

**Official Addendum to the 2011.12 Academic Extension Catalog and Student Handbook
August, 2011**

The following course descriptions found on pages 69-70 of the 2011.12 catalog will be replaced with the descriptions listed below.

MATH 090 *Foundations of Mathematics 3 credits*

MATH 095 *Beginning Algebra 3 credits*

MATH 105 *College Algebra with Applications 3 credits*

MATH 109 *Quantitative Methods 3 credits*

MATH 220 *Elementary Statistics 3 credits*

New Course descriptions for the 2011.12 Academic Year:

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.

MATH 105 *College Algebra with Applications 3 credits*

This course is a survey of mathematical applications of functions. Topics that will be covered include: fundamental concepts of algebra, algebraic equations and inequalities; functions and graphs; zeros of polynomial functions; exponential and logarithmic functions; systems of equations and inequalities. The mathematics of finance will also be studied.

MATH 109 *Quantitative Methods 3 credits*

This course 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 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.



UPPER IOWA UNIVERSITY

Founded in 1857, Upper Iowa University is a private, not-for-profit university providing undergraduate and graduate degree programs and leadership development opportunities to approximately 6,600 students—nationally and internationally—at its Fayette campus and learning centers worldwide. Upper Iowa University is a recognized innovator in offering accredited, quality programs through flexible, multiple delivery systems, including online and independent study. For more information, visit www.uiu.edu.

UIU invites you to explore the many opportunities we offer to help you reach your educational goals. We are committed to building a global community which is focused both on academic quality and social responsibility. UIU centers and programs feature:

- Regional and programmatic accreditation
- Quality academic instruction with nationally recruited faculty members who also are successful practitioners in their field
- Experienced and supportive UIU academic advisors and staff dedicated to help learners reach their goals
- Flexible methods of course delivery to fit your life
- All UIU learners have the option to work in one program exclusively or combine our different types of delivery methods to expedