to Geology	
PHY 110 Introduction to Astronomy	
ES 114 Conservation of Natural Resources	
ES 117 Natural Disasters	
ES 220 Soil and Water Conservation	
An approved earth/space science course	

One of the following:	3
BIO 100 General Biology	
ES 161 Environmental Science	
BIO 215 Local Field Science	
An approved life science course	
One of the following:	3
MATH 105 College Mathematics with Applications	
An approved mathematics course	
One of the following:	3
COMM 105 Public Speaking	
An approved oral communications course	
One of the following:	3
ENG 102 English Composition II	
ENG 201 Expository Writing	
An approved written communication course	
	<u>83</u>

The revised requirements have been submitted to the Board of Educational Examiners for approval. Please contact your advisor.

Endorsement Areas

Check with your center for endorsement offerings. Students seeking to add an endorsement to an existing license must achieve a 2.70 GPA in the endorsement area and complete each education course (prefix EDU, ECE, SPED) with a grade of “C” or better.

Prekindergarten-Grade 3 Including Special Education (Endorsement #100; 45 credits)	Credits
EXSS 102 First Aid/CPR/AED Program	1
EDU 206 Field Experience I: Elementary	2
EDU 223 Child, Family Health, Nutrition	3
ECE 234 Field Exp: Infant/Toddler	1
ECE 235 Field Exp: Prekindergarten	2
SPED 304 Exceptional Persons	3
EDU 309 Teaching Elementary Movement and Wellness	1
EDU 407 Diagnostic & Corrective Reading	3
ECE 451 Introduction to Early Childhood	3
ECE 455 Methods and Curriculum of Early Childhood	2
ECE 456 Administration and Supervision of Early Childhood	2
SPED 459 Home, School, and Community Relations	3
SPED 462 Individual Behavior and Classroom Management	3
SPED 465 Methods/Curriculum: Behavior Disorders Prek-12	3
SPED 467 Characteristics of Individuals with Disabilities	3
SPED 478 Methods/Curriculum: Mild/Moderate PreK-8	3
SPED 484 Student Teaching: PreK including Special Education	7
	<u>45</u>

Prekindergarten-Kindergarten (Endorsement #103; 28 credits)	Credits
EDU/PSY 142 Human Growth, Development and Guidance	3
EDU 223 Child, Family Health and Nutrition	3
ECE 235 Field Experience: Prekindergarten	2
EDU 326 Developmental Reading and Language Arts	3
ECE 451 Introduction to Early Childhood	3
ECE 455 Methods and Curriculum of Early Childhood	2
ECE 456 Administration and Supervision of Early Childhood	2
SPED 459 Home, School and Community Relations	3
ECE 496 Student Teaching: Prekindergarten-Kindergarten	7
	<u>28</u>

ESL K-12 (English as a Second Language) (Endorsement #104, 19 credits)	Credits
EDU 443 Concepts of English	3
EDU 444 Curriculum and Methods of ESL	3
EDU 445 Second 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
	<u>19</u>

Prekindergarten-Grade 3 (Endorsement #106; 25 credits)	Credits
EDU 206 Field Experience 1: Elementary	2
EDU 223 Child, Family Health and Nutrition	3
ECE 234 Field Experience: Infant/Toddler	1
ECE 235 Field Experience: Prekindergarten	2
ECE 451 Introduction to Early Childhood	3
ECE 455 Methods and Curriculum of Early Childhood	2
ECE 456 Administration and Supervision of Early Childhood	2
SPED 459 Home, School and Community Relations	3
ECE 488 Student Teaching: Birth-Prekindergarten	7
	<u>25</u>

English/Language Arts K-8 (Endorsement #119; 24 credits)	Credits
ID 232 Grammar Content for Teachers	1
EDU 313 Teaching Creative Arts	2
EDU 326 Developmental Reading and Language Arts	3
EDU 333 Literature: Birth-Adolescence	3
EDU 335 Teaching Elementary Language Arts	3
One of the following:	3
ENG 209 American Literature I	
ENG 210 American Literature II	
One of the following:	3
COMM 105 Public Speaking	

COMM 107	Human Communication	
One of the following:		3
ENG 102	English Composition II	
ENG 201	Expository Writing	

geography, economics or sociology (must include at least one course in an area other than history and political science) 12
24

Elective in English, Language Arts, Speech, Drama, Theatre, and/or Reading		3
		<u>24</u>

Work Experience Coordinator 5-12 (Endorsement #234; 6 credits)		Credits
EDU 468	Coordination of Occupational Programs	3
EDU 477	Career and Vocational Programming	<u>3</u> 6

Reading K-8 (Endorsement #148; 27 credits)		Credits
SPED 304	Exceptional Persons	3
EDU 326	Developmental Reading and Language Arts	3
EDU 333	Literature: Birth-Adolescence	3
EDU 335	Teaching Elementary Language Arts	3
EDU 407	Diagnostic and Corrective Reading and Language Arts	3
EDU 409	Practicum: Elementary Reading and Language Arts	3
EDU 425	Content Area Literacy	3
EDU 445	Second Language Acquisition	3
EDU 485	Advanced Problems in Reading and Language Arts	3
		<u>27</u>

Note: Must also hold a special education endorsement in grades 5-12

Reading 5-12 (Endorsement #149; 27 credits)		Credits
SPED 304	Exceptional Persons	3
EDU 326	Developmental Reading and Language Arts	3
EDU 333	Literature: Birth-Adolescence	3
EDU 407	Diagnostic and Corrective Reading and Language Arts	3
EDU 410	Practicum: Secondary Reading and Language Arts	3
EDU 425	Content Area Literacy	3
EDU 445	Second Language Acquisition	3
EDU 485	Advanced Problems in Reading and Language Arts	3

Instructional Strategist I – Mild & Moderate Disabilities K-8 (Endorsement #260; 24 or 28 credits)		Credits
SPED 304	Exceptional Persons	3
EDU 407	Diagnostic and Corrective Reading and Language Arts	3
SPED 459	Home, School, and Community Relations	3
SPED 462	Individual Behavior and Classroom Management	3
SPED 465	Methods/Curriculum: Behavior Disorders PreK-12	3
SPED 467	Characteristics of Individuals with Disabilities PreK-12	3
SPED 478	Methods/Curriculum: Mild/Moderate Disabilities PreK-8	3

One of the following:		3
ENG 102	English Composition II	
ENG 201	Expository Writing	
An equivalent composition course		
		<u>27</u>

*One of the following:		
SPED 479	Student Teaching: Instructional Strategist	3
SPED 482	Student Teaching: Instructional Strategist	7
		<u>24 or 28</u>

*Determined based on previous Instructional Strategist student teaching experiences.

Social Science K-8 (Endorsement #164; 24 credits)		Credits
HIST 110	American History to 1877	3
HIST 111	American History since 1877	3
	World History Elective	3
One of the following:		3
PS 100	U.S. Government	
PS 230	State and Local Government	

Instructional Strategist I Mild & Moderate Disabilities 5-12 (Endorsement #261; 27 or 31 credits)		Credits
SPED 304	Exceptional Persons	3
EDU 407	Diagnostic and Corrective Reading and Language Arts	3
SPED 459	Home, School and Community Relations	3
SPED 462	Individual Behavior and Classroom Management	3
SPED 465	Methods/Curriculum: Behavior Disorders PreK-12	3
SPED 467	Characteristics of Individuals with Disabilities PreK-12	3
SPED 475	Methods/Curriculum: Mild/Moderate Disabilities 5-12	3
SPED 477	Career and Vocational Programming	3

*One of the following:		
SPED 479	Student Teaching: Instructional Strategist	3
SPED 482	Student Teaching: Instructional Strategist	7
		<u>27 or 31</u>

Electives from history, political science, psychology,

*Determined based on previous Instructional Strategist student teaching experiences.

Instructional Strategist II Behavior Disorders/Learning Disabilities K-12 (Endorsement #263; 27 or 31 credits)		
		Credits
SPED 304	Exceptional Persons	3
EDU 407	Diagnostic and Corrective Reading and Language Arts	3
SPED 459	Home, School, and Community Relations	3
SPED 462	Individual Behavior and Classroom Management	3
SPED 465	Methods/Curriculum: Behavior Disorders Prek-12	3
SPED 467	Characteristics of Individuals with Disabilities PreK-12	3
SPED 469	Methods/Curriculum: Learning Disabilities K-12	3
SPED 477	Career and Vocational Programming	3
*One of the following:		
SPED 479	Student Teaching: Instructional Strategist	3
SPED 482	Student Teaching: Instructional Strategist	7
		27 or 31

*Determined based on previous Instructional Strategist student teaching experiences.

Instructional Strategist II: Intellectual Disabilities K-12 (Endorsement #264; 25 or 29 credits)		
		Credits
EXSS 102	First Aid/CPR/AED Program	1
SPED 304	Exceptional Persons	3
EDU 407	Diagnostic and Corrective Reading and Language Arts	3
SPED 459	Home, School & Community Relations	3
SPED 462	Individual Behavior and Classroom Management	3
SPED 467	Characteristics of Individuals with Disabilities PreK-12	3
SPED 473	Methods/Curriculum: Intellectual Disabilities	3
SPED 477	Career and Vocational Programming	3
*One of the following:		
SPED 479	Student Teaching: Instructional Strategist	3
SPED 482	Student Teaching: Instructional Strategist	7
		25 or 29

*Determined based on previous Instructional Strategist student teaching experiences.

Middle School Grades 5-8 (no major offered) (Endorsement #1821, #1822, #1823, #1824; 33-34 credits)		
		Credits
EDU 425	Content Area Literacy	3
EDU 428	Middle School Curriculum, Design and Strategies	3
EDU 435	Middle School Students' Growth, Development and Management	3

Completion of coursework in TWO of the following content areas:

#1821 Middle School Language Arts (13 credits)		
ID 232	Grammar Content for Teachers	1
EDU 333	Literature: Birth-Adolescence	3
One of the following:		
ENG 101	Basic Composition	3
ENG 201	Expository Writing	3
	An equivalent composition course	
One of the following:		
COMM 105	Public Speaking	3
COMM 107	Human Communications	3
One of the following:		
ENG 265	African American Literature	3
ENG 365	Women and Literature	3
	An approved comparable course	

#1822 Middle School Math (12 credits)		
MATH 107	College Algebra	3
MATH 223	Mathematics for Elementary and Middle School Teachers	3
Two of the following:		
MATH 109	Quantitative Methods	6
MATH 115	Trigonometry and Analytic Geometry	6
MATH 120	Analytic Geometry and Calculus I (if pre-calculus pre-requisite is met)	6
MATH 220	Elementary Statistics	6
	An approved math course	

#1823 Middle School Science (12 credits)		
One of the following:		
BIO 135	Principles of Biology I	4
	An approved biology course	
One of the following:		
ES 100	Introduction to Geology	4
ES 175	Earth Systems Lab	4
	An approved earth science course	

One of the following:		
CHEM 151	General Chemistry I	4
PHY 111/112	Introduction to Physics and Lab	4
	An approved physical science course	

#1824 Middle School Social Studies (12 credits)		
One of the following:		
HIST 110	American History to 1877	3
HIST 111	American History since 1877	3
	An approved American history course	
One of the following:		
HIST 100	World History to 1500	3
HIST 101	World History since 1500	3
	An approved world history course	

One of the following:	3
PS 100 U.S. Government	
PS 230 State and Local Government	
An approved political science course	

One of the following:	3
GEOG 100 Introduction to Physical Geography	
GEOG 200 World Regional Geography	
An approved geography course	
	33 or 34

Major in Prekindergarten-Grade Three

This major consists of 73 semester hours (including professional education core requirements).

	Credits
EDU 110 Foundations of American Education	3
EDU 142 Human Growth, Development and Guidance	3
EDU 152 Assessment and Psychology	3
EDU 162 Diversity for Teachers	3
EDU 206 Field Experience I: Elementary (40 clock hours in grades K, 1, 2, or 3)	2
EDU 223 Child, Family Health and Nutrition	3
ECE 234 Field Experience: Infant/Toddler	1
ECE 235 Field Experience: Prekindergarten	2
EDU 252 Computers and Instructional Technology	3
SPED 304 Exceptional Persons	3
EDU 305 Teaching Elementary Science	3
EDU 309 Teaching Elementary Movement and Wellness	1
EDU 310 Teaching Elementary Visual Arts	1
EDU 315 Teaching Elementary Social Studies	3
EDU 325 Teaching Elementary Math	3
EDU 326 Developmental Reading/Language Arts	3
EDU 333 Literature: Birth-Adolescence	3
EDU 335 Teaching Elementary Language Arts	3
ECE 451 Introduction to Early Childhood	3
ECE 455 Methods and Curriculum of Early Childhood	2
ECE 456 Administration and Supervision of Early Childhood	2
SPED 459 Home, School and Community Relations	3
SPED 462 Individual Behavior and Classroom Management Prek-12	3
ECE 488 Student Teaching Birth-Prekindergarten (7 weeks)	7
ECE 498 Student Teaching Kindergarten-Grade 3 (7 weeks)	7
	73

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

This major consists of 86 semester hours and authorizes the holder of the endorsement to teach children from birth through grade three.

	Credits
EXSS 102 First Aid/CPR/AED Program	1
EDU 110 Foundations of American Education	3
EDU/PSY 142 Human Growth, Development and Guidance	3
EDU 152 Assessment and Psychology	3
EDU 162 Diversity for Teachers	3
EDU 206 Field Experience I: Elementary (40 hours)	2
EDU 223 Child, Family Health and Nutrition	3
ECE 234 Field Experience: Infant/Toddler	1
ECE 235 Field Experience: Prekindergarten	2
EDU 252 Computers and Instructional Technology	3
SPED 304 Exceptional Persons	3
EDU 305 Teaching Elementary Science	3
EDU 309 Teaching Teaching Elementary Movement and Wellness	1
EDU 310 Teaching Elementary Visual Arts	1
EDU 315 Teaching Elementary Social Studies	3
EDU 325 Teaching Elementary Math	3
EDU 326 Developmental Reading and Language Arts	3
EDU 333 Literature: Birth-Adolescence	3
EDU 335 Teaching Elementary Language Arts	3
EDU 407 Diagnostic and Corrective Reading and Language Arts	3
ECE 451 Introduction to Early Childhood	3
ECE 455 Methods and Curriculum of Early Childhood	2
ECE 456 Administration and Supervision of Early Childhood	2
SPED 459 Home, School, and Community Relations	3
SPED 462 Individual Behavior and Classroom Management	3
SPED 465 Methods/Curriculum: Behavior Disorders Prek-12	3
SPED 467 Characteristics of Individuals with Disabilities PreK-12	3
SPED 478 Methods/Curriculum: Mild/Moderate Disabilities PreK-8	3
SPED 484 Student Teaching Prekindergarten inc. Special Education	7
ECE 498 Student Teaching Kindergarten-Grade 3	7
	86

Major in General Business (for Teacher Licensure)

This major corresponds to endorsement 1171 Business-All 5-12.

	Credits
BA 160 Microeconomic Principles	3
BA 161 Macroeconomic Principles	3

BA 201	Accounting Principles I	3
BA 202	Accounting Principles II	3
BA 208	Marketing Principles	3
BA 210	Management Principles	3
BA 222	Management Information Systems	3
BA 288	Personal Financial Management	3
EDU 300-01	Teaching Secondary Business	3
BA 302	Business Law I	3
COMM 307	Business and Professional Communication	3
BA 358	Consumer Behavior	3
BA 370	Entrepreneurship & Small Business	3
EDU 493	Student Teaching in Secondary School	14
One of the following:		3
BA 225	Business Ethics	
PHIL 202	Contemporary Ethics	
		56

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

Students preparing to teach Social Science areas in the secondary school will meet the requirements for a Social Science major to include requirements in specific endorsement areas. Students must complete a minimum of 39 major credits including at least one of the following endorsement areas: American History, American Government, or Economics, Sociology*, or Psychology*. The student must complete 15 semester credits in each area in which he/she seeks licensure. *Must be done in conjunction with another endorsement.

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

American Government		Credits
PS 100	U.S. Government	3
PS 230	State and Local Government	3
At least one of the following:		3
PS 212	Comparative Politics	
PS 222	Introduction to Political Society	
PS 362	The Legislative Process	
PS 368	Political Parties and Interest Groups	
PS 411	American Constitutional Law I	
PS 412	American Constitutional Law II	
Electives in American Government		6

American History		Credits
HIST 110	American History to 1877	3
HIST 111	American History since 1877	3
One of the following:		3
HIST 214	World at War, 1914-1945	
HIST 367	Atlantic Revolutions	
HIST 371	New Nation, 1787-1848	
HIST 372	Civil War and Reconstruction, 1848-1877	
HIST 373	Industrialization and Reform, 1877-1914	
HIST 374	Modern America, 1945-present	

Electives in American History		6
Economics		Credits
BA 160	Microeconomic Principles	3
BA 161	Macroeconomic Principles	3
Two of the following:		6
BA 208	Marketing Principles	
BA 288	Personal Financial Management	
BA 310	Money and Capital Markets	
BA 358	Consumer Behavior	
BA 370	Entrepreneurship and Small Business Management	
BA 488	Economics of International Business	
Elective in Economics		3

Psychology		Credits
EDU/PSY 142	Human Growth, Development and Guidance	3
PSY 190	General Psychology	3
PSY 310	Social Psychology	3
At least one of the following:		3
PSY 323	Cognition	
PSY 338	Motivation	
Elective in Psychology		3

Note: Those seeking secondary teacher certification in the State of Iowa in Psychology must already be certified at the secondary level or concurrently seeking endorsement in American History, American Government, or Economics.

Sociology		Credits
SOC 110	Principles of Sociology	3
Two of the following:		6
SOC 220	Social Problems	
SOC 240	Diversity in the United States	
PSY/SOC 232	Group Dynamics	
SOC 363	Social Stratification	
Electives in Sociology		6

Note: Those seeking secondary teacher certification in the State of Iowa in Sociology must already be certified at the secondary level or concurrently seeking endorsement in American History, American Government, or Economics.

Major in All Social Science 5-12 (51 credits)

The All Social Science 5-12 major is designed for students who wish to be licensed to teach all social science courses at the 5-12 grade level in the state of Iowa: American History, World History, American Government, Psychology, Sociology, Geography, and/or Economics.

Economics		Credits
BA 160	Microeconomic Principles	3
BA 161	Macroeconomic Principles	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 411	American Constitutional Law I	
PS 412	American Constitutional Law II	
Psychology		
PSY 190	General Psychology	3
PSY 310	Social Psychology	3
World History		
HIST 100	World History to 1500	3
HIST 101	World History since 1500	3
One of the following:		3
HIST 214	World at War, 1914-1945	
HIST 245	Global Women's Activism	
HIST 342	The Development of American Foreign Policy	
HIST 355	Modern World History	
HIST 367	Atlantic Revolutions	
American History		
HIST 110	American History to 1877	3
HIST 111	American History since 1877	3
One of the following:		3
HIST 214	World at War, 1914-1945	
HIST 367	Atlantic Revolutions	
HIST 371	New Nation, 1787-1848	
HIST 372	Civil War and Reconstruction, 1848-1877	
HIST 373	Industrialization and Reform, 1877-1914	
HIST 374	Modern America, 1945-present	
Sociology		
SOC 110	Principles of Sociology	3
One of the following:		3
SOC 220	Social Problems	
PSY/SOC 232	Group Dynamics	
SOC 240	Diversity in the United States	
SOC 363	Social Stratification	
Geography		
GEOG 100	Introduction to Physical Geography	3
GEOG 200	World Regional Geography	3

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School of Liberal Arts

A broad range of course options and curricula is available within the School of Liberal Arts. The opportunity for substantial cross-disciplinary study assures a complete educational experience and preparation in a wide range of skills sets.

The School of Liberal Arts offers majors in communication studies, criminal justice, graphic design, human services, psychology, public administration, social science, and sociology. Minors are offered in communication studies, criminal justice, graphic design, journalism, political science, psychology, and sociology.

Department of Arts and Humanities

Communication Studies

Communication studies majors have 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 a global citizen, 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 inform research, organizational, and professional practices.

The communication studies major consists of 39 semester credits. In addition, students must complete the general education core outlined on page 123, along with additional elective credits to complete the 120 semester credits required for the Bachelor of Science degree. At least 18 credits in this major must be earned in upper division coursework. A minimum 2.0 GPA in the major is required for graduation.

Communication Studies Core		Credits
COMM 105	Public Speaking	3
COMM 203	Communication Theory	3
COMM 307	Business and Professional Communication	3
COMM 415	Communication Ethics	3

Communication Studies Emphasis (27 credit hours)

COMM 107	Human Communication	3
COMM 200	Interpersonal Communication	3
COMM 221	Intercultural Communication	3
COMM 305	Organizational Communication	3
COMM 352	Rhetoric & Public Culture	3
COMM 390	Research Methods in Communication	3

Two of the following:		6
PSY/SOC 232	Group Dynamics	
PSY/SOC 260	Gender Roles	
PSY/SOC 310	Social Psychology	
BA/PSY 474	Organizational Behavior	

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

ID 498_24 Senior Project 39

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

Journalism Emphasis (27 credit hours)

COMM 220	Principles of Interviewing	3
COMM 227	News Editing	3
COMM 310	Feature Writing	3
COMM 332	Writing for Media	3

Four of the following: 12

COMM 141-444	Journalism Workshop (1/1/1)
ART 218	Digital Photography
COMM 276	TV Production
COMM 308	Sport Writing and Reporting
ART 235	Advertising Design
ART 280	Web Publishing
ART 335	Publication Design

One of the following: 3

COMM 403	Internship
ID 498	Senior Project

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

Minor in Communication Studies Credits

COMM 105	Public Speaking	3
COMM 107	Human Communication	3
COMM 200	Interpersonal Communication	3
COMM 203	Communication Theory	3
COMM 221	Intercultural Communication	3
COMM 307	Business and Professional Communication	3
COMM 352	Rhetoric and Public Culture	3
COMM 415	Communication Ethics	3

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Minor in Journalism Credits

Minor Core		
COMM 105	Public Speaking	3
COMM 203	Communication Theory	3
COMM 307	Business and Professional Communication	3
COMM 415	Communication Ethics	3

Two of the following: 6

COMM 220	Principles of Interviewing
COMM 227	News Editing
COMM 310	Feature Writing
COMM 332	Writing for Media

One of the following: 3

ART 218	Digital Photography
COMM 276	TV Production
ART 280	Web Publishing
COMM 308	Sport Writing and Reporting
ART 319	Digital Video

One of the following: 3

COMM 200	Interpersonal Communication
ART 218	Digital Photography
ART 280	Web Publishing
BA 358	Consumer Behavior
BA 363	Advertising and Integrated Marketing Communication

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Note: Students must choose either the minor in Communication Studies or the minor in Journalism. A Communication Studies certificate is also available (see page 48).

Major in Graphic Design

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

Online students who are residents of Minnesota may be required to complete an additional general education course to meet Minnesota BA requirements.

Credits

ART 112	Introduction to Graphic Design	3
ART 218	Digital Photography	3
ART 235	Advertising Design	3
ART 280	Web Publishing	3
ART 332	Digital Imaging	3
ART 335	Publication Design	3
ART 355	Typography	3
ART 432	Digital Illustration	3

One of the following: 3

ART 272	Non Western Art Survey
ART 319	Digital Video
ART 334	Graphic Design History
ART 372	Survey of American Art
ART 442	Digital Animation

One of the following: 3

ART 480	Senior Portfolio/Graphic Design
ID 498	Senior Project

Three of the following: 9

COMM 200	Interpersonal Communication
BA 208	Marketing Principles
COMM 305	Organizational Communication
COMM 307	Business and Professional Communication
BA 337	Personal Selling
BA 358	Consumer Behavior
BA 363	Advertising
BA 374	Business Communications
ART 403	Internship
ART 499	Special Project
	Art History or travel courses

	<u>39</u>	
Minor in Graphic Design	Credits	
ART 112 Introduction to Graphic Design	3	
ART 332 Digital Imaging	3	
ART 335 Publication Design	3	
ART 355 Typography	3	
ART 432 Digital Illustration	3	
Two of the following:	6	
ART 218 Digital Photography		
ART 235 Advertising Design		
ART 280 Web Publishing		
One of the following:	3	
ART 480 Senior Portfolio/Graphic Design		
ID 498 Senior Project		
	<u>24</u>	

Liberal Arts Major

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 him toward a defined curriculum in one or more of the identified emphasis areas.

Learning Outcomes

1. Students will understand the relationship between an area of interest and its historical context and development.
2. Students will use critical and creative thinking strategies to approach problems posed within an area of interest.
3. Students will understand artistic and literary traditions both in their historical contexts and across cultures.
4. Students will understand political processes and their historical contexts.
5. Students will be able to construct, organize and deliver a message, and adapt it to an identified audience and situation.

Liberal Arts Major:

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

	Credits
Two courses in Art	6
Two courses in English (excluding courses in composition)	6
Two courses in History	6

Two courses in Political Science 6

Two courses from each of two of the following disciplines: 12
 Psychology
 Communication
 Sociology
 Foreign Language

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

A student's area or areas of interest will be addressed through the successful completion of courses at the 300- and 400-levels within a single Liberal Arts Discipline or two courses at the 300- and 400-levels within each of two Liberal Arts Disciplines. 12
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Department of Criminal Justice

Criminal Justice

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

The criminal justice major consists of 39 semester credits. In addition, students must complete the general education core outlined on page 123, 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:

SOC 110	Principles of Sociology	3
MATH 220	Elementary Statistics	3

Criminal Justice Major:

	Credits	
CJ/SOC 224	Introduction to Criminal Justice	3
CJ/SOC 237	Criminal Law	3
CJ/SOC 321	Juvenile Delinquency	3
CJ/SOC 333	Criminology	3
CJ/SOC 362	Criminal Investigations	3
CJ/SOC 367	Ethics in Criminal Justice	3
PSY 373	Research Methods	3
CJ/SOC 398	Justice Administration	3

Four of the following: 12

PSY/SOC 302	Substance Abuse
CJ/SOC 315	Juvenile Justice
CJ/SOC 337	Victimology
SOC 347	Deviance and Social Control
BA 362	Supervision
CJ/SOC 365	Sociology of Policing
CJ/SOC 380	Corrections and Punishment

CJ 403	Internship	
Senior Project: ID 498_14	Senior Project	3 <u>39</u>

Criminal Justice Minor

This minor is available to all majors except the criminal justice major.

		Credits
SOC 110	Principles of Sociology	3
CJ/SOC 224	Introduction to Criminal Justice	3
CJ/SOC 367	Ethics in Criminal Justice	3
Electives in Criminal Justice or Criminal Justice/Sociology		9 <u>18</u>

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

Department of Psychology

Human Services

The purpose of a human services major is to prepare a student to understand the socioeconomic, psychological and political foundations of a multicultural society and to utilize that knowledge to identify needs and to coordinate and provide appropriate social services.

The human services program is offered to those students who intend to pursue careers in the human services area after graduation. It also provides excellent preparation for those wishing to continue their education in graduate school.

The human services major consists of 36 semester credits, with at least 18 credits in upper division coursework. (For all students at Illinois Centers 24 or more upper division credits must be completed in the major.) In addition, students must complete the general education core listed on page 123, 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). A minimum 2.0 GPA in the major is required for graduation.

Specific General Education Requirements:

Mathematics

MATH 220	Elementary Statistics	3
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Human Services Major:

		Credits
SOC 110	Principles of Sociology	3
PSY 190	General Psychology	3
SOC 220	Social Problems	3
SOC 240	Diversity in the United States	3
SOC 361	Marriage and the Family	3
PSY/SOC 375	Methods in Human Services I	3
SOC 384	Social Welfare Programs and Policies	3

PSY 454	Issues and Ethics in the Helping Professions	3
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One of the following: 3

BA 210	Management Principles
PS 230	State and Local Government
PS 362	The Legislative Process
PA 364	Public Administration
PS 412	American Constitutional Law II
PA 445	Administrative Law

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

Senior Project: ID 498_09	Senior Project	3 <u>36</u>
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Specific General Education Requirements:

Mathematics

MATH 220	Elementary Statistics	3
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Social Science

PSY 190	General Psychology	3
SOC 110	Principles of Sociology	3

Cultures

SOC 240	Diversity in the United States	3
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Human Services Major for Social Work

Training Certification*:

(Available only at Wisconsin Centers) **Credits**

SOC 220	Social Problems	3
PSY 221	Introduction to Human Services	3
PSY 373	Research Methods	3
PSY/SOC 383	Human Behavior in the Social Environment	3
SOC 384	Social Welfare Programs and Policies	3
PSY 391	Social Work Practice I: Individuals	3
PSY 392	Social Work Practice II: Families and Groups	3
PSY 393	Social Work Practice III: Social Institutions	3
PSY 454	Issues and Ethics in the Helping Professions	3
PSY 403	Internship	9

One of the following: 3

BA 210	Management Principles
PS 230	State and Local Government
PS 362	The Legislative Process
PA 364	Public Administration
PS 412	American Constitutional Law II
PA 445	Administrative Law

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

Senior Project:
 ID 498_09 Senior Project 3
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Note: To apply for a social work training certificate, the State of Wisconsin requires students to have grades of C or above in all social work equivalency courses (PSY/SOC 383, PSY 391, PSY 392, PSY 393, and SOC 384) and at least a 2.5 GPA in the major. Students must meet specific standards and demonstrate identified competencies through an assessment process before they will be approved for an internship. This degree plan has been approved by the Wisconsin Department of Safety and Professional Services (DSPS). The social work equivalency courses may also be incorporated into UIU's Psychology or Criminal Justice majors per DSPS rules. Completion of the major does not guarantee social work certification. For clarification of these and other state requirements, please contact the DSPS.

Psychology

The purpose of a psychology major is to enable a student to interpret psychological theory utilizing scientific methodology in order to apply that knowledge to describe, analyze, predict, and shape human behavior.

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

The psychology major consists of 36 semester credits, with at least 18 credits in upper division coursework. (For all Illinois students, 24 or more upper division credits must be completed in the major.) In addition, students must complete the general education core outlined on page 123, along with additional elective credits to complete the 120 semester credits required for the Bachelor of Science degree. A minimum 2.0 GPA in the major is required for graduation.

	Credits
PSY 190 General Psychology	3
PSY 373 Research Methods	3
MATH 220 Elementary Statistics	3
Learning and Cognition (choose one of the following):	3
PSY 323 Cognition	
PSY 445 Learning and Memory	
Individual Differences (choose two of the following):	6
PSY 310 Social Psychology	
PSY 360 Abnormal Psychology	
PSY 432 Personality	
Biological Bases of Behavior (choose one of the following):	3
PSY 335 Biology and Behavior	
PSY 338 Motivation	

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

Senior Project:
 ID 498_08 Senior Project 3

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

At least 18 semester credits must be earned in courses numbered 300 or above. 36

Psychology Minor

This minor is available to all majors except the psychology major.

	Credits
PSY 190 General Psychology	3
Learning and Cognition (choose one of the following):	3
PSY 323 Cognition	
PSY 445 Learning and Memory	
Individual Differences (choose one of the following):	3
PSY 310 Social Psychology	
PSY 360 Abnormal Psychology	
PSY 432 Personality	
Biological Bases and Behavior (choose one of the following):	3
PSY 335 Biology and Behavior	
PSY 338 Motivation	
Developmental Changes in Behavior (choose one of the following):	3
EDU/PSY 142 Human Growth, Development, and Guidance	
PSY 212 Developmental Psychology: Birth to Adolescence	
PSY 222 Developmental Psychology: Young Adulthood to Late Adulthood	
PSY 397 Social Gerontology	
Elective in Psychology (see full list of psychology offerings)	3
	18

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

Department of Social Science

Credits

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 54 semester credits. In addition, students must complete the general education core outlined on page 123, 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.

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
Choose two of the following:		6
PA 404	Integrated Emergency Management	
PSY 409	Psychology of Disaster	
PA 414	Principles of Practice of Hazards Mitigation	
BA 449	Business and Industrial Crisis Management	

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Specific General Education Requirements:

Mathematics

MATH 220 Elementary Statistics 3

Social Science

PSY 190 General Psychology **OR**
SOC 110 Principles of Sociology 3

Emergency and Disaster Management Major:

Credits

PS 100	U.S. Government	3
BA 210	Management Principles	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 & Planning	3
PA 346	Disaster Response and Recovery	3
BA 362	Supervision	3
PA 371	Urban Management	3
PSY 373	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 OR	
BA 454	Management Cases	3
PA 440	Public Budgeting Process	3
PA 445	Administrative Law	3
BA 449	Business and Industrial Crisis Management	3

Senior Project:

ID 498_18 Senior Project 3
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Emergency and Disaster Management Minor

This minor is available to all majors except the emergency and disaster management major.

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.

Specific General Education Requirements

Speech

COMM 105 Public Speaking 3

Mathematics

MATH 220 Elementary Statistics 3

Social Science

PS 100 U.S. Government 3

Major in Public Administration

Credits

Core Courses

PS 230	State and Local Government	3
PA 364	Public Administration	3
PA 430	Cases in Public Administration	3
ID 498	Senior Project	3

Policy/Politics Emphasis

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

General Emphasis

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

Emergency Management Emphasis

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

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

Law Enforcement or Fire Science Emphasis:

The public administration core of 27 credits and emphasis of nine credits must be completed for a total of 36 semester credits.

These areas of emphasis are designed to build on relevant prior learning in law enforcement and fire science by adding management and social science perspectives to prepare a student to understand public organizations and to utilize that knowledge to manage, plan and administer public policy in the areas of police and fire science.

The public administration major with an emphasis in law enforcement or fire science is a unique program that is only available to those individuals who have completed related college courses, training in law enforcement or fire science, and/or who have extensive work experience in law enforcement or fire science. Eligibility for this emphasis is dependent upon documentation of completion of: an associate degree in a field related to law enforcement or fire science, a basic police recruit or fire science academy, or transfer or completion of 15 semester credits of related coursework. Eligibility may also be determined based on a combination of experiential learning and college credit. The minimum 15 semester credits of related credit count toward the 120 semester credits for degree completion as electives.

		Credits
	Three of the following:	9
BA 160	Microeconomic Principles	
MATH 220	Elementary Statistics	
SOC 220	Social Problems	
PSY 240	Conflict Resolution	
SOC 240	Diversity in the United States	
BA 302	Business Law I	
PSY 302	Substance Abuse	
SOC 333	Criminology	
BA 361	Human Resources Management	
SOC 361	Marriage and the Family	
BA 362	Supervision	
PS 362	The Legislative Process	
BA 390	Complex Organizations	
PS 403	Internship	
PS 411	American Constitutional Law I	
		9

Public Administration Minor

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

		Credits
BA 210	Management Principles	3
PA 364	Public Administration	3
PA 440	Public Budgeting Process	3
PA 445	Administrative Law	3
	One of the following:	3
PS 100	U.S. Government	
PS 230	State and Local Government	
	One of the following:	3
BA 302	Business Law I	
BA 361	Human Resources Management	
BA 362	Supervision	
SOC 384	Social Welfare Programs and Policies	
BA 390	Complex Organizations	
PS 411	American Constitutional Law I	
PA 430	Cases in Public Administration	
		<u>18</u>

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

Minor in Pre-Law Credits

Context and Development of American Law

	Two of the following:	6
PS 100	U.S. Government	
HIST 110	American History to 1877	
HIST 111	American History Since 1877	
PS 230	State and Local Government	
PS 362	The Legislative Process	

Develop Skills Useful for Law School

	Two of the following:	6
PHIL 150	Introduction to Philosophy	
PHIL 202	Contemporary Ethics	
ENG 270	Craft/Creative Writing	
ENG 301	Writing Strategies	
COMM 352	Rhetoric and Public Culture	
ENG 370	Creative Non-Fiction	

Substantive Areas of Law and Legal Reasoning

	Two of the following:	6
BA 302	Business Law I	
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 (In consultation with the pre-law advisor) 6

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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 philosophical and theoretical foundation for personal, professional or educational growth. (Teacher Education majors see page 108.) The program is designed to make effective contributions to the general education of all students, and is geared toward adult learners and those students more interested in broader exposure to the social sciences.

The social science major consists of 39 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 page 123, along with additional elective credits to complete the 120 semester credits required for the Bachelor of Science degree. A minimum 2.0 GPA in the major is required for graduation.

Credits

At least one introductory level course from one of the following areas: 3

- American History
- Anthropology
- Economics
- Geography
- Political Science
- Psychology
- Sociology
- World History

At least one of the following: 3

- EDU 152** Assessment and Psychology
- PSY 373* Research Methods
- PSY 444* Assessment
Other social science research
methods course

At least one of the following: 3

- EDU/PSY 142 Human Growth, Development
and Guidance
- PSY 201 Adjustment
- PSY 212 Developmental Psychology:
Birth to Adolescence
- PSY 222 Developmental Psychology:
Young Adulthood to Late Adulthood
- PSY 335 Biology and Behavior
- PSY/SOC 383 Human Behavior in the
Social Environment
- PSY 397 Social Gerontology
- PSY 432 Personality

At least one of the following: 3

- SOC 220 Social Problems
- PSY/SOC 232 Group Dynamics
- PSY/SOC 260 Gender Roles
- PSY/SOC 310 Social Psychology
- SOC 361 Marriage and the Family
- SOC 363 Social Stratification

- SOC 384 Social Welfare Programs and Policies
- PSY 454 Issues and Ethics in the
Helping Professions

At least one of the following: 3

- ANTH 110 Introduction to Cultural Anthropology
- EDU 162** Diversity for Teachers
- SOC 240 Diversity in the United States
Other social science cultures course

Social Science Electives 21

Senior Project:

- ID 498_10 Senior Project 3
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The minimum 39 semester credits must be from at least three different subject matter areas (American History, Anthropology, Geography, Economics, Political Science, Psychology, Sociology, World History).

*MATH 220 Elementary Statistics is a prerequisite for this course.

** This course does not count toward the 39 credits required in the major.

Major in Sociology

Credits

The major in Sociology is not available for online or self-paced students who are residents of the state of Minnesota.

- SOC 110 Principles of Sociology 3
- SOC 220 Social Problems 3
- MATH 220 Elementary Statistics 3
- SOC 240 Diversity in the United States 3
- SOC 304 Globalization 3
- SOC 334 Introduction to Sociological
Research Methods 3
- SOC 392 Sociological Theory 3

At least four of the following: 12

- SOC 260 Gender Roles
- SOC 381 Political Sociology
- SOC 361 Marriage and the Family
- SOC 321 Juvenile Delinquency
- SOC 347 Deviance and Social Control
- SOC 363 Social Stratification

Capstone Experience:

- ID 498_23 Senior Project 3

Electives in Sociology 6

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Minor in Sociology

		Credits
SOC 110	Principles of Sociology	3
SOC 220	Social Problems	3
MATH 220	Elementary Statistics	3
SOC 334	Introduction to Sociological Research Methods	3
SOC 304	Globalization	3
SOC 392	Sociological Theory	3
At least two of the following:		6
SOC 240	Diversity in the United States	
SOC 347	Deviance and Social Control	
SOC 381	Political Sociology	
SOC 361	Marriage and Family	
SOC 363	Social Stratification	

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

School of Science and Mathematics

The School of Science and Mathematics includes courses in biology, chemistry, earth science, forensic science, information systems, information technology, mathematics, nursing, physics, and software engineering.

Department of Nursing

Nursing

The mission of the Upper Iowa University Nursing Program is to provide a student-centered nursing education program promoting nursing leadership and clinical expertise in an environment in which diversity is respected, encouraged, and nurtured. Nursing Faculty By-laws, 2008.

The purpose of Upper Iowa University's RN-BSN program is to enhance the knowledge, skills and attitudes of the registered nurse practicing in a rapidly changing health care environment. Our specific 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: Perform a comprehensive health history and assessment in providing 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 life-long learning through seeking knowledge and assimilating professional standards, ethical principles, and legal accountability in nursing practice.

1. Outcome: Demonstrate ethical principles, legal implications, and professional behaviors that guide nursing practice.
2. Outcome: Incorporate professional standards of practice while assuming personal responsibility for lifelong learning.
3. Outcome: Value the need for continuous improvement in clinical practice based on evolving knowledge, skills, and attitudes of the professional nurse.

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

Major in Nursing

Upper Iowa University offers an RN to BSN program at the Cedar Rapids Center, Des Moines Center, Mary Greeley Medical Center in Ames, 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.
3. Evidence of current CPR certification.
4. Evidence of meeting current health and immunization requirements.
5. Completed Criminal Background Check.
6. Composition II (prerequisite).
7. Critical Thinking (prerequisite).
8. Computer Skills (prerequisite).

The UIU nursing program requires the successful completion of 12 courses (35 credit hours). The BSN degree requires the

successful completion of a total of 120 semester hours, including transfer credit, and credit for coursework completed at UIU. 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.

		Credits
MATH 220	Elementary Statistics	3
NUR 305	Professional Communications for Nurses	3
NUR 315	Professional Nursing Practice	3
NUR 325	Integrated Concepts of Nursing Care I	4
NUR 335	Integrated Concepts of Nursing Care II	4
NUR 340	Community Health Nursing*	4
NUR 400	Evidence-Based Practice in Nursing	3
NUR 420	Nursing Leadership and Management	3
NUR 450	Nursing Concepts Capstone I*	2
NUR 455	Nursing Concepts Capstone II*	2
	Two nursing electives	4

35

*Course includes a clinical component.

Department of STEM (Science, Technology, Engineering, and Mathematics)

Organization Information Systems and Technology Program (OISTP)

OISTP is an integrated curriculum consisting of the three foundations of Information Systems (IS), Information Technology (IT) and Software Engineering (SE) integrated with shared Computer Science (CS) courses providing the necessary insight and collaboration between the disciplines throughout the respective degree plans. The goal of OISTP is to have all of the majors proficient in their respective disciplines and functionally aware of the other major's responsibilities in an organizational context. This structure is engineered to maximize student learning and professional potential for today's information driven society.

Major in Information Systems

Technology is a powerful force in shaping the future and influences our lives in many ways. The Information Systems (IS) major provides a broad coverage of this emerging discipline. The Information Systems (IS) program is an undergraduate major for students who want to design and implement effective solutions to meet organizational and management needs for information and decision support. The discipline is ideal for those students interested in interfacing Information Technology tools and professions to the needs of an organization.

		Credits
CS 102	Introduction to Computer Applications and Technology	3
MATH 107	College Algebra	3
CS 122	IT Infrastructure	4
CS 130	Foundations of Information Systems	3
BA 160	Microeconomic Principles	3
BA 201	Accounting Principles I	3

BA 208	Marketing Principles	3
BA 210	Management Principles	3
MATH 220	Elementary Statistics	3
BA 222	Management Information Systems	3
BA 302	Business Law I	3
IS 310	Systems Analysis and Design	3
IS 320	Enterprise Architecture	3
CS 332	Databases and Information Management	3
CS 342	Human Computer Interaction	3
CS 400	Project Management and Integration	4
IS 410	IS Strategy, Management and Acquisition	3
CS 480	Senior Capstone I	1
CS 481	Senior Capstone II	1
Upper Level Electives		6
		<u>61</u>

Elective Options:

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

Information Systems and Technology Management (ISTM) Specialization

IS 348	Business Process Management	
IS 370	IT Audit and Controls	

Other IS Elective

IS 499	Special Project	
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Non-IS Electives

SE 300	Data Structures and Algorithms	
IT 310	Networking	
SE 310	Software Application and Interface Design	
IT 320	Web Systems and System Integration	
IT 410	Information and System Security	
SE 410	Software Application and Interface Design	

Minor in Information Systems

Credits

CS 122	IT Infrastructure	4
CS 130	Foundations of Information Systems	3
IS 310	Systems Analysis and Design	3
IS 320	Enterprise Architecture	3
CS 342	Human Computer Interaction	3
Additional course from IS required or IS elective courses		3-4
		<u>19-20</u>

Major in Information Technology

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

CS 102	Introduction to Computer Applications and Technology	3
MATH 115	Trigonometry and Analytic Geometry	3
CS 122	IT Infrastructure	4
CS 130	Foundations of Information Systems	3
CS 140	Introduction to Programming	4
CS 205	Computer Architecture	4
MATH 206	Rational Problem Solving with Real Systems	3
CS 212	Operating Systems	4
MATH 220	Elementary Statistics	3
IT 310	Networking	4
IT 320	Web Systems and System Integration	4
CS 332	Databases and Information Management	3
CS 342	Human Computer Interaction	3
CS 400	Project Management and Integration	4
IT 410	Information and System Security	3
CS 480	Senior Capstone I	1
CS 481	Senior Capstone II	1
Upper Level Electives		6
		<u>79</u>

Elective Options:

Cyber Security and Computer Forensics (SEC) Specialization		
IT 360	Computer Forensics and Incident Response	
IT 420	System Security and Risks	

Network Management (NET) Specialization

IT 348	Advanced Networking	
IT 370	Network Management	

Game Development Specialization

SE 200	Advanced Computer Programming	
SEIT 256	Game Development and Programming	

Other IT Elective

IT 499	Special Project	
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Non-IT Electives

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

Minor in Information Technology

Credits

CS 122	IT Infrastructure	4
CS 140	Introduction to Programming	4
CS 205	Computer Architecture	4
CS 212	Operating Systems	4
IT 310	Networking	4
Additional course from IT required or IT elective courses		3-4
		<u>23-24</u>

Major in Software Engineering

Software Engineering (SE) is an undergraduate major for a systematic, disciplined and quantifiable approach to the development, operation, and maintenance of software. This discipline deals with the building, updating and fixing of software systems to enhance existing, add new, and remove old features to adapt to a new environment. The major provides principles, methods, and techniques for the updating of complex and evolving software systems. It encompasses technical issues affecting software architecture, design, and implementation, as well as process issues that address project management, planning, quality assurance, and product maintenance. The major is aligned with nationally recognized standards of Computer Education.

		Credits
MATH 115	Trigonometry and Analytic Geometry	3
MATH 120	Analytic Geometry and Calculus I	3
CS 122	IT Infrastructure	4
CS 130	Foundations of Information Systems	3
CS 140	Introduction to Programming	4
BA 160	Microeconomic Principles	3
BA 161	Macroeconomic Principles	3
SE 200	Advanced Computer Programming	4
CS 205	Computer Architecture	4
CS 212	Operating Systems	4
MATH 200	Analytic Geometry and Calculus II	3
MATH 210	Analytic Geometry and Calculus III	3
MATH 215	Analytic Geometry and Calculus IV	3
MATH 302	Mathematical Statistics I	3
SE 300	Data Structures and Algorithms	4
SE 310	Software Application and Interface Design	4
CS 332	Databases and Information Management	3
CS 342	Human Computer Interaction	3
CS 400	Project Management and Integration	4
CS 480	Senior Capstone I	1
CS 481	Senior Capstone II	1
SE 410	Software Testing, Validation and Verification	3

Primary focus area (choose one for 9 credits)

Visualization and Graphics Specialization

MATH 301	Linear Algebra	3
SE 360	Visualization and Graphics	3
SE 420	Applications of Visualization Techniques	3

Informatics Specialization

MATH 303	Mathematical Statistics II	3
SE 348	Informatics and Knowledge Engineering	3
SE 370	Big Data Processing, Warehousing, Data Mining	3
		79

Minor in Software Engineering

Credits

The Software Engineering (SE) minor is an undergraduate minor for students who want to design and implement effective software solutions to meet Organizational Information Systems and Technology requirements. The minor provides the core requirements needed to develop applications and interfaces for organizational use. The minor is aligned with nationally recognized standards in information systems.

Requirements if Software Engineering minor is completed with an IS or IT major:

SE 200	Advanced Computer Programming	4
SE 300	Data Structures and Algorithms	4
SE 310	Software Application and Interface Design	4
SE 410	Software Testing, Validation and Verification	3
		156

Requirements if Software Engineering minor is completed without an IS or IT major:

CS 122	IT Infrastructure	4
CS 140	Introduction to Programming	4
SE 200	Advanced Computer Programming	4
SE 300	Data Structures and Algorithms	4
SE 310	Software Application and Interface Design	4
		20

GENERAL EDUCATION REQUIREMENTS

General Education Requirements

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

A freshman level writing course & a sophomore level writing course:	6 credits
A speech course:	3 credits
A computer skills course:	3 credits
A mathematics course:	3 credits
A cultures course:	3 credits
Two nonperformance courses within the arts and humanities:	6 credits
Two courses within the natural sciences:	6 credits
Two courses within the social sciences:	6 credits
A history course (Fayette only) OR	3 credits
ID 301 Critical thinking (CIE, AE, and Nursing only)	3 credits
Total:	39 credits

Upper Iowa University will accept AA degrees in liberal arts from regionally accredited institutions as fulfillment of our general education requirements. Prerequisites are not waived.

The University faculty has determined which specific courses will include the completion and assessment of the various tasks and are listed below:

ARTS AND HUMANITIES (6 credits)

ART 100 Intro to Art
 ART 109 2-D Foundations
 ART 110 Drawing
 ART 112 Introduction to Graphic Design
 ART 120 3-D Foundations
 ART 202 Painting
 ART 205 Environmental Art
 ART 210 Intermediate Drawing
 ART 211 Art History I
 ART 212 Art History II
 ART 218 Digital Photography & Editing
 ART 222 Ceramics/Hand Building
 ART 223 Ceramics/Wheel Throwing
 ART 235 Advertising Design
 ART 252 Art and Architecture in Italy
 ART 272 World Art
 ART 280 Web Publishing
 ART 355 Typography
 ENG 125 Intro to Literature
 ENG 135 Tolkien
 ENG 170 Intro to Creative Writing
 ENG 209 American Literature I
 ENG 210 American Literature II
 ENG 211 British Literature I
 ENG 212 British Literature II
 ENG 214 World Literature Survey
 ENG 216 Mythology
 ENG 224 Modern Poetry
 ENG 248 Survey of the Mystery Story
 ENG 265 African American Literature
 ENG 275 Television
 ENG 290 Movies
 ENG 291 Urban Cinema

ENG 330 Shakespeare
 ENG 352 Best Sellers
 ENG 365 Women and Literature
 ENG 375 Literature of the American Midwest
 HON 110 Honors Arts and Humanities
 MUS 100 Intro to Music
 MUS 200 American Jazz Styles
 MUS 202 American Popular Music
 PHIL 150 Intro to Philosophy
 PHIL 202 Contemporary Ethics
 REL 120 Intro to Religion
 REL 125 Intro to the Old Testament
 REL 126 Intro to the New Testament
 REL 205 Religions of Asia
 SPN 101 Beginning Spanish I
 SPN 102 Beginning Spanish II
 SPN 201 Intermediate Spanish I
 SPN 202 Intermediate Spanish II
 SPN 301 Advanced Spanish I
 SPN 302 Advanced Spanish II
 THE 110 Introduction to Theatre

COMMUNICATION (9 credits)

COMM 105 Public Speaking
 ENG 101 Basic Composition (pre-requisite to
 ENG 102 and ENG 201)

One of the following:

ENG 102 English Composition II
 ENG 201 Expository Writing

COMPUTER SKILLS (3 credits)

CS 102 Introduction to Computer Applications and Technology

CULTURES (3 credits)

ANTH 110 Cultural Anthropology
 ANTH 120 Culture & Difference
 ANTH 206 Intro to Hmong Culture and Language
 ANTH 214 Visual Anthropology
 ANTH 310 Political Anthropology
 COMM 221 Intercultural Communication
 EDU 162 Diversity for Teachers
 ENG 265 African American Literature
 ENG 291 Urban Cinema
 HON 200 Honors Cultures
 ID 142 African American Culture
 ID 200 Short-Term International Travel
 HIST 245 Global Women's Activism
 SOC 240 Diversity in the United States
 SPN 125 Intro to Hispanic Cultures & Society
 SPN 306 Culture & Society of Spain

HISTORY (3 credits)

HIST 100 World History to 1500
 HIST 101 World History since 1500
 HIST 110 American History to 1877
 HIST 111 American History since 1877
 HIST 214 World at War

BA/HIST 281 American Economic History
 HIST 330 African American History

MATHEMATICS (3 credits)

MATH 105 College Mathematics with Applications
 MATH 107 College Algebra
 MATH 109 Quantitative Methods
 MATH 115 Trigonometry and Analytic Geometry
 MATH 120 Analytic Geometry and Calculus I
 MATH 220 Elementary Statistics

NATURAL SCIENCES (6 credits)

BIO 100 General Biological Science
 BIO 135 Principles of Biology I
 BIO 140 Principles of Biology II
 BIO 165 Human Biology and Nutrition
 BIO 190 Intro to Biological Evolution
 BIO 210 Microbiology
 BIO 215 Local Field Science
 BIO 220 Zoology
 BIO 231 General Botany
 BIO 268 Intro Human Anatomy/Physiology
 BIO 270 Human Anatomy/Physiology I
 CHEM 140 Chemistry for Everyday Life
 CHEM 115 Environmental Chemistry
 CHEM 151 General Chemistry I
 CHEM 152 General Chemistry II
 ES 100 Intro to Geology
 ES 114 Conservation of Natural Resources
 ES 117 Natural Disasters
 ES 121 Dinosaurs
 ES 161 Environmental Science
 ES 220 Soil and Water Conservation
 ES 251 Extinctions
 ES 321 Building an Eco-Economy
 ES 330 Global Warming & Climate Change
 FORS 100 Forensic Science
 GEOG 100 Physical Geography
 HON 130 Honors Natural Science
 PHY 105 Conceptual Physics
 PHY 110 Astronomy
 PHY 111 Introductory Physics I
 PHY 113 Introductory Physics II

SOCIAL SCIENCES (6 credits)

ANTH 110 Cultural Anthropology
 ANTH 120 Culture & Difference
 ANTH 214 Visual Anthropology
 ANTH 310 Political Anthropology
 BA 160 Microeconomics
 BA 161 Macroeconomics
 BA/HIST 281 American Economic History
 CJ/SOC 224 Introduction to Criminal Justice
 EDU/PSY 142 Human Growth & Development
 GEOG 100 Physical Geography
 GEOG 200 World Regional Geography
 HIST 100 World History to 1500
 HIST 101 World History since 1500

HIST 110 American History to 1877
 HIST 111 American History since 1877
 HIST 220 History of Wisconsin
 HIST 222 History of Iowa
 HIST 240 Your Community History
 HON 120 Honors Behavioral Science
 PS 100 US Government
 PS 211 International Relations
 PS 212 Comparative Politics
 PS 222 Introduction to Political Society
 PS 230 State & Local Government
 PSY 190 General Psychology
 PSY 201 Adjustment
 PSY 212 Dev Psych: Birth-Adolescence
 PSY 222 Dev Psych: Young Adulthood to Late Adulthood
 PSY 232 Group Dynamics
 PSY 240 Conflict Resolution
 PSY 260 Gender Roles
 PSY 270 Human Sexuality
 SOC 110 Principles of Sociology
 SOC 220 Social Problems
 SOC 240 Diversity in the United States
 SPN 125 Introduction to Hispanic Cultures & Society
 SPN 306 Culture & Society of Spain

UNDERGRADUATE COURSE DESCRIPTIONS

Courses offered vary by location. Check your program for course availability.
Courses which satisfy general education requirements are listed on pages 124-125

Anthropology

ANTH 101, 102 *World Cultures/ World Cinema I and II* 1 credit each

These courses both present a number of films from different countries, for the most part from within mainstream cinema. The films all have one thing in common: they examine the lives of people and peoples in different circumstances, and see how people and peoples in question understand those circumstances and make sense of their own lives.

ANTH 110 *Introduction to Cultural Anthropology* 3 credits

This course provides an introduction to cultural anthropology: in particular, the concept of culture and how it interpenetrates various domains of organization and activity – such as adaptation, subsistence, economy, politics, and kinship – in a wide variety of societies and groups. Changing theoretical approaches, fieldwork, ethnography, cross-cultural analysis and comparisons, complex society, and local-regional-global perspectives will all be addressed.

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.

ANTH 206 *Introduction to the Hmong Culture and Language* 3 credits

A multidisciplinary study of the Hmong culture utilizing the contributions of anthropology, history, sociology, art and religion including a rudimentary study of the Hmong language.

ANTH 214 *Visual Anthropology* 3 credits

This course will explore the worlds of different cultures, and how they have been portrayed, primarily through the medium of ethnographic film. The films will be about different cultures and situations, by different filmmakers, and stylistically different. A wide variety of topics will be covered, including: the ways that anthropologists and filmmakers have collaborated, how cultures are represented on film, what happens when anthropology comes to television, and changes in who is represented, by whom, and how. Examples of themes that could be dealt with in the films include: hunting and gathering, migration, music, refugees, and gender issues.

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.

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 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 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.

ART 120 *Three Dimensional Foundations* 3 credits

Studio projects in three dimensions exploring ordered and dynamic interactions of mass, plane, volume, and space. Introduction to processes and media.

ART 202 *Painting* 3 credits

This course focuses on the technical aspects of oil painting, such as stretching canvas, mixing and applying paint, composition and idea development. 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 205 Environmental Art 3 credits

The natural environment is the medium through which students will explore the concepts of natural beauty and form. Students will collaborate with nature to form outdoor site-specific works of art. This course is an investigation of sculptural site activation, exploring the practice of how work gets redefined through its placement within a larger social, political, and environmental sphere of meaning.

ART 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 218 Digital Photography and Editing 3 credits

Digital photography processes and techniques that include image capture with digital cameras, digital editing in Photoshop, and image presentation in web-based and color print formats. Fieldwork emphasizes capturing artistic subjects in natural light and natural settings. Lab work includes optimizing resolution and editing for content and aesthetics. Final presentations require students to create individual portfolios of original work that meet professional standards.

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 clay, plaster casting, piece molds, wood and stone carving—to produce three-dimensional art forms. Prerequisite: ART 120.

ART 235 Advertising Design 3 credits

Acquaints the beginning designer with the basic principles, terminology and methods used to solve graphic design problems and explores the integration of typography and visual elements to communicate ideas. Students learn to understand and evaluate information and learn the value of research in creating design solutions. Assignments are devised to emphasize and encourage conceptual thinking.

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 Liberal Arts 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 you visit some of the world's greatest museums and study the art and architecture from the Etruscans to Brunelleschi and Michelangelo.

ART 272 World Art: Survey of Non-Western Art 3 credits

Studies in the visual arts of cultures other than the United States and Western Europe. Particular attention will be given to cultural contexts from which these forms emerge.

ART 280 Web Publishing 3 credits

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

ART 299 Special Project 1-3 credits

A Special Project allows the student to expand on work already completed in previous coursework. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student into original investigation of a defined problem within the discipline. Examples include theses and themed portfolios or exhibitions.

ART 300 Human Figure Drawing I 3 credits

This course consists of drawing the human figure from direct observation. This course will focus on anatomical structure, pictorial structure and the expressive capacity of the human form. Prerequisite: ART 110.

ART 301 Human Figure Drawing II 3 credits

Human Figure Drawing II allows for further skill development of drawing the human figure from direct observation. This course will focus on anatomical structure, pictorial structure, and the expressive capacity of the human form and will include the use of color media.

ART 304 Printmaking: Screen Printing 3 credits

This course will focus on planographic printmaking techniques including screen printing, plastic plate lithography, and digital imaging techniques. This course will emphasize combining traditional and digital imaging techniques. Students are expected to work towards a body of images unified by subject and form. Prerequisite: ART 110.

ART 313 20th Century Art 3 credits

Studies in the visual arts of the 20th century: topics in modernism, late modernism, postmodernism, and contemporary art will be covered. Particular attention will be given to cultural contexts from which these forms emerge. Prerequisites: ART 100, ART 112, ART 211, or ART 212.

ART 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. Final presentations require students to create individual portfolios of original work that meet professional standards. Students must provide their own cameras with HD video capability.

ART 323 Ceramics Mold Making 3 credits

Students will learn basic and advanced techniques in ceramic mold making. Students will learn how to make basic press molds, multi part slip molds plus more advanced techniques in firing and glazing work. Prerequisite: ART 222.

ART 325 Intermediate Sculpture 3 credits

An in depth study of different materials to create three-dimensional form. Students will gain access to a more in depth study of technical equipment and the ideation process as it pertains to the sculpted object

and installation. Students will learn more advanced techniques in metal, plastics, wood, and alternative materials. Prerequisite: ART 225.

ART 330 Watercolor/Water Media 3 credits
An exploration of the transparent watercolor medium and its materials and techniques. Prerequisite: ART 110.

ART 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. Prerequisite: At least one 100-level or 200-level art course.

ART 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 112, ART 211, or ART 212.

ART 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 work from initial thumbnails to full-size rough layouts to completed comprehensive presentations of several print and multimedia projects. Prerequisite: At least one 100-level or 200-level art course.

ART 355 Typography 3 credits
Essential experience in the craft of typography and type specification. Students develop a full understanding of the terminology used by typographers and learn to work with type intelligently and creatively. Research into the history of type design and exploration of the symbolism inherent in different typefaces and their relationship to other graphic elements. Students may not receive credit for both ART 251 and ART 355.

ART 372 Survey of American Art 3 credits
An introduction to understanding the art of our past so that we may better understand our culture of the present. Study includes the architecture, painting, sculpture and decorative arts from the colonial era to the present. Prerequisites: ART 100, ART 112, ART 211, or ART 212.

ART 375 Art and Material Culture 3 credits
This course explores three cultural case studies to understand the relationship between art, aesthetics, and material culture production. The case studies will be drawn from prehistoric, historic, and contemporary cultures to give a broad understanding of the way in which a culture's unique needs and environment shape the kinds of art objects it produces. Development of visual awareness, analytical thinking, connoisseurship, and theoretical foundations will be addressed.

ART 403 Internship 3 credits

ART 405 Advanced Printmaking 3 credits
This course is focused on concentrated study, usually in one print process area chosen by the student, with problems set by the instructor with a view toward idea and technique complexity. Prerequisite: ART 204 or ART 304.

ART 410 Advanced Drawing 3 credits
Specialized problems in drawing are presented in this course, designed to extend the range of each student's technical and expressive capability. Prerequisite: ART 110.

ART 412 Advanced Painting 3 credits
Intensive work in technical and conceptual development in oils is the focus of this course. Prerequisite: ART 202.

ART 423 Advanced Ceramics 3 credits
This course involves focused development of specific skills and concepts in ceramics. Prerequisites: ART 222 and ART 223.

ART 425 Advanced Sculpture 3 credits
Specialized problems in sculpture are studied in this course. Prerequisite: ART 325.

ART 430 Advanced Watercolor/Water Media 3 credits
A specialized study of techniques, problems and expression with water media. Prerequisite: ART 330.

ART 432 Digital Illustration 3 credits
This course emphasizes digital techniques used to create vector illustrations and enhance visual representation of information graphics, maps, and logos in an artistic context. Students create a portfolio of work that demonstrates competency of the Bezier tool, color matching, digital formats, conceptual thinking, and refinement of design. Prerequisite: At least one 100-level or 200-level art course.

ART 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. Prerequisite: At least one 100-level or 200-level art course.

ART 450 Special Topics 3 credits
Special Topics courses are studies of selected problems, periods or movements in the subject area not otherwise included in the curriculum. They are typically chosen from a faculty member's particular expertise and field of scholarly inquiry, and offered to a student or group of students forming an interest in the particular subject matter. The 250 designation denotes a General Education level of instruction and may include an appropriate General Education task to be completed. The 450 designation denotes a senior level degree of sophistication expected in both learning and instruction. A single course may be offered at both levels simultaneously, in which case the syllabus will clearly differentiate the course expectations and assessment measures for students enrolled at each of the two levels. A Special Topics course must be approved by the School of Liberal Arts Curriculum Committee before it is offered, and it must address one or more Major Outcomes within the discipline.

ART 470 Senior Seminar 3 credits
Readings, discussion, presentation and writing on historic and contemporary art that emphasizes analysis of the observed tendencies concerning materials, presentation and concept in the field of art and other related fields. Through this examination, students will complete a senior thesis paper that functions as a framework of their senior thesis exhibit.

ART 480 Senior Portfolio/Graphic Design 3 credits
This course emphasizes advanced web design techniques used to create innovative design solutions and interactivity in an artistic context. Students demonstrate an understanding of historical design styles and philosophies while employing professional standards. Final projects include traditional print and digital multimedia formats. Prerequisite: ART 432.

ART 490/491 Senior Thesis 1 credit each
For Art majors, senior thesis will be completed in two consecutive terms. Term one will consist of evaluation of student work as well as senior thesis documentation (one credit). Term two will consist of evaluation, revision, and editing of student work as well as the exhibition itself (1 credit.) Students majoring in Art Education will take one term of Senior Thesis (one credit) as a capstone course focusing on evaluation of student work and the preparation of documentation and portfolio.

ART 499 Special Project 1-3 credits

A Special Project allows the student to expand on work already completed in previous coursework. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student into original investigation of a defined problem within the discipline. Examples include theses and themed portfolios or exhibitions.

Athletic Training

AT 110 Emergency Care in Athletic Training 3 credits

This course provides the knowledge, skills and abilities for recognizing medical emergencies and appropriately implementing emergency action plans. Emphasis is placed upon CPR, AED splinting, spine boarding, and treatment for acute medical conditions of the physically active. Students who successfully complete the course will earn basic life support for healthcare providers certification.

AT 144 Foundations of Athletic Training 3 credits

This course introduces students to the role of the athletic trainer as a health care provider in a variety of contexts, including: injury and illness prevention, fundamentals of patient care, basing practice on best evidence, ethical decision making, communication, and cultural competence. Basic taping and bracing strategies will be covered.

AT 166 Care and Prevention of Athletic Injuries 2 credits

An overview of taping and care and prevention of athletic injuries.

AT 210 Clinical Skills in Athletic Training 1 credit

This course is intended to assess the knowledge of transfer students in taping and emergency care of athletic injuries. Students must have successfully completed a foundational athletic training course at another institution and provide proof of emergency cardiac care training to be enrolled in this course.

AT 221 Prevention and Health Promotion in Athletic Training 3 credits

This course introduces students to the basic principles of prevention and health promotion. This course includes a minimum of 45 hours of scheduled clinical experience at a clinical site under the supervision of an approved preceptor. Prerequisite: AT 144 or special permission by the Director of Athletic Training Education.

AT 232 Clinical Practice in Applied Anatomy 1 credit

This course provides the knowledge and skills for identifying and palpating structures of the human body. This course includes a minimum of 45 hours of scheduled clinical experience at a clinical site under the supervision of an approved preceptor. Prerequisite: AT 221.

AT 250 Special Topics in Athletic Training 1-3 credits

This course covers special topics not covered by current courses taught in the department. The particular topic is to be determined by the department according to the current need and interest. This course requires department chair approval.

AT 299 Special Projects in Athletic Training 1-3 credits

This course is designed to provide an opportunity to complete a special project related to a student's field of study that is beyond the scope of courses offered within the university. Proposals must include an overview or abstract of the study, indicate the anticipated learning outcomes of the project, the timeline for the study and the deliverables (paper, presentation, project, etc.) upon which the study will be evaluated. This course requires department chair approval.

AT 319 General Medical Conditions in the Physically Active 4 credits

This course will examine the evaluation, proper referral and management of general medical conditions and disabilities of athletes and other physically active individuals. Pharmacological principles in the treatment of injury, illness and disease of the athlete and physically active will be discussed. This course includes a minimum of 60 hours

of scheduled clinical experience at a clinical site under the supervision of an approved preceptor. Prerequisite: BIO 275.

AT 332 Clinical Evaluation - Lower Extremity 4 credits

This course focuses on the recognition and evaluation of athletic injuries and conditions occurring to the lower extremity and lower back. This course includes a minimum of 45 hours of scheduled clinical experience at a clinical site under the supervision of an approved preceptor. Prerequisite: BIO 275.

AT 333 Clinical Evaluation - Upper Extremity 4 credits

This course focuses on the recognition and evaluation of athletic injuries and conditions occurring to the upper extremity, head and neck. This course includes a minimum of 45 hours of scheduled clinical experience at a clinical site under the supervision of an approved preceptor. Prerequisite: AT 332.

AT 360 Clinical Practice in Psychosocial Strategies and Referral 1 credit

This course prepares the entry-level athletic trainer with competencies related to psychosocial intervention and referral of patients exhibiting mental, emotional and psychological behavioral problems/issues. Students will develop skills to assist them in the recognition, intervention, counseling and referral. This course includes a minimum of 760 hours of scheduled clinical experience at a clinical site under the supervision of an approved preceptor. Prerequisite: AT 319 or special permission by the Director of Athletic Training Education.

AT 403 Internship in Athletic Training 1-3 credits

A practical experience in the athletic training setting. Internship applications must include an overview of the intended experience, anticipated learning outcomes of the internship, the timeline for completing the internship, and any deliverables upon which the experience will be evaluated. This course requires department chair approval.

AT 408 Therapeutic Modalities 4 credits

This course covers the underlying theory, basis for selection and application of therapeutic modalities used in the treatment of athletic injuries. This course includes a minimum of 60 hours of scheduled clinical experience at a clinical site under the supervision of an approved preceptor. Prerequisite: AT 333 or special permission by the Director of Athletic Training Education.

AT 430 Healthcare Administration in Athletic Training 4 credits

This course provides the concepts to organize and administer an athletic training program for an entry-level athletic trainer. Topics include leadership theories, facility design, personnel management, legal issues, budget management, record keeping, and policy and procedure development. This course includes a minimum of 75 hours of scheduled clinical experience at a clinical site under the supervision of an approved preceptor. Prerequisite: AT 360 or special permission by the Director of Athletic Training Education.

AT 450 Special Topics in Athletic Training 1-3 credits

This course covers special topics not covered by current courses taught in the department. The particular topic is to be determined by the department according to the current need and interest. This course requires department chair approval.

AT 455 Therapeutic Rehabilitation 4 credits

This course covers the underlying theory, basis for selection and application of therapeutic exercise used in the treatment of athletic injuries. This course includes a minimum of 60 hours of scheduled clinical experience at a clinical site under the supervision of an approved preceptor. Prerequisite: AT 408 or special permission by the Director of Athletic Training Education.

AT 472 Evidence-Based Practice in Athletic Training 4 credits

This course provides a foundation for evidence-based practice for the entry-level athletic trainer. The student will learn how to implement the basic principles of evidence-based practice, access electronic databases, differentiate between research methodologies, and begin to critically analyze pertinent literature. This course includes a minimum of 75 hours of scheduled clinical experience at a clinical site under the supervision of an approved preceptor. Prerequisite: AT 463 or special permission by the Director of Athletic Training Education.

AT 480 Professional Development in Athletic Training 3 credits

This course focuses on the professional development issues specific to the profession of athletic training. Preparation for the BOC certification examination will be included. This course includes a minimum of 75 hours of scheduled clinical experience at a clinical site under the supervision of an approved preceptor. Prerequisite: AT 472 or special permission by the Director of Athletic Training Education.

AT 483 Clinical Practice in Exercise Prescription 1 credit

This course serves as a capstone course for the athletic training student. Students will utilize their knowledge from the athletic training curriculum to create a physical fitness plan for a specific individual. This course includes a minimum of 75 hours of scheduled clinical experience at a clinical site under the supervision of an approved preceptor. Prerequisite: AT 455 and HPER 302.

AT 499 Special Projects in Athletic Training 1-3 credits

This course is designed to provide an opportunity to complete a special project related to a student's field of study that is beyond the scope of courses offered within the university. Proposals must include an overview or abstract of the study, indicate the anticipated learning outcomes of the project, the timeline for the study and the deliverables (paper, presentation, project, etc.) upon which the study will be evaluated. This course requires department chair approval.

Biology

BIO 100 General Biological Science 3 credits

This course presents the basic concepts of biology; it is intended for non-science majors. Recommended to satisfy the general education requirement for science.

BIO 135 Principles of Biology I 4 credits

This course introduces students to fundamental concepts in biomolecular structure, cell biology, and genetics. This course is the first part of a two-course introductory biology sequence for majors in the biological sciences.

BIO 140 Principles of Biology II 4 credits

This course introduces students to fundamental concepts in evolution, systematics, and ecology. It will also introduce students to the diversity of life. This course is the second part of a two-course introductory biology sequence for majors in the biological sciences. Prerequisite: BIO 135.

BIO 165 Human Biology and Nutrition 3 credits

This course provides learners with a fundamental understanding of how the human body works at the molecular, cellular and organ levels, as well as with a practical knowledge of how important nutritional and dietary needs help to maintain healthy body function.

BIO 190 Introduction to Biological Evolution 3 credits

This course will introduce students to the theory of evolution by natural selection. Emphasis will be placed on examples of evolution observed in nature, in the lab and the breeding of domestic plants and animals. The course will also compare and contrast evolution with religious and philosophical perspectives.

BIO 201 Scientific Literature Skills 1 credit

This course introduces students to critical analysis of biological literature. Students will learn methods for carrying out scientific literature searches, reading biological literature and preparation of scientific writing. Additionally, the course will provide guidance for career preparation in the biological sciences. Prerequisites: ENG 101, Sophomore status. Same as CHEM 201.

BIO 210 Microbiology 4 credits

This course examines the basic structure, taxonomy, growth, genetics and control of microorganisms, with emphasis on pathogenic species. The course concentrates on bacteria; however, fungi, protists, helminths and viruses also are discussed. The laboratory emphasizes aseptic technique, as well as common staining and biochemical testing procedures used in the identification of bacterial species. Prerequisite: BIO 135. Recommended: CHEM 151.

BIO 215 Local Field Science 3 credits

This course is designed as an exploration of biological, physical and plant sciences of the local area.

BIO 220 Zoology 4 credits

This course surveys the animal phyla. The emphasis is on evolution and systematics, anatomy and physiology, as well as animal development. Prerequisite: BIO 135.

BIO 223 Plant Propagation 3 credits

This course covers the theory and practice of economically reproducing plant materials, both sexually and asexually. Emphasis is placed on seed production, rooted cuttings, grafting, layering and tissue culture techniques. Prerequisite: BIO 135.

BIO 230 Invertebrate Zoology 4 credits

This course examines the taxonomy, anatomy, physiology, ecology and evolutionary biology of invertebrate animals. Prerequisite: BIO 140 or BIO 220.

BIO 231 General Botany 4 credits

This course surveys the phyla of photosynthetic organisms, as well as of some fungi. The emphasis is on angiosperm plant anatomy and development, as well as on organismal diversity and reproductive cycles. Prerequisite: BIO 135.

BIO 250 Special Topics 3-4 credits

BIO 268 Introduction to Human Anatomy and Physiology 4 credits

This course provides an introduction to the structure and function of the human body. Prerequisite: BIO 135.

BIO 270 Human Anatomy and Physiology I 4 credits

This course examines the relationships between the structure and function of the human body. Topics covered include cells, tissues, integument, skeletal system, muscular system, nervous system and sensory organs. This course is the first part of a two-course sequence in anatomy and physiology. Prerequisite: BIO 135.

BIO 275 Human Anatomy and Physiology II 4 credits

This course covers the structure and function of the endocrine system, circulatory system, respiratory system, digestive system, urinary system and reproductive systems. This course is the second part of a two-course sequence in anatomy and physiology. Prerequisite: BIO 270.

BIO 280 Plants of Iowa 4 credits

This course surveys the common plant species currently found in Iowa's natural areas. Emphasis will be placed on recognizing both native and introduced angiosperm species in woodlands, prairies, and wetland areas. Fieldwork will be required. Prerequisite: BIO 140 or BIO 231.

BIO 283 General Genetics 4 credits

This course presents fundamental principles of classical genetics as well as an introduction to modern molecular genetics; emphasis will be placed on Mendelian genetics, linkage, gene expression and regulation, and mutation. The laboratory will emphasize the use of statistics and probability to generate and test genetic hypotheses, as well as provide an introduction to molecular genetic techniques and tools. Prerequisite: BIO 135.

BIO 295 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 terms (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 299 Special Project 1-3 credits

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 315 Ichthyology 4 credits

This course examines the taxonomy, anatomy, physiology, ecology and evolutionary biology of fish. The laboratory emphasizes identification of fish native to Iowa. Prerequisite: BIO 140 or BIO 220.

BIO 323 Plant Nutrition 3 credits

This course provides an in-depth understanding of the nutritional requirements of plants and the diagnosis of plant nutritional deficiencies and toxicities. The course will concentrate on the essential elements and their physiological role in plant growth and development. Soil nutrient availability, nutrient uptake and nutrient assimilation also will be discussed. Prerequisite: BIO 140 or BIO 231. Recommended: CHEM 115 or CHEM 151.

BIO 325 Plant Physiology 4 credits

This course examines functions that impact plant growth and development. Emphasis is placed on water relations, basic mineral nutrition, transport phenomena, photosynthesis, and hormone action. Prerequisite: BIO 140 or BIO 231. Recommended: CHEM 151.

BIO 330 Vertebrate Histology 4 credits

This course provides an extensive study of the structure and organization of vertebrate tissues. Emphasis is placed on the relationships between the structure and function of these tissues. The laboratory stresses identification of cell and tissue types. Prerequisite: BIO 140 or BIO 220.

BIO 335 Ecology 4 credits

This course examines the relationships between organisms and their environment, with practical applications to field biology. The course includes units that utilize techniques of ecological analysis. Prerequisite: BIO 140 or BIO 220 or BIO 231.

BIO 340 Evolution 3 credits

This course provides a detailed study of the theories and processes of biological evolution. Prerequisites: BIO 283 and one of the following: BIO 140 or BIO 220 or BIO 231.

BIO 352 Parasitology 4 credits

This course provides a detailed study of parasites, with emphasis on those infecting humans and domestic animals. The course covers life cycles, disease syndromes and host-parasite interactions. The laboratory emphasizes the identification of animal parasites. Prerequisite: BIO 140 or BIO 220.

BIO 365 Conservation Biology 3 credits

This course provides a comprehensive examination of the biological, societal, ethical, economic, and political basis of modern conservation. This course is not only about discussing conservation problems, but also about applying quantitative methods in a rigorous scientific manner to identify solutions to these problems. Prerequisite: BIO 335.

BIO 370 Pathophysiology 3 credits

This course involves the study of the abnormal functioning of diseased organs with application to medical procedures and patient care. This course examines the etiology, symptoms, pathogenesis, diagnosis and therapy of disease. Prerequisite: BIO 140 or BIO 220 or BIO 268 or BIO 270.

BIO 371 Pathophysiology Lab 1 credit

This course involves the microscopic study of diseased tissue, including preparation of sample tissue. Corequisite: BIO 370.

BIO 375 Immunology 3 credits

This course covers humoral and cellular immunity. The topics include but are not limited to antibodies, membrane receptors for antigen, regulation of the immune response, and antigen-antibody interactions. Topics in applied immunology include hypersensitivity, tumor immunity, autoimmunity, transplant rejection and immunological tests. Prerequisite: BIO 283.

BIO 381 Cell and Molecular Biology 3 credits

This course provides an in-depth overview of the living cell and highlights the molecular and biochemical aspects impacting cell structure and function. Emphasis is placed on the structure and function of various cellular organelles and membranes, along with their roles in metabolism, transport, and cell communication. Prerequisite: BIO 283. Recommended: CHEM 151.

BIO 385 Ornithology 4 credits

This course introduces students to avian evolution, flight, anatomy, physiology, ecology, and conservation. In addition, students will 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 "C" or higher) of both BIO 283 and 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 faculty member in the Division of Science and Mathematics. 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 283 and BIO 381.

BIO 428 Plant Pathology 4 credits

This course provides an in-depth overview of the principles underlying plant disease, including causes of disease, as well as the mechanisms of dissemination, pathogenicity, and control of disease. The course also will cover the disease cycle, the physiological effects of disease and the methods of plant defense against disease. Prerequisites: BIO 140 or BIO 231.

BIO 430 Wildlife Management 4 credits

Wildlife management can range from protecting and conserving endangered species, to increasing the number of trophy game species, to controlling pest species. In this course we will discuss how the understanding of wildlife ecology, history, policy, public wants, and math help shape the decisions a wildlife manager makes in the real world. Prerequisites: BIO 335 and MATH 105 or MATH 107.

BIO 435 Fisheries Management 3 credits

This course examines the philosophy of managing fish populations and introduces students to techniques used to manage various species and the ecosystems they inhabit. Prerequisites: BIO 335 and MATH 105 or MATH 107.

BIO 442 Readings on Evolution 2 credits

This course provides a perspective on how scientists view evolutionary theory today by reading and discussing recently published books on the subject. Prerequisite: BIO 340.

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. Same as FORS 470. Prerequisite: FORS 345 or a 300-level biology laboratory course.

BIO 480 Stream Ecology 4 credits

Stream ecology involves the study of streams, rivers and their watersheds. This course examines the physical environment of streams, the organisms occupying streams, and the interactions between these organisms and their environment. Prerequisite: BIO 335. Corequisite: GEOG 358.

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 faculty member in the School of Science and Mathematics. This will include a paper reviewed by the student's project advisor and an oral presentation presented to the School of Science and Mathematics faculty. Prerequisite: Senior status.

BIO 498 Thesis Research II 2 credits

Students will complete an independent project under the supervision of a faculty member in the School of Science and Mathematics. This will include a paper reviewed by the student's project advisor and an oral presentation presented to the School of Science and Mathematics faculty. This course is the second part of a two-course capstone experience for several majors in the natural sciences. Prerequisite: BIO 398.

Business

BA 160 Microeconomic Principles 3 credits

This course explores consumer choice and producer behavior, price theory, monopoly/oligopoly and competitive market structures, production costs, labor and wages. Prerequisite: MATH 105 or above.

BA 161 Macroeconomic Principles 3 credits

A look at unemployment and inflation, fiscal and monetary policies, GDP, poverty and income distribution, exchange rates and international trade. Prerequisite: BA 160.

BA 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.

BA 202 Accounting Principles II 3 credits

A continuation of BA 201, with emphasis on accounting for the liabilities, owners' equity and related revenues and expenses reported in financial statements of a business organization; and preparation and analysis of financial statements and an introduction to managerial accounting including product costing using job orders and process costing systems and cost-volume-profit relationships. Prerequisite: BA 201.

BA 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.

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. Prerequisites: BA 210 and MIS 101 or CS 102.

BA 225 Business Ethics 3 credits

A course that seeks to recognize the distinctive set of problems encountered in the work environment, to study contrasting theories currently being used to make ethical decisions, and to apply those theories through examples and case studies.

BA 227 Services Marketing 3 credits

This course will build upon knowledge of basic marketing and apply marketing theory to the service industry in the United States. Through required reading, lecture materials and individual research, each student will understand the strategy and practice of marketing services. Prerequisite: BA 208.

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 term in which it is offered.

BA 281 American Economic History 3 credits

A study of major landmarks in the growth and development of the American economy; the evolution of agriculture, industry, transportation and finance; the influence of government and international determinants. **Note:** Same as HIST 281.

BA 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.

BA 302 Business Law I 3 credits

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.

BA 303 Business Law II 3 credits

A survey of particular fields of law relevant to business operations; agency, partnerships, corporations; sales, commercial transactions, and bankruptcy; antitrust law; employment law; consumer protection. Prerequisite: BA 302 recommended.

BA 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. Prerequisite: BA 161.

BA 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: BA 208 and BA 210.

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 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: BA 202.

BA 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: BA 321.

BA 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: BA 202.

BA 324 Federal Taxation II 3 credits

A continuation of BA 323, with emphasis on income tax law applicable to corporations, partnerships and fiduciaries; and transfer (gift and estate) taxes. Prerequisite: BA 323.

BA 325 New Venture Creation 3 credits

This course focuses on the process of creating a startup, from the recognition of an opportunity to the launch of the business. It is designed to help students learn how to do the pre-launch activities necessary to start a business and secure its first customer. Prerequisites: BA 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: BA 160 and BA 210.

BA 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: BA 208 and Junior status.

BA 341 Corporate Financial Management 3 credits

An introduction to corporate financial management. Topics include financial statement analysis, time value of money, risk and return, bond valuation, stock valuation, capital budgeting and the capital asset pricing model. Prerequisites: BA 161 and BA 202 or permission of instructor.

BA 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: BA 341.

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 355 Retailing 3 credits

This course is an introduction to retail marketing institutions and their operations. Stress is placed on a consumer orientation to facility location decisions, buying, pricing, staffing, promotion and management. Prerequisites: BA 208 and BA 210.

BA 356 Quantitative Decisions in Business 3 credits

This course is designed for business students who have a good foundation in pre-calculus mathematics, algebra, and elementary statistics. Topics will include an introduction to business quantitative methodology, decision making and planning under conditions of uncertainty, resource allocation, distribution and scheduling, inventory management, and business simulation. This course will be case-driven as part of the learning process. Prerequisites: MIS 101 or CS 102 and MATH 220.

- BA 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: BA 208. Recommended for all majors: BA 208 and PSY 190 or SOC 110.
- 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 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: BA 208 suggested, but not required for non-marketing majors.
- BA 365 Leadership Theory 3 credits**
 This course examines and contrasts process theories, relationship theories, and management theories of leadership. Various definitions of leadership and their underlying implications for application and research will be investigated. The role of the leader will be examined in relation to the various leadership theories and definitions. Prerequisite: BA 210 and BA 361.
- BA 367 Cross-Cultural Leadership 3 credits**
 Provides insight into the impact of culture on concepts of leadership, values, expectations, and patterns of communication. Examines how sensitivity to cultural differences can contribute to leadership effectiveness and explores strategies for effectively communicating and negotiating with individuals from other cultures. 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 Communications 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 380 Marketing Management 3 credits**
 This course focuses on strategy, concepts, and techniques involving the marketing function in organizations, with emphasis on marketing planning and decision making. Prerequisite: BA 358.
- 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. **Note:** Normally, credit will be allowed in only one internship in business.
- 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 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: BA 208.
- BA 415 Cross-Cultural Negotiation 3 credits**
 Students will learn how to assess a culture to determine underlying assumptions regarding: social interaction, economic interests, legal requirements, and political realities. Students will then understand how these, in turn, affect expectations, outcomes, behavior, thoughts, and priorities. The course emphasizes negotiating deals, resolving disputes or making decisions in a multicultural environment. Prerequisites: BA 317 and BA 367.
- BA 421 Managerial Cost Accounting 3 credits**
 A study of cost concepts and application related to the use of cost information by internal managers for purposes of planning, control, evaluation and decision making. Prerequisite: BA 202.
- BA 422 Product Cost Accounting 3 credits**
 A survey of the principles and practices of accounting for and accumulation of costs to manufacture products, with emphasis on job-order and process cost systems; methods of overhead cost distribution, standard cost systems, and departmentalization for cost control. Prerequisite: BA 202.
- BA 423 Production and Operations Management 3 credits**
 Production and operations management is designed to provide students with an in-depth look at the components of organizational operations and how they are managed. Successful management incorporates theories and practices that apply to a variety of operational areas involving factory and service operations, inventory management, quality management, capacity planning, supply chain management, aggregate planning, and project management. Elements of shop floor control, status reporting systems, facilities design, cost estimating, inventory control, procurement, quality assurance, forecasting, labor loading, scheduling, and productivity measurement will be explored. Important tools of production and operations management that will

be covered include Theory of Constraints, MRP, MRPII, CAD/CAM, CIM, JIT, SPC, and TQM. Prerequisites: BA 210 and MATH 220.

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

BA 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 BA 322.

BA 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: BA 322.

BA 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: BA 202 or substantial experience in accounting is recommended.

BA 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: BA 341.

BA 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 160, BA 161, BA 325, and BA 341.

BA 445 Contemporary Topics in Management 3 credits

This course description may change each term 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 term in which it is offered.

BA 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.

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.

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 459 Contemporary Topics in Marketing 3 credits

This course description may change each term it is offered to cover the most contemporary marketing issues.

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 463 International Finance 3 credits

Multinational business, international monetary system, bases for world trade, development of less-developed countries, foreign investment; emphasis on distinctions between international and domestic business operations. Prerequisite: BA 341.

BA 474 Organizational Behavior 3 credits

This course encourages students to describe and analyze the way that people behave in organizations by applying theories of organizational behavior. The course consists of a balance among theory and application. **Note:** Same as PSY 474. Prerequisites: PSY 190 or SOC 110.

BA 480 Seminar in Finance 3 credits

Designed as the capstone course for the Financial Management major. The course will apply the concepts and tools learned in the Financial Management major to address current topics in the areas of investments, financial institutions and corporate financial decisions. Prerequisites: BA 310, BA 442, and BA 343.

BA 488 Economics of International Business 3 credits

Understanding of the global economy and an awareness of the political, historical, and social environment in which international business operates. Prerequisites: BA 161 and BA 208.

BA 499 Special Project 3 credits

This course is designed to provide an opportunity to complete a special project related to a student's field of study that is beyond the scope of courses offered. Proposals must include an overview or abstract of the study, indicate the anticipated learning outcomes of the project, the timeline of the study, and the deliverables (paper, presentation, project, etc.) upon which the study will be evaluated.

MBA 491 Fundamentals of Accounting and Finance 3 credits

This course provides an introduction to financial concepts and principles for students required to take the foundational requirements in accounting and finance. The course provides learners with an overview of the acquisition, analysis, and reporting of accounting information from the perspective of effective management decision-making in a global business environment. Attention is also given to the role of the financial system in the economy, the fundamentals of investment analysis, and the financial decisions of business firms as

related to capital budgeting, capital structure, and responsibility in the conduct of business financial operations. Grade of C- or better required. Prerequisite: Graduate Standing.

MBA 492 Fundamentals of Management and Leadership 3 credits

This course provides an introduction to fundamental concepts of management. This course is offered for the students required to take the foundational requirement in management with emphasis placed on the applications of management theories and concepts to practical problems in the global marketplace. Grade of C- or better required. Prerequisite: Graduate Standing.

MBA 493 Economics for Managers 3 credits

This course covers the fundamental concepts of principles of economics and integrates them in the context of managerial decision making in a global marketplace. Micro and macro principles are incorporated through real world examples of theory and policy and how they influence the decisions of managers as they struggle to operate efficiently and profitably. Grade of C- or better required. Prerequisite: Graduate Standing.

Chemistry

CHEM 115 Environmental Chemistry 3 credits

This course includes a brief survey of basic chemical concepts, followed by coverage of atmospheric, soil and water chemistry. Topics emphasized include pollution, hazardous wastes, global warming, and ozone depletion.

CHEM 140 Chemistry for Everyday Life 3 credits

This course offers an introduction to chemical concepts through the examination of real life processes. Everyday items of interest are explored to determine their underlying chemical principles. Students will gain an appreciation for chemistry in their daily lives and will be better equipped as citizens to formulate opinions and make decisions about items of scientific interest. Non-laboratory.

CHEM 141 Chemistry for Everyday Life Laboratory 1 credit

This course correlates with CHEM 140 by giving students hands-on experience with many of the laboratory techniques used to analyze the compounds discussed in CHEM 140. Co-Requisite: CHEM 140.

CHEM 151 General Chemistry I 4 credits

This course introduces students to fundamental concepts in chemistry by taking an atoms first approach. Atomic structure is introduced early and is used as the basis for discussion of periodic trends of the elements, compounds and bonding, and chemical reactions. Laboratory experiments correlate with lecture material. Recommended: MATH 105 or a strong high school math background.

CHEM 152 General Chemistry II 4 credits

This course is a continuation of the atoms first approach begun in CHEM 151. Emphasis is placed on thermochemistry, gases, solutions, thermodynamics, equilibrium, acids and bases, and kinetics. Prerequisite: CHEM 151.

CHEM 201 Scientific Literature Skills 1 credit

Same as BIO 201.

CHEM 220 Qualitative Analysis 4 credits

This course teaches the application of equilibrium, solubility, neutralization, oxidation-reduction, complexation, and acid-base theories to quantitative chemical analysis. The application of chromatography and spectrophotometry to quantitative determinations is also investigated. The laboratory emphasizes gravimetric, volumetric, chromatographic, and spectrophotometric methods of analysis. Prerequisite: CHEM 152.

CHEM 250 Special Topics 3-4 credits

CHEM 251 Organic Chemistry I 4 credits

A course covering structure and reactivity of alkanes, alkenes, alkynes, and alkyl halides with an emphasis on mechanisms and stereochemistry. Laboratory emphasizes basic procedures and techniques. Prerequisite: CHEM 152 or consent of the instructor.

CHEM 252 Organic Chemistry II 4 credits

A continuation of CHEM 251, with emphasis on the chemistry of various functional groups; also provides an introduction to aromaticity and organic spectroscopic techniques. Laboratory correlates with lecture material and emphasizes methods of qualitative organic analysis. Prerequisite: CHEM 251.

CHEM 299 Special Project 1-3 credits

CHEM 301 Physical Chemistry I 3 credits

A study of basic chemical thermodynamics, chemical kinetics, and equilibrium. Lecture concepts will be applied to solids, liquids, and gases and to chemical reactions occurring in the gas phase and in solutions. Prerequisites: CHEM 252, PHY 113, and MATH 210.

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 210.

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 361 Inorganic Chemistry 3 credits

A consideration of periodicity, atomic structure and chemical bonding of main group elements and transition metals. Topics include acid-base theory, solvent theory, point groups, coordination chemistry, organometallic chemistry, the eighteen electron rule and bioinorganic chemistry. Prerequisite: CHEM 252.

CHEM 370 Chemical Instrumentation 2 credits

This course targets several basic instruments common to modern chemistry laboratories with a heavy emphasis on the theory underlying each analytical technique. Students will gain practical experience in atomic absorption spectroscopy, ultraviolet/visible spectroscopy, nuclear magnetic resonance spectroscopy and gas chromatography. Students will also study infrared spectroscopy, mass spectrometry and Fourier Transform methods for handling data. Prerequisite: CHEM 252.

CHEM 391 Chemistry Research I 2 credits

A course emphasizing the development of a written proposal for research on a selected project in chemistry. Literature search techniques and the proposal format are covered with the aim of undertaking a thorough review of the chemical literature in the preparation of the research proposal. Prerequisite: Junior standing and consent of the instructor.

CHEM 401 Organometallics 3 credits

This course is a survey of the fundamental aspects of organometallic chemistry. Topics include structure and bonding, synthesis and reactions of main group and transition metal organometallics. Applications of organometallics to organic synthesis and homogeneous catalysis will also be discussed. Whenever possible, reactivity patterns will be organized according to general periodic trends. Prerequisite: CHEM 361.

CHEM 410 Advanced Organic Chemistry 3 credits

This course covers, at an advanced level, topics not considered in either CHEM 251 or CHEM 252. It also expands upon some topics covered in both CHEM 251 and CHEM 252. The emphasis is on modern synthetic chemistry and applications to chemical systems of interest. Prerequisite: CHEM 252.

CHEM 431 Heterocyclic Chemistry 3 credits

This course covers the chemistry of both aromatic and non-aromatic heterocyclic compounds. Topics include the synthesis, reactions, and properties of three- to seven-membered cyclic compounds containing one or more heteroatoms. The nomenclature of heteroatomic ring systems will also be introduced. Prerequisite: CHEM 252.

CHEM 450 Special Topics 3 credits

CHEM 471 Molecular Spectroscopy 3 credits

An in-depth study of modern techniques in molecular spectroscopy. Topics will include mass spectrometry, raman spectroscopy, infrared spectroscopy and several methods in nuclear magnetic resonance spectroscopy, including multinuclear and multidimensional techniques. Prerequisites: CHEM 252.

CHEM 491 Chemistry Research II 2 credits

A continuation of CHEM 391 in which the proposed chemical research is carried out in the laboratory. A written report will be prepared and an oral presentation will be given at the conclusion of the project. Prerequisite: CHEM 391.

CHEM 499 Special Project 1-3 credits

Communication

COMM 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.

COMM 141-144, 241-244, 341-344, 441-444 - Journalism Workshop 1 credit each

Practical guided workshop in the preparation, design and production of printed media. Students produce the campus newspaper or they may be assigned to other campus publications. Note: A maximum of eight credits may be earned for this workshop.

COMM 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, 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 227 News Editing 3 credits

Students learn to identify and evaluate various styles of writing and practice professional conventions of copy editing for print and digital media.

COMM 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.

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 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 307 Business and Professional Communication 3 credits

Oral and written communication skills for those involved in professional and business settings. Includes resume, cover letter, and memo

writing; interpersonal and group applications; interviewing and professional presentations. Prerequisites: COMM 105 .

COMM 308 Sports Writing and Reporting 3 credits

This course provides a brief exploration of the history of sports journalism – print and broadcast – and on the state of these fields today, including the role of sports communication in contemporary cultures and social media. Using AP style, students learn to write for sports news, features, editorials, blogs, and social media, resulting in a course portfolio. Also included is writing for deadlines, mastering sports stats for news articles, and the role of ethics in sports journalism.

COMM 310 Feature Writing 3 credits

This course provides instruction in feature writing and the various techniques for in-depth reporting. Students practice developing ideas, targeting stories for specific audiences, reporting with description and narration provided by research, interviewing and observation. Students complete individual portfolios of original work that meet professional standards. Prerequisite: COMM 227.

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 227.

COMM 352 Rhetoric and Public Culture 3 credits

This course traces the development of rhetorical theory from its origins in Classical Greece. By investigating how rhetoric and persuasion were viewed in the context of law, politics, display, language, and knowledge, it provides a wide context to understand the relationship between rhetoric and civilization. This understanding is not valuable for its own sake; however, it is valuable only to the extent that it applies to modern problems. Hence, classical theories will be used to interpret modern artifacts and students will learn to see the continuities between classical rhetoric and contemporary public life. Prerequisite: COMM 105.

COMM 390 Research Methods in Communication 3 credits

Provides an overview of the concepts, methods, and tools by which communication research is designed, conducted, interpreted, and critically evaluated. Course content focuses on the analysis of various communication theories, sources, styles of writing, and adaptation of messages and writing styles suitable in professional research contexts or media. Prerequisites: COMM 105 and Junior Standing.

COMM 403 Internship 1-3 credits

Designed for advanced students, this course gives intensive work experience in commercial art, public relations and/or journalism. Prerequisite: Consent of the instructor.

COMM 415 Communication and Media Ethics 3 credits

Freedoms and responsibilities of mass media practitioners and institutions, explored within the framework of ethical theory. Consideration of values, codes of ethics, moral development, professionalism, institutional constraints, etc. as applied to media. Prerequisites: Junior Standing.

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 Liberal Arts Curriculum Committee before it is offered, and it must

address one or more Major Outcomes within the discipline.

COMM 498 Senior Seminar 3 credits

Senior Seminar provides in-depth study and research on individually selected topics. The seminar and students' research projects build upon work begun in COMM 390 Research Methods in Communication. Prerequisite: COMM 390.

COMM 499 Special Project 1-3 credits

A Special Project allows the student to expand on work already completed in previous coursework. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student into original investigation of a defined problem within the discipline. Examples include theses and themed portfolios or exhibitions.

Computer Science

CS 102 Introduction to Computer Applications and Techniques 3 credits

This course is an introduction into the computer applications and technology and their social implications. The course covers popular applications for personal and business use, including: Office Suite, image, audio, web, backup and security applications. The course also covers the foundational technologies enabling these applications, including: hardware, software, and communications devices. This course meets the general education requirement in computer skills.

CS 122 IT Infrastructure 4 credits

This course is an introduction to IT infrastructure for students with majors in the Organizational Information Systems and Technology Program (OISTP). The course covers systems architecture and communication networks with an overall focus on the services and capabilities that IT infrastructure solutions provide in an organizational context. The course also covers the operational concerns with security, budgets and the environment. Prerequisite: CS 102

CS 130 Foundations of Information Systems 3 credits

This course is an introduction to contemporary information systems and how these systems are used throughout various organizations. The focus of this course will be on the key components of information systems - people, software, hardware, data, and communication technologies, and how these components can be integrated and managed to create competitive advantage. This course also provides an introduction to systems and development concepts, technology acquisition, and various types of application software that have become prevalent or are emerging in modern organizations and society. Prerequisite: CS 102.

CS 140 Introduction to Programming 4 credits

This course is an introduction to the fundamental concepts of procedural programming. The course provides the evolution of programming and the role of different programming paradigms. The course will also provide the basics of problem decomposition, design of programmatic solutions and implementation of the code to automate the solutions. Course topics include data types, control structures, functions, arrays, 10, and the mechanics of running, testing, and debugging programs. Prerequisite: CS 122 or MATH 120.

CS 205 Computer Architecture 4 credits

This course is an introduction to the organization and architecture of modern computer systems. The course covers the basics of representing data and logical manipulation of data in digital, including Boolean algebra, logic gates and logic circuits. The course covers the standard von Neumann model to more recent architectural concepts including the fundamental components of the CPU, memory, and internal and external communication devices. Prerequisite: CS 122.

CS 212 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. Prerequisite: CS 140 and CS 205.

CS 332 Databases and Information Management 3 credits
This course is an introduction to the core concepts in data and information management. The course covers identifying organizational information requirements, conceptual data modeling techniques, relational data models, normalization techniques, SQL usage, basic database administration tasks, data quality, and implementing, utilizing and securing relational databases using an industrial-strength database management system. Prerequisite: CS 212 or BA 222.

CS 342 Human Computer Interaction 3 credits
This course is an introduction to the understanding and promotes advocacy of the user in the development of IT applications and systems. The course develops a mind-set that recognizes the importance of users and organizational contexts and introduces user-centered methodologies for the development, evaluation, and deployment of IT applications and systems. The student develops knowledge of HCI topics including: user and task analysis, human factors, ergonomics, accessibility standards, and cognitive psychology. Prerequisite: Junior status.

CS 400 Project Management and Integration 4 credits
This course is an introduction to project planning, cost estimation, scheduling and project management. The course covers software process standards, process implementation, software development, configuration management, productivity metrics, analysis of options and risk assessment. The course also covers the importance of planning for change, management of expectations, the importance of software contracts and intellectual property. The course uses case studies of real Industrial projects to introduce the student to problems that may be encountered in their career. Prerequisite: IS 320 or IT 320.

CS 480 Senior Capstone I 1 credit
In this course the student develops a project plan for a significant software system employing knowledge gained from courses throughout their major. The course demonstrates the ability for the student to develop a project plan which includes: the development of requirements, design of the product, implementation schedule, and quality assurance metrics. Success of the project is determined in large part by whether students have adequately solved their customer's problem to be implemented in Capstone II. Prerequisite: CS 400.

CS 481 Senior Capstone II 1 credit
In this course the student implements the outcomes of the project plan developed in Capstone I by employing knowledge gained from courses throughout their major. The course demonstrates the ability for the student to implement the details of the plan provided by Capstone I. Success of the project is determined in large part by whether students have adequately solved their customer's problem. Prerequisite: CS 480.

Criminal Justice

CJ 224 Introduction to Criminal Justice 3 credits
History of the development of the criminal justice system in America. The everyday practices in this subsystem and the articulation amongst policing, judicial and correctional institutions. Same as SOC 224. Prerequisite: SOC 110.

CJ 237 Criminal Law 3 credits
Surveys the historical development of criminal law in America. Analysis of the effects of English common law, a federal structure, court decisions, legislated codes, historical events and social changes. Same as SOC 237. Prerequisite: SOC 110.

CJ 315 Juvenile Justice 3 credits
Development and operation of juvenile courts, treatment and rehabilitation strategies, diversion strategies. Same as SOC 315. Prerequisite: SOC 110.

CJ 321 Juvenile Delinquency 3 credits
Juvenile gangs; causes and consequences of delinquency; prevention, treatment and control of delinquency. Same as SOC 321. 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. Same as SOC 333. Prerequisite: SOC 110.

CJ 337 Victimology 3 credits
Development and operation of policies and programs for the victims of crime, victim compensation schemes from colonial to modern times, victim/offender confrontation programs. Same as SOC 337. Prerequisite: SOC 110.

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. Same as SOC 362. Prerequisite: SOC 110.

CJ 365 Sociology of 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. Same as SOC 365. Prerequisite: SOC 110.

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. Same as SOC 367. Prerequisite: SOC 110.

CJ 380 Corrections and Punishment 3 credits
The history of corrections in American society, corrections and punishment in contemporary America, alternatives to institutional treatment. Same as SOC 380. Prerequisite: SOC 110.

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. Same as SOC 398. Prerequisite: SOC 110.

CJ 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.

Early Childhood Education

ECE 234 Field Experience: Infant/Toddler 1 credit
This experience is used with the prekindergarten-grade 3 major/endorsement. This course requires a minimum of 20 clock hours at the infant/toddler level. Prerequisites: EDU 110 and admittance to the Teacher Education Program. Taken in conjunction with a methods course.

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

ECE 438 Student Teaching Birth-Prekindergarten 3 credits

ECE 451 Introduction to Early Childhood 3 credits

Pre-service educators will learn the historical, philosophical and social issues of early childhood education in both theory and practical application. Characteristics of play and creativity will be integrated with classroom organization in order to learn how to create positive learning environments for a range of infants through elementary age students based on child development theory. Pre-service educators will learn classroom organization and physical settings to create positive learning environments based on child development theory and early childhood guidance techniques. Assessment of early childhood programs will be emphasized. Fieldwork is required for this course. Prerequisite: EDU 110.

ECE 455 Methods and Curriculum of Early Childhood 2 credits

Current methods, development and organization of developmentally appropriate curriculum and methodology to integrate multicultural and nonsexist content in language, mathematics, social studies, health, safety, nutrition, visual and expressive arts, social skills and higher-order thinking skills for infants and toddlers and pre-primary and primary age children. Pre-service educators will learn classroom organization, integration of centers, and physical settings to create positive learning environments. Prerequisites: EDU 110, ECE 451, and admittance into the Teacher Education Program.

ECE 456 Administration and Supervision of Early Childhood 2 credits

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

ECE 488 Student Teaching Birth-Prekindergarten 7 credits

ECE 496 Student Teaching PreKindergarten-Kindergarten 7 credits

ECE 498 Student Teaching Kindergarten-Grade Three 7 credits

Earth Science

ES 100 Introduction to Geology 3 credits

Students will explore the Earth's structure and composition, and the geologic processes acting on and within our planet. Topics covered include: geologic time; historical geology; formation of minerals, rocks and fossils; plate tectonics; volcanism; mountain building; earthquakes; and surface processes such as erosion.

ES 114 Conservation of Natural Resources 3 credits

This course introduces students to the principles of natural resource occurrence and use, and covers conservation issues and strategies from an earth systems perspective.

ES 117 Natural Disasters 3 credits

Humans often find themselves directly in the path of natural processes and the natural evolution of landscapes. The course covers a variety of natural hazards and related disasters including flooding, volcanoes, landslides, earthquakes, hurricanes, and tsunamis. These phenomena are studied in the context of geology and earth-system processes contributing to and controlling them, strategies and systems for managing risk, and impacts on societies worldwide.

ES 121 Dinosaurs 3 credits

Dinosaur paleontology incorporates concepts from geology and biology and integrates aspects of chemistry, physics and mathematics to explain and understand these magnificent animals, the environments in which they lived, and the processes that have shaped our dynamic Earth. Students learn how to apply the scientific method in learning about dinosaurs from their fossil remains.

ES 161 Introduction to Environmental Science 3 credits

The Earth is a dynamic system that supports all life. The flow of energy and cycling of matter through the geosphere, atmosphere, hydrosphere, and biosphere provide us with air, water and food, and with resources to support economic development. Environmental problems such as air and water pollution, soil degradation and erosion, and loss of biodiversity threaten our ability to sustain the growing human population. This course develops scientific understanding of Earth systems, examines the impacts of human activities, and describes the role of scientific knowledge and research in meeting environmental and resource challenges.

ES 175 Earth Systems Laboratory 1 credit

Students learn and practice inquiry and geoscience techniques in field settings and in the laboratory, enhancing their understanding of fundamental earth systems science principles and concepts learned in ES 100 or ES 161. Co- or prerequisite: ES 100 or ES 161.

ES 220 Soil and Water Conservation 3 credits

Development of Earth's natural resources can threaten soils and the quality of air and water. This course introduces students to principles of conservation and stewardship and exposes them to the ways in which scientific knowledge and research contribute to sustainable management of soil, water and air resources.

ES 251 Extinctions 3 credits

Life has persisted on Earth for billions of years, despite a number of globally significant mass extinction events. Fossils provide the evidence necessary to understand the causes and effects of these events, as well as the ecosystem recovery and evolutionary radiation that may follow them. In this course, one or more of the most significant extinction events in the history of life will be explored in depth. Concepts and methods in paleontology will be covered, along with an overview of the history of life on Earth.

ES 295 Field Studies in Geosciences 1-3 credits

Students will participate in a scientific field trip to observe and investigate a notable locality, and learn or reinforce principles and concepts in the geosciences. They will use scientific methodologies to study the area before and during the trip, and to document their findings. Following the trip, they will report their results, interpretations and conclusions.

ES 316 Geomorphology 4 credits

This course focuses on the study of landforms and their relationship to underlying geologic structure and lithology. Topics include weathering, soil formation, erosion, sediment production, and landform genesis in fluvial, arid/semiarid, glacial, periglacial, karst, eolian, and coastal environments. Laboratory exercises emphasize interpretation of topographic maps and use of aerial photography and satellite imagery for environmental applications. Field excursions will focus on local fluvial, glacial, and karst landforms. A field trip fee may be required. Prerequisites: ES 100 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. Successful completion of ES 161 recommended.

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 and ES 175) or CHEM 151, or consent of instructor.

ES 330 Global Warming & Climate Change 3 credits

This course will examine the science and evidence for global warming, as well as characteristics of natural climate variability. It will address the cause-effect relationships for the enhanced greenhouse effect, attributable to the consumption of fossil fuels. Evidence of this major environmental problem will be reviewed through the findings of the Intergovernmental Panel on Climate Change (IPCC), and new data from selected environmentalists, climatologists, and paleoclimatologists. The course will also examine the nature of climate variability, its drivers, and the characteristics of abrupt climate change. A balanced view of this issue would be presented, with suggestions for alleviating this phenomenon. Students will be exposed to the scientific method as it relates to the evolving complexity of the global warming phenomenon. Prerequisite: ES 161 or CHEM 115 or CHEM 140, and junior status.

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 161 or CHEM 115 and junior status.

ES 417 Hydrogeology 4 credits

Students will investigate the occurrence and behavior of water in the geologic environments in the context of the hydrologic cycle. Topics include hydrologic processes in surface and ground waters; pollution and contamination of water resources; surface water-ground water interaction; saturated and unsaturated zone processes; movement of chemicals in soils; site characterization; soil remediation techniques; and development and management of water resources. Applied field and laboratory methods for hydrogeologic investigations are emphasized. A field trip fee may be required. Prerequisites: ES 100 and ES 175, and a mathematics course, or consent of instructor.

Education

EDU 110 Foundations of American Education 3 credits

This course presents the history, structure, philosophy and socio-economic factors of education in a democratic society. It deals with current issues confronting schools, including professional ethics, legal rights and responsibilities of professional educators and students. It provides the theoretical framework for additional education courses. A mandatory 20-hour practicum in a school setting runs concurrently with this course. This course must be taken at Upper Iowa University.

EDU 142 Human Growth, Development and Guidance 3 credits

This course is a study of the growth and development of humans from conception to senescence with an emphasis on birth to young adulthood. Physical, cognitive, social, affective, language and moral development will be explored. Topics will also include: individual and group similarities and differences; exceptional or abnormal development; and guiding parents, caregivers, community and staff regarding the implications of the stages of development. Same as PSY 142.

EDU 152 Assessment and Psychology 3 credits

This course integrates the study of the principles and theories of psychology as they relate to human learning and assessment in education. It includes theories of human development, cognition and educational research, including the study and assessment of traditional and exceptional learners, learners with disabilities and gifted and talented learners. Students will obtain practical understanding and experience in designing and administering a variety of assessment formats. Special emphasis is given to the effective use of both formative and summative assessments that are directed toward meeting the needs of all learners. Both criterion and norm-referenced tests will be discussed in relation to ranges and ages and abilities of students. The processes of instructional design, motivation, classroom management, discipline, measurement and evaluation will be integrated for a comprehensive look at student learning. A general psychology course is recommended prior to this course.

EDU 162 Diversity for Teachers 3 credits

This course is designed to meet the human relations and multiculturalism requirements for teacher education and certification in the state of Iowa. It includes cognitive, affective and skill components that will contribute to the development of, sensitivity to, and understanding of the values, beliefs, lifestyles and attitudes of individuals and the diverse groups found in a pluralistic society. Topics discussed are the variables of ethnicity, race, social class, gender, religion, exceptional-ity, language and age, and the implications for human relations and education in particular. Meets cultures requirement for general education requirements.

EDU 206 Field Experience I: Elementary 2 credits

This is the first of two field experience courses that provide students with an opportunity to “see into the daily life” of the teacher so they will develop a more complete and accurate picture of what teaching is all about. This course is taken in conjunction with the students’ initial methods course: EDU 315 Teaching Elementary Social Studies. Through this Field Experience course, students will develop deeper understandings of the teacher as a professional who uses his/her knowledge and skills to make and carry out decisions to foster students’ educational development and school achievement. Students will complete various activities on site for a minimum of 40 hours and they will complete various assignments to help them understand more deeply the Iowa Teaching Standards and Criteria. At the end of this forty (40) hour placement, students will be assessed on their knowledge of the Iowa Teaching Standards and Criteria. In order to be admitted to Student Teaching, students must successfully meet the appropriate levels of performance required through the field experience assessment. Prerequisites: Admittance to the Teacher Education Program.

EDU 207 Field Experience I: Secondary 2 credits

This is the first of two field experience courses that provide students with an opportunity to “see into the daily life” of the teacher so they will develop a more complete and accurate picture of what teaching is all about. This course is taken in conjunction with the students’ general methods course: EDU 233: Methods: Secondary. Through this Field Experience course, students will develop deeper understandings of the teacher as a professional who uses his/her knowledge and skills to make and carry out decisions to foster students’ educational development and school achievement. Students will complete various activities on site for a minimum of 40 hours and they will complete various assignments to help them understand more deeply the Iowa Teaching Standards and Criteria. At the end of this forty (40) hour placement, students will be assessed on their knowledge of the Iowa Teaching Standards and Criteria. In order to be admitted to Student Teaching, students must successfully meet the appropriate levels of performance required through the field experience assessment. Prerequisites: Admittance to the Teacher Education Program.

EDU 208 Field Experience I: Elementary/Secondary 2 credits

This is the first of two field experience courses that provide students with an opportunity to “see into the daily life” of the teacher so they

will develop a more complete and accurate picture of what teaching is all about. This course is taken in conjunction with the students' initial methods course: EDU 233 Methods: Secondary. Through this Field Experience course, students will develop deeper understandings of the teacher as a professional who uses his/her knowledge and skills to make and carry out decisions to foster students' educational development and school achievement. Students will complete various activities on site for a minimum of 40 hours and they will complete various assignments to help them understand more deeply the Iowa Teaching Standards and Criteria. At the end of this forty (40) hour placement, students will be assessed on their knowledge of the Iowa Teaching Standards and Criteria. In order to be admitted to Student Teaching, students must successfully meet the appropriate levels of performance required through the field experience assessment. Prerequisite: Admittance to the Teacher Education Program.

EDU 223 Child, Family Health and Nutrition 3 credits

An introduction to nutrients, their uses and food sources; application of the principles of diets for general health, for birth through senescence. This course includes nutritional needs and programs for families and children.

EDU 226 Field Experience II: Elementary 2 credits

This is the second of two field experience courses that provide students with an opportunity to "see into the daily life" of the teacher so they will develop a more complete and accurate picture of what teaching is all about. This course is taken in conjunction with the students' advanced methods courses (EDU 305 Teaching Elementary Science, EDU 325 Teaching Elementary Mathematics, EDU 326 Developmental Reading, EDU 335 Teaching Elementary Language Arts). Through this Field Experience course, students will develop deeper understandings of the teacher as a professional who uses his/her knowledge and skills to make and carry out decisions to foster students' educational development and school achievement. Students will complete various activities on site for a minimum of 40 hours and they will complete various assignments to help them understand more deeply the Iowa Teaching Standards and Criteria. At the end of this forty (40) hour placement, students will be assessed on their knowledge of the Iowa Teaching Standards and Criteria. In order to be admitted to Student Teaching, students must successfully meet the appropriate levels of performance required through the field experience assessment. Prerequisites: Admittance to the Teacher Education Program.

EDU 227 Field Experience II: Secondary 2 credits

This is the second of two field experience courses that provide students with an opportunity to "see into the daily life" of the teacher so they will develop a more complete and accurate picture of what teaching is all about. This course is taken in conjunction with the students' advanced methods courses (EDU 300 Teaching Secondary School subject matters). Through this Field Experience course, students will develop deeper understandings of the teacher as a professional who uses his/her knowledge and skills to make and carry out decisions to foster students' educational development and school achievement. Students will complete various activities on site for a minimum of 40 hours and they will complete various assignments to help them understand more deeply the Iowa Teaching Standards and Criteria. At the end of this forty (40) hour placement, students will be assessed on their knowledge of the Iowa Teaching Standards and Criteria. In order to be admitted to Student Teaching, students must successfully meet the appropriate levels of performance required through the field experience assessment. Prerequisites: Admittance to the Teacher Education Program.

EDU 228 Field Experience II: Elementary/Secondary 2 credits

This is the second of two field experience courses that provide students with an opportunity to "see into the daily life" of the teacher so they will develop a more complete and accurate picture of what teaching is all about. This course is taken in conjunction with the students' advanced methods courses: EDU/HPER 347 Teaching Health and Physical Education Secondary or EDU 300-8 Teaching Secondary

Art. Through this Field Experience course, students will develop deeper understandings of the teacher as a professional who uses his/her knowledge and skills to make and carry out decisions to foster students' educational development and school achievement. Students will complete various activities on site for a minimum of 40 hours and they will complete various assignments to help them understand more deeply the Iowa Teaching Standards and Criteria. At the end of this forty (40) hour placement, students will be assessed on their knowledge of the Iowa Teaching Standards and Criteria. In order to be admitted to Student Teaching, students must successfully meet the appropriate levels of performance required through the field experience assessment. Prerequisite: Admittance to the Teacher Education Program.

EDU 229 Field Experience Alternative 1 credit

EDU 233 Methods: Secondary 3 credits

This course helps to prepare pre-service educators for teaching in secondary (middle and high) schools. Pre-service educators develop a 10 lesson interdisciplinary thematic unit (ITU) with associated lesson plans and teach a lesson from that unit. The ITU is expected to address various standards expressed in the UIU Teacher Education Program and include appropriate outcomes, objectives, activities, materials, lesson plans, and an assessment plan with associated artifacts. As pre-service educators construct the ITU, they learn about appropriate categories of instructional strategies that research has demonstrated influence student achievement. Pre-service educators also become aware of the "dimensions of learning" as a useful framework for understanding teaching and learning. Prerequisites: EDU 110 and admittance to the Teacher Education Program.

EDU 250 Special Topics 1-3 credits

Special Topics courses cover special topics not covered by current courses taught in the department. The particular topic selected is to be determined by the department according to the current need and interest. This course required department chair approval.

EDU 250-1 Special Topics 1 credit

EDU 250-2 Special Topics 2 credits

EDU 250-3 Special Topics 3 credits

EDU 252 Computers and Instructional Technology 3 credits

This course emphasizes effective communication techniques through the exposure to a wide array of instructional media including computer software and hardware. The use of multimedia will be utilized in a simulated classroom presentation by each pre-service educators. Recommended: MIS 101 or equivalent college level course completed after 1990.

EDU 299 Special Project 1-3 credits

Special Project courses are designed to provide an opportunity to complete a special project related to a student's field of study that is beyond the scope of courses offered within the university. Proposals must include an overview or abstract of the study, indicate the anticipated learning outcomes of the project, the timeline for the study and the deliverables (paper, presentation, project, etc.) upon which the study will be evaluated. Required department chair approval.

EDU 299-1 Special Project 1 credit

EDU 299-2 Special Project 2 credits

EDU 299-3 Special Project 3 credits

EDU 300 Teaching Secondary School Subject Matter

Students must take a separate, specific methods course for each secondary subject area in which they are seeking endorsement and licensure. The courses are intended to develop pre-service educators' understanding and application at the secondary (grades 5-12) level of teaching strategies, classroom management, instructional planning principles and design within their specific discipline. These courses

provide pre-service educators with an understanding of the modern practices, techniques and trends in their subject areas of teaching. Prerequisites: A minimum of six credits of upper-division courses within the discipline and successful completion of EDU 110, EDU 233, and admittance to the Teacher Education Program.

EDU 300-1 Teaching Secondary School Business 3 credits

EDU 300-2 Teaching Secondary School English 3 credits

EDU 300-3 Teaching Secondary School Foreign Language 3 credits

EDU 300-4 Teaching Secondary School Mathematics 3 credits

EDU 300-5 Teaching Secondary School Science 3 credits

EDU 300-6 Teaching Secondary School Social Science 3 credits

EDU 300-7 Teaching Secondary School Speech 3 credits

EDU 300-8 Teaching Secondary School Art 3 credits

EDU 300-10 Teaching Secondary School Industrial Technology 3 credits

EDU 305 Teaching Elementary Science 3 credits

This course will focus on current best-practice, research-based methods of inquiry-based teaching and learning of science for the very young child through elementary school with an emphasis on the experimental and constructivism approach. An integrated teaching approach will be used to help pre-service educators learn to develop goals and objectives, apply the Characteristics of Effective Instruction of the Iowa Core, utilize methodologies, organize curriculum and assess learning through science content including life science, physical science, and earth-space science. Pre-service educators will develop curriculum, units and lessons based on state and national standards to use in their student teaching and teaching experiences. Science lessons will be written utilizing the 5 E's (Engage, Explore, Explain, Extend, and Evaluate) learning cycle approach to instructional design. Integration of technology, creative arts, and classroom management as they apply to teaching and to student learning in elementary science are addressed. Prerequisites: EDU 110, EDU 315, and admittance to the Teacher Education Program.

EDU 309 Teaching Elementary Movement and Wellness 1 credit

The emphasis in this course is the impact of developmental movement experiences, healthful habits, music and dance activities, play environments, materials, and developmentally appropriate activities for children birth through elementary.

EDU 310 Teaching Elementary Visual Arts 1 credit

This course is intended to provide a survey of visual arts activities for the prekindergarten through elementary teacher, which could be integrated into the curriculum. Prerequisites: EDU 110, EDU 315 and admittance to the Teacher Education Program.

EDU 313 Teaching Creative Arts 2 credits

Current methods, development and organization of curriculum and new programs in teaching art, music and creative dramatics through play, recreational and organized activities for birth to elementary age students will be covered. This course will include development and organization of integrated curricula and teaching methods. The education program course will include pre-service educators development of integrated thematic units, centers, manipulatives and performance techniques. Course will include analysis of scope and sequence of development of creative arts as well as selection and use of appropriate instructional materials. This course is integrated to provide the elementary methods component for elementary music, art and speech/communications/theatre. Prerequisites: EDU 110, EDU 315, and admittance to the Teacher Education Program.

EDU 314 Teaching Secondary School Foreign Language 3 credits

This course is a study of the current methods and new trends in teaching a foreign language to elementary school children. Emphasis is placed on the development and organization of a foreign language curriculum, methodology, selecting materials and evaluation of learning. Prerequisites: Six semester credits of foreign language, EDU 110, and admittance to the Teacher Education Program.

EDU 315 Teaching Elementary Social Studies 3 credits

This course will focus on current best-practice, research-based approaches to the teaching and learning of social sciences. An integrated teaching approach will be used to help pre-service educators develop goals and objectives, apply the Characteristics of Effective Instruction of the Iowa Core, enhance content knowledge, utilize methodologies, organize curriculum and assess learning in a variety of ways. In this course, pre-service educators will initially learn to develop curriculum including unit and lesson planning. This is reinforced in other elementary education courses, such as Teaching Elementary Language Arts, Teaching Elementary Science, and Teaching Elementary Math. Pre-service educators will develop projects, lessons and units based on state and national standards to use in their student teaching and teaching experiences. Activities will include the broad areas of social sciences: history, geography, political science, civic literacy and economics. Integration of technology, classroom management, and the creative arts, as they apply to teaching and to student learning in the social sciences are addressed. Prerequisites: EDU 110, and admittance to the Teacher Education Program.

EDU 325 Teaching Elementary Math 3 credits

This course incorporates the use of a problem solving approach in the development of mathematical topics relevant for the preschool through middle school teacher. Concepts include the NCTM standards, five content standards and five process standards. These include problem solving; reasoning; communication; the ability to recognize, make and apply connections; integration of manipulatives; the ability to construct and to apply multiple connected representation; and the application of content in real world experiences. Instructional methods and classroom management include the selection and use of appropriate instructional materials including technology, for the very young child through elementary age student. Prerequisites: EDU 110, EDU 315, and admittance to the Teacher Education Program. General education math requirement is recommended.

EDU 326 Developmental Reading and Language Arts 3 credits

This course introduces pre-service educators to the best-practice, research-based materials, methods and skills used in exposing and teaching young children through secondary school students to read and write in a balanced literacy program. Components examined include: reading, writing, spelling, grammar, vocabulary, phonemic awareness, fluency, and comprehension development. Additional topics include: reading motivation, principles of reading and writing instruction including the integration of technology, integrated curriculum, classroom management, types of reading programs including reading recovery, thematic units, individualized reading and reading assessment diagnosis, and evaluation of student learning in literacy. Classroom organization and management as it applies to literacy methods is included. Prerequisite: EDU 110; pre or co-requisite: EDU 315 and admittance to the Teacher Education Program.

EDU 333 Literature: Birth-Adolescence 3 credits

A survey of literature for infants, pre-kindergarten, kindergarten, elementary and secondary aged students together with the study of the purpose and utilization of literature in the classroom. Pre-service educators will document developmentally appropriate reading materials and activities to use in their teaching experiences. Literature is used as a model for reading and writing processes. The creative arts component of performance arts is addressed in this course including, but not limited to, storytelling, puppetry, choral reading, and poetry

presentations. This course does not satisfy the general education requirement for literature.

EDU 335 Teaching Elementary Language Arts 3 credits

This course will focus on current best-practice, research-based approaches to the teaching and learning of elementary language arts, which includes reading, writing, speaking, viewing, listening and visually representing. An integrated teaching approach will be utilized to help pre-service educators develop goals and objectives, apply the Effective Teaching Strategies of the Iowa Core, enhance content knowledge, utilize methodologies, organize curriculum and assess learning in a variety of ways. Pre-service educators will develop curriculum, lessons and units based on state and national standards to use in their student teaching and teaching experiences. Integration of technology, creative arts performance arts components, and classroom management, as they apply to teaching and to student learning in the language arts are addressed.

EDU 407 Diagnostic and Corrective Reading and Language Arts 3 credits

This course specifies how to assess students and how to use assessment results to provide effective instruction. The following components are included: knowledge of existing standardized diagnostic reading instruments, development and implementation of informal reading inventories and teacher-developed instruments, determination of reading and writing instructional strategies (including content area reading strategies) linked to the assessment, and writing summative reports for stakeholders. A 15 clock hours tutoring experience is required. Prerequisites: EDU 110. Prerequisite or Co-requisite: EDU 326.

EDU 409 Practicum: Elementary Reading and Language Arts 3 credits

This course develops the pre-service educator's and teacher's understanding and application of curriculum development, individual assessment of student's reading, writing, language arts and integrated research abilities, and group management and motivation. In this course, pre-service educators and teachers accept responsibilities within the classroom setting to assist in the reading instructional program by working under the guidance of the cooperating teacher in both individualized and group reading situations. 60 clock hours of practicum required. Prerequisites: EDU 110, EDU 326, EDU 407. Prerequisite or Co-requisite: EDU 485.

EDU 410 Practicum: Secondary Reading and Language Arts 3 credits

This course develops the pre-service educator's and teacher's ability to assess, evaluate and instruct students with significant difficulties in reading, language arts or content area reading. In this course, pre-service educators and teachers accept responsibilities within the classroom setting to assist in the reading instructional program by working under the guidance of the cooperating teacher in both individualized and group reading situations. 60 clock hours of practicum required. Prerequisites: EDU 110, EDU 326, EDU 407. Prerequisite or Co-requisite: EDU 485.

EDU 425 Content Area Literacy 3 credits

This course provides instruction in how to develop individualized content reading skills for elementary, middle school, junior high and high school students; how to evaluate readability of textbooks and students' ability to read texts through informal teacher made assessments (formative assessments); how to integrate technology in content area reading and how to develop strategies to assist students in reading their content area textbooks. In addition, students develop knowledge of the different types of writing and speaking; knowledge of narrative, expressive, persuasive, informational, and descriptive writing and speaking; writing as communication; and differentiated instructional strategies for reading and writing in the content areas. Prerequisite: elementary or secondary methods.

EDU 428 Middle School Curriculum, Design and Strategies 3 credits

This course will provide the requisite middle school methodology to use along with the elementary or secondary school major. Curriculum design and instructional knowledge will be presented including: teaming, pedagogy and instructional methodology for a middle school. A minimum of 15 clock hours will be spent observing and/or assisting in a middle school setting. Prerequisites: EDU 110 and admittance to the Teacher Education Program.

EDU 435 Middle School Students' Growth, Development and Management 3 credits

This course will provide the requisite middle school knowledge of the growth and development of the middle school age student to include emotional, physical and mental characteristics and needs. Management of middle school students will be discussed in relation to being able to use a variety of instructional strategies learned from either elementary or secondary methods courses to modify for use with middle school age students. Specific middle school scenarios and management situations will also be discussed in relation to unique middle school management techniques. A minimum of 15 clock hours will be spent observing and/or assisting in a middle school setting. Prerequisites: EDU 110 and admittance to the Teacher Education Program.

EDU 443 Concepts of English 3 credits

This course is for the purpose of developing awareness and understanding of the fundamental concepts and principles involved in writing the English language. Grammar and composition will be highlighted. Prerequisites: EDU 110 and admittance to the Teacher Education Program. Highly recommended: 3 credit hours of foreign language at the college level.

EDU 444 Curriculum and Methods of ESL 3 credits

This course will assist pre-service educators and teachers to develop the capacity to address the differential learning and transition needs of culturally and linguistically diverse students. Understanding changes occurring in the American classroom and understanding significant factors in those changes, such as students and their families who are culturally and linguistically diverse, are goals of this course. Effective programming models are an additional understanding. In the context of these understandings, appropriate content-based instructional practices, accommodations to facilitate students' access to the curriculum, and assessment of student learning become the main foci of this course. Prerequisites: EDU 110 and admittance to the Teacher Education Program.

EDU 445 Second Language Acquisition 3 credits

Second Language Acquisition provides ideas for pre-service educators and teachers to promote oral language, reading, and writing development in English for K-12 English Language Learners. It will provide pre-service educators and teachers with language acquisition theory, classroom organization, strategies, and assessment procedures for effective English learner instruction. Prerequisites: EDU 110 and admittance to the Teacher Education Program.

EDU 446 Practicum in ESL 3 credits

This course develops the pre-service educator's and teacher's understanding and application of curriculum and methods in ESL. In this course, pre-service educators and teachers accept responsibilities within the classroom setting to assist in the instructional program by working under the guidance of the cooperating teacher in both individualized and group situations. Sixty (60) clock hours of practicum are required in a classroom with ELLs present. Prerequisites: EDU 110, EDU 444 and admittance to the Teacher Education Program.

EDU 447 Problems in English Grammar 3 credits

The course will investigate the grammatical system of English; emphasis will be placed on tools and processes used to identify, assess, and teach grammatical patterns in written and spoken English for

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

EDU 448 Cultural and Linguistic Diversity 3 credits

In this course pre-service educators and teachers will study how cultural and linguistic diversity are linked and how teachers must be prepared to effectively teach students whose backgrounds are different from their own. Specifically, pre-service educators and teachers will study the following: 1) language, text, and context, 2) teacher ideologies and motivation for change, 3) issues of diversity and literacy learning, 4) out-of-classroom influences on literacy learning, and 5) sociolinguistics. Prerequisites: EDU 110 and admittance to the Teacher Education Program.

EDU 450-1 Special Topics 1 credit

EDU 450-2 Special Topics 2 credits

EDU 450-3 Special Topics 3 credits

EDU 485 Advanced Problems in Reading and Language Arts 3 credits

This course is a continuation of the study of various types of reading problems confronting elementary and secondary school students. The course includes problems in aspects of literacy (phonemic awareness, word identification/phonics, vocabulary, fluency, and comprehension) with appropriate strategies for remediation based on scientifically-based reading research. Effective strategies that facilitate the learning of standard English by all learners is included. There is a 15-clock-hour practicum required. Prerequisites: EDU 110, EDU 326, EDU 407, and admittance to the Teacher Education Program. May be taken concurrently with EDU 409 or EDU 410.

Student Teaching

Student teaching is the capstone experience of the Teacher Education Program. The student teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher. The minimum experience for those seeking initial licensure is 14 weeks (14 semester credits) and must be completed in two consecutive terms. 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.

EDU 430 Student Teaching in the Elementary School 3 credits

EDU 431 Student Teaching in the Secondary School 3 credits

EDU 449 Student Teaching ESL 1 credit

EDU 490 Student Teaching in the Elementary School 7 credits

EDU 491 Student Teaching in the Secondary School 7 credits

EDU 492 Student Teaching in the Elementary School 14 credits

EDU 493 Student Teaching in the Secondary School 14 credits

EDU 494 Student Teaching in the Elementary and Secondary Schools 14 credits

EDU 495 Student Teaching in the Elementary and Secondary Schools 7 credits

EDU 499 Special Projects 1-3 credits

English

ENG 081 English 101 Workshop 1 credit

ENG 082 English 201 Workshop 1 credit

ENG 083 English 202 Workshop 1 credit

ENG 084 English 203 Workshop 1 credit

The workshops are offered in conjunction with English 101, 201, 202 and 203 respectively and are designed for students who need further instruction and assistance in a small group setting. These workshops are graded on a pass/fail basis only.

ENG 091 Reading for Critical Comprehension 3 credits

This course provides instruction and practice in reading comprehension and vocabulary development. Students may be assigned into this course based on the Accuplacer Computerized Placement test results and high school transcripts. Other students desiring additional help may also register for the course.

ENG 095 Foundations of English 3 credits

This course is designed for students who demonstrate a need for help in written composition. Students may be assigned into this course based on the Accuplacer Computerized Placement test results and high school transcripts. This course does not fulfill the general education requirement in English.

ENG 101 Basic Composition 3 credits

A study and practice of expository writing, with narrative and descriptive compositions assigned regularly. Emphasis is on the development of sound understanding of rhetorical principles.

ENG 102 English Composition II 3 credits

A further study and practice of expository writing, with emphasis on research technique, persuasion and explanation. A formal research paper is required. Prerequisite: ENG 101. Meets the written communication requirement.

ENG 122/222/322 Topics in Writing Studies: Writing Center Theory and Practice 1 credit each

These one-credit courses are for students preparing to be writing consultants or prospective teachers who want practice providing feedback to student writers, improve writing and presentation skills, and further their knowledge about collaborative learning in a writing center. ENG 122, 222, and 322 run concurrently. Prerequisite: ENG 101 and ENG 201, or ENG 101 and concurrent enrollment in ENG 201. ENG 122 is a prerequisite for ENG 222; ENG 222 is a prerequisite for ENG 322. Note: Enrollment in this course serves as a requirement for work placement in the Writing Center.

ENG 125 Introduction to Literature 3 credits

This course concentrates on the reading of selected short fiction and poetry, and presents an introduction to literary analysis, interpretation and evaluation. Meets the humanities requirement.

ENG 135 Tolkien 3 credits

This course provides an overview of the literary traditions inherent in J.R.R. Tolkien's works, including fairy and folktale motifs as well as several major trends in English epic literature presented in both text and film. This course does not serve as an elective for the English major or minor.

ENG 170 Introduction to Creative Writing 3 credits

An introduction to writing in a variety of literary genres, including fiction, poetry, and creative nonfiction. The course will encourage students to solve creative problems by the creation of original work using literary elements and a variety of techniques. Both study and practice of the genres is expected. Students will also critically respond to the work of their peers. Prerequisite: ENG 101.

- ENG 201 Expository Writing 3 credits**
An option for completing the second level of general education writing, this course provides study and practice of expository writing techniques, with emphasis on persuasion, argument, critical evaluation and use of research material. This course does not apply toward an English major or minor. Prerequisite: ENG 101.
- ENG 209 American Literature I 3 credits**
A survey of major American authors from the colonial period to the Civil War. The focus is on the evolution of a unique national literature and a characteristic world view. Meets the humanities requirement.
- ENG 210 American Literature II 3 credits**
A survey of major American authors from the Civil War to the present. The focus is on trends in American literature since the turn of the 20th century. Meets the humanities requirement.
- ENG 211 British Literature I 3 credits**
A survey of British literature from Beowulf through the end of the 18th century. The focus is on major authors and significant historical influences in the development of British literature. Meets the humanities requirement.
- ENG 212 British Literature II 3 credits**
A survey of British literature from the publication of *Lyrical Ballads* in 1798 to the present. Meets the humanities requirement.
- ENG 214 World Literature Survey 3 credits**
Survey of world literature, British and American excluded, from the Renaissance to the present. This survey will include selections from masterpieces of African, Arabic, Asian, Caribbean, European, Australasian, Indian, Latin American, and Russian fiction, drama, and poetry in translation. Selections will vary depending on the term. Meets the humanities requirement.
- ENG 216 Mythology 3 credits**
A survey of the major themes and genres in Western mythology, the foundational narratives of the Western literary and artistic traditions. Myths and myth-patterns from both classical Greek and Roman authors as well as those from Scandinavian/Germanic and Egyptian cultures will be examined, including their influence from ancient to modern times. Meets the humanities requirement.
- ENG 224 Modern Poetry 3 credits**
This course draws upon a wide range of poetic experience, exploring what poetry is, how it works, and what is required to enter and traverse the world of a poem. Meets the humanities requirement.
- ENG 248 Survey of the Mystery Story 3 credits**
Exploration of the mystery story by examining its historical development from the mid-nineteenth century to the present, and by examining a spectrum of writers—mystery specialists and literary writers—from Europe, America, South Africa and Latin America. Techniques and development will be discussed and evaluated. Meets the humanities requirement.
- ENG 250 Special Topics 3 credits**
Special Topics courses are studies of selected problems, periods or 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, with emphasis in the developing relationship between the larger American culture and African American reactions and contributions to it.
- 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 291 Urban Cinema 3 credits**
This is a course in the history and aesthetics of African American film. It includes study and analysis of films made primarily, although not exclusively, by African American directors and utilizing largely African American casts and crews. It will approach these films from both social and aesthetic perspectives and investigate commonalities among them as well as overall shifts in the perspectives which inform them. Prerequisite: ENG 101. Recommended: ENG 201. Encouraged: ENG 290 or ENG 265.
- 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 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.
- 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.
- 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 125.
- ENG 340 The Novel 3 credits**
A study of the historical development of the English novel and its influences as a distinct literary type. The course includes a critical study of representative works by several major British and American novelists.

ENG 342 Medieval Literature 3 credits

A survey of the scholarly, saucy, and salacious English literature of the fourteenth and fifteenth century, when English became a recognized language of literary expression and exploration. This course will examine some of the major works that emerged from this period, including Arthurian legends, Pearl, Sir Gawain and the Green Knight, and Piers Plowman, as well as key genres such as romances and devotional writings: exploring both what “literature” meant to writers in late medieval England, and also what it meant to be writing in English at the time. Prerequisites: ENG 201 and ENG 211.

ENG 344 Restoration and 18th Century Literature 3 credits

A survey of the broad-ranging literature of the “eighteenth” century—from the restoration of the English monarchy in 1660 to the rise of Romanticism— including poetry, prose, drama and, to a lesser degree, philosophical treatises. Prerequisites: ENG 201 and ENG 212.

ENG 352 Best Sellers 3 credits

This class introduces students to best selling books from the New York Times best seller list in order to learn more about the American psyche, what energizes a writer in creating a book, how long it takes a writer to create a book and what factors cause a book to become a best seller. Meets the humanities requirement.

ENG 353 Romantic and Victorian Poets 3 credits

Focused study of the major British poets of the 19th Century including William Wordsworth, John Keats, Robert Browning and Alfred Lord Tennyson among others. Prerequisites: ENG 211 and ENG 212, junior or senior status.

ENG 355 Harlem Renaissance 3 credits

Investigation of the flowering of African American art and culture during the 1920s and beyond in the phenomenon generally known as the Harlem Renaissance. Includes consideration of music and design as well as of literature in the developing social milieu. Prerequisites: ENG 265 or ENG 291.

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.

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.

ENG 383 American Renaissance 3 credits

Consideration of the major voices of and influences on the development of a distinctive American literature in the mid-19th century. Includes study of Emerson, Thoreau, Melville, Longfellow, Dickinson and Whitman. Prerequisites: ENG 209 and ENG 210.

ENG 403 Internship 3 credits

ENG 422 Critical Theory 3 credits

This course examines the principles that determine the judgement of literary critics and writers. Emphasis is on the historical development of critical theory from Plato to the present day. Prerequisites: completion of one sequence of British, American, or World literature.

ENG 450 Special Topics 3 credits

Special Topics courses are studies of selected problems, periods or movements in the subject area not otherwise included in the curriculum. They are typically chosen from a faculty member’s particular expertise and field of scholarly inquiry, and offered to a student or group of students forming an interest in the particular subject matter. The 250 designation denotes a General Education level of instruction and may include an appropriate General Education task to be completed. The 450 designation denotes a senior level degree of sophistication expected in both learning and instruction. A single course may be offered at both levels simultaneously, in which case the syllabus will clearly differentiate the course expectations and assessment measures for students enrolled at each of the two levels. A Special Topics course must be approved by the School of Liberal Arts Curriculum Committee before it is offered, and it must address one or more Major Outcomes within the discipline.

ENG 499 Special Project 1-3 credits

A Special Project allows the student to expand on work already completed in previous coursework. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student into original investigation of a defined problem within the discipline. Examples include theses and themed portfolios or exhibitions.

English as a Second Language

ESL 011 Reading I 0 credit

Reading skills development is the focus for this course. Students have short readings on a variety of topics to work on finding meaning in context, reading comprehension, identifying main ideas and significant details, retelling stories, and scanning for specific information. As students read out loud, they practice sounding out words and using correct pronunciation. Through vocabulary instruction and academic reading, students begin building high frequency vocabulary necessary at the undergraduate level. Through the act of extensive reading, students improve reading fluency. An introduction to both the university and community library is made.

ESL 012 Grammar I 0 credit

This course will help students become familiar with and comfortably use basic grammatical concepts like parts of speech, verb tenses, modals, count and noncount nouns, coordinating conjunctions, and quantity and degree words. The basic idea of comparatives and superlatives and gerunds and infinitives are introduced.

ESL 013 Writing I 0 credit

Because students are at the initial stage of English writing, they first develop solid sentence structure and then move to paragraph writing. As students are introduced to the paragraph and the process of writing (brainstorming, preparing a first draft, revising, editing, and publishing the final product), they are also introduced to graphic organizers that help them organize their ideas for writing. Students learn and practice writing a paragraph with its different parts: a topic sentence, supporting details, and a concluding statement. Students learn the importance of good punctuation in writing. To enhance students’ writing, students learn the different spelling rules. This course will prepare students for the intermediate intensive English writing course.

ESL 014 Listening/Speaking I 0 credit

This course is designed to help students begin speaking in different scenarios, feel more comfortable while speaking, and speak more often. Students are given speech patterns as a foundation for their speaking. Listening is a large component to dialogue, so students will

practice listening comprehension through identification of significant details. They will also be given strategies for checking understanding. Distinguishing close sounds will be practiced such as with numbers and contractions. Body language is studied as a way for students to potentially determine meaning in conversation. To improve pronunciation, students work with American Speechsounds software on individual phonetic sounds. The International Phonetic Alphabet (IPA) is introduced to assist with pronunciation learning. The connection between pronunciation and intonation is introduced.

ESL 015 American Culture I 0 credit

This course will assist intensive English students in improving their listening, speaking, reading, and writing skills through the exploration of American culture. Students gain an understanding of how Americans interact and do things. They learn how to effectively communicate around town and on campus. Culturally appropriate behavior within the context of an American community and university is learned. Service learning is conducted at local destinations such as convalescent homes and public schools to better understand culture within these places and increase students' sense of global citizenship. Field trips focused on American culture and history are frequently taken to give students practical exposure and experience. Involvement in campus life is encouraged to help students begin using their English outside of the classroom in natural settings.

ESL 021 Reading II 0 credit

This reading course complements ESL 023 Writing II with emphasis on recognizing and detecting the writing devices and grammar that make text understandable for readers. The students learn such strategies and skills for recognizing main ideas and supporting details; getting meaning from context; skimming for main ideas; summarizing; drawing conclusions; and building vocabulary. Pronunciation, intonation, and decoding are focused on in the context of reading. Students begin putting ideas together from readings, and sharing them with the class. The students do extensive reading to build reading fluency. An introduction to undergraduate textbooks is made to begin helping with adaptation to undergraduate studies and the advanced reading course (ESL 031).

ESL 022 Grammar II 0 credit

Students will begin examining grammar academically in relationship to speaking, reading, and writing. After reviewing present and past verb tenses, perfect tenses are practiced. Previously learned grammar concepts such as count and noncount nouns, the definite article, modals, the future, prepositions, comparatives and superlatives, and gerunds and infinitives will be looked at more thoroughly. Students become familiar with and comfortable using new grammar concepts related to pronouns, adverbs, and phrasal verbs. The dependent clause is introduced on a sentence structure level. Students begin looking for patterns in grammar.

ESL 023 Writing II 0 credit

In ESL 023 Writing II, students move from paragraph writing to short essays of different genres. They learn how to present information into a well-organized format according to U.S. academics, which puts emphasis on the thesis statement and transitional expressions. Graphic organizers and concept maps are used to help students brainstorm and organize their thoughts. In order to help the students navigate the writing process; they prewrite, prepare first drafts, revise, edit, and publish their work. Through this process, students begin applying their grammar knowledge, enhance vocabulary, focus on mechanics, and improve spelling. Students move from primarily using simple sentences to predominantly using compound and complex sentences. This course will prepare students for the advanced ESL writing course.

ESL 024 Listening/Speaking II 0 credit

ESL Listening/Speaking II will assist ESL students in improving their academic listening and speaking skills through the observation and exposure to a variety of authentic listening and speaking situations -

radio programs, songs, discussions, role play, real life occurrences, and speeches. Students have the opportunity to observe undergraduate courses in order to begin self-assessing their academic listening skills and gain exposure to the undergraduate classroom. To improve pronunciation, students work with American Speechsounds software on phonetic sounds at word level. The International Phonetic Alphabet (IPA) is reviewed to assist with pronunciation learning. The study of intonation complements the students' study of pronunciation.

ESL 025 American Culture II 0 credit

Students will explore the foundation of the United States' history, government, and culture through the integration of listening, speaking, reading, and writing. This foundation will prepare students for a deeper study of American culture and values in ESL 035 American Culture III. Service learning is conducted at local destinations such as convalescent homes and public schools to better understand culture within these places and increase students' sense of global citizenship. Field trips focused on American culture and history are frequently taken to give students practical exposure and experience. Students begin to be kept accountable for getting involved in campus events and clubs to gain an improved understanding of campus life and more thoroughly enjoy it.

ESL 031 Reading III 0 credit

This course prepares the students for undergraduate academic reading. The students learn how to write longer summaries, critically analyze text, and develop context specific vocabulary. Students will also be taught such skills as recognizing topic sentences, supporting details, and the outline used in paragraphs and essays, as well as getting meaning from context, the significance of punctuation, and the importance of parts of speech. Students begin reading with natural intonation. Students participate in class discussion about what they have read. The students do extensive reading to build reading fluency. A deeper interaction with undergraduate textbooks is conducted in preparation for undergraduate studies. The different parts of an academic journal are learned so students are more prepared for academic research, and they will also learn how to navigate the library for such research.

ESL 032 Grammar III 0 credit

This course prepares students for grammar necessary in the undergraduate classroom. The final past time verb tenses are studied, and a comparison of verb tenses is conducted. There is a more in depth look at modals, pronouns, dependent clauses, and infinitives and gerunds. The new grammatical concept learned in this course is the passive voice. Emphasis is put on the importance of grammar function for academic writing purposes. Students use an online corpus to find grammatical patterns.

ESL 033 Writing III 0 credit

ESL 033 Writing III assists students in getting ready for undergraduate writing through application of grammar knowledge, integration of credible sources, development of writing fluency, and discovery of identity as an English writer. Students are exposed to different kinds of writing styles and genres, but will primarily focus on essay production.

ESL 034 Listening/Speaking III 0 credit

Students focus on preparing their listening and speaking skills for the undergraduate classroom through participation in a variety of authentic listening and speaking situations— academic lectures, note taking, class discussions, debates, role play, real life occurrences, presentations and speeches. Students have the opportunity to observe undergraduate courses in order to do a final self-assessment of their academic listening skills and readiness for the undergraduate classroom. To improve pronunciation, students work with American Speechsounds software on phonetic sounds at the phrase and sentence level. To become a more natural and fluent listener and speaker; linking, reductions, and emotional expression are studied within the framework of intonation.

ESL 035 American Culture III 0 credit

A higher level of language production is expected of the students as they explore themes of American culture. Students give presentations related to pieces of American culture using pertinent technology. Service learning is conducted at local destinations such as convalescent homes and public schools to better understand culture within these places and increase students' sense of global citizenship, and students in this course take a leadership role on these service learning trips. Field trips focused on American culture and history are frequently taken to give students practical exposure and experience. Students are required to participate in at least one club for full involvement and integration into campus life. At times, guest speakers visit the classroom to shed light on any given topic related to American culture and history.

Exercise and Sport Studies

EXSS 100 Activity Courses 1 credit

Designed to provide the skills and appreciation of recreational sports that can benefit individuals during both their college and postcollege days. A maximum of nine semester credits in activity credits will be allowed toward the bachelor's degree. An activity course can be taken only one time for credit. The activity classes are offered in the following areas:

Aerobics Badminton Fishing Volleyball Basketball Golf Walking for Fitness Biking Water Aerobics Physical Conditioning Weight Training Soccer.

EXSS 101 Introduction to Exercise and Sport Studies 2 credits

Careers are examined in the fields of health, physical education and recreation. An overview is given of the philosophy, purposes and principles in the fields related to physical education, recreation, coaching and training.

EXSS 102 First Aid/CPR/AED Programs 1 credit

This course gives individuals in the workplace the knowledge and skills necessary to recognize and provide basic care for injuries and sudden illnesses, including using an automated external defibrillator (AED) for victims of sudden cardiac arrest, until advanced medical personnel arrive and take over.

EXSS 105 Aquatics 3 credits

A basic orientation to the water. The student will demonstrate proficiency in the four basic strokes by swimming 50 yards in freestyle, side stroke, breast stroke and back stroke. The course equips students with basic water safety skills and knowledge, allowing them to be reasonably safe in or about the water.

EXSS 111 Officiating Sports 2 credits

This course presents the rules and mechanics of officiating football, basketball, baseball, softball, volleyball and wrestling. Included are the qualifications for approval and certification in the Iowa High School Athletic Association and the Iowa Girls High School Athletic Union.

EXSS 118 Gymnastics and Dance Activities 2 credits

This course provides theory and practice in movement education. Developmentally appropriate individual and group gymnastics and dance activities will be presented and practiced in class.

EXSS 125 Recreational Sport Programming and Leadership 3 credits

An overview of programming elements and techniques in recreational sports. Topics include informal, intramural, club and extramural programming; values of recreational sports; programming techniques; publicity and promotion; facility utilization; equipment; and safety and liability.

EXSS 130 Teaching Team and Individual Sports 2 credits

In this course, students will develop an understanding of the differences between team and individual sports. The focus will be on gaining practical knowledge of most sports offered in a high school athletic or physical education setting, to include history, rules, court dimensions, fundamentals, basic strategies, equipment, and safety precautions.

EXSS 182 Water Safety Instructor 3 credits

The purpose of this instructor course is to train instructor candidates to teach American Red Cross swimming and water safety courses. Prerequisites: EXSS 102 and EXSS 105 or evidence of having passed level 5 of the Red Cross Learn to Swim Program.

EXSS 183 Lifeguarding/Lifeguarding Instructor 3 credits

The primary purpose of the American Red Cross lifeguarding program is to provide lifeguard candidates and lifeguards with the skills and knowledge necessary to keep the patrons of aquatic facilities safe in and around the water. Red Cross certification is available to those who qualify. Prerequisites: EXSS 102 and EXSS 105 or evidence of having passed level 5 of the Red Cross Learn to Swim Program.

EXSS 219 Sport Ethics 3 credits

Contemporary sport is struggling to find solid ethical ground. This course will investigate multiple aspects of sport ethics through a review of a wide range of literature in sport.

EXSS 226 Foundations of Physical Fitness 2 credits

This course is an introduction to the five components of physical fitness including cardiorespiratory endurance, muscular endurance, muscular strength, flexibility and body composition. Emphasis will be placed on individualized analysis of physical fitness and development of an exercise prescription program. Other topics to be explored are the physiological foundations of exercise, structure, and function of the body and principles of physical training and conditioning.

EXSS 236 Coaching of Sports 2 credits

This course explores the theory and methods of coaching sports, covering the technical, administrative and organizational aspects of the process. Emphasis is placed on the fundamentals, tactics, conditioning and conducting of practice sessions.

EXSS 240 Adapted Physical Education 2 credits

A study of deviations from normal patterns of growth and development, including methods of recognizing physical divergences, screening and referral for further examination. In addition, adaptive exercises and activities for prevention and correction of deviations are reviewed.

EXSS 250 Special Topics 1-3 credits

EXSS 280 Personal, School and Community Health 3 credits

A study of personal health care, health practices and attitudes as related to the individual, school setting and general public. Topics include: consumer health awareness, health practices, consumer practices, aging, stress, cancer, drugs, mental health, sexuality and various diseases.

EXSS 283 Sports Nutrition 3 credits

This course will focus on basic concepts of nutrition in respect to the needs of athletes and physically active individuals and application of those concepts. Topics include functions of food and nutrients, principles of metabolism and digestion, hydration and electrolyte balance, dietary planning, body composition, dietary changes to enhance performance, current trends in sports nutrition, and supplements and ergogenic aids.

EXSS 288 Ethics and Legal Responsibilities of Coaches 1 credit

The purpose of the course is to educate students of the ethical and legal responsibilities they have when they receive their coaching authorization certification or teaching-coaching certification in the State of Iowa.

- EXSS 299 Special Project** **1-3 credits**
- EXSS 302 Exercise Physiology** **3 credits**
 A study of the human physiology parameters as related to physical activity and work. Included is the development of fitness factors to provide a more well-defined personal fitness program. Prerequisites: BIO 268 or BIO 270.
- EXSS 305 Kinesiology** **3 credits**
 A study of the anatomical and mechanical considerations involved in movement in an athletic or physical education setting. The last half of the course requires the application of biomechanical principles in the analysis of sport skills. Prerequisites: BIO 268 or BIO 270.
- EXSS 318 Psychology of Exercise & Sport** **3 credits**
 This course is an examination of major psychological theories and research related to sport and exercise participation and performance. It is designed to introduce students to the field of sport and exercise psychology by providing an overview of topics, such as personality, motivation, coaching and leadership strategies, team dynamics, performance enhancing strategies, and gender and cultural issues. Prerequisite: PSY 190.
- EXSS 327 Teaching Health and Physical Education Birth-Elementary** **3 credits**
 This course studies human growth and development related to the physical education of birth through children and youth. Emphasis is placed on the impact of developmental movement experiences, curriculum, teacher behavior, class management, dance activities, play environment, materials, and developmentally appropriate activities. There is also the study of methods, materials, and curriculum on safety and healthy lifestyle choices. Literature information is made available for use in health activities and presentations for parents, community members, and students birth through adult. Provides information on current trends in advocacy, health legislation, and public policy. Prerequisites: EDU 110, EDU 210, and admittance to the Teacher Education Program.
- EXSS 334 Sport Law and Legal Issues** **3 credits**
 This course will present comprehensive evaluation of legal principles and cases surrounding the administration of athletic programs. The purpose of the course is to introduce the student to areas of the legal system that impact the policies and procedures developed by athletic administrators. The course will also allow students to become familiar with necessary legal vocabulary and precedent setting cases which have played major roles in the progression of Sport Law. The course is designed to provide students with learning experiences that will equip them to identify potential areas of liability in athletic programs and approach them with viable, preventative solutions and strategies to lessen these potential areas of liability.
- EXSS 346 Diversity in Sport Organizations** **3 credits**
 This course will provide an overview of diversity, description and details of the various forms of diversity and information and examples of how to effectively manage diversity in sport organizations. Prerequisite: EXSS 101.
- EXSS 347 Teaching Health and Physical Education Secondary** **3 credits**
 This course is a study of methods, materials, and curriculum development with an emphasis on nutrition, safety and healthy lifestyle. Included is information for use in health activities and presentations for parents, community members and students middle school age through adult. Provides information on current trends in advocacy, health legislation and public policy. Also, this course looks at designs for developing, revising, and evaluating physical education curricula in grades 5-12 and administering the physical education program. The theory of measurement and assessment in physical education is presented along with selection and administration of appropriate tests. Prerequisites: EDU 110, EDU 233, and admittance to the Teacher Education Program.
- EXSS 348 Sports Administration** **3 credits**
 The purpose of this course is to prepare potential athletics administrators with a fundamental overview of the components involved in sports programming and athletics administration. Focus points will include history of sports administration, legal issues, ethics, management concerns, marketing, facilities, and leadership skills. In general, this course will provide an overview of the field of sports administration. **EXSS 354 Methods of Teaching Strength and Conditioning** **2 credits**
 In this course students will develop an understanding of strength training. The focus will be on gaining an understanding of safety, room layout, equipment, how muscles develop (physically and chemically) and strategies of strength training. Prerequisite: EXSS 100 activity course: Weight Training.
- EXSS 355 Administration of Intercollegiate Athletics** **3 credits**
 This course will cover topics including the NCAA, its member divisions and conferences, athletic department administration and the responsibilities of the athletic directors, coaches and their staff, and management of student-athletes from multiple perspectives.
- EXSS 360 Motor Learning** **2 credits**
 An examination of factors that affect the acquisition and performance of motor skills. Topics include perception, psychomotor learning, practice methods and theories of neuromuscular integration. Prerequisites: BIO/ EXSS 268 or BIO 270, and junior or senior status.
- EXSS 363 Sport Marketing** **3 credits**
 The purpose of this course is to explore the basic concepts and principles of sports marketing as it relates to strategic planning, marketing analysis, legal considerations, and media concerns. This course will also focus on concepts as they relate to sports marketing such as licensing, sponsorship, advertising, public relations, and consumer behavior. Prerequisite: BA 208.
- EXSS 370 Administration, Assessment and Curriculum in EXSS** **2 credits**
 This course is intended to provide an understanding of the administration of secondary physical education programs with an emphasis on class and extracurricular activities. It will also teach prospective physical education teachers how to assess students' physical, social, mental and cognitive abilities in the classroom and extracurricular activities.
- EXSS 371 Planning Facilities for Physical Activity** **3 credits**
 The purpose of this course is to familiarize students with the knowledge and foundational principles pertinent to the planning techniques concerning indoor and outdoor facility development used for college athletics, sport, recreation and physical education.
- EXSS 403 Internship in EXSS** **3-6 credits**
 A practical experience in a field situation under field/faculty supervision. A diary of the experience and a term paper are required.
- EXSS 430 Research Methods in Exercise and Sport Studies** **3 credits**
 This course introduces students to research in sport administration, ethical issues related to research projects, the step by step process to address research questions, common research designs used in sport administration, and the statistical methods utilized in the sport administration field. Prerequisites: EXSS 100 and EXSS 348 and MATH 220.
- EXSS 435 Governance and Policy in Sport Organizations** **3 credits**
 This course will identify the structure and function of sport organizations and the issues that sport managers will have to address. Where the power lies and how individual sport organizations fit into the greater sport industry play a critical role in how successful a sport manager will be in an ever more global sport industry. Prerequisite: EXSS 101.

EXSS 450 Special Topics 1-3 credits

EXSS 499 Special Project 1-3 credits

Forensic Science

FORS 100 Introduction to Forensic Science 3 credits

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

FORS 200 Forensic Science Laboratory 1 credit

This course presents an overview of basic (non-instrumentation) laboratory methods of the field of Forensic Science. Topics include validation, quality assurance (QA) and quality control (QC), standard operation procedures (SOP), processing the crime scene, evidence collection and packaging, trace evidence (glass, soil, hair, fiber and paint) analysis, questioned document analysis, fingerprints and other prints, tool marks, analysis of powder residues, basic ballistics, drug analysis, serology, blood spatter analysis, and basic forensic anthropology. Prerequisites: FORS 100, Forensic Science major, BIO 135, and CHEM 151 or permission of the instructor

FORS 300 Forensic Professional Practice and Ethics 3 credits

This course introduces students to professional practice and behavioral ethics in forensic science. Prerequisites: FORS 100 and junior status.

FORS 310 Evidence Collection, identification and Processing 3 credits

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

FORS 325 Forensic Chemistry 4 credits

This course covers an overview of chemical instrumentation and its applications in the forensic lab, including GC/MS, HPLC, CE, FTIR, UV/Vis, IMS, ICP, AAS and ES. The course will also cover sampling protocols, use of positive and negative controls, internal standards, calibration, limit of detection and limit of quantitation. This course includes a review of the chemical tests for fingerprints, gunshot residue and trace evidence, as well as the chemistry of drugs, arson and explosives, and chemical instrumental analysis of drugs, toxicological specimens, arson, explosives and questioned documents. Prerequisites: CHEM 252, FORS 310 or consent of instructor.

FORS 345 Forensic Biology 3 credits

This course will cover all aspects of DNA typing, including a review of older methods (RFLP/VNTR, dot blot/DQalpha/polymarker, AFLP/D1S80), STRs, mtDNA, SNPs, Y-chromosome, and non-human DNA analysis. The course will also cover evidence collection and screening, extraction, quantification, aPCR, PCR (including optimization and primer design), separation and analysis, genotyping, instrumentation, forensic issues, troubleshooting and population genetics/statistics related to forensic identification. Validation of new methods and legal issues pertaining to DNA typing will also be covered, as well as data basing (CODIS) and laws related to collection of DNA samples. Prerequisites: BIO 130, FORS 310 or consent of instructor.

FORS 346 Forensic Biology Lab 1 credit

This laboratory course will cover all aspects of forensic DNA laboratory procedures, including screening of evidence, DNA extraction,

quantification, amplification, separation, analysis and interpretation of data.

FORS 350 Introduction to Toxicology 3 credits

This course presents an introduction to chemical, clinical, environmental, and forensic aspects of toxicology, types of poisons, how poisons act, treatment of acute poisoning, and control of poisonous materials. Prerequisites: BIO 135 and CHEM 252 .

FORS 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 Forensic Science elective. Same as BIO 470. Prerequisite: FORS 345 or a 300-level biology laboratory course.

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 aerial and spatial differentiation of the world.

GEOG 258 Geography and GIS Lab 1 credit

This course fosters understanding of contemporary geographic thought and spatial reasoning, and emphasizes fundamental geographic concepts through hands-on use of geographic information systems (GIS) and other spatial tools and techniques. The course covers introductory GPS, projections, datum, and cartography. Laboratory exercises allow the student to apply spatial analysis to their own disciplines or areas of interest. This laboratory course is complementary to GEOG 100 and GEOG 200, but is not required as a co-requisite.

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 Geographic Information Systems I with Laboratory 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 ap-

plications of GIS and the use of common spatial analytical techniques. Prerequisite: GEOG 311.

GEOG 358 Introduction to Geographic Information Systems 4 credits

In this course students develop spatial reasoning ability and sharpen their skills in analyzing spatial data, with the opportunity to focus in a particular discipline or area of interest. Topics covered include principles of storing, analyzing and displaying spatial data; procurement of spatial information; data manipulation and display techniques; software systems and management techniques; and database management. Laboratory exercises focus on practical applications of GIS, and emphasize hands-on problem solving using common spatial analytical techniques. Prerequisite: GEOG 258 or GEOG 311 or consent of instructor.

GEOG 386 Geographic Information Systems II with Laboratory 3 credits

This course emphasizes business, urban planning and natural resource management applications of GIS. Students will apply spatial analytical techniques and modeling to geographical problem solving. Topics include spatial data structures, interpolation, terrain analysis, cost surfaces and database management. Prerequisite: GEOG 356.

GEOG 426 Principles of Remote Sensing with Laboratory 4 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 386.

GEOG 428 Remote Sensing of the Environment 4 credits

Remote sensing technologies use aerial sensors to gather information about the Earth's surface, oceans and atmosphere. Remote sensing is a powerful tool for environmental analysis and problem solving. Starting from the principles of Remote sensing, this course covers interactions of electromagnetic energy with the atmosphere and Earth's surface, aerial photography, satellite systems and imagery, and sensors. Applications including global monitoring, land cover mapping, forestry, agriculture, and oceanography are covered. Laboratory emphasizes visual interpretation of aerial photography and use of satellite imagery in environmental monitoring, planning, and resource management. Prerequisite: GEOG 358.

GEOG 456 Geographic Information Systems III with Laboratory 3 credits

This course emphasizes further development of GIS analysis skills, advanced cartography, and applications of remotely sensed imagery. Students will apply spatial analytical techniques and modeling to geographical problem solving. Topics include interpolation, vector and raster data analysis, and spatial statistics. Prerequisite: GEOG 386.

GEOG 458 Intermediate Geographic Information Systems 4 credits

This course is an intermediate level course in geographic information systems (GIS) focused on planning and research applications. Emphasis will be placed on the application of spatial analytical techniques and modeling to geographical problem solving. Topics include spatial data structures, interpolation, terrain analysis, cost surfaces and database management. Students will apply GIS techniques in business, urban planning, natural resource management, and/or scientific research. Prerequisite: GEOG 358.

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 302 Managed Care 3 credits

An examination of the origins, organization and operations of managed care programs, including the structures, practice models, roles of clinicians, capitation, and health services payment systems. Prerequisite: HSA 205.

HSA 306 Long-Term Care Administration 3 credits

An examination of the origins, organization and operations of long-term care facilities such as assisted living homes, hospice and nursing homes. Topics include the continuum of long-term care, and the role and relationship of various long-term care facilities and programs to acute care and the American Health System. Prerequisite: HSA 205.

HSA 312 Community and Public Health 3 credits

An examination of the origin, structure and issues relating to the provision of community and public health services. Topics include an introduction to epidemiology, community needs assessment, social and cultural influences on utilization of community and public health services and the problems related to community and public health. Prerequisite: HSA 205.

HSA 340 Health Care Ethics 3 credits

An examination of the major ethical theories and their relationship to health services delivery and profession ethics codes. Topics include public health ethics and private practice ethics, the Nuremberg Trials, the Helsinki Accord and the Belmont Report. Case histories such as the Tuskegee Study will be addressed. Prerequisite: ID 301.

HSA 344 Population Health Management 3 credits

Examines population health management focusing on strategies to improve health and quality of care with an emphasis on cost control management. Prerequisite: MATH 220.

HSA 362 Financial Management of Health Services Organizations 3 credits

An analysis of the financial management of health services organizations and issues related to the financial management of health services organizations, particularly acute care facilities such as hospitals. Topics include the economic analysis of public and private financing, health insurance, and other forms of health services payment. Prerequisites: BA 201 and BA 210.

HSA 385 Legal Issues Related to Health Services Organizations 3 credits

An examination of the legal issues related to the operation of health services organizations, including contracts, licensure, informed consent, tort, medical staff appointments and an overview of the legal system as it relates to health services delivery. Prerequisite: PS 100.

HSA 440 Health Services Administration 3 credits

An analysis of the structure and operation of various types of health services organizations, including their internal departments, and management of the facilities with particular emphasis on acute care facilities. Prerequisite: BA 210.

HSA 460 Health Services and the Political Process 3 credits

An examination of the health policy formation process at the federal, state and local levels. Topics include the historical process of key health legislation such as Medicare and Medicaid, cost controls, utilization review, prospective payment system, and political factors related to formulation and implementation of health policy. Prerequisite: PS 100.

HSA 490 Health Program Planning and Evaluation 3 credits
 An examination of the major concepts, methodologies and issues related to the planning and evaluation of health services delivery programs. Topics include internal and external validity threat, experimental, quasi-experimental and non-experimental study designs, and analysis techniques. Prerequisite: HSA 362.

History

HIST 100 World History to 1500 3 credits
 This course provides a broad overview of world history, beginning with the development of agriculture in Neolithic times and ending with the Protestant Reformation in the 16th century. Major topics include ancient civilizations of Mesopotamia, Egypt, Indus Valley and Yellow River Valley; classical Greece; Roman Empire; development of Hinduism, Judaism, Buddhism, Confucianism, Taoism, Christianity and Islam; China and Japan through the 16th century; feudal Europe; the Renaissance; African societies; and pre-Columbian America and Reformation. Meets the social science requirement.

HIST 101 World History Since 1500 3 credits
 This course is a continuation of HIST 100 and provides a broad overview of world history, beginning with European expansion over the globe in the 16th century and extending through the present. Major themes examined are colonization, slavery, the Industrial Revolution, imperialism, worldwide conflicts, East vs. West, decolonization and the collapse of communism. Meets the social science requirement.

HIST 110 American History to 1877 3 credits
 This course provides a broad overview of U.S. history, from the earliest colonial settlements through the end of the Reconstruction period following the Civil War. Major themes examined are colonial society and life, the struggle for independence, adoption of the Constitution, the early national period, sectionalism, the Civil War and Reconstruction. Meets the social science requirement.

HIST 111 American History Since 1877 3 credits
 This course is a continuation of HIST 110 and provides a broad overview of U.S. history from the end of the Reconstruction period following the Civil War through the present. Major themes examined are industrialization, urbanization, protest and reform movements, emergence of the U.S. as a world power, the Great Depression, World War II, the Cold War, the turbulent 1960s, and domestic and foreign problems of the 1970s and 1980s. Note: A much more detailed and thorough examination of this same historical period is provided in HIST 374. Meets the social science requirement.

HIST 214 World at War, 1914-1945 3 credits
 This course examines the causes, military struggles, home fronts, and consequences of both World War I and World War II. Other topics covered include the Holocaust, the rise of Nazism in Germany, Fascism in Italy, communism in the Soviet Union and Japanese militarism.

HIST 220 History of Wisconsin 3 credits
 This course surveys Wisconsin's past, and focuses on the social history of its diverse peoples. It begins with the era prior to European exploration, and ends in the 1990s. Learners will be introduced to the "Wisconsin Character" concept. Meets the social science requirement.

HIST 222 History of Iowa 3 credits
 This course is designed to introduce students to the political, economic, and social forces that have shaped Iowa history from settlement to present. Meets the social science requirement.

HIST 240 Your Community as Part of U.S. History 3 credits
 This course will examine historical events and the impact they have had on a specific community or regional area of the United States. Meets the social science requirement.

HIST 245 Global Women's Activism 3 credits
 This course examines how women all over the world have countered their low status and power with activism that advances the cause of global feminism. The course takes a cross cultural perspective covering women from different ethnicities, religions, backgrounds, sexual preferences, races, etc. The course will discuss women's activism as both local and national concepts and how that activism translates into an emerging global feminism that both unites women on like issues and separates them on individual cultural issues. For the most part, this course will have a twentieth and twenty-first century focus.

HIST 250 Special Topics 3 credits
 Special Topics courses are studies of selected problems, periods or movements in the subject area not otherwise included in the curriculum. They are typically chosen from a faculty member's particular expertise and field of scholarly inquiry, and offered to a student or group of students forming an interest in the particular subject matter. The 250 designation denotes a General Education level of instruction and may include an appropriate General Education task to be completed. The 450 designation denotes a senior level degree of sophistication expected in both learning and instruction. A single course may be offered at both levels simultaneously, in which case the syllabus will clearly differentiate the course expectations and assessment measures for students enrolled at each of the two levels. A Special Topics course must be approved by the School of Liberal Arts Curriculum Committee before it is offered, and it must address one or more Major Outcomes within the discipline.

HIST 270 Historical Methods and Historiography 3 credits
 This course is designed to introduce students to the craft of doing history. Instead of learning about what happened in the past, this course teaches students how to research and write about historical events, including learning and understanding the various interpretations of history or historiography. Topics covered include using research tools, evaluating primary and secondary sources, proper documentation, good writing, objectivity, critical thinking, and historiography. Prerequisites: sophomore status, history majors and minors only or consent of instructor.

HIST 281 American Economic History 3 credits
 Same as BA 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 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 credit
 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 the 1920's, the Great Depression, New Deal, World War II, Cold War, the Civil Rights movement, Vietnam, Watergate, stagflation, the 1980s and contemporary American life. Prerequisite: HIST 111.

HIST 450 *Special Topics* 3 credits
Special Topics courses are studies of selected problems, periods or movements in the subject area not otherwise included in the curriculum. They are typically chosen from a faculty member's particular expertise and field of scholarly inquiry, and offered to a student or group of students forming an interest in the particular subject matter. The 250 designation denotes a General Education level of instruction and may include an appropriate General Education task to be completed. The 450 designation denotes a senior level degree of sophistication expected in both learning and instruction. A single course may be offered at both levels simultaneously, in which case the syllabus will clearly differentiate the course expectations and assessment measures for students enrolled at each of the two levels. A Special Topics course must be approved by the School of Liberal Arts Curriculum Committee before it is offered, and it must address one or more Major Outcomes within the discipline.

HIST 496 *Senior Thesis* 3 credits
This course is the capstone course for the History major. Students will research and write original essays on a topic of their choosing. Prerequisite: Senior standing; History majors only.

HIST 499 *Special Project* 1-3 credits
A Special Project allows the student to expand on work already completed in previous coursework. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student into original investigation of a defined problem within the discipline. Examples include theses and themed portfolios or exhibitions.

Honors

HON 100 *Honors Freshman Seminar* 3 credits
This course will ask students to engage in their academic experience, and thus is focused on critical thinking, identity, and critical and cultural literacy. The purpose of the Honors Freshman Seminar is to encourage students to become considered, thoughtful, and purposeful members of a community of learners, while challenging them to consider how they receive, process, and analyze the information they are confronted with every day. This class asks students to examine their own critical thinking process, and nurture an awareness of their individual learning process as well as their place in the world.

HON 110 *Honors Arts and Humanities* 3 credits
This course examines selected topics and traditions within the Arts and Humanities. The specific content of the course will depend on which of the General Education tasks the course meets. The selected subjects will vary from year to year depending on the themes of respective honors cohort.

HON 120 *Honors Behavioral Science* 3 credits
This course examines selected topics within the Behavioral Sciences. The course will meet the Behavioral Science General Education Task, but the specific content of the course will vary from year to year depending upon the faculty teaching the course.

HON 130 *Honors Natural Science* 3 credits
This course examines selected topics within the Natural Sciences. The course will meet the Natural Sciences General Education Task, but the specific content of the course will vary from year to year depending upon the faculty teaching the course.

HON 200 *Honors Cultures* 3 credits
This course requires students to recognize and evaluate issues from a variety of cultural contents and propose creative and culturally relevant solutions to those issues. The course will meet the Cultures general education task, but the specific content of the course will vary from year to year depending upon the faculty teaching the course.

HON 220 *Honors Sophomore Seminar* 3 credits
This course prepares students to carry out interdisciplinary research. Topics include information literacy and an introduction to research methods in multiple disciplines. The course culminates in the creation of a proposal for research. Prerequisites: Sophomore status and Honors standing.

HON 399 *Honors Research* 1 credit
This semester-long course is for junior and senior honors students to work on the individual interdisciplinary projects each will present as part of the Honors Senior Symposium (HON 499). This course is taken on a pass/fail basis only and may be repeated for up to three total credits. Prerequisite: HON 220.

HON 499 *Honors Senior Symposium* 1 credit
This semester-long course is the capstone course for the Honors Program, culminating in a public presentation of a student's Senior Honors Project. This course is taken on a pass/fail basis only. Prerequisite: HON 399.

Information Systems

IS 310 Systems Analysis and Design 3 credits

This course discusses how computer-based technologies and tools can most effectively contribute to business processes and methods. The course covers a systematic methodology for analyzing a business problem or opportunity, determining what role computer-based technologies can play in addressing the business need and articulating business requirements for the technology solution via in-house development, development from third-party providers, or purchased commercial-off-the-shelf (COTS) packages. Prerequisite: CS 130.

IS 320 Enterprise Architecture 3 credits

This course explores the design, selection, implementation and management of enterprise IT solutions. The focus is on applications and infrastructure and their fit with the business model including frameworks and strategies for infrastructure management, system administration, data/information architecture, content management, distributed computing, middleware, legacy system integration, system consolidation, software selection, total cost of ownership calculation, IT investment analysis, and emerging technologies. Prerequisite: IS 310.

IS 348 Business Process Management 3 credits

This course is an introduction to key concepts and approaches to business process management and improvement. The course covers how to identify, document, model, assess, manage and improve core business processes using information technology. The course also covers the technology challenges and approaches to organizational change, domestic and offshore outsourcing, and interorganizational processes. Prerequisite: IS 310 and BA 222.

IS 360 IT Security and Risk Management 3 credits

This course is an introduction to the fundamental principles and topics of Information Technology Security and Risk Management at the organizational level. The course covers critical security principles that enable IS professionals to plan, develop, and perform security tasks. The course also covers hardware, software, processes, communications, applications, and policies and procedures with respect to organizational IT Security and Risk Management. Prerequisite: IS 320.

IS 370 IT Audit and Controls 3 credits

This course is an introduction to the fundamental concepts of the information technology audit and control function. The course covers information controls, the types of controls and their impact on the organization, and how to manage and audit them. The course also covers the concepts and techniques used in information technology audits, the process of creating a control structure with goals and objectives, audit an information technology infrastructure against it, and establish a systematic remediation procedure for any inadequacies. Prerequisite: IS 320.

IS 410 IS Strategy, Management, and Acquisition 3 credits

This course explores the issues and approaches in managing the information systems in organizations and how the IS integrates, supports, and enables various types of organizational capabilities. The course uses a senior management perspective in exploring the acquisition, development and implementation of plans and policies to achieve efficient and effective information systems. The course also addresses issues relating to defining the high-level IS infrastructure and the systems that support the operational, administrative and strategic needs of the organization. Prerequisite: CS 400.

IS 420 Enterprise Systems and Integration 3 credits

This course explores the theoretic and practical issues related to the application of enterprise systems within organizations. The course covers how enterprise systems integrate information and organizational processes across functional areas with a unified system comprised of a single database and shared reporting tools. An integrated project, which requires the application of conceptual as well as technical (software) skills of students, will be required. Prerequisite: IS 320.

IS 499 Special Project 1-3 credits

This course is for research projects in the Information Systems field.

Information Technology

IT 310 Networking 4 credits

This course is an introduction to machine to machine communication architectures for modern computer systems. The course covers the selection, design, deployment, integration, and administration of network and communication infrastructures in an organization. Topics include LANs, WANs, service providers, packets, hubs, routers, switches, internet protocols, network administration and security. Prerequisite: CS 212.

IT 320 Web Systems and System Integration 4 credits

This course is an introduction to web technologies and systems integration. The course covers basic web design, configuration, management and security. The course also covers various P2M, M2P, and P2P, M2M communication standards and protocols and various frameworks and architectures used in web systems and system integration. Topics included are hypertext, self-descriptive text, web page design and development, web navigation systems, digital media, web services and vulnerabilities of web systems. Prerequisite: CS 212.

IT 336 ITIL System Administration I 3 credits

This course is part I of an introduction to the theory and concepts of information technology systems management based upon the standard best practices known as ITIL or the Information Technology Infrastructure Library. IT 336 will describe the progression of ITIL through version 3 and cover topics from the service strategy, design, and transition 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: IT 310 or consent of instructor.

IT 337 ITIL System Administration II 3 credits

This course is part I of an introduction to the theory and concepts of information technology systems management based upon the standard best practices known as ITIL or the Information Technology Infrastructure Library. IT 337 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: IT 336 or consent of instructor.

IT 348 Advanced Networks 3 credits

This course covers the basic knowledge needed to design current and future networks capable of providing ubiquitous high-quality support in heterogeneous environments. This course also provides an in-depth view of networking issues and solutions which strengthens the student's understanding of fundamental concepts of network communication. Topics include the requirements and design of networks, congestion control, routing, scheduling, and overlay and wireless architectures. Prerequisite: IT 310.

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 310.

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 Manage-

ment 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 348.

IT 390 *Programing for the WWW* 3 credits

This is an advanced web programing course focusing on multi-tiered design on Internet applications, transactions, creating components, and Web services using the .NET framework. Client-side and server-side facilities are covered. Prerequisite: IT 320 or consent of instructor.

IT 391 *e-Commerce Technology* 3 credits

This course covers emerging online technologies and trends and their influence on the electronic commerce marketplace. While the focus of this course is electronic commerce information technology, e-commerce web site planning, online store implementation, installation, administration, and security, students will be introduced to search engine prioritization concepts, web site statistics collection and analysis, online auctions, and various legal and ethical issues.

IT 410 *Information and System Security* 3 credits

This course is an introduction to Information Assurance and Security (IAS). The course covers the knowledge required for information assurance and security and how to apply this knowledge to manage the threats against computing, communication, and organizational systems. The course also covers the frameworks to be security aware, operational issues, policies and procedures, attacks and defense mechanisms, risk analysis, and incident recovery. Prerequisite: CS 400.

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 310.

IT 499 *Special Project* 1-3 credits

This course is for research projects in the Information Technology field.

Interdisciplinary

ID 102 *Using the Internet for Research* 1 credit

Students will learn the skills necessary to search the Internet to locate needed information and materials, evaluate critically the materials they find, and how to cite what they find in a bibliography. Students will receive course materials via e-mail from the instructor, including "lecture" and discussion material along with references to supporting/clarifying information on the World Wide Web.

ID 119 *College Success* 2 credits

This course introduces the concept of personal wellness as a holistic lifestyle that promotes healthy decision-making. This course teaches students how to make the transition from high school to college utilizing the UIU Wellness Model. That Model encompasses the components of Intellectual, Social, Emotional, Physical, Cultural, Financial, Ethical & Occupational.

ID 120 *Strategies for Success in College* 3 credits

This course provides an in-depth exploration of adult learning theory. Students will examine techniques for successful course navigation, choice of a major, and degree completion. Study will also focus on various teaching and learning models, delivery methods and how those relate to individual learning styles.

ID 142 *African American Culture* 3 credits

This course introduces students to a visual and narrative portrait of African American heritage, culture and people. The course will chronicle important periods in African American history that have shaped the outlook, lives and hopes of African Americans today. Students will be exposed to poetry, songs, music, literature and personalities

that created the African American legacy and heritage. Meets cultures requirement.

ID 225 *Geography Content for Teachers* 1 credit

This course provides an overview of physical geography as related to location, landform, climate, resources and place names; and cultural geography as related to distribution of the world's population, how people use resources such as transportation, communication and the impact cultural differences have on physical land.

ID 232 *Grammar Content for Teachers* 1 credit

This course provides knowledge of grammatical aspects of the English language (nouns, verbs, adjectives, clauses, verb-subject agreement, etc.) as they relate to the development of effective oral and written communication skills.

ID 233 *Geography, American History and World History Content for Teachers* 3 credits

The course will include required minimum competency tests in geography place names and landmarks. Both physical geography (location, landform, climate, resources, place names) and cultural geography (distribution of people on the earth, how people use resources such as transportation and communication and the impact cultural differences have on physical land) will be covered. Key people, events and dates in American and world history will be assessed. Cooperative learning, teaming, dyads, journals and study group techniques will be employed to teach social science content.

ID 239 *American History Content for Teachers* 1 credit

This course provides an overview of American history for the period from colonization through recent times. Topics will include a study of individuals, groups and events along with their impact on the development of the United States.

ID 246 *World History Content for Teachers* 1 credit

This course provides an overview of world history for the period from early civilization through recent times. Topics will include a study of individuals, groups and events along with their impact on the people of the world.

ID 300 *Practicum in Small Group Instruction* 1 credit

This course allows the student to develop and apply skills in team building, conflict management and group dynamics. Additional emphasis will be placed on researching and development of lesson plans and writing and critiquing of journals. Students will be college seminar assistants.

ID 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 and Junior Standing. May not be used to satisfy a humanities general education requirement.

ID 350 *Student Development Seminar* 1 credit

An overview of a student's development in the transition from high school to college life. Prerequisite training to become a resident assistant.

ID 370 *Careers: Theory and Strategies* 1 credit

The Careers: Theory and Strategies class introduces students to the world of career planning, job searching skills and techniques and incorporating knowledge acquired in college into a professional setting. The course will include theory as well as practical application of knowledge.

ID 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, ID 301, senior status, with 15 or fewer credits remaining to be completed through Upper Iowa University.

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 your 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 finance will also be studied. Prerequisite for Fayette campus only: 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 111 Pre-Calculus Mathematics **3 credits**

This course encompasses necessary preparation for students who intend to take calculus. Students should have had at least one year of plane geometry as taught in high schools, and should have manipulatory skills usually acquired in one and a half years of high school algebra. Prerequisite for Fayette campus only: Pass MATH 105 or ACT math score ≥ 26 or an alternative placement mechanism as approved by the math department or instructor approval.

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 Analytic Geometry and Calculus I **3 credits**

This is the first of four courses combining plane and solid analytic geometry, ordinary and partial differentiation, single and multiple integration and infinite series. Prerequisite: MATH 115 or four semesters of high school algebra, one semester of high school trigonometry, or permission of the instructor.

MATH 200 Analytic Geometry and Calculus II **3 credits**

Prerequisite: MATH 120.

MATH 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 Analytic Geometry and Calculus III **3 credits**

Prerequisite: MATH 200.

MATH 215 Analytic Geometry and Calculus IV **3 credits**

Prerequisite: MATH 210.

MATH 220 Elementary Statistics **3 credits**

An introduction to the simpler problems of statistical inference; descriptive statistics, probability distributions, estimation of parameters and level of significance, regression and correlation. This course may not be completed for additional credit by students who have completed MATH 226. Prerequisite: Pass (MATH 105 or above) or ((pass MATH 095 or ACT math score ≥ 19) and pass MATH 100) or ACT math score ≥ 24 or an alternative placement as approved by the math department or instructor approval.

MATH 223 Mathematics for Elementary and Middle School Teachers **3 credits**

This course incorporates the use of a problem-solving approach in the development of mathematical topics relevant to the K-8 elementary school teacher. Topics will be selected from the following: sets, functions and logic, numeration systems and whole numbers, integers, rational numbers, number theory, decimals, probability and statistics, geometry and concepts of measurement. This course is recommended for anyone who will be teaching mathematics in grades K-8. This course does not satisfy the general education mathematics requirement.

MATH 250 Special Topics **3 credits**

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, BA 160, BA 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, BA 160, BA 161, BA 202, BA 341, BA 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, BA 310

MATH 402 Introduction to Modern Algebra 3 credits

An introduction to the study of algebraic systems, including groups, rings and fields, homomorphisms and isomorphisms. Prerequisites: MATH 210 and consent of the instructor.

MATH 403 Internship 3 credits

MATH 450 Special Topics 1-3 credits

MATH 451 Seminar 1 credit

Students conduct an in-depth study of a mathematical topic of interest to them which has been approved by the mathematics faculty. An oral and written presentation will be made of their findings. This is a capstone course and is required of all mathematics majors. Prerequisite: Senior status.

MATH 499 Special Project 1-3 credits

Music

MUS 100 Introduction to Music 3 credits

A study of the elements that comprise all music and a survey of the world's greatest composers and their music, from the age of Bach and Handel to the present. Meets the humanities requirement.

MUS 121/122 Concert Choir 1 credit

Must be taken in combination with the following term to receive one semester hour. May be repeated each semester for credit.

MUS 200 American Jazz Styles 3 credits

A study of jazz styles from the beginning of jazz to the present. Emphasis is on the differences as well as the similarities between the various styles. Topics covered include the music and the performers, composers and other personalities in the world of this uniquely American art form. Meets the humanities requirement.

MUS 202 American Popular Music 3 credits

An overview of popular music throughout the history of this country, with emphasis on Stephen Foster, Tin Pan Alley, jazz, rock and other recent styles; also the composers, lyricists, performers and other persons whose work and creativity have contributed to the vast body of popular music. Meets the humanities requirement.

Nursing

NUR 305 Professional Communication for Nurses 3 credits

This course focuses on concepts related to professional communication in the delivery of health care, both individual and collaborative. Students will explore verbal, written, and electronic communications as applied to the nursing profession and interprofessional items, including legal and ethical considerations. The impact and integration of information technology in health care will be explored. Health literacy and effective teaching/learning strategies across the life span will be included. Prerequisite: Admission to the nursing program.

NUR 315 Professional Nursing Practice 3 credits

The course focuses on the identification, exploration, and analysis of concepts that influence professional nursing practice. Historical, social, political, professional, legal, and ethical factors will be examined. Traditional and emerging roles of the nurse will be analyzed to identify the present and future state of professional practice in the rapidly expanding field of nursing. Prerequisite: Admission to the nursing program.

NUR 325 Integrated Concepts of Nursing Care I 4 credits

Concepts related to health assessment, understanding of pathophysiology and effective nursing management of health care are presented.

The interrelationships among concepts are explored as well as strategies to promote optimal restoration of health while providing safe, client centered, and quality driven health care. This is the first of a two-course sequence that must be completed to fully meet the competencies related to all body systems. Prerequisites: Admission to the nursing program and NUR 305.

NUR 331 *Complementary and Alternative Health Care* 1 credit

This course examines a diverse group of health care beliefs and practices used instead of, or in concert with, western health care beliefs and practices. Students are expected to critically examine the belief systems, practices, and health outcomes for complementary, alternative, and western paradigms of health.

NUR 335 *Integrated Concepts of Nursing Care II* 4 credits

Concepts related to health assessment, understanding of pathophysiology and effective nursing management of health care are presented. The interrelationships among concepts are explored as well as strategies to promote optimal restoration of health while providing safe, client centered, and quality driven health care. This is the second of a two-course sequence that must be completed to fully meet the competencies related to all body systems. Prerequisites: Admission to the nursing program and NUR 325.

NUR 340 *Community Health Nursing* 4 credits

This course focuses on care of the community as client. Emphasis is on the role of the nurse in addressing the preventative health needs of populations at risk and other community groups at risk and other community groups in various community practice settings. Current public health problems, trends in health care delivery and community resources are examined. Students analyze the sociocultural, political, economic, ethical and environmental factors that influence community and global health. Students will implement a clinical project to meet the needs of an identified population. Prerequisite: NUR 335.

NUR 352 *Exploring Transcultural Nursing* 4 credits

This course prepares students to develop culturally sensitive perspectives on healing modalities of different cultures and their application to current nursing practice. An international or local practicum experience with the intent to create a deeper understanding and appreciation of the art and science of being a healer will be incorporated in the course. Jean Watson's 10 Carative Processes and Madeline Leininger's Transcultural Nursing form the theoretical framework guiding the exploration and integration of transcultural healing traditions. Prerequisite: Admission to the nursing program or permission of the nursing chair.

NUR 400 *Evidence Based Practice in Nursing* 3 credits

This course introduces the student to the research process and focuses on the translation of current evidence into practice. Emphasis is on critical analysis of published research studies to facilitate implementation of evidence-based decisions in nursing practice. Prerequisites: Admission to the nursing program and MATH 220 or its equivalent.

NUR 420 *Nursing Leadership and Management* 3 credits

In this course the student examines theory and concepts needed for successful leadership and management roles in the rapidly changing health care environment. Concepts of quality and safety are explored along with teamwork and effective communication for nurse leaders. Prerequisites: Admission to the nursing program and NUR 400.

NUR 430 *History of Nursing* 2 credits

Focus is on the history of nursing, nursing education, and health care from primitive times to current day. Course content includes study of historical periods and figures such as Florence Nightingale, Lavinia Doci, and Lillian Wald. Emphasis is on the relationship between nursing and society and the impact on modern nursing. Prerequisite: Admission to the university.

NUR 432 *Honoring Self-Care: Balancing Mind, Body, and Spirit* 2 credits

In this course students will explore the meaning of self-care, and its application to professional nursing. Multiple modalities will be introduced to expand the knowledge, understanding, and need for self-care. Students will also develop a personal self-care plan, implement the plan into their personal and professional lives, and evaluate the outcome. Prerequisite: Admission to the nursing program.

NUR 434 *Introduction to Global Health* 2 credits

This course introduces the student to global health concepts and the network of organizations working to advance health care internationally. Emphasis will be placed on the global burden of disease and determinates of health students will be introduced to programs, systems, and policies affecting global health. Prerequisite: Admission to the nursing program.

NUR 436 *Understanding Nursing Theory* 2 credits

This course will introduce students to nursing theorists and the foundations of their theories. Emphasis will be made on the types of theories and how these theories affect nursing practice and patient centered care. Students will begin to understand the essentials of nursing theory and the theorists behind their development. Prerequisite: Admission to the nursing program.

NUR 438 *Our Image: The Image of Nursing* 2 credits

This image of the nurse in American culture has been varied, complex, and provocative. This course will introduce students to textual images of nurses in fiction, film, television, and visual arts within the contexts of American and nursing history. Prerequisite: Admission to the nursing program.

NUR 440 *Service Learning* 1-3 credits

The primary function of this course is to serve as a structured service learning opportunity that fosters academic growth, citizenship, leadership, and civic responsibility. All requirements will be related to conducting specific services related to nursing and the community. May only be taken once. Prerequisite: Admission to the nursing program.

NUR 442 *Understanding Healthcare Policy* 2 credits

This course focuses on the healthcare policy process and the impact on nursing practice, healthcare delivery, and healthcare quality. Social, political, economical, historical, legal, ethical, and professional influences will be explored. Prerequisite: Admission to the nursing program.

NUR 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: ENG 102, ID 301, 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 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.

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 celestial objects, with emphasis on the sun, the moon, the planets and the stars. Major topics include telescopes, the formation of the solar system and the universe, solar energy and the life cycles of stars. Meets the science requirement.

PHY 111 *Introductory Physics I* **3 credits**

The first of two courses in introductory physics commonly taken by students majoring in biology, chemistry, health professions and other disciplines requiring introductory level physics. Topics include:

kinematics, Newton's Laws, gravity, energy, momentum, rotational motion, solids and fluids, waves, sounds, and thermodynamics. Prerequisite/Co-Requisite: MATH 115 Trigonometry and Analytic Geometry or instructor approval.

PHY 112 *Introductory Physics Laboratory I* **1 credit**

In this course, the laboratory experiments are used to help reinforce and physically demonstrate the concepts taught in PHY 111.

PHY 113 *Introductory Physics II* **3 credits**

The second of two courses in introductory physics commonly taken by students majoring in biology, chemistry, health professions and other disciplines requiring introductory level physics. Topics include: electrostatics, electricity, magnetism, light, physical and geometric optics, and nuclear physics. Knowledge of algebra, geometry and trigonometry is assumed. Prerequisite: PHY 111 or consent of the instructor.

PHY 114 *Introductory Physics Laboratory II* **1 credit**

In this course, the laboratory experiments are used to help reinforce and physically demonstrate the concepts taught in PHY 113.

PHY 250 *Special Topics* **3-4 credits**

Political Science

PS 100 *U.S. Government* **3 credits**

A survey of the basic constitutional principles, political institutions and public policies of American national government. Meets the social science requirement.

PS 211 *International Relations* **3 credits**

A study of the changing international order and the collapse of Soviet communism; international conflict and cooperation; international organizations and a revitalized UN; the Third World and international diplomacy. Meets the social science requirement.

PS 212 *Comparative Politics* **3 credits**

This course compares and contrasts various aspects of the political process in pluralistic democracies, modern authoritarian systems, and developing nations. Students are introduced to political institutions in different states and will learn how to compare them in order to develop a better understanding of events in the modern world.

PS 222 *Introduction to Political Society* **3 credits**

This course contends that political symbolic action extends to popular culture. Individuals are exposed to the precepts of specific cultures through popular culture, which express current and prevailing ideas, values and social relations in political society. In an era when human beings in advanced industrial societies increasingly devote time to the consumption of popular culture, it becomes increasingly important to recognize that popular culture supports or challenges existing political organization.

PS 230 *State and Local Government* **3 credits**

A survey of the basic principles, organizations and functions of government on the state, county, municipal, township and district levels. Meets the social science requirement.

PS 250 *Special Topics* **3 credits**

Special Topics courses are studies of selected problems, periods or movements in the subject area not otherwise included in the curriculum. They are typically chosen from a faculty member's particular expertise and field of scholarly inquiry, and offered to a student or group of students forming an interest in the particular subject matter. The 250 designation denotes a General Education level of instruction and may include an appropriate General Education task to be completed. The 450 designation denotes a senior level degree of sophistication expected in both learning and instruction. A single course may be offered at both levels simultaneously, in which case the syllabus will clearly differentiate the course expectations and assessment measures for students enrolled at each of

the two levels. A Special Topics course must be approved by the School of Liberal Arts Curriculum Committee before it is offered, and it must address one or more Major Outcomes within the discipline.

PS 299 Special Project 1-3 credits

A Special Project allows the student to expand on work already completed in previous coursework. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student into original investigation of a defined problem within the discipline. Examples include theses and themed portfolios or exhibitions.

PS 342 The Development of American Foreign Policy 3 credits

Same as HIST 342.

PS 362 The Legislative Process 3 credits

A general introduction to American representative assemblies, with primary attention given to the U.S. Congress. Emphasis is on the interplay of relationships with legislative bodies affecting the shaping of legislation.

PS 368 Political Parties and Interest Groups 3 credits

This course is intended to provide an in-depth survey of American political parties and interest groups. This course is designed to examine not only theories concerning political parties and interest groups but also the practical operation and reality of political parties and interest groups in American politics. Prerequisite: PS 100 or permission of instructor.

PS 380 Congress and the Presidency 3 credits

A study of the interaction in the policy-making roles of the President and Congress of the United States. Emphasis is on federal legislation, crisis politics and the system of checks and balances.

PS 403 Internship 3 credits

Academic credit can be received for internships in the state legislature, the U.S. Congress, election campaigns, governmental agencies, study abroad or other similar activities. Prior planning and approval is required.

PS 411 American Constitutional Law I 3 credits

This course examines the role of the judiciary and the U.S. Supreme Court in the American political system. A case approach is taken to the development of U.S. constitutional law. Topics include the powers of the President and Congress, Federalism, the commerce clause, the taxing and spending power, and the contract clause.

PS 412 American Constitutional Law II 3 credits

Topics covered include civil liberties, equal opportunity and equal protection under the law for minorities, freedom of speech and religion and the right to privacy, and the rights of those accused of crimes.

PS 450 Special Topics 3 credits

Special Topics courses are studies of selected problems, periods or movements in the subject area not otherwise included in the curriculum. They are typically chosen from a faculty member's particular expertise and field of scholarly inquiry, and offered to a student or group of students forming an interest in the particular subject matter. The 250 designation denotes a General Education level of instruction and may include an appropriate General Education task to be completed. The 450 designation denotes a senior level degree of sophistication expected in both learning and instruction. A single course may be offered at both levels simultaneously, in which case the syllabus will clearly differentiate the course expectations and assessment measures for students enrolled at each of the two levels. A Special Topics course must be approved by the School of Liberal Arts Curriculum Committee before it is offered, and it must address one or more Major Outcomes within the discipline.

PS 499 Special Project 1-3 credits

A Special Project allows the student to expand on work already completed in previous coursework. It is undertaken with the guidance of

one or more faculty members and is intended to encourage the student into original investigation of a defined problem within the discipline. Examples include theses and themed portfolios or exhibitions.

Psychology

PSY 142 Human Growth, Development and Guidance 3 credits

Same as EDU 142.

PSY 190 General Psychology 3 credits

An introduction to the scientific study of behavior and mental processes, including major approaches and methodologies. The course samples a broad range of topics, including biological foundations, development, learning, cognition, personality, abnormal psychology and social behavior. Meets the social science requirement.

PSY 201 Adjustment 3 credits

A course designed to apply psychological approaches to normative events during life's developmental stages, with a focus on environmental factors and the psychology of stress in a changing world. Meets the social science requirement.

PSY 212 Developmental Psychology: Birth to Adolescence 3 credits

This course focuses on how individuals grow and change from conception to adolescence. It addresses the biological factors that exist at birth, the psychosocial factors that affect changes and the resulting developmental stages. Prerequisite: PSY 190. Meets the social science requirement.

PSY 221 Introduction to Human Services 3 credits

A survey of the professions, programs and agencies involved in the delivery of human services. Prerequisite: PSY 190.

PSY 222 Developmental Psychology: Young Adulthood to Late Adulthood 3 credits

This course takes the learner through the developmental stages of the human life cycle from the end of adolescence to the advanced stages of aging covering the physical changes, the social challenges and the psychological growth of an individual during those years. Prerequisite: PSY 190. Meets the social science requirement.

PSY 232 Group Dynamics 3 credits

An analysis of group behavior in small and large groups of various types. The focus is on social interaction in the formation and operation of groups, and on the social system's approach to understanding group behavior. Same as SOC 232. Prerequisite: PSY 190 or SOC 110. 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. Prerequisite: PSY 190. 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 Liberal Arts Curriculum Committee before it is offered, and it must address one or more Major Outcomes within the discipline.

PSY 260 Gender Roles 3 credits

An analysis of the changing cultural notions and social realities regarding male/female roles and relationships. Topics may include: cross-cultural research concerning gender differences; the role of various socializing agents in shaping sexual identities; and the effects of gender differences on political and economic processes. Same as SOC 260. Prerequisite: SOC 110 or PSY 190. Meets the social science requirement.

PSY 270 Human Sexuality 3 credits

An introduction to the biological, psychological and social aspects of human sexuality. The course includes a study of sexuality in relation to the life cycle.

PSY 299 Special Project 1-3 credits

A Special Project allows the student to expand on work already completed in previous coursework. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student into original investigation of a defined problem within the discipline. Examples include theses and themed portfolios or exhibitions.

PSY 302 Substance Abuse 3 credits

The effects of psychoactive drugs are studied in this course, as well as the origins of substance abuse, characteristics of substance abusers, and consequences for the individual, family and society. Approaches to substance abuse treatment are discussed. Prerequisite: SOC 110 or PSY 190.

PSY 310 Social Psychology 3 credits

This course presents the social aspects of human behavior, including personal perception, social cognition, attitude formation and change, attribution, prosocial behavior and interpersonal attraction. Same as SOC 310. Prerequisite: SOC 110 or PSY 190.

PSY 323 Cognition 3 credits

An analysis of cognitive processes, including attention, perception, concept formation, language, memory, problem solving and decision making. Prerequisite: PSY 190.

PSY 335 Biology and Behavior 3 credits

This course explores the relation of biological function and human behavior; the role of genetic, hormonal and neurological factors in intelligence, sex differences, biological rhythms and emotional disorders. Disturbances produced by agents such as drugs and disease are studied. 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 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. May not be taken by learners who have completed PSY 354. Prerequisite: PSY 190.

PSY 360 Abnormal Psychology 3 credits

A survey of the major classifications of psychopathology, including conceptual approaches to the understanding of psychopathology, etiology and treatment. Prerequisite: PSY 190.

PSY 373 Research Methods 3 credits

This course explores the development of skills essential to critical evaluation of behavioral research. The emphasis is on understanding scientific

method, research, methodologies and statistical analysis. Prerequisites: SOC 110 or PSY 190 and MATH 220.

PSY 375 Methods in Human Services I 3 credits

This course explores the assumptions, strategies and techniques used in the delivery of human services, as well as problem identification and skill development. Same as SOC 375. Prerequisite: SOC 110 or PSY 190.

PSY 377 Methods in Human Services II 3 credits

This course is designed to educate the prospective human services/social worker with the newly emerging client population in America and to recognize the impact of the interaction between clients and their environments, looking at cultural barriers, diverse at-risk populations and the systems that sustain at-risk clients. Same as SOC 377. Prerequisite: PSY 375 or by permission of the instructor.

PSY 383 Human Behavior in the Social Environment 3 credits

An analysis of individual, group and cultural influences on human behavior. The emphasis is on contrasting levels of analysis and application to a variety of environmental settings. Note: Some background in both psychology and sociology is strongly recommended. Same as SOC 383. Prerequisite: SOC 110 or PSY 190.

PSY 391 Social Work Practice I: Individuals 3 credits

This course prepares the prospective human services worker for entry into the profession by emphasizing theory, practice, and personal awareness. Specific techniques of interviewing and working with individuals will be covered through reading, lecture, and in-class practice. Prerequisites: ID 301, PSY 221, and PSY 383.

PSY 392 Social Work Practice II: Families and Groups 3 credits

This course prepares the prospective human services worker to work with families and groups. It covers theories of family and group dynamics and examines the values and ethics of social work as they apply to work with families and small groups. Specific techniques will be covered through reading, lecture, discussion, and in-class practice. Prerequisite: PSY 391.

PSY 393 Social Work Practice III: Communities and Social Institutions 3 credits

This course prepares the prospective human services worker for entry-level work with communities and social institutions. It examines the values and ethics of social work as they apply to work with large groups. Specific information about organizations and working with them will be covered through reading, lecture, and in-class role play. Some field work in the community is required. Prerequisite: PSY 392.

PSY 394 Psychology of Aging 3 credits

This course is designed to provide an analysis of the factors affecting adult development and aging. Emphasis is on the psychological, cognitive, sensory, physical, personality and interpersonal changes occurring with age. Prerequisite: PSY 190.

PSY 397 Social Gerontology 3 credits

This course focuses on personal, interpersonal and societal factors in the human aging process. Emphasis is on family, community and governmental responsibility in defining and resolving problems of the aged in a modern industrial society. Prerequisite: SOC 110 or PSY 190.

PSY 403 Internship 3 credits

Supervised field experience in a selected setting. Consent of faculty and written report are required. Prerequisite: PSY 190 and consent of academic advisor.

PSY 409 Psychology of Disaster 3 credits

Focuses on the psychological and physiological human response to disasters. Using clinical research and case histories, this course studies normal and abnormal psychological reactions, the recovery process and principles of mental healthcare for victims of mass disasters. Differences between natural and man-made disasters are examined and factors that either worsen or mitigate the traumatizing after-effects are reviewed. Psychological aspects of Weapons of Mass Destruction

(WMD) disasters are also considered. Learners explore how individuals react to natural disasters and terrorist mass-casualty incidents. Prerequisite: PSY 190.

PSY 432 Personality 3 credits
A survey of the major theories of the nature and development of personality. Prerequisite: PSY 190.

PSY 440 Industrial Psychology 3 credits
A study of the relationship between the individual worker and the work environment. Emphasis is on the exploration and application of the most influential theories. Topics include organizational dynamics, work motivation, job satisfaction, personnel selection and training, and work group influences. Prerequisite: PSY 190.

PSY 444 Assessment 3 credits
An introduction to the assumptions and techniques of psychological assessment. 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 Liberal Arts Curriculum Committee before it is offered, and it must address one or more Major Outcomes within the discipline.

PSY 454 Issues and Ethics in the Helping Professions 3 credits
An analysis of issues and ethical problems involved in the helping professions and programs. Prerequisite: PSY 190.

PSY 474 Organizational Behavior 3 credits
Same as BA 474. Prerequisite: PSY 190 or SOC 110.

PSY 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.

Public Administration

PA 250 Special Topics 3 credits
Special Topics courses are studies of selected problems, periods or movements in the subject area not otherwise included in the curriculum. They are typically chosen from a faculty member's particular expertise and field of scholarly inquiry, and offered to a student or group of students forming an interest in the particular subject matter. The 250 designation denotes a General Education level of instruction and may include an appropriate General Education task to be completed. The 450 designation denotes a senior level degree of sophistication expected in both learning and instruction. A single course may be offered at both levels simultaneously, in which case the syllabus will clearly differentiate the course expectations and assessment measures for students enrolled at each of

the two levels. A Special Topics course must be approved by the School of Liberal Arts Curriculum Committee before it is offered, and it must address one or more Major Outcomes within the discipline.

PA 305 Grant Writing 3 credits
This course is designed to introduce students to grantsmanship principles and practices. Students will develop grant-seeking and grant-writing skills through practical learning opportunities. Students will learn to develop strong problem statements and designs for grants, seek out resources for funding, write a proposal, and develop budget and management strategies for the proposed project. Prerequisite: ENG 102.

PA 306 Principles of Emergency Management 3 credits
This course introduces students to the field of emergency management. Learners will analyze various aspects of terrorism and emergency management and the responsibilities of public administrators for emergency management and preparedness in a variety of situations. Procedures and requirements for emergency management, including identification of hazards and response capabilities in both government and the private sector, will be examined.

PA 320 Political and Policy Basis of Emergency Management 3 credits
Introduces concepts and basic descriptive information about the political system within the context of disaster policy and explores how political factors play a role in all phases of emergency management—regardless of the type or nature of the disaster event. Prerequisites: PS 100, PS 230 and PA 306.

PA 332 Emergency Preparedness and Planning 3 credits
Explores the needs of public safety officials who have responsibility for emergency preparedness planning and response. Includes contexts for emergency planning—legal and jurisdictional; responsibility for planning and responding to emergencies; different types of emergencies, and an approach to planning that can be applied to emergency situations. Addresses specific issues associated with the planning process, including the role of the manager, the necessity for multi-agency involvement, various analytical techniques employed in planning, different levels of emergency planning, and different elements of the plan. Utilizes case analysis and discussion. Prerequisites: PA 306 and PA 320.

PA 346 Disaster Response and Recovery 3 credits
Theoretical examination and practical application of post-disaster management activities including human behavior in emergency situations, warning, evacuation, sheltering, triage, damage assessment, disaster declaration, debris removal, media relations, crisis counseling, individual and public assistance, and other relevant functions. Decision making, incident command, EOC operations, coordination and service delivery strategies are also discussed. Prerequisite: PA 332.

PA 364 Public Administration 3 credits
A study of politics, administration and bureaucratic policy making at local, state and national levels, with emphasis on the relationship between governmental bureaucracies and the political system in the United States.

PA 371 Urban Management 3 credits
This course examines the history, growth and development of the modern urban area. Urban problems are identified, along with the management skills necessary to deal effectively with them. Urban politics and their impact on policy determination are also examined.

PA 403 Internship 3 credits
Supervised field experience in a selected setting. Consent of the academic advisor/center director and written report are required.

PA 404 Integrated Emergency Management 3 credits
Through a case/scenario driven approach, learners deal with scenario-related threat events of increasing complexity, urgency, and intensity. Participants develop emergency policies, plans, and procedures to ensure an effective response. Preparedness and Response, Recovery and

Mitigation, Public and Media Relations, and Political/Public Policy issues are integrated through the case/scenario. Prerequisite: PA 306.

PA 414 Principles and Practice of Hazards Mitigation 3 credits
Exploration of natural and man-made hazard mitigation and its role in disaster management; analysis of past and current government and private sector programs; examination of new approaches; structural versus non-structural actions; role of the natural environment in mitigating natural hazards; role of prevention/preparedness in reducing the impacts of future terrorism events. Prerequisites: BA 210 and PA 306.

PA 430 Cases in Public Administration 3 credits
A concentrated study of the techniques of public administration, including the public budgeting process, law enforcement administration, recreation administration, and the administration of other public services. Prerequisite: PA 364.

PA 440 Public Budgeting Process 3 credits
Areas studied include budget planning, formulation, execution, and auditing; the sharing of taxing and spending power between the executive and legislative branches; the agency role of advocacy in budget preparation; budgets as a reflection of public policy.

PA 445 Administrative Law 3 credits
Areas explored include bureaucracy and the regulatory process; judicial review of administrative action; the Administrative Procedures Act of 1946; delegation, standing, exhaustion, sovereign immunity, rulemaking, tort liability, evidence, discretion, investigation and enforcement.

PA 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 Liberal Arts 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 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. Prerequisite: SOC 110.

SOC 232 Group Dynamics 3 credits
Same as PSY 232.

SOC 237 Criminal Law 3 credits
Surveys the historical development of criminal law in America. Analysis of the effects of English common law, a federal structure, court decisions, legislated codes, historical events and social changes. Prerequisite: SOC 110.

SOC 240 Diversity in the United States 3 credits
This course provides sociological perspectives for recognizing the diversity within our society and for analyzing the development and current position of complex subcultures within the structure of modern America. Meets firstly the cultures requirement or secondly the social science requirement, but not both.

SOC 250 Special Topics 3 credits
Special Topics courses are studies of selected problems, periods or movements in the subject area not otherwise included in the curriculum. They are typically chosen from a faculty member's particular expertise and field of scholarly inquiry, and offered to a student or group of students forming an interest in the particular subject matter. The 250 designation denotes a General Education level of instruction and may include an appropriate General Education task to be completed. The 450 designation denotes a senior level degree of sophistication expected in both learning and instruction. A single course may be offered at both levels simultaneously, in which case the syllabus will clearly differentiate the course expectations and assessment measures for students enrolled at each of the two levels. A Special Topics course must be approved by the School of Liberal Arts Curriculum Committee before it is offered, and it must address one or more Major Outcomes within the discipline.

- SOC 260 Gender Roles** **3 credits**
Same as PSY 260.
- SOC 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.
- SOC 299 Special Project** **1-3 credits**
A Special Project allows the student to expand on work already completed in previous coursework. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student into original investigation of a defined problem within the discipline. Examples include theses and themed portfolios or exhibitions.
- SOC 304 Globalization** **3 credits**
This course explores the impacts of globalization on social institutions, structures, and relationships. Particular emphasis is placed on global economies, organizations, and political arrangements and their roles in shaping world inequality, cultural change, and environmental impacts. Students will be required to demonstrate understanding of global societies and networks, and their position in the global society.
- SOC 310 Social Psychology** **3 credits**
Same as PSY 310.
- SOC 315 Juvenile Justice** **3 credits**
Development and operation of juvenile courts, treatment and rehabilitation strategies, diversion strategies. Prerequisite: SOC 110.
- SOC 321 Juvenile Delinquency** **3 credits**
Juvenile gangs; causes and consequences of delinquency; prevention, treatment and control of delinquency. Prerequisite: SOC 110.
- SOC 333 Criminology** **3 credits**
An analysis of various forms of crime, as well as various elements of the criminal justice system. The emphasis is on theories of crime 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.
- SOC 334 Introduction to Sociological Research Methods** **3 credits**
This course is an introduction to use of the scientific method of observation in sociology. Quantitative and qualitative research approaches are defined. Data collection techniques including experiments, survey research, field research, and unobtrusive observation are addressed in detail. Population sampling strategies and data analysis techniques are covered. Prerequisite: MATH 220.
- SOC 337 Victimology** **3 credits**
Development and operation of policies and programs for the victims of crime, victim compensation schemes from colonial to modern times, victim/offender confrontation programs. Prerequisite: SOC 110.
- 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 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: SOC 110 and junior status.
- SOC 361 Marriage and the Family** **3 credits**
This course represents a sociological approach to understanding the family as a social institution: courtship, marital and family practices, the family as an agent of socialization, and changes in the family in the 20th century. Prerequisite: SOC 110.
- SOC 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: SOC 110.
- SOC 363 Social Stratification** **3 credits**
An analysis of major theoretical perspectives on social stratification, with emphasis on the social dynamics involved. Consequences of different forms of social stratification will be emphasized. Topics may include: social mobility, social inequality, the relations between stratification and the distribution of power and the effects of industrialization on class differences. Prerequisite: SOC 110.
- SOC 365 Sociology of 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: SOC 110.
- SOC 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: SOC 110.
- SOC 375 Methods in Human Services I** **3 credits**
Same as PSY 375.
- SOC 377 Methods in Human Services II** **3 credits**
Same as PSY 377.
- SOC 380 Corrections and Punishment** **3 credits**
The history of corrections in American society, corrections and punishment in contemporary America, alternatives to institutional treatment. 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 383 Human Behavior in the Social Environment** **3 credits**
Same as PSY 383.
- SOC 384 Social Welfare Programs and Policies** **3 credits**
An analysis of social policies in the United States, with emphasis on the dimensions of choice and alternative policies, along with assessment of contemporary social welfare issues, programs and legislation. Prerequisite: SOC 110.
- SOC 388 Comparative Study of Criminal Justice** **3 credits**
Students will analyze the criminal justice system in the United States in comparison to criminal justice systems and approaches worldwide. Different global political, economic, and cultural systems will provide the basis to evaluate the goals, structure, and correction strategies employed in the United States' criminal justice system.
- 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 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: SOC 110.

SOC 403 Internship 3 credits

In this course, students gain supervised field experience in a selected setting. **Note:** Consent of the academic advisor/center director is required. Prerequisite: SOC 110.

SOC 418 Applied Research Methods 3 credits

Applied Research Methods is the capstone experience for sociology majors. Students will demonstrate their understanding of sociological theory and methods of scientific, sociological inquiry. Students will be required to demonstrate understanding of the discipline of sociology through formation of a sociological research question, completing a review of current literature, and developing a research proposal.

SOC 450 Special Topics 3 credits

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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 Programing 4 credits

This course is an introduction to the concepts of object oriented programing and modern programing practices. The course covers object oriented programing paradigm with the definition and use of classes, object and methods along with the fundamentals of object-oriented design including encapsulation, inheritance, polymorphism, and events. Topics also include an overview of programing language principles, simple analysis of algorithms, basic searching and sorting techniques, and an introduction to software engineering issues. Prerequisite: CS 140.

SE 256 Game Design and Programing 4 credits

Students will study the principles of game design and use this knowledge to program their own games. Students will also learn about a game's components: the representation of the player, of artifacts, the virtual environment that contains them, and the interaction between them and the player. Prerequisite: CS 140 or consent of instructor.

SE 300 Data Structures and Algorithms 4 credits

This course is an introduction to the fundamental concepts of data structures and the algorithms that proceed from them. Topics include recursion, the underlying philosophy of object oriented programing, 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.

SE 348 Informatics and Knowledge Engineering 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.

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.

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.

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.

Spanish

SPN 101, 102 Beginning Spanish I and II 3 credits each

An introduction to the Spanish language involving the study of basic vocabulary, verb forms and grammatical structures; listening comprehension and rudimentary speech receive special emphasis. Students who have successfully completed two years of high school Spanish may be admitted directly into SPN 102 with permission of the instructor. Students with questions about their proficiency level should consult the instructor before signing up for a Spanish class. Native speakers of Spanish may take Spanish 101 and/or Spanish 102 only with the instructor's permission. Meets the humanities requirement.

SPN 125 Introduction to Hispanic Culture & Society 3 credits

A multidisciplinary study of Latin American culture(s) utilizing the contributions of geography, political science, history, sociology, anthropology, economics, literature, art and religion. Meets firstly the cultures requirement or secondly the social science requirement, but not both.

SPN 201, 202 Intermediate Spanish I and II 3 credits each

A consolidation of communicative proficiency in Spanish by emphasizing the four language skills of reading, writing, speaking and listening comprehension. Vocabulary acquisition and syntax will be stressed. Prerequisite: SPN 102 or consent of the instructor.

SPN 250 Special Topics 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.

SPN 299 Special Project 1-3 credits

A Special Project allows the student to expand on work already completed in previous coursework. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student into original investigation of a defined problem within the discipline. Examples include theses and themed portfolios or exhibitions.

SPN 301, 302 Advanced Spanish I and II 3 credits each

Reinforcement and continued development of communicative proficiency in Spanish by focusing on vocabulary expansion, sophisticated grammatical constructions, sustained oral interactions, idiomatic expressions and selections from contemporary literature. Prerequisite: SPN 202 or consent of the instructor.

SPN 306 Culture and Society of Spain 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 (especially the age of empire), but with the most specific focus on the past century and a half, beginning with Spain's restoration and loss of the final pieces of its empire with the Spanish American War, and touching on important events and the cultural climate and forms of modern Spain. Prerequisite: at least one prior social science or culture course. Meets firstly the cultures requirement or secondly the social science requirement, but not both.

SPN 320 Introduction to Modern Hispanic Literature 3 credits

A survey of contemporary Hispanic literature, with selections from the short stories, essays, novels, dramas and poetry of various authors. Prerequisite: SPN 202 or consent of the instructor.

SPN 401 Professional Spanish 3 credits

Development of effective communication skills for a variety of professional situations—business, health care, education, human services. Emphasis is on usages in conversational contexts. Prerequisite: SPN 202 or consent of the instructor.

SPN 450 Special Topic 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 ex-

pertise 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.

SPN 499 Special Project 1-3 credits

A Special Project allows the student to expand on work already completed in previous coursework. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student into original investigation of a defined problem within the discipline. Examples include theses and themed portfolios or exhibitions.

Special Education

SPED 304 Exceptional Persons 3 credits

This course is an introduction to students with disabilities. English language learners, students placed at risk, and students who are gifted are also addressed. Upon completion of this course, the pre-service educator should have basic knowledge of teaching strategies and instructional modifications and accommodations for inclusive education. Prerequisite: none, but EDU 110 is highly recommended.

SPED 434 Student Teaching Prekindergarten Including Special Education 3 credits

SPED 459 Home, School and Community Relations 3 credits

This course will develop the skills of listening, supporting, guiding and assisting behaviors to be utilized in developing strong relationships with parents and community members. Pre-service educators will examine the impact of cultural diversity, factors which place families at risk, advocacy and public policy. Pre-service educators will become familiar with community resources. Pre-service educators will also explore the effective use of parent-teacher conferences, home visits and interviews. Prerequisites for Instructional Strategist I endorsements: EDU 110 and admittance to the Teacher Education Program. Prerequisites for Early Childhood endorsements: EDU 110, ECE 451, ECE 455, ECE 456, and admittance to the Teacher Education Program.

SPED 462 Individual Behavior and Classroom Management 3 credits

This course provides strategies for identifying, anticipating, preventing and managing individual and group behavior difficulties within a class setting. The course focuses on creating positive learning environments and structuring individual and group learning activities so that instruction is enhanced, social interactions are increased and problem behaviors are prevented.

SPED 465 Methods/Curriculum: Behavior Disorders PreK-12 3 credits

This course provides knowledge of characteristics and application of definitions and methods for managing and teaching PreK-12 students with behavior disorders. The course will include strategies and curriculum for preventing behavior disruptions and provide opportunities for students to develop and justify the components of Individual Education Plans (IEPs). Pre-service educators and teachers will examine appropriate assistive technology service and devices. A minimum of 10 clock hours will be spent in observing and/or assisting in a special education setting. Prerequisites: EDU 110, SPED 304, and admittance to the Teacher Education Program.

SPED 467 Characteristics of Individuals with Disabilities PreK-12

3 credits

This is a prekindergarten-12 introductory course for providing educational services to students with disabilities. This course will include characteristics of and current trends and issues for serving these students, basic theoretical and practical approaches, educational alternatives, implication of federal and state statutes and related services and the importance of the multidisciplinary team in providing appropriate educational programming. A minimum of 10 clock hours of field experience will be spent in observing and/or assisting with students with disabilities. Prerequisites: EDU 110, SPED 304, and admittance to the Teacher Education Program.

SPED 468 Coordination of Occupational Programs

3 credits

The course will provide students the opportunity to understand how to establish collaborative community relationships in order to develop cooperative occupational programs for students with exceptional needs. Students will become aware of existing services within the community and various supports to ensure smooth transitioning from education to postsecondary occupational settings. Students will examine the role of a work experience coordinator in effectively managing on-the-job training and making instructional decisions pertaining to on-the-job training. This class includes information on assessing students' job skills, locating and placing students in work experience opportunities, working with students and the job site sponsors to insure that effective training is occurring, evaluating student performance, and other related activities. Prerequisites: EDU 304 and SPED 477, and admittance to the Teacher education program.

SPED 469 Methods/Curriculum: Learning Disabilities K-12

3 credits

The purpose of this course is to extend the knowledge of learning disabilities for those who seek to work with students with learning disabilities ages 5-21. Addressed in this course are characteristics of learning disabilities, definitions, history, assessment, medical aspects, teaching of preschoolers through adolescents, and research-based curriculum and teaching strategies for preacademic learning, oral language, reading, writing, mathematics, and social-emotional development. Pre-service educators and teachers will examine appropriate assistive technology services and devices. A 10-hour experience in the field is a requirement of this course. Prerequisites: EDU 110, SPED 304, SPED 467 and admittance to the teacher education program.

SPED 471 Assessment of Individuals with Disabilities PreK-12

3 credits

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

SPED 473 Methods/Curriculum: Intellectual Disabilities

3 credits

The purpose of this course is to extend the knowledge of intellectual disabilities for those who seek to work with students with intellectual disabilities ages birth-21. This course emphasizes empirically-validated practices in the education of students with intellectual disabilities: assessment of instructional needs, instructional strategies, research-based curriculum, classroom management and behavioral support, promotion of social and communication skills, promotion of self-determination, and utilization of appropriate assistive technology services and devices. A ten-hour experience in the field is a requirement of this course. Prerequisites: SPED 304, SPED 467 and admittance to the teacher education program.

SPED 475 Methods/Curriculum: Mild/Moderate Disabilities 5-12

3 credits

This course provides knowledge of appropriate empirically-based curriculum and strategies useful for pre-service educators and teachers in developing methods, strategies and curriculum and adapting traditional materials for use with secondary students receiving special education services. A minimum of 10 clock hours will be spent in observing and/or assisting in a special education setting. Prerequisites: EDU 110, SPED 304, SPED 467, and admittance to the Teacher Education Program.

SPED 476 Curriculum, Organization and Development of Special Education Programs PreK-12

3 credits

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

SPED 477 Career and Vocational Programming

3 credits

This course provides knowledge and application of career planning and transition for adolescents from school to adult living, including major laws, suggestions for planning and developing assessment and instructional procedures and coverage of some of the major issues facing schools, parents and students today. Included will be practice developing Individual Education Plans (IEPs) and transition services under the mandate of the Individuals with Disabilities Education Act (IDEA). The pre-service educators and teachers will spend a minimum of 10 field experience hours observing and/or completing activities in a secondary special education setting. Prerequisites: EDU 110, SPED 304, and admittance to the Teacher Education Program.

SPED 478 Methods/Curriculum: Mild/Moderate Disabilities Prekindergarten-8

3 credits

This course provides knowledge and application of characteristics, definitions, methods, and curriculum for managing and teaching students with mild and/or moderate disabilities in a multicategorical setting. This course will provide opportunities for developing and justifying components of Individual Education Plans. It will include strategies for note-taking and remembering spoken and written information, for solving math problems, for taking tests, writing papers and assignments and prioritizing and managing time and assignments. Assistive technology services and devices will also be examined. A minimum of 10 clock hours will be spent in observing and assisting in a special education setting. Prerequisites: EDU 110, SPED 304, SPED 467, and admittance to the Teacher Education Program.

SPED 479 Student Teaching Instructional Strategist

3 credits

SPED 482 Student Teaching Instructional Strategist

7 credits

SPED 484 Student Teaching Prekindergarten

7 credits

Inc. Special Education

Theatre

THE 110 Introduction to Theatre

3 credits

An introduction to the world of theatre through a survey of its interdependent parts: (1) the unique qualities of its varied dramatic forms, (2) genres or types of theatre into which most plays can be categorized, and (3) the relationships that exist between an audience and the major participants of a play-playwright, director, designer and actor.

THE 213 Principles of Acting

3 credits

A technique-oriented approach for beginning actors. This course will provide students with both theoretical and practical experience in character analysis, research, inanimate elements of production, and

GRADUATE PROGRAM

MASTER OF BUSINESS ADMINISTRATION (MBA)

- Accounting
- Corporate Financial Management
- General Management
- Human Resources Management
- Organizational Development

MASTER OF EDUCATION (M.Ed.)

- Teacher Leadership
- Instructional Strategist
- ESL
- Reading
- Higher Education Administration

MASTER OF PUBLIC ADMINISTRATION (MPA)

- Emergency Management and Homeland Security
- General Study
- Government Administration
- Health and Human Services
- Nonprofit Organizational Management

MASTER OF SCIENCE IN COUNSELING (MSC)

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.

Check with your program staff to determine whether graduate degrees are offered with your learning experience.

MBA, M.Ed., MPA, MSC

Admission Requirements:

1. A baccalaureate degree from a regionally accredited college or university. (If from a foreign institution, an English translation and evaluation must accompany the record.)
2. GPA or GRE/GMAT score:
 - a) For MBA, MSC and MPA a cumulative GPA of 2.75 or better in undergraduate degree; for M.Ed. a cumulative GPA of 3.00 or better in undergraduate degree, or
 - b) For MBA, MSC, and MPA, an acceptable GRE or GMAT score. An acceptable score is 1090 for GRE, 308 for GRE revised General Test, or 550 for GMAT. An official GRE/GMAT transcript, which is only available for five years following completion of the GMAT or GRE must be submitted directly to Upper Iowa University. See <http://www.gre.org> or <http://www.gmat.org> for information on these exams.
3. For M.Ed. two letters of reference.
4. Verification of English language proficiency requirements. See page 19.

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.

Foundational courses are available through UIU's Undergraduate Program.

Application Procedure

1. Submit an application for admission. Apply online at www.uiu.edu/apply.
2. Submit official transcripts from each college or university attended. Send directly to Upper Iowa University, PO Box 1857, Fayette, IA 52142.
3. The complete admission file will be reviewed and a letter will be forwarded to the student concerning admission status.
4. Once admitted, the student may register for classes.

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

Transferring Credits

The MBA, MSC, and MPA programs will accept up to 12 relevant graduate credits from regionally accredited graduate institutions. The M.Ed. program will accept up to 9 relevant graduate credits. 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 regionally accredited institutions or graduate level ACE evaluated coursework. 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.

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 the current APA style guide for all formal assignments. The APA Guide for graduate students is available through University Bookstore by calling 866-225-2808 or going to the website www.peacockconnection.bkstr.com.

Graduate Tuition and Fees

Tuition per graduate semester credit for M.Ed. courses, due prior to the first day of term.	\$441
Tuition per graduate semester credit for MBA courses, due prior to the first day of term.	\$520
Tuition per graduate semester credit for MPA/MS courses, due prior to the first day of term.	\$499
Application and evaluation fee U.S. Online and Center Programs	\$50
Transcripting credit as recommended by ACE guidelines, including PEP, DSST and CLEP	No Charge
Transcripts, per copy	\$8
Transcripts, per copy faxed	\$10
Transcripts, per copy faxed and mailed (written request must be made to Registrar's Office)	\$18
Graduation fee, payable at time of application for graduation	\$65

All fees are in U.S. dollars

Students receiving financial aid will be required to pay, at the time of registration or the first day of the semester, any difference between total expenses and the aid. Expenses may be

charged to VISA, Discover, or MasterCard, or may be paid by personal check or money order.

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

Books or instructional materials are generally required with each course. Some courses may require additional fees. Book and supply costs are estimated at \$100-\$300 per graduate course.

Online Program Information

Online Program Registration

New students must register with their admissions advisor.

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

Tuition and any course-related fees are due at the time of registration or by the first day of class. Payment may be made through the myUIU portal in a secure environment. If necessary, payment can also be made by phone.

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

Term start dates are published on the website at www.uiu.edu/cde. No registrations will be accepted after the published last day to register for the term.

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

Military Tuition Assistance: Active-duty Army, Army National Guard, and Army Reserve personnel must register through the GoArmyEd portal. All other military personnel using military tuition assistance (MTA) will have their education officer approve the class and submit the completed TA form to your academic advisor. All military tuition assistance forms must be received before the first day of the term. Forms may be mailed to Upper Iowa University, IEC, PO Box 1857, Fayette, IA 52142 or scanned and emailed to distance@uiu.edu. If you need assistance applying for Military Tuition Assistance, please contact your respective education office.

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

Changes in Registration (Drop Procedures)

You may drop a class at any time during the registration period and up to the last day prior to the first day of the semester.

Changes in Enrollment Validation of Enrollment/Non-Attendance

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

Withdrawal

If you wish to withdraw from an active course, you must notify your academic advisor by phone or email prior to the published last day to drop a class, which is the last day of the fifth week of the term. A grade of **W** will be recorded on the transcript. Informing the course faculty member is not sufficient notice for a drop or withdrawal.

Administrative Withdrawal

Prior to the last date to withdraw, if a student stops attending (has not posted one or more notes to any area of the online classroom) for 14 consecutive days, the university will initiate an administrative withdrawal. A grade of **AW** will be recorded in the student's permanent record.

Course Attendance

Course attendance for the Online Program is defined as: A student who posts at least one or more times to any area of the online classroom EACH week. The Online Program course week begins on Monday and ends the following Sunday.

To be considered in attendance, you are required to post at least once in any area of the online classroom EACH week. You must meet the attendance minimum to stay active in the class. If you do not meet this attendance requirement (posting in any area of the online classroom) for 14 consecutive days you will receive an AW for the course which may affect your financial aid funds for the payment for the course. Financial aid and tuition adjustments will be calculated based on the day you last posted to the online classroom. Merely logging into the online classroom website is not considered a posting for attendance or participation purposes.

If you do not drop or withdraw from the course before the last day of the fifth week of the term, you will receive a letter grade in the course based on what work you did complete in the course in relationship to the total course requirements. The policy of attendance for the program is a minimum to stay registered in the course.

Course Participation

You are expected to actively participate in, and contribute to, the learning experience in your course. Participation means providing substantive comments, questions and contributions that advance the learning process for you and/or other students in the

course. If you actively participate in the course, you should not have an attendance issue.

For grading purposes, the faculty member will determine quality of postings for participation.

Merely logging onto the classroom website is not considered 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 online 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 online courses. The technical requirements for the Upper Iowa University Online campus can be reviewed in the technical requirement section at www.uiuonline.com.

Learning Management System

The UIU Online Program utilizes the Pearson LearningStudio learning management system (LMS). All students who enroll in online classes are expected to complete the student orientation tutorial and have appropriate knowledge to use the system effectively. The system is supported by a 24/7 Helpdesk available at helpdesk@uiuonline.com or 877-889-9848. Failure to post correctly and submit assignments/exams as required does not provide the basis for appeals of tuition and/or resubmission of work.

U.S. Center Program Information

Center Program Registration

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

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

Registration begins at least six weeks before the start of each semester. You are strongly encouraged to register early. Classroom

capacity may limit the size of classes, but, if enrollments dictate and there is adequate lead time to make the necessary arrangements, a second section of a course may be added. Without adequate lead time, courses may close when enrollment reaches classroom capacity.

Tuition and any course-related fees are due at the time of registration or before the first night of class.

International students need to contact their advisor regarding specific information on admission and registration.

Changes in Center Program Registration

Note the following policies for changing your registration:

1. You may not add a course after it meets for 1/8 of the total hours it is scheduled to meet.
2. If you wish to withdraw from a course, you must complete a Course Withdrawal Card (contact your center office) prior to the last day of the fifth week of the term. 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 term.

Validation of Enrollment

Registration for each course must be validated by attending at least one of the first three class sessions. A class session equals 2.75 hours. Failure to validate enrollment when courses begin will result in a grade of **NA** (never attended) and removal from the course.

Administrative Withdrawal

If you miss three consecutive class sessions (a class session is defined as 2.75 hours) the center director will initiate the administrative withdrawal procedure and the staff will contact you. In the absence of extenuating circumstances, a grade of **AW** will be recorded and you will be removed from the class.

Excused Absences/Leaves of Absence

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

1. Student must submit a written request explaining the circumstances in detail and attach supporting documentation.
2. Included in the request, student must state his/her intention to return to Upper Iowa University and state intention not to enroll at other colleges during the leave of absence.
3. Student must sign and date request.
4. The maximum leave of absence is 180 days in a 12-month period.
5. Students who return within the 180 days will retain their eligibility for admission and eligibility for institutional aid.

6. Students granted a Leave of Absence will receive a “W” for all current courses.
7. Student will complete an information update form upon returning to UIU.

Delivery, Schedule, and Refund

Delivery & Schedule

The goal of Upper Iowa University is to offer its curriculum on a schedule that allows students to take courses and continue their careers. Please contact your program office for the course schedule and exact starting dates. A schedule is also available at www.uiu.edu/cde.

Refund Policy and Course Withdrawal

Withdrawing from classes is an expensive decision. Tuition will be adjusted based on the percentages listed below for the weeks completed in the eight-week enrollment period. If the course meets on an alternative schedule consult your program office for refund schedule. **For students from Wisconsin, Maryland, Georgia, Oregon, or Arizona, state laws apply.** International Center Students should check with the local center for withdrawal and refund policy.

	Refund Percentage
Withdrawal before the first class meeting	100%
Withdrawal during week one	75%
Withdrawal during week two	50%
Withdrawal after week two	0%

These percentages will also be used to determine eligibility for state aid you 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 you.

Upper Iowa University is required to use a statutory schedule to determine the amount of Title IV aid that you have earned when you cease attendance based on the period of enrollment. Up through the 60 percent point in each period of enrollment, a pro rata schedule, based on number of days in attendance divided by number of days in the payment period, will be used to determine the amount of Title IV aid you have earned at the time of withdrawal.

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: www.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. This includes foundational undergraduate courses for all students accepted into a graduate degree program.
2. Half-time: A student registered for three to five credits per semester.
3. Less than full-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 three semester graduate credits during each eight-week term. Enrollment in six semester graduate credits during an eight-week term is allowed as long as the student is successfully completing the course requirements.

Graduate students should expect to spend approximately 17-20 hours per week on course-related matters (per three-credit course). Students should consider this when deciding how many credits to register for each term. Graduate students should carefully consider personal time management issues, including outside the university commitments, before enrolling in more than one graduate course in a term.

Graduation Requirements

A student will have five years after initial enrollment in the first of either a foundational or graduate level course to complete the graduate program under the requirements in effect at the time of enrollment. If the student does not complete the graduate degree program within the five-year period, the requirements in effect at the time of the next enrollment will be used to determine the student's graduation requirements. Upper Iowa University reserves the right to make changes in its academic regulations and requirements when, in its judgment, the best interests of the institution are served.

Additional Coursework

Students completing a graduate degree with Upper Iowa University may not take additional courses exceeding the required credits to graduate. If additional courses are desired, a letter of request must be submitted to the graduate advisor with information supporting the reason for the additional courses, including but not limited to transfer of courses for an additional degree or required for employment or certification. The request must be received four weeks prior to the term start and must specifically list the courses and terms the student plans to complete. The graduate advisor will review the request and, following discussion with the student, approve or deny the request. In general, a request will not be approved if taking the

additional courses would delay or interfere with the student's progress towards a degree. Students using financial aid for degree-required courses are not eligible for additional funds for courses that do not count towards the degree.

Multiple Masters Degrees

Students who have earned one master degree at Upper Iowa University may desire to earn one or more additional masters degrees at UIU. There may be certain courses in common for these programs.

1. A student may use a graduate course taken at UIU in satisfaction of one graduate degree towards the requirements of another graduate degree provided that the grade earned was B or better. This grade requirement is consistent with the grade requirement for graduate courses transferred to UIU from external graduate programs. Such courses will satisfy the appropriate requirement of the subsequent degree, but will not be counted towards the semester credits required for the degree. Students must take electives to complete the required number of credits for the graduate degree.
2. Not more than 12 semester credits in total from a prior UIU master's degree or transferred from another institution may be used towards a subsequent UIU master's degree.

Graduate degrees represent attainment of advanced knowledge in specific disciplines. Therefore, each graduate degree will have its own grade point average calculation (GPA). Courses not part of the graduate degree will not be included in the calculation of a student's GPA for that degree.

Students may complete only one area of emphasis in each graduate degree. Students who wish to change areas of emphasis should submit a petition to do so to their Graduate Academic Advisor who will approve or disapprove the petition based on whether the change is justified by changes in the student's career circumstances.

Grading System

Grades in the program are:

Grades	Quality Points
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33*
C	2.00
C-	1.67
F	0.00

* C+ grades and lower are below the standard expected of graduate students.

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

P – Pass, for internship only

I – Incomplete

A temporary grade assigned by the faculty member that will be changed to a letter grade of A-F by the end of the following term (center or online courses) or semester (Fayette Campus courses). An "I" may be posted to a self-paced course for as long as six months (see time limit information on page 41).

W – Withdrawal

The grade **W** is used to denote courses dropped (student-initiated) between the first and the fifth week of an eight-week term. Courses no longer attended after the fifth week of the eight-week term will be issued a letter grade based on work completed in relation to total course requirements.

AW – Administrative Withdrawal

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

NA – Non-Attendance

If you have not attended class (or posted in each of your registered online class(s) one or more notes to the main class meeting during the first week of the term) you will be considered to be in non-attendance and will be withdrawn from the course. An **NA** will be recorded on your transcript and financial aid funding will be affected. Excessive **NA** grades may lead to disciplinary action.

Your official grade is the grade posted to myUIU at the end of the grading period. It is your responsibility to check myUIU grades for accuracy. Grades leading to academic concern, warning, or suspension apply to one three-semester credit course or any combination of courses that equal three semester credits. A cumulative grade point average of 3.0 in graduate-level courses is required to receive a graduate degree from Upper Iowa University.

Students must repeat a core or emphasis course in which an **F** is earned. Students have the option to repeat an elective course in which an **F** grade is earned. If a grade of **A** or **B** is awarded for the repeated course, warning status may be lifted and the **F** will not be considered for future warning or suspension. This option does not apply when the **F** combined with other grades qualifies the student for dismissal.

Grade Appeal Process

For Grade Appeals:

Step 1:

The student shall consult with the professor within 10 working days of the grade being posted by the Registrar's office. The faculty member has five working days after consultation with the student to inform the student in writing of the decision including the specific rationale upon which the decision was rendered. Email notification is considered written notification.

Step 2:

If the consultation between the instructor and student fails to resolve the issue, the student may appeal the grading decision

to the Graduate Appeals Committee. All appeals must be made within the 30 working days of the final grade being posted by the Registrar's Office. The formal appeal shall be in writing or email and include the following:

1. Name, student ID number, current mailing address, current email address, and current phone number of student.
2. Date of appeal.
3. Date of original appeal.
4. Name, course number, and section of course.
5. Name of professor teaching the course.
6. Term and year course was taken.
7. Grade earned and grade requested.
8. Rationale for grade change: The rationale should include sufficient documentation to allow for a determination to be made on the merits of the case. To meet this standard the appeal should include specific examples accompanied by a narrative explaining why it is believed the example justifies a change in grade. Only information germane to the specific appeal will be considered. It is the responsibility of the appealing party to provide sufficient documentation to establish the context for the appeal and the objective evidence needed to judge the appeal.
9. Supporting documentation of the meeting between the instructor and student.

Step 3:

The Graduate Grade Appeals Committee may request additional information from either party. It may share the evidence with either party. A decision based on the totality of the record will be rendered within 30 working days of receiving the appeal. The Chair of the Graduate Appeals Committee may grant an extension for extenuating circumstances. The Graduate Appeals Committee will forward its decision and rationale to the student of the decision. The Chair of the Graduate Appeals Committee will prepare a grade change if needed, and forward to the Registrar for recording.

Step 4:

To appeal this decision a written request must be sent to the Provost, PO Box 1857, Fayette, IA 52142, within 30 days of the Graduate Appeals committee's decision.

Graduate Academic Status and Suspension Appeal Process

Upper Iowa University's criteria for graduate students includes academic progress towards completion of a degree, obtaining grades no less than a B-, and having a minimum GPA of 3.0 for graduation from the program.

- Maintain a minimum 2.5 cumulative GPA with 9 or fewer graduate credits counting towards GPA.
- Maintain a minimum 3.0 cumulative GPA with 10 or more graduate credits counting towards GPA.

- Satisfactorily complete a minimum of two-thirds (66.66% rounded) of all attempted credits. Transfer credits accepted by UIU count as both attempted and completed credits. (Calculate the percentage by dividing the completed credits by attempted credits.)
- Complete your graduate degree objective within a maximum of 59 completed credits for programs requiring 36 or 63 completed credits for those requiring 39. This includes all credits transferred into UIU from other sources.

Graduate students are automatically moved to Academic Warning or Academic Suspension following the Graduate Standard of Academic Progress. Grades in foundation courses will not be used to determine academic status (GPA); however, foundation courses will be counted in the Completion Rate.

Note: Graduate students who earn a grade of "F" will automatically be placed on academic warning regardless of the cumulative GPA.

Academic Warning: Students in their first semester*** of noncompliance will be placed on Academic Warning for one semester***. During the warning period, students are eligible to receive financial aid. Students are encouraged to seek academic counseling to ensure they satisfy all deficiencies during this period, and to consult with their Academic Advisor if they have any questions.

Students on warning status who register for the following semester are liable for any institutional charges if placed on suspension with failure to file a successful appeal.

Academic Suspension: Students who do not meet the above minimum requirements at the end of their warning semester*** will be placed on Academic Suspension. Academic Suspension means that the student is not eligible to receive Federal, State or institutional aid until all deficiencies have been rectified. Full aid eligibility may be reinstated upon completion of sufficient credits and/or improvement of the GPA to meet the required standards.

The student, with the help of their academic advisor, can appeal the suspension and request to be re-admitted to the University. If the student elects to appeal the suspension, the appeal and required documents, including an Academic Improvement Plan, must be forwarded to the Graduate Appeals Committee no later than two weeks prior to the start of the next term.

The Graduate Appeals Committee will meet periodically and review the appeals. The Committee will forward their decision on each appeal to the student and the academic advisor and place a copy in the student's file.

If the student's appeal is approved, the student is placed on academic probation. The agreed upon Academic Improvement Plan is implemented and as long as the student continues to make academic progress as outlined in the Plan, the student will remain on probation. If the student does not follow the Plan or does not continually progress according to the Plan, the student may be suspended.

Suspension Appeal

Students may appeal the suspension. If the student’s appeal is approved, the student is placed on academic probation. The agreed upon Academic Improvement Plan is implemented and as long as the student continues to make academic progress as outlined in the Plan, the student will remain on probation. If the student does not follow the Plan or does not continually progress according to the Plan, the student may be suspended.

Documentation of circumstances is required. Students must include the following as part of their appeal:

- Write a personal statement. It is important to be concise. This is the opportunity to discuss the factors that adversely impacted the academic performance. It is also the place to write a specific action plan for returning to good standing. This should not merely be a statement of good intentions. Specific reasons/issues/circumstances that adversely impacted the academic performance include:

- personal/family issues
- time management, study skills, or test taking strategies
- medical issues- requires documentation be presented to academic advisor
- choice of major
- difficulty with a particular subject
- working too many hours
- other issues as appropriate

- The Academic Improvement Plan should include how the student has resolved or plans to resolve any issues or circumstances that have negatively impacted the academic performance.
- A statement from their academic advisor supporting the appeal, along with a copy of the Academic Improvement Plan that has been agreed upon by the student.

The appeal and documents must be received no later than two weeks prior to the start of the next term/semester.

The student meets with their academic advisor to review the letter and to develop an Academic Improvement Plan to include the following:

1. Prepare the Academic Improvement Plan. The student and academic advisor complete an Academic Improvement Plan. The Plan should include:
 - a. How the student resolved or plans to resolve any issues or circumstances that have negatively impacted the academic performance. For example, if a student made a poor choice when selecting an emphasis, what are the plans for changing to an appropriate emphasis? A student should approach any and all factors in the same manner.
 - b. A schedule of courses including repeating courses with grades that will improve the GPA. The schedule will be over a period of terms, including the one in which the student is currently enrolled.

c. Signature/email from the academic advisor and student agreeing to the Academic Improvement Plan.

2. Statement from the academic advisor supporting the appeal.

The academic advisor will forward the student letter of appeal, agreed upon Academic Improvement Plan and statement of support to the Graduate Appeals Committee.

The Graduate Appeals Committee will meet periodically during the semester to review appeals. The Committee will notify the student and the academic advisor of their decision. If the student appeal is approved, the student is placed on probation and the Academic Improvement Plan is implemented. During the probation period the student may be suspended if the terms of the Academic Improvement Plan are not met.

Master of Science (MS)

Counseling

Upper Iowa University’s Master of Science degree in Counseling is in alignment with the Counseling for Accreditation of Counseling and Related Programs (CACREP) standards for educational content.

		Credits
CNSL 510	Introduction to the Counseling Profession	3
CNSL 513	Ethics	3
CNSL 515	Human Development: Theory and Research	3
CNSL 520	Research Methods	3
CNSL 525	Techniques of Psychological Measurement	3
CNSL 540	Multicultural Counseling	3
CNSL 543	Career Counseling	3
CNSL 550	Essential Skills in Counseling	3
CNSL 552	Group Counseling	3
CNSL 554	Counseling Theories	3
CNSL 570	Advanced Counseling: Application of Theory	3
CNSL 573	Psychological Assessment	3
CNSL 575	Psychopathology	3
CNSL 578	Crisis Intervention	3
CNSL 580	Couples, Marriage, and Family Systems	3
CNSL 582	Child and Adolescent Psychology	3
CNSL 584	Addiction Counseling	3
CNSL 590	Practicum	3
CNSL 597	Internship I	3
CNSL 598	Internship II	3

Master of Business Administration (MBA)

The MBA Program prepares graduates to find innovative solutions to marketplace opportunities. The program offers emphases in accounting, corporate financial management, general management, human resource management, and organizational development. Skill and competence in specific business areas are developed through individual and team assignments and application of relevant theories to practical case study situations. The program provides a balance of quantitative and qualitative studies to strengthen contemporary managerial skills.

Teaching Strategies

Each course focuses on applying theoretical principles and practical experience to business situations and problems. Case studies, report writing and class discussions are blended to assure students an opportunity to clarify and assimilate course learning outcomes. Assessments can take a variety of forms including team projects, individual reports and case study analysis. Participation in discussions is crucial to student success.

The program concludes with BA 590 Research Seminar providing a capstone experience for the student to apply the concepts of the program in the development of a business report or proposal. The report or proposal is presented to peer students and/or business leaders using presentation software. The researched report or proposal provides the student an opportunity to demonstrate integration of the core curriculum and emphasis acquired knowledge and skills using graduate level communication and critical thinking skills.

Program Objectives

- To explain contemporary fiscal responsibility, apply financial theories and assess and manage risk in company's operation in a competitive environment.
- To integrate corporate entrepreneurial practices encouraging continual change, process improvement and development of leaders in the corporation.
- To compare and contrast business theories with real practice to identify opportunities and threats faced by organizations.
- To explain the ethical beliefs and responsibilities of individuals and corporations to stakeholders.
- To analyze the implications of regulatory and legal issues for corporations competing in the current economic environment.
- To develop proposals to identify and resolve problems, create change, or develop recommendations using analytical tools for business decision making.
- To identify the effect of social, economic and political changes on corporate strategy.
- To explain the interdependence of corporate functional responsibilities.

- To evaluate effective business and management practices of corporations competing in the global economy.

MBA Foundational Courses

It is recommended that students entering the MBA program hold a BS or BA in a business discipline or be able to demonstrate a basic level of knowledge and achievement in: accounting, business, economics, finance, global business, management, and marketing. Students who have not completed a bachelor's degree in a business related field are strongly encouraged to take the following undergraduate foundational courses:

- BA 160 - Microeconomic Principles
- BA 201 - Accounting Principles I
- BA 208 - Marketing Principles
- BA 210 - Management Principles
- BA 341 - Corporate Financial Management

Requirements for a Master of Business Administration Degree

The Upper Iowa University Master of Business Administration degree requires 36 semester credits of graduate level course work with a minimum cumulative grade point average of 3.0 on a 4.0 scale for completion. At UIU, three-semester-credit courses are scheduled in six eight week terms each year.

The student completes 18 semester credit hours in core requirements, 3 semester credit hours in the capstone and 15 semester credit hours in a chosen area of emphasis. Students choosing an emphasis with an elective can select courses in another emphasis or graduate program relevant to the student's area of emphasis.

Degree Completion

To receive the Master of Business Administration degree, the student must successfully complete 36 semester credits of graduate work, including a final research project, and earn a cumulative GPA of not less than 3.0 on a 4.0 point scale.

A graduate student will have five years after initial enrollment in the first 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.

Program Requirements

Core requirements:

The core curriculum is a forward-thinking academic program developing comprehension and competence in financial risk, economics and change, innovation through sustainability, current legal implications, product improvement and market analysis. Many courses include group work that prepares students to work in teams in the corporate world, a skill sought by many organizations.

		Credits
MBA 501	Managerial Communication	3
BA 504	Marketing and Product Management	3
BA 506	Organizational Strategy and Economic Change	3
BA 508	Contemporary Issue in Corporate Law and Ethics	3
BA 511	Corporate Entrepreneurship and Sustainability	3
BA 513	Financial Management	3
Capstone		
BA 590	Research Seminar	3
		<u>21</u>

Areas of emphasis

Accounting

The Accounting Emphasis integrates management skills with accounting theory and practice. The Accounting Emphasis will provide students an opportunity to meet the 150 credit requirement for the Uniform CPA examination. It is strongly recommended that students have an undergraduate degree in accounting when perusing this emphasis.

		Credits
ACCT 551	Taxation for Corporation	3
ACCT 552	Forensic Accounting	3
ACCT 553	Advanced Managerial Accounting	3
BA 533	Advanced Accounting Information Systems	3
Graduate Elective		3
		<u>15</u>

Corporate Financial Management

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

		Credits
FIN 551	Financial Data Analysis	3
FIN 552	Investment Management	3
ACCT 553	Advanced Managerial Accounting	3
BA 531	Financial Markets and Financial Strategy	3
Graduate Elective		3
		<u>15</u>

General Management

The General Management Emphasis allows learners, in collaboration with their academic advisor, to develop a program that meets their specific needs and goals. Electives can be selected from any area of emphasis or graduate program that is relevant to the student's desired outcomes.

	Credits
Graduate Elective	3
Graduate Elective	3
Graduate Elective	3
Graduate Elective	3
Graduate Elective	3
	<u>15</u>

Human Resources Management

The Human Resource Management Emphasis assists students as they explore the theories and methods to manage the personnel resources of an organization. The emphasis has been reviewed and aligns with SHRM curriculum guidelines.

		Credits
BA 524	Managing in the International Environment	3
BA 540	Labor/Management Relations	3
BA 544	Organizational and Management Theories	3
BA 546	Compensation and Benefits	3
BA 548	Development & Management of HRM	3
		<u>15</u>

Organizational Development

The Organizational Development Emphasis provides students with the skills and understanding of organizational structure and culture and the ability to analyze and diagnose problems to develop recommendations supporting long-term change.

		Credits
BA 520	Training and Development	3
BA 553	Organizational Development	3
BA 555	Organizational Culture	3
BA 560	Organizational Diagnosis and Intervention	3
BA 570	Team Building Techniques	3
		<u>15</u>

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

Post Graduate Certificate Programs

The Upper Iowa University Post-Graduate Certificate Program provides students an opportunity to be life-long learners by offering students the opportunity to pursue additional course work within specific emphasis areas. The 15 credit hour certificates provide a framework for professional development that challenges students to find innovative solutions to marketplace opportunities.

Admissions Requirements

To be unconditionally accepted into the Post-Graduate Certificate Program a learner must hold a conferred Graduate Degree from a regionally accredited institution.

Certificate Completion

A graduate student will have five years after initial enrollment in the first graduate level course to complete the certificate program under the requirements in effect at the time of enrollment. If program requirements change, the student can elect to complete the revised curriculum or to complete under the original curriculum.

If the student does not complete the certificate degree program within the five-year period, the requirements in effect at the time of the next enrollment will be used to determine the student's certificate requirements.

Upper Iowa University reserves the right to make changes in its academic regulations and requirements when, in its judgment, the best interests of the institution are served.

Certificate Areas and Requirements**Accounting Requirements**

ACCT 551	Taxation for Corporations
ACCT 552	Forensic Accounting
ACCT 553	Advanced Managerial Accounting
BA 533	Advanced Accounting Information Systems

Graduate Elective**Corporate Financial Management**

FIN 551	Financial Data Analysis
FIN 552	Investment Management
ACCT 553	Advanced Managerial Accounting
BA 531	Financial Markets and Financial Strategy

Graduate Elective**Human Resource 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

Master of Education (M.Ed.)

Upper Iowa University's Master of Education program is designed for educators who want to develop a broad base of knowledge, skills and dispositions that will increase classroom effectiveness and enhance their capacity for teacher leadership. Within the M.Ed. emphases, we offer advanced coursework

that targets the needs of those seeking endorsements in Special Education, Early Childhood Education, and English as a Second Language as well as an emphasis on Teacher Leadership. We expect to serve those students who seek to earn certain teaching license endorsements and/or meet the requirements for the Master of Education degree. Students may earn one or more of the following Iowa endorsements:

- Instructional Strategist I: Mild/Moderate (K-8 and/or 5-12)
- Instructional Strategist II: Behavior Disorders/Learning Disabilities K-12
- Instructional Strategist II: Intellectual Disabilities K-12
- Reading (K-8 and/or 5-12)
- Reading Specialist
- ESL K-12
- Early Childhood (PreK-3, PreK-K)
- Early Childhood Unified (PreK-3)

All students who complete endorsements are encouraged to complete the additional graduate work to earn a Master of Education degree in one of the following areas of emphasis:

- Instructional Strategist
- Reading
- Reading Specialist
- ESL
- Teacher Leadership
- Early Childhood

To be eligible for admission to the Master of Education program, the applicant must have earned a bachelor's degree from an institution recognized by its own regional accreditation association and must have earned a cumulative undergraduate grade point average of 3.0 (A=4.0) or above.

Program Planning

There are three categories of graduate students- those just seeking a teaching license endorsement, those seeking a graduate certificate and those seeking the Master of Education degree. Students in all three categories must follow the program plan developed for the individual. The program plan is developed by the student and his/her graduate advisor in a manner consistent with expectations of the graduate program.

Certificates

The Andres School of Education currently offers two graduate certificate programs. Students may earn a graduate certificate by completing the 15 graduate credits required for the specific certificate in the following areas:

- Literacy Coach Certificate
- Teacher Leadership Certificate

Degree Requirements

To be awarded the Master of Education, students must earn a

minimum of 36 credits in an approved program of study and achieve a minimum cumulative grade point average of 3.25 for all graduate courses. They must successfully complete the Special Project requirement, the Comprehensive Examinations and the program completion application procedures. All requirements for the Master of Education degree must be completed within seven years from the date of admission to the graduate program.

Special Project

The student will be required to complete a special project under the direction of a faculty member. The special project is expected to provide the student with a culminating experience that helps the student to integrate the knowledge and skills acquired through the Master of Education program coursework.

Comprehensive Examination

Students will be required to successfully complete a written and oral comprehensive examination. The comprehensive examination is generally given at the conclusion of the student’s program. The examination is scheduled through the Teacher Education Office and includes a take-home examination and an oral examination over the written responses. At least eight (8) weeks should be allowed for the examination process. After receipt of the comprehensive questions, the student will have four (4) weeks to submit written responses. Written responses will be due at the Teacher Education Office at least four (4) weeks prior to the oral examination to allow ample time for faculty to read the responses prior to the oral examination.

Master of Education Program Goals

Students successfully completing the Master of Education will be able to:

- Read and evaluate educational research and design action research projects,
- Describe and use educational technology methods for teaching, learning, and personal productivity,
- Describe and use research-based instructional methods that enhance student learning,
- Use knowledge of different backgrounds, ethnicities and cultures to collaborate effectively with students, parents and colleagues,
- Use backward design to construct classroom curriculum units. Analyze and use research-based methods of assessment,
- Analyze and use research-based effective strategies for individual and classroom management.

Areas of Emphasis

The Masters of Education is offered in the following areas of emphasis:

- Teacher Leadership
- Instructional Strategist
- ESL (English as a Second Language)

- Reading
- Early Childhood
- Higher Education Administration

Generally, students who pursue the Master of Education Instructional Strategist, Reading and/or ESL sequence of courses seek a teaching license endorsement. These students must complete the Iowa State Department of Education approved Upper Iowa University endorsement requirements, successfully complete the Master of Education core requirements and additional coursework in the Teacher Leadership area of emphasis, if necessary, to meet the Master of Education degree hour requirements.

Teacher Leadership

To be awarded the Master of Education, Teacher Leadership emphasis, the student must earn a minimum of 36 approved credit hours and successfully complete the Special Project and Comprehensive Examinations. The Teacher Leadership emphasis courses are as follows:

		Credits
EDU 513	Educational Research	3
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 535	Teaching in a Multicultural Classroom	3
EDU 536	Classroom Curriculum Design	3
EDU 538	Educational Policy and Reform	3
SPED 562	Individual Behavior and Classroom Management Prek-12	3
		36

Instructional Strategist

To be awarded the Master of Education, Instructional Strategist I emphasis, the student must earn a minimum of 36 approved graduate credit hours that include the following courses/requirements:

Instructional Strategist I K-8

		Credits
EDU 513	Educational Research	3
EDU 516	Best Practices: Research-Based Teaching Strategies	3
EDU 519	Teaching with Technology	3
SPED 559	Home, School, and Community Relations	3
SPED 562	Individual Behavior and Classroom Management Prek-12	3
SPED 565	Methods/Curriculum: Behavior Disorders Prek-12	3
SPED 567	Characteristics of Individuals with Disabilities Prek-12	3
SPED 578	Methods/Curriculum: Mild/Moderate Disabilities PreK-8	3

SPED 579	Clinical Teaching Experience: Instructional Strategist	3
or		
SPED 582	Clinical Teaching Experience: Instructional Strategist	$\frac{7}{36}$

To complete credit hour requirements for the Master of Education degree, students will be advised on an individual basis about appropriate coursework.

Successfully complete the Special Project and Comprehensive Examinations.

Instructional Strategist I 5-12

		Credits
EDU 513	Educational Research	3
EDU 516	Best Practices: Research-Based Teaching Strategies	3
EDU 519	Teaching with Technology	3
SPED 304	Exceptional Persons (prereq to the following courses, not available for graduate credit)	
EDU 507	Diagnostic and Corrective Reading and Language Arts	3
SPED 559	Home, School, and Community Relations	3
SPED 562	Individual Behavior and Classroom Management Prek-12	3
SPED 565	Methods/Curriculum: Behavior Disorders Prek-12	3
SPED 567	Characteristics of Individuals with Disabilities Prek-12	3
SPED 575	Methods/Curriculum: Mild/Moderate Disabilities 5-12	3
SPED 577	Career and Vocational Programming	3
SPED 579	Clinical Teaching Experience: Instructional Strategist	3
or		
SPED 582	Clinical Teaching Experience: Instructional Strategist	$\frac{7}{36}$

Instructional Strategist II: Behavior Disorders/Learning Disabilities K-12

		Credits
EDU 513	Educational Research	3
EDU 516	Best Practices: Research-Based Teaching Strategies	3
EDU 519	Teaching with Technology	3
SPED 304	Exceptional Persons (prereq to the following courses, not available for graduate credit)	
EDU 507	Diagnostic and Corrective Reading and Language Arts	3
SPED 559	Home, School, and Community Relations	3
SPED 562	Individual Behavior and Classroom Management Prek-12	3
SPED 565	Methods/Curriculum: Behavior Disorders Prek-12	3

SPED 567	Characteristics of Individuals with Disabilities Prek-12	3
SPED 569	Methods/Curriculum: Learning Disabilities K-12	
SPED 577	Career and Vocational Programming	3
SPED 578	Methods/Curriculum: Mild/Moderate Disabilities PreK-8	3
SPED 579	Clinical Teaching Experience: Instructional Strategist	3
or		
SPED 582	Clinical Teaching Experience: Instructional Strategist	$\frac{7}{36}$

To complete credit hour requirements for the Master of Education degree, students will be advised on an individual basis about appropriate coursework.

Successfully complete the Special Project and Comprehensive Examinations.

Instructional Strategist II: Intellectual Disabilities K-12

		Credits
EDU 513	Educational Research	3
EDU 516	Best Practices: Research-Based Teaching Strategies	3
EDU 519	Teaching with Technology	3
SPED 304	Exceptional Persons (prereq to the following courses, not available for graduate credit)	
EDU 507	Diagnostic and Corrective Reading and Language Arts	3
SPED 559	Home, School, and Community Relations	3
SPED 562	Individual Behavior and Classroom Management Prek-12	3
SPED 567	Characteristics of Individuals with Disabilities Prek-12	3
SPED 573	Methods/Curriculum: Intellectual Disabilities	3
SPED 577	Career and Vocational Programming	3
EXSS 102	First Aid/CPR/AED Program	
SPED 579	Clinical Teaching Experience: Instructional Strategist	3
or		
SPED 582	Clinical Teaching Experience: Instructional Strategist	$\frac{7}{36}$

To complete credit hour requirements for the Master of Education degree, students will be advised on an individual basis about appropriate coursework.

Successfully complete the Special Project and Comprehensive Examinations.

Reading

To be awarded the Master of Education, Reading emphasis, the student must earn a minimum of 36 approved graduate credit hours that include the following courses/requirements:

Reading K-8

	Credits
EDU 513 Educational Research	3
EDU 516 Best Practices: Research-Based Teaching Strategies	3
EDU 519 Teaching with Technology	3
SPED 304 Exceptional Persons	3
EDU 326 Developmental Reading and Language Arts	3
EDU 333 Literature: Birth-Adolsecence	3
EDU 335 Teaching Elementary Language Arts	3
EDU 507 Diagnostic and Corrective Reading and Language Arts	3
EDU 509 Practicum: Elementary Reading and Language Arts	3
EDU 525 Content Area Literacy	3
EDU 545 Second Language Acquisition	3
EDU 585 Advanced Problems in Reading and Language Arts	3
	<u>36</u>

To complete credit hour requirements for the Master of Education degree, students will be advised on an individual basis about appropriate coursework.

Successfully complete the Special Project and Comprehensive Examinations.

Reading 5-12

	Credits
EDU 513 Educational Research	3
EDU 516 Best Practices: Research-Based Teaching Strategies	3
EDU 519 Teaching with Technology	3
SPED 304 Exceptional Persons	3
EDU 326 Developmental Reading and Language Arts	3
EDU 333 Literature: Birth-Adolsecence	3
EDU 507 Diagnostic and Corrective Reading and Language Arts	3
EDU 510 Practicum: Secondary Reading and Language Arts	3
EDU 525 Content Area Literacy	3
EDU 545 Second Language Acquisition	3
EDU 585 Advanced Problems in Reading and Language Arts	3
One of the following:	3
ENG 102 English Composition II	
ENG 201 Expository Writing	
An equivalent composition course	
	<u>36</u>

To complete credit hour requirements for the Master of Education degree, students will be advised on an individual basis about appropriate coursework.

Successfully complete the Special Project and Comprehensive Examinations.

Reading K-12 Reading Specialist End. 176

	Credits
EDU 507 Diagnostic and Corrective Reading and Language Arts	3
EDU 522 Assessment for Learning	3
EDU 524 Issues in Educational Psychology and Learning	3
EDU 525 Content Area Literacy	3
EDU 534 Instructional Coaching	3
EDU 545 Second Language Acquisition	3
EDU 585 Advanced Problems in Reading and Language Arts	3
EDU 587 Leadership: Organization and Administration of Reading Programs	3
EDU 589 Reading Specialist/Literacy/Coaching Internship	3
	<u>27</u>

Note: must also hold a masters degree, standard license and a teaching endorsement and have at least one year of experience which included the teaching of reading as a significant part of the responsibility.

Higher Education Emphasis

The Higher Education emphasis offers two areas of specialization: Leadership and Student Affairs. While complementary, the areas of emphasis are distinct. Skill and competence in specific educational administration areas are developed through individual and group assignments that combine theory with practical examples. Students apply relevant theories to real-world higher education case study scenarios. The Higher Education Administration emphasis is designed to strengthen the leadership skills for educational administrators.

Program Objectives

- The Higher Education emphasis is intended to provide students opportunities to develop skill-sets and knowledge in areas specific to administration in higher education, leadership of staff, and management of funding, budgeting, and organizational process. Individual and group assignments combine textbook theory with real-world application. The program provides a balance of quantitative and qualitative studies.
- The Higher Education emphasis exposes students to current theories, concepts and learning models necessary to assume leadership roles in higher education institutions. Upon successful completion of the Higher Education emphasis, graduates will be positioned to make a significant contribution to their educational institutions.

Student Objectives

The Higher Education emphasis will prepare students to demonstrate specific knowledge in the field of higher education administration including the skills and techniques necessary to enable them to:

- assume leadership positions in higher education,

- adopt best-practice skills and models in higher education finance, curriculum design, legal issues, and distance learning,
- think critically and ethically about the purposes, design, functions and character of higher education organizations and their service to society,
- develop effective decision-making, leadership, management, and analytical skills,
- examine the issues of governance in higher education and institutional adaptation to the changing environment,
- prepare students to make substantive contributions to society through leadership positions in public, not-for-profit, and for-profit higher education institutions,
- provide an opportunity for professional advancement for in-service professionals currently working in higher education institutions.

Higher Education Foundational Requirements

Prior to enrollment in graduate courses, students must be able to demonstrate a basic level of knowledge and achievement in the areas of:

Management Principles	BA 210*
Elementary Statistics	MATH 220*
or completion of an upper division computational mathematics course, or attainment of a satisfactory score in the quantitative portion of the GRE or GMAT	
*UIU Course Equivalent	

Such knowledge and achievement can be demonstrated through successful completion (grade C or higher) of undergraduate courses in these areas, and/or successful completion of CLEP/DSST/Excelsior College and/or ACT-PEP testing.

Foundational courses are available through UIU's Undergraduate Program. Transfer credit to fulfill foundational requirements will be accepted following the guidelines on page 31.

Completion of Foundational Requirements

The foundational requirements set forth above must be met by all students in the Higher Education Administration emphasis. Students without knowledge and achievement in one or more of these areas will be required, before enrollment in graduate level classes, to formulate and implement a plan working with the graduate advisor to rectify this.

Students must complete all foundational requirements before taking more than six semester credits of graduate level courses. Students who have not completed required foundational courses will not be allowed to enroll in additional graduate level courses beyond six semester credits until the foundational requirements have been satisfied.

Requirements for a Higher Education Emphasis

The Higher Education emphasis requires 36 semester credits of graduate level course work with a minimum cumulative grade point average of 3.0 for completion. The student chooses an area of specialization and completes the required courses outlined in

this catalog. The remaining credits of the program are electives selected from courses in the other areas of emphasis or specialization.

Degree Requirements

Students must complete the core requirements and the requirements for one area of specialization (Leadership or Student Affairs) for a total of 36 semester credits.

Core Requirements

		Credits
HEA 501	Historical Foundations and Social Considerations of Higher Education	3
HEA 502	Foundations of Educational Research	3
HEA 511	Administration, Organization and Governance of Higher Education	3
HEA 512	Finance and Budgeting in Higher Education	3
HEA 521	Politics in Higher Education	3
HEA 522	Legal Implications for the Administrator	3
Capstone		
HEA 590	Research Seminar	3
		<u>21</u>

Leadership

		Credits
BA/PA 509	Theories of Leadership	3
HEA 506	Ethical Dilemmas of Higher Education	3
HEA 556	Strategic Decision Making in Higher Education	3
HEA 558	Quality Improvement and Accreditation	3
	Graduate Elective	3
		<u>15</u>

Student Affairs

		Credits
HEA 504	Student Affairs Practice in Higher Education	3
HEA 507	Student Development Theory in Higher Education	3
HEA 531	Teaching, Advising, and Retaining Adult Students	3
HEA 542	Multicultural Issues in Higher Education	3
	Graduate Elective	3
		<u>15</u>

Early Childhood

To be awarded the Master of Education Early Childhood emphasis, the student must earn a minimum of 36 approved graduate credit hours that include the following courses/requirements:

Prekindergarten – Kindergarten

		Credits
EDU 513	Educational Research	3
EDU 516	Best Practices: Research-Based Teaching Strategies	3
EDU 519	Teaching with Technology	3

EDU 142	Human Growth, and Development	3
EDU 326	Developmental Reading	3
EDU 523	Child, Family Health, Nutrition	3
ECE 502	Field Exp. Prekindergarten	2
ECE 551	Introduction to Early Child	3
ECE 557	Methods/Curriculum Early Childhood	2
ECE 556	Admin/Supervision Early Childhood	2
SPED 559	Home, School, Community Relations	3
ECE 596	Clinical Teaching Experience: Prekindergarten-Kindergarten	7

To complete credit hour requirements for the Master of Education degree, students will be advised on an individual basis about appropriate coursework. Successfully complete the Special Project and Comprehensive Examinations.

Prekindergarten – Grade 3

		Credits
EDU 513	Educational Research	3
EDU 516	Best Practices: Research-Based Teaching Strategies	3
EDU 519	Teaching with Technology	3
EDU 206	Field Exp. I: Elementary (40 clock hours in grades K, 1, 2, or 3)	2
EDU 523	Child, Family Health, Nutrition	3
ECE 501	Field Exp: Infant/Toddler	1
ECE 502	Field Exp. Prekindergarten	2
ECE 551	Introduction to Early Child	3
ECE 557	Methods/Curriculum Early Childhood	2
ECE 556	Admin/Supervision Early Childhood	2
SPED 559	Home, School, Community Relations	3
ECE 538	Clinical Teaching Experience Birth - Prek	3 OR
ECE 588	Clinical Teaching Experience: Birth - Prek	7

To complete credit hour requirements for the Master of Education degree, students will be advised on an individual basis about appropriate coursework. Successfully complete the Special Project and Comprehensive Examinations.

Prekindergarten – Grade 3 including Special Education

		Credits
EDU 513	Educational Research	3
EDU 516	Best Practices: Research-Based Teaching Strategies	3
EDU 519	Teaching with Technology	3
EDU 206	Field Exp. I: Elementary (40 clock hours in grades K, 1, 2, or 3)	2
EDU 309	Teaching Elementary Movement & Wellness	1
EDU 523	Child, Family Health, Nutrition	3
ECE 501	Field Exp: Infant/Toddler	1
ECE 502	Field Exp. Prekindergarten	2
SPED 304	Exceptional Persons (prereq to the following courses, not available for graduate credit)	3
ECE 551	Introduction to Early Child	3
ECE 557	Methods/Curriculum Early Childhood	2

ECE 556	Admin/Supervision Early Childhood	2
SPED 559	Home, School, Community Relations	3
SPED 562	Individual Behavior/Classroom Mgmt.	3
SPED 565	Methods/Curriculum: Behavior Disabilities Prek-12	3
SPED 567	Characteristics of Individuals with Disabilities	3
SPED 578	Methods/Curriculum: Mild/Moderate PREK-8	3
ECE 534	Clinical Teaching Experience: Prekindergarten Including Special Education	3 OR
ECE 584	Clinical Teaching Experience: Prekindergarten Including Special Education	7

To complete credit hour requirements for the Master of Education degree, students will be advised on an individual basis about appropriate coursework. Successfully complete the Special Project and Comprehensive Examinations.

ESL

To be awarded the Master of Education ESL emphasis, the student must earn a minimum of 36 approved graduate credit hours that include the following courses/requirements:

K-12 English as a Second Language (ESL)

		Credits
EDU 513	Educational Research	3
EDU 516	Best Practices: Research-Based Teaching Strategies	3
EDU 519	Teaching with Technology	3
EDU 543	Concepts of English	3
EDU 544	Curriculum and Methods of ESL	3
EDU 545	Second Language Acquisition	3
EDU 546	Practicum in ESL	3
EDU 547	Problems in English Grammar	3
EDU 548	Cultural and Linguistic Diversity	3
EDU 549	Student Teaching in ESL	1

To complete credit hour requirements for the Master of Education degree, students will be advised on an individual basis about appropriate coursework. Successfully complete the Special Project and Comprehensive Examinations.

Certificates

M.Ed. Literacy Coach

Certificate Course Requirements

		Credits
EDU 525	Content Area Literacy	3
EDU 534	Instructional Coaching	3
EDU 545	Second Language Acquisition	3
EDU 587	Leadership: Organization and Administration of Reading Programs	3
EDU 589	Literacy Coaching Internship	3
		15

M.Ed. Teacher Leadership Certificate Course Requirements

		Credits
EDU 516	Best Practices: Research-based Teaching Strategies	3
EDU 532	Professional Learning Communities	3
EDU 534	Instructional Coaching	3
EDU 535	Teaching in a Multicultural Classroom	3
EDU 536	Classroom Curriculum Design	3
		<u>15</u>

Note: Financial aid is not available for certificate programs.

Master of Public Administration (MPA)

The Master of Public Administration (MPA) degree at Upper Iowa University prepares students to assume managerial and leadership positions at all levels of government and in nonprofit organizations. The core courses are designed to give students a broad overview of the discipline while preparing them to develop their analytical, communication, and leadership skills.

Curriculum

The Upper Iowa University MPA degree provides students with the current theories, concepts and learning models necessary to assume managerial and leadership roles in a public sector or nonprofit agency with an emphasis in government administration, health and human services, emergency management and homeland security, nonprofit organization, public management, or a general emphasis. Graduates will be positioned to make significant contributions to their organizations.

Program Mission

The UIU MPA program provides an opportunity for a diverse population of adult students to develop the analytical, leadership, and managerial skills needed to promote the public interest and strengthen core democratic values through service in government and non-profit organizations.

Program Values

The UIU MPA program identifies diversity, democracy, and due process as the “core democratic values” described in our mission statement.

- Diversity:** Projections by the U.S. Census suggests that the United States population is creating a more diverse country not only in terms of race and ethnicity but also by age, religious beliefs, and gender, all of which provide unique challenges to public administrators. Being dedicated to this goal obligates public administrators to respect the humanity of all people. Valuing diversity allows our students to take positions that take diversity into account to more effectively lead and administer public programs.
- Democracy:**

- Inclusive, Effective, and Constructive Participation:** Public administrators should strive to make public programs open and responsive to all stakeholders by promoting meaningful participation in the political process by which we identify the public interest and in the development and implementation of public policies and programs to promote the public interest. We should reduce disparities in that participation produced by educational, economic, and other political inequalities.
- Enlightened Understanding:** Public administrators should promote stakeholders’ understanding of political processes, public policies, and public programs by providing transparent, clear, accurate, and relevant information.

- Due Process:** The UIU MPA program defines due process to include all processes that provide important checks (procedural and substantive) on the authority of elected officials and of unelected public administrators. It, just as with democracy and diversity, is a concept that is part of the MPA curriculum and an element in the administrative processes that govern MPA program policies and practices.

Program Goals and Outcomes

Goal 1: Develop in our students the ability to form critical judgments that support democratic values

Program Outcomes:

- Use democratic values to inform critical thinking.
- To analyze, synthesize, think critically, solve problems, and make decisions.

Goal 2: Prepare our students to assume effective leadership and managerial positions in government and nonprofit organizations.

Program Outcomes:

- To lead and manage in public governance.
- To communicate and interact productively with a diverse and changing workforce and citizenry.

Goal 3: Create a community of students committed to serving the public interest.

Program Outcomes:

- To participate in and contribute to the public policy process.
- To articulate and apply a public service perspective.

Program Core Competencies

The MPA degree is a flexible program designed for those who wish to hold management and leadership positions in the government sector or in nonprofit agencies. The program core competencies are those recommended by the National Association of Schools of Public Affairs and Administration. The program is designed to promote and develop the following:

1. To Lead and Manage: Public Management is the mobilization of organizational resources to accomplish the goals by balancing competing values including effectiveness and efficiency in an ethical and legal manner. Public Leadership is the ability to articulate goals consistent with laws and public policies and influence others to achieve those goals in a moral and ethical manner.
2. To participate in and contribute to the public policy process: To be a relevant and involved actor in the policy process requires our students to have the ability to structure problems, collect policy relevant information, and offer viable policy recommendations.
3. To analyze, synthesize, think critically, solve problems and make decisions: We accept the 1987 definition offered by the National Council for Excellence in Critical Thinking (Address: <http://www.criticalthinking.org/pages/defining-critical-thinking/766>): "Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action."
4. To articulate and apply a public service perspective: Borrowing from Larry Terry's concept of administrator conservator, we accept that public administrators have an active role to play in the governance process. They have an obligation to conserve the mission established by elected officials or other duly appointed leaders. Similarly, public administrators have a responsibility to protect their organization's institutional integrity in part by exercising their professional expertise and respecting democratic values.
5. To communicate and interact productively with a diverse and changing workforce and citizenry: The ability to effectively communicate, both verbally and non-verbally, complex ideas to a diverse citizenry.

MPA Foundational Requirements

To be unconditionally admitted into the graduate program, students must be able to demonstrate a basic level of knowledge and achievement in the areas of: political science, finance, economics, management, and statistics. Foundational requirements can be met through:

- Coursework or documented practical experience (submit a detailed resume to the graduate admissions advisor or MPA program chair) or
- Successful completion of GRE/GMAT, CLEP/DSST/Excelsior College and/or ACT-PEP testing

Completion of Foundational Requirements

The foundational requirements set forth previously must be met by all students in the MPA program. Students without knowledge and achievement in one or more of these areas will be required, before enrollment in graduate level classes, to formulate and implement a plan working with the graduate advisor to rectify this.

Students must complete all foundational requirements before taking more than six semester credits of graduate level courses. Students who have not completed required foundational courses will not be allowed to enroll in additional graduate level courses beyond six semester credits until the foundational requirements have been satisfied.

Requirements for a Master of Public Administration Degree

The Upper Iowa University Master of Public Administration degree requires 36 semester credits of graduate level course work with a minimum cumulative grade point average of 3.0 on a 4.0 scale for completion. At Upper Iowa University, three-semester-credit courses are scheduled in six eight-week terms each year.

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 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. If program requirements change, the student can elect to complete the revised curriculum or to complete under the original curriculum.

Upper Iowa University reserves the right to make changes in its academic regulations and requirements when, in its judgment, the best interests of the institution are served.

Degree Requirements

Master of Public Administration

Students completing the 15 credit MPA core requirements will have a broad overview of the discipline with an understanding of organizations, ethics, policy, and research methods. Students must take PA 501, PA 502, and PA 503 sequentially as their first three graduate courses. The 18 credit emphasis areas provide more in-depth knowledge into the areas of health and human services, public management, nonprofit organizations, justice and homeland security, government administration, or general emphasis. PA 590 is the last course in the program. It cannot be taken concurrently with any other course.

Core requirements:

		Credits
PA 501	Democracy, Public Administration, and Public Policy	3
PA 502	Introduction to Program Evaluation	3
PA 503	Program Evaluation Implementation and Evaluation	3
PA 504	Political Economy and Regulatory Policy for Public Administrators	3

PA 513	Government Budgeting Systems	3
Capstone:		
PA 590	Research Seminar	3
		<u>18</u>

This emphasis area is intended for students who are pursuing leadership positions in local, state, or national government.

Emphasis Competency: The student is able to provide effective policy and organizational leadership at the state and local levels of government by developing collaboration skills, improving inter-governmental trust, and creating adequate administrative capacity.

Areas of emphasis:

Emergency Management and Homeland Security

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

Emphasis Competency: Students in the Emergency Management and Homeland Security program will demonstrate an understanding of the interdependencies between not only the mission areas, but also across the core capabilities necessary to support the National Preparedness goal. They will also demonstrate an understanding of the domestic efforts of all levels of government, the private and nonprofit sectors, and the public to build and sustain the core capabilities outlined in the National Preparedness goal.

		Credits
Graduate Elective		3
Graduate Elective		3
Choose four of the following:		12
PA 508	Terrorism and Politics	
PA 522	Psychology and Culture of Terrorism	
PA 523	Emergency Management, Homeland Security, and Public Policy	
PA 524	Leadership Issues with Critical Incidents	
PA 525	Comparative Strategies of National Security	
PA 526	Emergency Management: Mitigation, Recovery, and Continuity	
PA 535	Counter-Terrorism	
PA 543	Emergency Management: Planning and Response	
PA 555	Critical Infrastructure: Vulnerability Analysis and Protection	
		<u>18</u>

General Study

This emphasis area allows students, in collaboration with the MPA coordinator, to develop a program that meets their specific needs and goals.

Select six electives with advice and consent of advisor

		Credits
Graduate Elective		3
Graduate Elective		3
Graduate Elective		3
Graduate Elective		3
Graduate Elective		3
Graduate Elective		3
		<u>18</u>

Government Administration

		Credits
Graduate Elective		3
Graduate Elective		3
Choose four of the following:		12
PA 507	Ethics of Public Service	
PA 562	Seminar in Federalism and Intergovernmental Relations	
PA 563	Administrative Law	
PA 564	Seminar in State and Local Government Management	
PA 565	Advanced Policy Analysis and Evaluation	
PA 566	Economic Development: Theory and Practice	
		<u>18</u>

Health and Human Services

This emphasis area is designed to provide students with specialized knowledge of the issues and challenges facing leaders in health and human services organizations.

Emphasis Competency: The student demonstrates an understanding of how to create and maintain a system of continuous quality improvement in healthcare organizations.

		Credits
PA 537	Healthcare Quality Assessment and Improvement	3
PA 539	Healthcare Informatics Technology Management	3
Choose four of the following:		12
PA 530	Public Policy and Healthcare	
PA 531	Introduction to the Healthcare Systems	
PA 534	Healthcare Economics	
PA 536	Healthcare Law and Ethics	
PA 538	Healthcare Financial Management	
		<u>18</u>

Nonprofit Organizational Management

This emphasis is designed to prepare students with the knowledge and skills necessary to lead organization in the growing nonprofit sector.

Emphasis Competency: The student shows readiness for effective nonprofit organizational leadership by demonstrating the knowledge and skills needed for the development and responsible use of financial and human resources from both the public and private sectors in compliance with local, state, and federal regulations and laws.

Credits

Graduate Elective	3
Graduate Elective	3
Choose four of the following:	12
PA 515 Grant Writing and Contract Management	
PA 541 Nonprofit Philanthropy and Fundraising	
PA 546 Nonprofit Marketing and Public Affairs Advocacy	
PA 547 Volunteer Recruitment and Management	
PA 567 Board Governance and Strategic Management	
PA 568 Government and Nonprofit Financial Management	
	18

Public Management

This emphasis is designed to assist students develop the knowledge and skills necessary to successfully manage in complex and dynamic public organizational settings.

Emphasis Competency: The student demonstrates the knowledge, skills and ability to evaluate and apply contemporary managerial research, theories, concepts and principles in order to successfully maximize the potential of diverse human talent in order to develop contributing and productive public employees and teams so they are able to serve the needs of diverse citizen groups.

	Credits
Graduate Elective	3
Graduate Elective	3
Choose four of the following:	12
PA 505 Organizational Behavior	
PA 509 Theories of Leadership	
PA 532 Public Sector Personnel Administration	
PA 544 Productivity Improvement in Government	
PA 545 Labor Relations and Conflict Resolution in the Public Sector	
PA 548 Advanced Issues in Public Management	
	18

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 Coordinator. 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 student's learning objectives articulated at the beginning of the organizational experience.
- Opportunities for integration of curricular content in practice.
- Future career directions based on the experience and related learning.

The report incorporates documentation prepared for and submitted to the sponsoring organization regarding the issue studied, and is submitted to the instructor of record for PA 594 as the evidence of completion of the experience. The sponsoring organization will prepare a report on the work and effectiveness of the student. These reports, along with the student's work product, will be considered in assigning a grade to the Internship. The report is graded on a pass/fail basis.

The Internship (PA 594) is graded pass/fail for transcript purposes.

Graduate Course Descriptions

Accounting

ACCT 551 Taxation for Corporations 3 credits
This course focuses on advanced topics of taxation related to business entities. The class is designed to introduce students to topics related to tax research, corporate taxation, partnership taxation, limited liability companies, and capital structure. Students will also examine how these topics effect organizational strategy and management decisions.

ACCT 552 Forensic Accounting 3 credits
This course is designed to enhance a student's understanding of the emerging field of forensic accounting. The course is structured to enhance the ability of students to think critically and to develop the knowledge, skills and attitudes necessary to compete effectively in the rapidly changing world of information technology.

ACCT 553 Advanced Managerial Accounting 3 credits
Managerial Accounting at the graduate level examines various methods that are utilized to make decisions within the context of organizational strategy. Effective decisions are linked with management concepts such as strategic position analysis, value chain analyses, and the effects that decisions have on the organization's competitive position. Students will learn how to use both non-financial and financial information to create strategic recommendations for the organization.

ACCT 554 Governmental and Not-For-Profit Accounting 3 credits
This course will cover financial reporting, managerial, auditing, taxation, and information systems issues in governmental and nonprofit entities. Ethics and professional standards, as well as communication and analytical skills, are developed. Students will develop skills at analyzing transactions in a governmental entity and follow their effect on the financial statements.

Business

BA 504 Marketing and Product Management 3 credits
The course will synthesize marketing and product development models in, but not limited to, the creation of customer value, consumer buying patterns, product innovation and development, strategy development, and the delivery of goods and services in a culturally diverse marketplace.

- BA 506 Organizational Strategy/Economic Change 3 credits**
The course will examine strategy and economic systems to manage risk and assess the impact of economic changes including regionalism, government regulations, corporate governance, international fiscal and monetary policies, and the balance of payments for strategy development.
- BA 507 Ethics and Business Law for Accounting/Financial Managers 3 credits**
This course reviews and debates the concepts of business law and ethical issues. This course will examine all elements of contract law, negotiable entrustments, business organizations, debtor-creditor relationships and property. The focus of this course will include interpretive responses and thorough written/oral communication. This course will also investigate ethical issues in contemporary topics of professional occupations with detailed examination in the accounting field.
- BA 508 Current Issues in Corporate Law and Ethics 3 credits**
The course will examine ethical theories and styles in contemporary organizational decision making, examining the ethics of current regulatory and legal issues impacting organizations.
- BA 509 Theories of Leadership 3 credits**
This course will include the investigation of leadership theories and explore the role of leadership in organizations. The course will also focus on the characteristics of leadership and the implications leadership has for organizations. Same as PA 509. Prerequisite: Management Principles. (MHEA students only)
- BA 510 Financial Accounting Theory 3 credits**
This course describes the framework of accounting theory and provides application of theory to relevant issues facing modern accountants, including income concepts, financial statement presentations, long-term assets and liabilities, disclosure requirements and ethical responsibilities. Prerequisite: Undergraduate degree in accounting or 30 semester credits of undergraduate accounting.
- BA 511 Corporate Entrepreneurship and Sustainability 3 credits**
The course synthesizes the responsibility of an organization as a leader in supporting global sustainability and integration of sustainability through entrepreneurial innovation and opportunities using industry analysis, competitive leverage, funding strategies, etc. within the organization. Prerequisite BA 504, BA 506, and BA 513.
- BA 513 Financial Management 3 credits**
This course analyzes contemporary theories of finance as applied to management decision-making including cash flow analysis, capital budgeting, risk and return, valuation models, financial instruments, statement analysis and capital structure. Prerequisites: Corporate Financial Management and Microeconomics Principles.
- BA 520 Training and Development 3 credits**
This course work provides a detailed review of the principles and methods for training and developing human resources in a work environment. Learning theory and principles of effective training provide the foundation, but the emphasis is on applied delivery including training and presentation skills. Methods for analyzing training and development needs and the principles and techniques of program evaluation are also emphasized. Development of a training proposal is a key element. This course provides “hands-on” experience in designing and implementing training programs.
- BA 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.
- BA 524 Managing in the International Environment 3 credits**
This is a survey course of the issues presented to managers in the international environment. Students explore a variety of topics utilizing discussion, researched reports and case analysis. Students will explore issues including: the nature of international business, the external environment of international business, strategy and planning, marketing, trade practices, human resources management, financial management, and operations management in an international environment. Students also explore the ethical considerations faced by international managers in decision making.
- BA 526 International Law 3 credits**
An analysis of the U.S. and foreign laws governing international trade.
- BA 531 Financial Markets and Financial Strategy 3 credits**
Students will explore domestic and international financial markets and the environments in which they function with emphasis on the operation, regulation, use, and evaluation of principal financial markets and institutions. Related issues explored include monetary policy, arbitrage, and their effects on business valuation. Students will examine the choices available to finance businesses and selection of optimal capital structures.
- BA 533 Advanced Accounting Information Systems 3 credits**
Students explore advanced topics in Accounting Information Systems (AIS) needed to understand and use technologies in making decisions in key practice areas of the accounting profession: managerial accounting, financial accounting, auditing, and tax accounting. Course topics include the technologies involved in AIS, types of AIS applications and systems, use of systems technology and database concepts as a philosophy of AIS, internal control issues of AIS, audit issues related to AIS, and systems development issues including the Software Development Life Cycle and current trends in AIS design. Prerequisite: Undergraduate degree in accounting or 30 semester credits of undergraduate accounting.
- BA 536 Derivatives and Risk Management 3 credits**
This course introduces the student to derivative securities and their application in the context of corporate decision-making. Students will explore issues associated with the valuation, trading, hedging, and use of derivative securities covering options, swaps, forwards, and futures that are traded or negotiated. Identification and valuation of options embedded in financial and operational decisions will be explored. Students will also explore issues including the use of insurance to transfer risk and the recognition, measurement, and management of portfolio risk.
- BA 537 Mergers, Acquisitions and Divestitures 3 credits**
Students will explore the analyses, valuation, financing and processes associated with both private and tendered acquisitions and mergers from the viewpoint of both the target and acquiring organizations. Anti-takeover defenses will be studied, including their effect on value and their effectiveness. Identification and valuation of operations to be divested will be covered, as well as common techniques such as full sale, spin-off, partial divestiture, and tracking stock.
- BA 539 Regulatory Environment of Financial Management 3 credits**
Students will explore the regulatory environment in which senior financial executives operate including SEC regulations and filings, NYSE and NASDAQ regulations and filings, and legislative requirements such as the Securities and Exchange Act and the Sarbanes-Oxley Act.
- BA 540 Labor/Management Relations 3 credits**

An investigation of the National Labor Relations Act and its implications to businesses. Labor legislation, labor unions and collective bargaining are topics to explore.

BA 544 Organizational and Management Theories 3 credits

This course provides an overview of the major principles of organization and management, in an integrated context. Frameworks for the analysis of managerial problems and decisions will be explored. Starting with basic organization theory and concluding with theories of micro-level processes, this course will introduce the different lenses with which to view behavioral processes within and between organizations. Special emphasis on issues of managing in a global business environment, the changing nature of governance, shareholder and stakeholder rights, multiculturalism in organizations, organizational power and domination and alternative organizational forms will be woven throughout.

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 547 Contemporary Topics in Financial Accounting 3 credits

This course covers contemporary issues in the accounting field. This class may include recent pronouncements of the Financial Accounting Standards Board (FASB), accounting and technology, cash flow analysis, and globalization in the accounting field. The focus of this class will change as the accounting field changes. Prerequisite: Undergraduate degree in accounting or 30 semester credits of undergraduate accounting.

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 term 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. Prerequisites: BA 553 and BA 555.

BA 561 Continuous Quality Improvement 3 credits

Continuous Quality Improvement (CQI) will be examined both as a concept and a process. The course material includes how CQI applies to organizations from all sectors, the new emerging paradigms that are represented by CQI, a focus on customers, an understanding of variation, the needed cultural change for a successful CQI implementation, as well as case studies. Emphasis will be placed on practical application of CQI concepts as they apply to organizations.

BA 563 International Accounting 3 credits

This course presents a conceptual framework for the understanding and application of international accounting standards. The impact of cultural and environmental factors on diverse accounting practices world wide, will be examined. Accounting practices in a numbers of countries, representing various political and economic systems, will be analyzed. Prerequisite: Undergraduate degree in accounting or 30 semester credits of undergraduate accounting.

BA 564 International Financial Management 3 credits

Students will explore the financial management issues faced by organizations that operate in the global economy. The course integrates macroeconomic theory with financial theory as applied to a multinational corporation operating in the global arena.

BA 565 Implementation of Quality Systems 3 credits

A course designed to give the student an understanding of the requirements for the effective implementation of a quality system in an organization. Emphasis will be given to the practical application of implementation strategies and processes. Prerequisite: BA 561.

BA 567 Quality Management and Productivity 3 credits

This course focuses on the concepts of continuous improvement and quality management, viewing quality as a systematic process that improves customer satisfaction. The course covers methods and technologies that will aid managers in assuring that the organization's quality system is effectively meeting the organization's continuous improvement goals.

BA 569 Operations Research 3 credits

This course focuses on quantitative decision making tools, theory, and statistical process control. Topics covered include capacity management, inventory control, queuing, and scheduling. The course includes transportation decisions and project management techniques.

BA 570 Team Building Techniques 3 credits

A course that will illustrate how teams benefit organizations and analyze how teams function. The student will obtain and analyze techniques used to improve group dynamics and obtain skills in how to facilitate an effective meeting.

BA 576 Global Supply Chain Management 3 credits

Introduces students to the concept of the supply chain management with a focus on the issues of the global business environment. Topics covered include the sets of business processes called "channels," channel integration, management functions of planning, organizing, and controlling, and collaboration. The context of the supply chain in today's world is treated as highly significant and issues of culture and globalization will be addressed throughout the course.

BA 586 Global Business Strategy 3 credits

Students will explore and apply the essential theories of strategic management and operations concepts employed by best-practice companies in the transnational, international and global environments. Students will examine critical success factors in establishing and operating businesses in the global environment, including companies and their environments and the various external and internal issues not normally faced when operating solely in the domestic environment.

BA 590 Research Seminar 3 credits

The emphasis serves to integrate the student's studies in Business Administration by examining in depth an issue or problem of significance and special interest to the student. Research, writing, and presentation skills are employed in this course. Each student will design his/her own project, subject to approval of the faculty member, in order to fulfill the course requirements. The project shall demonstrate (1) integration of the MBA program objectives, (2) graduate-level writing skills using APA format, (3) graduate level critical thinking skills and (4) in-depth understanding and application of the objectives of the area of emphasis utilizing appropriate research techniques. A PowerPoint™ presentation of the project, suitable for senior-level decision makers, is also required. Prerequisite: completion of all core and area of emphasis courses (may take one area of emphasis course concurrently).

MBA 501 Managerial Communication 3 credits

Communication skills have consistently been ranked in the top five characteristics of successful managers for many years. Being able to communicate effectively is also a key component for success in academic situations as well. Through-out this course students will examine various communication strategies used in the 21st Century marketplace; additionally students will learn how to utilize these strategies to communicate information effectively using a variety of communication styles/tools. The course will provide students with the feedback, tools and coaching for both their academic and professional careers.

Counseling**CNSL 510 Introduction to the Counseling Profession 3 credits**

This course is designed to provide an understanding of all of the following aspects of professional counseling, including history, roles, organizational structures, standards, and credentialing.

CNSL 513 Ethics 3 credits

An overview and in-depth examination of the American Counseling Association's Code of Ethics and how they relate to professional counseling.

CNSL 515 Human Development: Theory and Research 3 credits

This course is designed to provide an understanding of the nature and needs of persons at all developmental levels within both lifespan and multicultural contexts.

CNSL 520 Research Methods 3 credits

This course will provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation. Prerequisite: MATH 220 or equivalent introductory statistics course.

CNSL 525 Techniques of Psychological Measurement 3 credits

This course is designed to provide an understanding of individual and group approaches to assessment and evaluation within the context of working with a multicultural society.

CNSL 540 Multicultural Counseling 3 credits

This course is designed to explore the cultural context of relationships, issues, and trends in a multicultural and diverse society, and how these impact the therapist-client relationship and the counseling profession.

CNSL 543 Career Counseling 3 credits

This course will explore career development and the interrelationships among work, family, and other life factors. Prerequisite: CNSL 510.

CNSL 550 Essential Skills in Counseling 3 credits

This course will explore the various skills and techniques that facilitate the counseling process. This material will be presented within the context of working with a multicultural society. Prerequisite: CNSL 510.

CNSL 552 Group Counseling 3 credits

This course will explore both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society. Prerequisite: CNSL 550.

CNSL 554 Counseling Theories 3 credits

Counseling theories and issues, associated research, and application of theory to counseling practice will be presented. Prerequisite: CNSL 510.

CNSL 570 Advanced Counseling: Application of Theory 3 credits

This course is designed to build on the Counseling Theories course by providing an understanding of case conceptualization and application of theory within the counseling process. Prerequisite: CNSL 550.

CNSL 573 Psychological Assessment 3 credits

This course will provide an understanding of individual and group approaches to assessment and evaluation. This material will include the concepts of personality, intelligence, functional behavior analysis, and other common tools of assessment in a counseling setting. Prerequisite: CNSL 525.

CNSL 575 Psychopathology 3 credits

This course will provide an understanding of the description, classification and diagnosis of behavior disorders and dysfunction.

CNSL 578 Crisis Intervention 3 credits

This class will familiarize students with the different aspects of crisis intervention, including an examination of various crisis situations; crisis assessment; intervention strategies, models, and techniques; and a critical analysis of developmental, situational, and existential crises. Prerequisite: CNSL 550.

CNSL 580 Couples, Marriage, and Family Systems 3 credits

This course will cover an introduction to systems theory, major approaches to couples, marriage, and family therapy, and the research on family systems concepts, in-session processes, and therapy outcomes. Prerequisites: CNSL 550 and CNSL 554.

CNSL 582 Child and Adolescent Psychology 3 credits

Explores clinical psychological treatments for children and adolescents. Specific methods currently utilized by professionals in the field to treat various forms of child psychotherapy are introduced. Specific topics include humanistic, behavioral, cognitive, play, and eclectic therapies. Prerequisite: CNSL 515.

CNSL 584 Addiction Counseling 3 credits

Provides an overview of the biological, psychological, social, and spiritual dimensions of addictions and addictive behavior. Addictive behaviors are presented as part of a continuum of mental and emotional disorders. Emphasizes the biological substrate and development course of addictions and the relationship of addictive behavior to common psychological disorders. Models and theories of addictive behavior that the professional counselor needs to understand when treating clients with addictive and co-occurring disorders are reviewed. Prerequisites: CNSL 550 and CNSL 554.

CNSL 590 Practicum 3 credits

Students must complete supervised practicum experiences that total a minimum of 100 clock hours over a minimum 8-week academic registration period. Prerequisite: CNSL 570.

CNSL 597 Internship I 3 credits

The program requires completion of a supervised internship in the student's designated program area of 600 clock hours over two 8-week registration periods taken in sequential registration periods, begun after successful completion of the practicum. The internship is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area. Prerequisite: CNSL 590.

CNSL 598 Internship II 3 credits

The program requires completion of a supervised internship in the student's designated program area of 600 clock hours over two 8-week registration periods taken in sequential registration periods, begun after successful completion of the practicum. The internship is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area. Prerequisite: CNSL 597.

Early Childhood Education**ECE 501 Field Experience: Infant/Toddler 3 credits**

This experience is used with the prekindergarten-grade 3 major/endorsement. This course requires a minimum of 20 clock hours at the infant/toddler level.

ECE 502 Field Experience: PreKindergarten 3 credits

This experience is used with the prekindergarten-grade 3 major/endorsement. This course requires a minimum of 40 clock hours at the prekindergarten level.

ECE 538 Educational Policy and Reform 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, students will examine various issues that are likely to have an impact on classroom teaching and learning. Educational policy areas likely to be considered include those having to do with governance, curriculum, accountability, personnel development, and school finance.

ECE 551 Introduction to Early Childhood 3 credits

Pre-service education will learn the historical, philosophical, and social issues of early childhood education in both theory and practical application. Characteristics of play and creativity will be integrated with classroom organization in order to learn how to create positive learning environments for a range of infants through elementary age students based on child development theory. Pre-service educators will learn classroom organization and physical settings to create positive learning environments based on child development theory and early childhood guidance techniques. Assessment of early childhood programs will be emphasized. Fieldwork is required for this class.

ECE 556 Administration and Supervision of Early Childhood 3 credits

Current methods of administration, development, and organization of developmentally appropriate early childhood programs. Knowledge of state and federal guidelines, budget, food and nutrition, safety, personnel supervision, evaluation, and professional development will be addressed from the administrator's perspective. Pre-service educators will know the current advocacy, legislation, and public policy as it relates to early childhood and be able to locate informational and professional organizations to remain current in their field. Pre-service educators will learn program and staff development and evaluation procedures and learn the current methods in scheduling, managing, and financing early childhood programs.

ECE 557 Methods and Curriculum of Early Childhood 3 credits

Current methods, development and organization of developmentally appropriate curriculum and methodology to integrate multicultural and nonsexist content in language, mathematics, social studies,

health, safety, nutrition, visual and expressive arts, social skills, and higher-order thinking skills for infants and toddlers and pre-primary and primary age children. Pre-service educators will learn classroom organization, integration of centers, and physical settings to create positive learning environments.

ECE 596 Student Teaching Prekindergarten-Kindergarten 7 credits**ECE 598 Student Teaching Kindergarten-Grade Three 7 credits****Education****EDU 507 Diagnostic and Corrective Reading and Language Arts 3 credits**

This course specifies how to assess students and how to use assessment results to provide effective instruction. The following components are included: knowledge of existing standardized diagnostic reading instruments, development and implementation of informal reading inventories and teacher-developed instruments, determination of reading and writing instructional strategies (including content area reading strategies) linked to assessment, and writing summative reports for stakeholders. A 30 hour tutoring experience is required.

EDU 509 Practicum: Elementary Reading 3 credits

This course develops the student's understanding and application of curriculum development, individual assessment of student's reading, writing, language arts and integrated research abilities, and group management and motivation at the elementary/secondary level. In this course, students accept responsibilities within the classroom setting to assist in the reading instructional program by working under the guidance of the cooperating teacher in both individualized and group reading situations. Sixty clock hours of practicum required. Prerequisite: EDU 507. Prerequisite or Co-requisite: EDU 585.

EDU 510 Practicum: Secondary Reading 3 credits

This course develops the student's understanding and application of curriculum development, individual assessment of student's reading, writing, language arts and integrated research abilities, and group management and motivation at the secondary level. In this course, students accept responsibilities within the classroom setting to assist in the reading instructional program by working under the guidance of the cooperating teacher in both individualized and group reading situations. Sixty clock hours of practicum required. Prerequisites: EDU 507. Prerequisite or Co-requisite: EDU 585.

EDU 513 Educational Research 3 credits

This course assists professional practitioners in learning how to read and evaluate educational research and in designing action research projects. Various types of research will be studied: ethnographic, action, evaluation, descriptive, historical, correlational, experimental, quasi-experimental, and causal-comparative. Each student will prepare a research project.

EDU 516 Best Practices: Research-Based Teaching Strategies 3 credits

This course provides an opportunity to learn best practice related to creating effective and supportive classroom and school learning environments. The course incorporates research on the elements of effective schools and classrooms and makes use of Robert Marzano's *The Art of Science of Teaching*.

EDU 519 Teaching with Technology 3 credits

This course focuses on the design, development, and integration of educational technology methods for teaching, learning, and personal productivity. This course engages the student in the application of current research and theory into the instructional design process. Students will complete an action research project in their specialized areas. Students should be able to use basic computer software (word

processing, spreadsheets, database management) upon entrance to the program.

EDU 522 Assessment for Learning 3 credits

This course provides the theoretical foundation for student-involved classroom assessment. The course focuses on the role of classroom assessment in measuring student understanding and achievement as well as the various methods available to assess a variety of achievement targets. It provides complete coverage of educational assessment, including developing plans that integrate teaching and assessment, evaluating students and discussing evaluations with parents. No formal coursework in statistics or college mathematics is necessary to complete the course. The course includes comprehensive treatment of traditional and alternative assessments designed to provide practical use for classroom teachers.

EDU 524 Issues in Educational Psychology and Learning 3 credits

This course focuses on developments in educational psychology and cognitive science as they apply to student learning and teaching. Emphasized in this course are brain-based learning, multiple intelligences, motivational theory and practice, issues related to diversity and learning as well as other current topics in educational psychology.

EDU 525 Content Area Literacy 3 credits

This course provides instruction in how to develop individualized content reading skills for elementary, middle school, junior high and high school students; how to evaluate readability of textbooks and students' ability to read texts through informal teacher made assessments; how to integrate technology in content area reading and how to develop strategies to assist students in reading their content area textbooks. In addition, participants develop knowledge of the different types of writing; knowledge of narrative, expressive, persuasive, informational, and descriptive writing; writing as communication; and differentiated instructional strategies for reading and writing in the content areas.

EDU 526 Selective Methods 3 credits

This course addresses cooperative, competitive, and individualistic learning. It addresses how effective teachers can integrate these three goal structures of learning into integrated units of instruction. Students will be asked to actively participate in class, complete required readings, reflect in writing, teach a lesson using cooperative learning, participate in a group presentation, and complete a culminating assignment (choose one – design a unit or a series of lessons in which you will apply cooperative learning strategies OR describe, in detail, how you will incorporate cooperative learning strategies into your teaching style).

EDU 532 Professional Learning Communities 3 credits

This course affords participants an opportunity to gain a deeper understanding about the effective use of professional learning communities. This course utilizes the *Learning by Doing* handbook for professional learning communities to help PLC leaders and participants learn how to improve PLC's and increase their impact on student achievement. The process of creating common formative and common summative assessments will be explored as well as using the data from those assessments to improve learning. The final project for this course requires students to complete a PLC Action Plan that incorporates the concepts learned in the class to a practical plan of action for achieving an effective PLC.

EDU 534 Instructional Coaching 3 credits

This course focuses on the role of the instructional coach in the PreK-12 educational setting. Class participants will learn to become reflective about their own teaching effectiveness and apply that knowledge to instructional coaching practices. Teachers will learn to critique instructional delivery according to research-based models, especially Marzano's Art and Science of Teaching Model. Class participants are expected to observe and conference with peers toward the goal of improved instruction.

EDU 535 Teaching in a Multicultural Classroom 3 credits

This course will address the achievement gap in American schools. We will explore how the issues of personal and institutional racism and classism impact student achievement. Students will examine their own cultural experiences and values and identify ways they can bridge cultures within the classroom to enable success for all learners. We will look at past practices and future demographics and identify strategies that will increase the likelihood of student success in a multicultural classroom. We will engage in challenging discussions around the topics of race, culture, privilege, and prejudice.

EDU 536 Classroom Curriculum Design 3 credits

This course focuses on backward design. Using the Understanding by Design framework of Wiggins and McTighe, students will design curriculum that is rigorous, engaging and connected to state or national standards. Particular attention is devoted to the alignment of goals, objectives, activities and assessments of learning. Students design actual units of instruction, integrating their knowledge of design, curriculum, methods, and assessment.

EDU 538 Educational Policy and Reform 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, students will examine various issues that are likely to have an impact on classroom teaching and learning. Educational policy areas likely to be considered include those having to do with governance, curriculum, accountability, personnel development, and school finance.

EDU 543 Concepts of English 3 credits

The course is for the purpose of developing awareness and understanding of the fundamental concepts and principles involved in writing the English language. Grammar and composition will be highlighted. Highly recommended: 3 credit hours of foreign language at the college level.

EDU 544 Curriculum and Methods of ESL 3 credits

This course will assist preservice educators and teachers to develop the capacity to address the differential learning and transition needs of culturally and linguistically diverse students. Understanding changes occurring in the American classroom and understanding significant factors in those changes, such as students and their families who are culturally and linguistically diverse, are goals of this course. Effective programming models are an additional understanding. In the context of these understandings, appropriate content-based instructional practices, accommodations to facilitate students' access to the curriculum, and assessment of student learning become the main foci of this course.

EDU 545 Second Language Acquisition 3 credits

Second Language Acquisition provides ideas for pre-service educators and teachers to promote oral language, reading, and writing development in English for K-12 English Language Students. It will provide pre-service educators and teachers with language acquisition theory, classroom organization, strategies, and assessment procedures for effective English student instruction.

EDU 546 Practicum in ESL 3 credits

This course develops the student's understanding and application of curriculum and methods in ESL. In this course, students accept responsibilities within the classroom setting to assist in the instructional program by working under the guidance of the cooperating teacher in both individualized and group situations. Sixty (60) clock hours of practicum are required in a classroom with ELLs present. Prerequisites: EDU 543, EDU 544.

EDU 547 Problems in English Grammar 3 credits

This course will investigate the grammatical system of English; emphasis will be placed on tools and processes used to identify,

assess, and teach grammatical patterns in written and spoken English for English Language Students. Prerequisite: EDU 543

EDU 548 Cultural and Linguistic Diversity 3 credits

In this course students will study how cultural and linguistic diversity are linked and how teachers must be prepared to effectively teach students whose backgrounds are different from their own. Specifically, students will study the following: 1) language, text, and context, 2) teacher ideologies and motivation for change, 3) issues of diversity and literacy learning, 4) out-of-classroom influences on literacy learning, and 5) sociolinguistics.

EDU 549 Student Teaching in ESL 1 credit

EDU 550 Special Topics 3 credits

These courses will address specific instructional approaches that are timely and relevant to current K-12 classrooms. The topics will vary based on the identified needs of K-12 teachers and the expertise available to address these needs.

EDU 550-1 Special Topics 1 credit

EDU 550-2 Special Topics 2 credits

EDU 550-3 Special Topics 3 credits

EDU 585 Advanced Problems in Reading and Language Arts 3 credits

This course is a continuation of the study of various types of reading problems confronting elementary and secondary school students. The course includes problems in aspects of literacy (phonemic awareness, word identification/phonics, vocabulary, fluency, and comprehension) with appropriate strategies for remediation based on scientifically-based reading research. Effective strategies that facilitate the learning of standard English by all students are included. There is a required 30-clock-hour practicum. Prerequisites: EDU 507. May be taken concurrently with EDU 509 or EDU 510.

EDU 587 Leadership: Organization and Administration of Reading Programs 3 credits

This course examines the development, implementation and evaluation of reading programs for pre-K through adult learners. This course emphasizes state laws, trends, instructional issues, roles and responsibilities in the reading program, assessment, professional development, coaching practices, the involvement of parents/guardians, and strategies for promoting organizational change.

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. The internship can be completed within one's own school district, requires a minimum of 60 hours with documentation of collaboration and requires submission of a portfolio. A minimum of two site-visits will be made by the course instructor. Prerequisite or Co-requisite: EDU 587.

EDU 599-1 Special Project 1 credit

EDU 599-2 Special Project 2 credits

EDU 599-3 Special Project 3 credits

Finance

FIN 551 Financial Data Analysis 3 credits

This class will examine various information technology solutions used to manage financial data/statistics and their applications. Topic coverage will include financial statement analysis, forecasting, and quantitative approaches used in conducting financial analysis.

FIN 552 Investment Management 3 credits

Students will review principles of investment used to develop financial plans for individuals and businesses. Through analyses of financial forecasting in a dynamic environment, students will be prepared to create limited risk solutions. They will also examine accountability of financial managers to their clients in a volatile market.

Higher Education Administration

HEA 501 Historical Foundations and Social Considerations of Higher Education 3 credits

An analysis of the evolution and development of the historical foundations of American higher education. Within the broad context of the history of higher education, the course also addresses the considerations and issues involved in relationship to social, economic, and political movements.

HEA 502 Foundations of Educational Research 3 credits

This course prepares higher education administrators to translate administrative questions into research questions, select appropriate research methods and techniques, prepare a literature review, develop data collection tools, collect data, as well as produce and present a research report.

HEA 503 Community Colleges and American Education 3 credits

An examination of community and technical colleges and how they relate to their communities. Topics include community and technical college development, governance, administration, finance, students, faculty, partnerships, instruction and future trends, challenges and obligations.

HEA 504 Foundations of Educational Research 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 506 Ethical Dilemmas of Higher Education 3 credits

This course will assist educators to apply sensitivity to and help with ethical decision making in higher education. Students explore select systems of ethics; analyze current student, faculty, and classroom ethical issues; discuss administrator/board ethical issues; and examine the college or university as an ethical organization as a whole.

HEA 507 Student Development Theory in Higher Education 3 credits

This course examines the role of the student affairs professional and how they can maximize student learning through the facilitation of both cognitive and affective development and provides a clear understanding of the developmental issues facing students throughout their lifetimes and the process by which development occurs. Within their sphere of influence they must also be aware of factors that affect development and be able to work with individuals, groups, and organizations within the diverse campus community to establish environments conducive to the development of students from a variety of backgrounds. Topics include theories of human development and learning and their application in college settings.

HEA 511 Administration, Organization and Governance of Higher Education 3 credits

This course addresses the characteristics of fundamental reform and transformational change impacting leadership, administration, organization, and governance in contemporary higher education. An examination of the role of leadership in institutions of higher learning, including style, knowledge of the position, self-knowledge, personal characteristics, and ability to effectively initiate change, will be described. Unique challenges and opportunities effecting governance and organization in a global, market oriented, competitive system of higher education will be analyzed.

HEA 512 Finance and Budgeting in Higher Education 3 credits

An examination of higher education finance and budgeting systems, practices and issues. Topics include revenues vs. expenditures, cost vs. productivity the role of the public sector, student issues and budgeting.

HEA 521 Politics in Higher Education 3 credits

This course examines the complex political systems that shape higher education. Political actors include legislatures, interest groups, professional organizations, governmental analysts, and employee unions. Topics include accreditation, tuition, and affirmative action. Explores how to shape political options.

HEA 522 Legal Implications for the Administrator 3 credits

Prepares present and future administrators in higher education for legal and ethical issues such as due process for students and faculty, discrimination and equity, free speech and academic freedom, disabilities, property interests, and new compliance demands to manage legal risks.

HEA 531 Teaching, Advising and Retaining Adult Students 3 credits

An examination of the adult student and the exploration of strategies for teaching advising and retaining the adult student.

HEA 535 Instructional Design and Delivery of Distance Education 3 credits

Provides an overview of planning and implementing distance education programs by understanding how to design and promote distance education programs, manage program budgets, plan distance education facilities, employ end-user support methods and training systems, and measure your program's success.

HEA 538 Curriculum Development and Design for Community and Technical Colleges 3 credits

This course explores the relationship of design of curricula and instruction to current research about learning and the administration of higher education. Surveys current best practices, trends, and essential tools for development of curriculum and its evaluation. Examines how to create curricular leadership in higher education.

HEA 542 Multicultural Issues in Higher Education 3 credits

This course will provide class participants with an overview and better understanding of diversity and multiculturalism in higher education. The contents of the course examine equity and inclusion initiatives and will explore various theories and practices utilized within higher education. Also, the class will examine how we research and think about race, class, gender, ethnicity, nationality, religion, age, ability and sexuality. The goal of the course is to assist students in developing their own understandings of historical and contemporary issues related to diversity. Attention will be paid to administrators, faculty, students, and institutional types.

HEA 550 Special Topics in Higher Education 3 credits

This course explores in depth critical and current issues in the field of higher education, from the perspective of administrator and addresses how these critical issues impact two-year, four-year, public, private, for-profit and not-for-profit institutions.

HEA 556 Strategic Decision Making in Higher Education 3 credits

A survey of the theories and best practices of strategic planning and decision making in higher education. Provides students with major studies and models. Includes implementation techniques and outcomes evaluation, the impact of futuristic technologies, emerging new providers of higher education, and accreditation bodies.

HEA 557 Planning and Assessing Two-Year Programs 3 credits

This course is an examination of methods and approaches used to develop and implement plans and correlative assessment processes for two-year programs. Programs included in this course on planning and assessment include general educational-associate of arts degree

programs, vocational degree, and certification programs, such as technological, business, transfer, and medical.

HEA 558 Quality Improvement and Accreditation 3 credits

This course is an examination of higher education assessment and accreditation practices and the utilization of quality principles for continuous improvement. Topics include assessment models, assessment practices, quality in higher education, the quality principles and using the quality principles for continuous improvement.

HEA 590 Research Seminar 3 credits

The emphasis serves to integrate the student's studies in Educational 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 MHEA program objectives, (2) graduate level writing skills using APA format, (3) graduate level critical thinking skills and (4) in-depth understanding and application of the objectives of the area of emphasis utilizing appropriate research techniques. A PowerPoint® supported presentation of the project, suitable for senior level decision makers, is also required of each student. Prerequisite: completion of all core and area of emphasis courses (may take one area of emphasis course concurrently).

Public Administration**PA 501 Democracy, Public Administration, and Public Policy 3 credits**

An inquiry into the practice of public administration within a democratic state. Students will use various techniques, including the scientific method, to examine how democratic processes and institutions shape the role of public administration in developing, implementing, and administering public policy.

PA 502 Introduction to Program Evaluation 3 credits

A systematic approach to the planning and design of a program evaluation including the reporting of its results. This course provides students with an opportunity to employ the methodology and the qualitative tools used by evaluators to assess public programs. Students will also gain valuable experience by learning how to critically analyze evaluation research and use cost benefit analysis. (Prerequisite: PA 501 or permission of the program chair.)

PA 503 Program Evaluation Implementation and Evaluation 3 credits

An application of the principles of program evaluation research design is the focus of this course. Students will have an opportunity to apply quantitative research methods to program evaluation process. The basics of good program evaluation reporting will also be covered. (Prerequisite: PA 502 or permission of the program chair.)

PA 504 Political Economy and Regulatory Policy for Public Administrators 3 credits

This course introduces students to the method and history of political economy allowing students to compare and contrast political and market solutions to collective problems. This course also examines the underlying value judgments and ideological commitments that fuel the debates over public policy.

PA 505 Organizational Behavior 3 credits

Same as BA 505.

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 513 Government Budgeting Systems 3 credits

This course examines the budgeting policies and practices of not-for-profit and governmental organizations. Budgeting, as a fiscal management tool, is examined within the political decision making process. A variety of budgetary techniques such as Line-Item, Performance Budgeting, PPBS, and Zero Based Budgeting will also be studied. Theories of fiscal policy are illustrated with exercises in constructing different types of budgets and managing public funds.

PA 515 Grant Writing and Contract Management 3 credits

A study of the administration and management of the grants and funding contracts in public and nonprofit organizations including the basic principles, skills, methods, and techniques of grant writing. Students will explore the sources of grants, funding contracts, types of grants and contracts available, and strategies to submit proposals for grants. Students will examine the reporting requirements for contracted programs and services and prepare related materials. In addition, using hypothetical programs, students will identify applicable requests for proposals and will develop a responsive grant proposal.

PA 522 Psychology and Culture of Terrorism 3 credits

This course will review the definition and various forms of terrorism, as well as the strengths and weaknesses of terrorism and terrorist typologies. Various forms of political, religious, and cultural terrorism will be examined, as well as their causes. The course draws on theories and research from psychology, sociology and cultural studies to assist in reaching an understanding of terrorism from a psychological and cultural perspective.

PA 523 Emergency Management, Homeland Security, and Public Policy 3 credits

This course will introduce the student to the dynamic environment faced by intergovernmental actors as they strive to protect the homeland from man-made and naturally occurring incidents. The evolution of emergency management and homeland security policy will be discussed. Students will discuss how policy choices affect the practice of emergency management and homeland security.

PA 524 Leadership Issues with Critical Incidents 3 credits

This course examines concepts and theoretical approaches to managing critical incidents. Case studies will be used to examine the application of emergency management and homeland security strategies. This course builds on roles and responsibilities of all levels of government and the non-profit organizations in emergency management operations. Specifically, the Incident Command System, and the National Response Framework and the Stafford Act will be discussed.

PA 525 Comparative Strategies of National Security 3 credits

This course will examine transnational nature of crime, terrorism and assess national security strategies employed by the U.S. and other nations. This course will allow students to evaluate global threats that may impact the U.S. security interests. The focus of this course is to allow students to analyze how U.S. and foreign governments counter criminal activities and terrorism. The emphasis will be on current global and regional threats to the U.S. national security.

PA 526 Emergency Management: Mitigation, Recovery, and Continuity 3 credits

This course will explore strategic efforts to improve emergency management mitigation and recovery efforts at the local, state, and national level. The role of domestic and international organizations in helping prevent and recover from incidents will be explored. In addition, strategies to maintain uninterrupted government functions will be introduced.

PA 530 Public Policy and Healthcare 3 credits

An exploration of the analysis, development, implementation, and evaluation of policies and programs affecting health. Focuses on healthcare institutions, with some attention to managing health problems with non-medical interventions at the community level. Uses the case method applied to realistic situations in which specific decisions must be made by health managers or officials.

PA 531 Introduction to Healthcare Systems 3 credits

The course is designed to familiarize students with the financing, operation, regulation, and structure of the American health care system. Attention will be paid to environmental forces that shape and define the healthcare system.

PA 532 Public Sector Personnel Administration 3 credits

Students will explore and analyze personnel policies and practices in the public sector in the context of patterns of interaction among political executives, personnel professionals, public employees, and interest groups in the development of personnel policies.

PA 534 Healthcare Economics 3 credits

Students explore the effect of macro- and micro-economic theory on the design, implementation, and outcomes of health and human services programs. Students explore optimization, consumer/client demand, production/service delivery, investment decisions, market structure, and information problems as applied to the public and not-for-profit health and human services sectors.

PA 535 Counter-Terrorism 3 credits

This course will include an analysis of counter-terrorist global policies, strategies, operations, and organizations since September 11. Students will become familiar with radical extremist organizations to evaluate current U.S. counterterrorism strategy to defeat these groups. A comparison will be made of U.S. counterterrorism strategy to other western nations' strategy to defeat terrorism. Given a scenario, students will critically analyze a terrorist organization's motives, methods, and tactics to develop a counterterrorism strategy. Prerequisite: PA 508: Terror and Politics.

PA 536 Healthcare Law and Ethics 3 credits

Explores the legal and regulatory issues faced by executives responsible for delivering healthcare and social services in the not-for-profit and government sectors. The course uses readings and case analyses to develop an understanding of the range of actions available to healthcare and social service executives and the effect limitations on actions can have on the quality, efficiency, and effectiveness of the services provided. The issues of privacy concerns, conflicts of interest, and fiduciary responsibility are explored.

PA 537 Health Care Quality Assessment And Improvement 3 credits

This course examines the quality assessment of both business practices and health care delivery focusing on outcome measurements, process/outcome relationships, and methods for process improvement. Quality management tools and techniques are reviewed with a focus on patient safety, clinical quality, care outcomes, and cost benefit analysis in patient care.

PA 538 Healthcare Financial Management 3 credits

Explores the processes and methods of financial management in the healthcare industry. Patterns of healthcare expenditures, methods of financing healthcare, financial planning and development, third

party reimbursement, and internal controls in health institutions and programs management.

**PA 539 Health Care Informatics
Technology Management 3 credits**

This course addresses the importance of information systems and information technology in improving decision-making in healthcare organizations and provides an overview of the integration of technology in the health care setting. Students will examine the processes used in the selection, application, and evaluation of computer software and hardware. Methods and processes to make informed business decisions related to the application and use of technology in health care will be discussed. Students will learn how integrated computer-based information systems can lead to decisions that improve and better coordinate care, allow for better management of medical records and orders, increase the timeliness of care, improve cost controls, enhance supply inventory and management, and become familiar with administrative data sets and information technology used in decision support.

PA 541 Nonprofit Philanthropy and Fundraising 3 credits
Students examine the ideal of philanthropy and sources of revenue for nonprofit organizations. It allows for students to expand their understanding of the theories, best practices, and skills required to generate private funds for nonprofit organizations.

**PA 543 Emergency Management:
Planning and Response 3 credits**

Examines the theory and practice of strategic and operational planning for hazards and disasters. Reviews the principles associated with evaluation of threats, risk and vulnerabilities as related to the formulation of prevention programs and plans. The principles of risk identification and communication, management and coordination of resources, and public education will be examined. The organizational aspects of emergency management and its position within local, state, and national governments will be discussed from the federal, state, local and tribal perspectives.

PA 544 Productivity Improvement in Government 3 credits

Explores and analyzes current topics on productivity in public organizations, with particular attention to change management, transparency, performance, accountability, work management processes, private sector management practice, outcome measurement, E-Government strategy, and labor-management relations. Contemporary productivity theories of a more generalized nature also will be explored. Integrates conceptual works in productivity with case studies that describe actual operations of public productivity programs. Cases cover concepts of measurement, management practice, technology and capital investment, and labor-management relations, with an emphasis on understanding the linkages between theory and practice.

**PA 545 Labor Relations and Conflict Resolution
in the Public Sector 3 credits**

Labor relations in public organizations including collective bargaining and employment law will be examined. Theories of conflict and methods of alternative dispute resolution will be introduced.

**PA 546 Nonprofit Marketing and
Public Affairs Advocacy 3 credits**

Introduction to the theories of advocacy in democratic processes including the ethical, legal, and regulatory issues surrounding its practice. It also examines communication and marketing theories nonprofit organizations use to effectively connect with vital stakeholders and constituencies and to promote activities, programs, positions, and services.

PA 547 Volunteer Recruitment and Management 3 credits

A critical examination of how nonprofit organizations must compete for volunteers, in an increasingly competitive market. This includes analyzing the potential conflict between nonprofit values, mission, and the requirements to manage resources efficiently and effectively.

PA 548 Advanced Issues In Public Management 3 credits

Examines how managers in public and nonprofit agencies can secure and utilize legal authority, human resources, and funds to accomplish organizational goals. Employs case studies to explore current problems and emerging issues of public administration.

**PA 555 Critical Infrastructure: Vulnerability
Analysis and Protection 3 credits**

Students will explore the issues, complexities and challenges associated with developing vulnerability analyses and the subsequent allocation of resources once the vulnerability analysis has been done. The emphasis of the course is on how to use technologies such as SCADA to create a model-based vulnerability analysis in order to protect critical sectors. How to integrate vulnerability analysis into emergency management and homeland security policy and decision making will be explored.

**PA 562 Seminar in Federalism and
Intergovernmental Relations 3 credits**

Seminar examining the evolution and practice of federalism and intergovernmental relations among American national, state, metropolitan, local, and tribal governments. Students will utilize different theoretical perspectives to analyze and critically evaluate the rationale for assigning and justifying which unit of government is best situated to develop, implement, monitor, and evaluate public policy.

PA 563 Administrative Law 3 credits

An introductory exploration of the regulatory process including rule making, enforcement, and adjudication. Students will examine the history and evolution of administrative law, its role in defining the power and discretion of unelected officials, and the impact it has on the democratic process.

**PA 564 Seminar in State and
Local Government Management 3 credits**

An introduction to how the American political system defines, constrains, and shapes public management at the state and local level. Of particular interest will be the role and responsibilities of public managers in promoting and upholding the public trust.

PA 565 Advanced Policy Analysis and Evaluation 3 credits

This course will introduce students to the tools and techniques used by policy analysts. Students will gain an appreciation for the political and logistical issues surrounding policy implementation. They will then explore the difficulties in evaluating program efficiency and effectiveness.

PA 566 Economic Development: Theory and Practice 3 credits

This is a seminar examining the theories, analytical tools, and political context of economic development at the state and local level. Students will examine current trends, issues, and controversies involving government-sponsored economic development.

PA 567 Board Governance and Strategic Management 3 credits

The theory and practice of strategic management in public and nonprofit organizations will be examined. It will include a discussion of the roles and responsibilities of actors involved in strategic management including the ethical dimension of strategic planning. Students will also be introduced to the fundamentals of board governance and trusteeship.

**PA 568 Government and Nonprofit
Financial Management 3 credits**

Students will develop the skills necessary to make managerial decisions based on information contained in the financial statements of the organization. Financial statements will be used to evaluate operating performance, cash flow, debt management and investment decisions. The political, economic, and social context of financial decisions will be explored.

PA 590 Research Seminar 3 credits

The seminar serves to integrate the learner's studies in public administration by conducting a compliance audit type program evaluation beginning with the development of appropriate standards for each of the five program competencies and the competency established for the student's emphasis area. The evaluation will demonstrate (1) integration of the MPA program objectives and competencies, (2) graduate-level writing skills using APA format (3) graduate level critical thinking skills and (4) in-depth understanding and application of the objectives of the area of emphasis utilizing appropriate research techniques. Prerequisites: completion of all core and area of emphasis courses or permission of the program chair.

PA 594 Internship 3 credits

Supervised field experience in a public sector or not-for-profit agency. Consent of MPA Coordinator and written report are required. Prerequisite: completion of courses in the emphasis area. This course is graded on a pass/fail basis.

Special Education**SPED 534 Clinical Teaching Experiences: Prekindergarten inc. Special Education 3 credits**

This course focuses on the actual delivery of lessons to PreK-12 students from instructional units. Class participants learn to critique instructional delivery according to various models, especially Charlotte Danielson's Framework for Teaching. Teachers will learn strategies for coaching and mentoring peers through critical observation, reflection, analysis and practice. Class participants will be expected to observe and conference with peers toward the goal of improved instruction.

SPED 559 Home, School, and Community Relations 3 credits

This course will develop the skills of listening, supporting, guiding, and assisting behaviors utilized in developing strong relationships with parents and community members. Students will examine the impact of cultural diversity, factors which place families at-risk, advocacy, and public policy. Students will become familiar with community resources. Students will also explore the effective use of parent-teacher conferences, home visits, and interviews.

SPED 562 Individual Behavior and Classroom Management PreK-12 3 credits

This course provides strategies for identifying, anticipating, preventing, and managing individual and group behavior difficulties within a class setting. The course focuses on creating positive learning environments, and structuring individual and group learning activities, so instruction is enhanced, social interactions are increased, and problem behaviors are prevented.

SPED 565 Methods/Curriculum: Behavior Disorders PreK-12 3 credits

This course provides knowledge of characteristics and application of definitions and methods for managing and teaching PreK-12 students with behavior disorders. The course will include strategies and curriculum for preventing behavior disruptions and provide opportunities for students to develop and justify the components of Individual Education Plans (IEPs). Pre-service educators and teachers will examine appropriate assistive technology service and devices. A minimum of 10 clock hours will be spent in observing and/or assisting in a special education setting. Prerequisites: EDU 110, SPED 304, and admittance to the Teacher Education Program.

SPED 567 Characteristics of Individuals with Disabilities PreK-12 3 credits

This course will address characteristics of and current trends and issues in serving students with disabilities. It offers basic theoretical and practical approaches, educational alternatives, implications of federal and state statutes and related services, and rationale for the multidisciplinary team in providing appropriate educational

programming. A minimum of 10 hours of field experience is required. Prerequisite: EDU 304

SPED 568 Coordination of Occupational Programs 3 credits

The course will provide students the opportunity to understand how to establish collaborative community relationships in order to develop cooperative occupational programs for students with exceptional needs. Students will become aware of existing services within the community and various supports to ensure smooth transitioning from education to postsecondary occupational settings. Students will examine the role of a work experience coordinator in effectively managing on-the-job training and making instructional decisions pertaining to on-the-job training. This class includes information on assessing students' job skills, locating and placing students in work experience opportunities, working with students and the job site sponsors to insure that effective training is occurring, evaluating student performance, and other related activities. Prerequisites: EDU 304 and SPED 477, and admittance to the Teacher education program.

SPED 569 Methods/Curriculum: Learning Disabilities K-12 3 credits

The purpose of this course is to extend the knowledge of learning disabilities for those who seek to work with students with learning disabilities ages 5-21. Addressed in this course are characteristics of learning disabilities, definitions, history, assessment, medical aspects, teaching of preschoolers through adolescents, and research-based curriculum and teaching strategies for preacademic learning, oral language, reading, writing, mathematics, and social-emotional development. Pre-service educators and teachers will examine appropriate assistive technology services and devices. A 10-hour experience in the field is a requirement of this course. Prerequisites: Edu 110, SPED 304, SPED 467 and admittance to the teacher education program.

SPED 571 Assessment of Individuals with Disabilities PreK-12 3 credits

This course provides: 1) the content and application of academic and behavioral data for the purposes of educational diagnosis, assessment, and evaluation of individuals with disabilities, and 2) the knowledge of how to implement assessment results for individualized program development and classroom management. Included in this course will be norm-referenced instruments, criterion-referenced instruments, naturalistic observations, and behavioral rating instruments. A minimum of 10 field experience hours will be spent observing and/or assisting in a special education setting.

SPED 573 Methods/Curriculum: Mental Disabilities K-12 3 credits

The purpose of this course is to extend the knowledge of intellectual disabilities for those who seek to work with students with intellectual disabilities ages birth-21. This course emphasizes empirically-validated practices in the education of students with intellectual disabilities: assessment of instructional needs, instructional strategies, research-based curriculum, classroom management and behavioral support, promotion of social and communication skills, promotion of self-determination, and utilization of appropriate assistive technology services and devices. A ten-hour experience in the field is a requirement of this course. Prerequisites: SPED 304, SPED 467 and admittance to the teacher education program.

SPED 575 Methods/Curriculum: Mild/Moderate Disabilities 5-12 3 credits

This course provides knowledge of appropriate empirically-based curriculum and strategies useful for pre-service educators and teachers in developing methods, strategies and curriculum and adapting traditional materials for use with secondary students receiving special education services. A minimum of 10 clock hours will be spent in observing and/or assisting in a special education setting. Prerequisites: EDU 110, SPED 304, SPED 467, and admittance to the Teacher Education Program.

**SPED 576 Curriculum, Organization, and Development
of Special Education Programs PreK-12 3 credits**

This course will cover curriculum organization and development for special education students at the school-age level PreK-12. This will follow an integrated approach, emphasizing development of curriculum for individuals and small groups of students who are in special education settings. It will focus on improving the quality of instruction through continual assessment and curriculum revision, which stresses active learning and practical hands-on experiences to enhance learning. Curriculum charts and specific programming will be covered. A minimum of 10 clock hours will be spent completing a field experience observation and assisting in a special education setting. Prerequisites: SPED 304, SPED 567

SPED 577 Career and Vocational Programming 3 credits

This course provides knowledge and application of career planning and transition for adolescents from school to adult living, including major laws, suggestions for planning and developing assessment and instructional procedures, and coverage of some of the major issues facing schools, parents, and students today. Included will be practice developing Individual Education Plans (IEPs) and transition services under the mandate of Individuals with Disabilities Education Act (IDEA). The student will spend a minimum of 10 field experience hours observing and/or completing classroom assignments in a secondary special education setting. Prerequisite: SPED 304

**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 multicategorical setting. This course will provide opportunities for developing and justifying components of Individual Education Plans. It will include strategies for note-taking and remembering spoken and written information, for solving math problems, for taking tests, writing papers and assignments and prioritizing and managing time and assignments. Assistive technology services and devices will also be examined. A minimum of 10 clock hours will be spent in observing and assisting in a special education setting. Prerequisites: EDU 110, SPED 304, SPED 467, and admittance to the Teacher Education Program.

**SPED 579 Clinical Teaching Experience:
Instructional Strategist 3 credits**

Student teaching is a capstone experience. The student teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher.

**SPED 582 Clinical Teaching Experience:
Instructional Strategist 7 credits**

Student teaching is a capstone experience. The student teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher. A graduate paper or project is required.

**SPED 584 Clinical Teaching Experience: Prekindergarten
Inc. Special Education 7 credits**

DIRECTORIES

FACULTY

School of Business

Kristopher Blanchard, Associate Professor of Business (2012)

B.S., M.B.A., Indiana State University; Ph.D. Capella University

Chelsea Dowell, Assistant Professor of Economics (2015)

B.A. Wofford, M.S., Ph.D. University of Kentucky

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Don McComb, Professor of Graphic Design (2000)

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Scott Figdore, Dean of the School of Science and Mathematics (1992)

B.S. Pennsylvania State University; M.S., Ph.D. University of Wisconsin-Madison

Nigel George, Professor of Mathematics and Physics (2003)

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James Jacobs, Assistant Professor of Information Technology (2011)

B.S., M.S., Ph.D. University of Southern Mississippi

William Jones, Assistant Professor of Biology (2012)

B.S. Iowa State University; Ph.D. Baylor College of Medicine

Richard Klann, Delano Professor of Science (1989)

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Katherine McCarville, Associate Professor of Geosciences (2005)

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Md. Manzoor Murshed, Associate Professor of Management Information Systems (1999)

B.Sc., M.Sc., Dhaka University; M.S. Iowa State University

Cheryl Northrop, Instructor of Mathematics (1991)

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Erik Olson, Professor of Chemistry (1994)

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Roman Yasinovskyy, Assistant Professor of Information Technology (2011)

B.S., M.S. National University of "Kyiv-Mohyla Academy" in Ukraine; D.S. Towson University

Emeritus Faculty

James Janecke, Delano Professor of Science, Professor of Mathematics and Physics (1966-1997)

Robert Jones, Professor Emeritus of Music (1985-1994)

Aldrich K. Paul, President Emeritus; Professor Emeritus of Speech (1970-78)

James Rocheleau, President Emeritus (1984-1994)

Emmett Van Buskirk, Professor Emeritus of Art (1968-2000)

University Administration And Staff

Refer to the website at www.uiu.edu/facultystaff/directory for a listing of current University administration and staff members.

Executive Leadership Team:

Dr. William R. Duffy II

Dr. Kurt Wood

Ismael Betancourt

David Miller

Andrew Wenthe

Leslie Anderson

Holly Wolff

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Provost and Executive Vice President

Vice President for International Education

Director of Athletics

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Faculty Trustee

Angela Leete, Sumner, IA

Dr. Jeff Butikofer, Fayette, IA

Student Trustee

TBA

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Upper Iowa University – Center for Distance Education (Online and Self-Paced Degree Program)

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Fayette Campus Map

Find online at: <http://uiu.edu/resources/fayettemap.html>



CAMPUS LEGEND

Buildings

- | | | |
|--|---|---|
| 1. NE Iowa Professional Building
201 E. Clark Street* | 13. Grace Meyer Square | 25. Robertson-Wood Athletic Fields |
| 2. Hofmaster Apartments
301 E. Clark Street* | 14. Andres Center for Business and Education
501 Washington Street* | 26. Football Stadium Complex |
| 3. Edgar Fine Arts
312 E. Clark Street* | 15. Garbee Hall
605 Washington Street* | 27. Soccer Game Field |
| 4. Parker-Fox Hall
300 E. Clark Street* | 16. Student Center/Dining/Bookstore
603 Washington Street* | 28. Soccer Practice Field |
| 5. Colgrove-Walker Hall
301 Washington Street* | 17. Recreation Center
514 Union Street* | 29. Football Practice Fields |
| 6. Peacock Plaza | 18. Advancement & Alumni
513 Union Street* | 30. Tennis Complex |
| 7. Alexander-Dickman Hall
401 Washington Street* | 19. Winston House | 31. 9 Hole Frisbee Golf Course |
| 8. President's Home & Formal Garden
308 Washington Street* | 20. Lee Tower
700 1/2 Union Street* | 32. Low Ropes Course |
| 9. Henderson-Wilder Library
411 Washington Street* | 21. South Village Hall I
211 A Wadena Road* | |
| 10. Liberal Arts
408 Union Street* | 22. South Village Hall II
211 A Wadena Road* | |
| 11. Dorman Memorial Gymnasium
500 Union Street* | 23. South Village Hall III
211 A Wadena Road* | |
| 12. Baker-Hebron Science
500 1/2 Union Street* | 24. Facilities Management & Services
211 Wadena Road* | |

Parking

- A. **Hofmaster (Permit Only)**
- B. **Visitor & Accessible Parking**
- C. **Andres Center Faculty (Permit Only)**
- D. **Commuter Parking (Permit Only)**
- E. **Garbee Resident Parking (Restricted)**
- F. **Permit Parking Only**
- G. **Visitor & Staff Parking**
- H. **Visitor & Staff Parking**
- I. **South Village & Lee Tower (Permit Only)**
- J. **Event Parking**

*911 Address

Notes

Notes

Notes



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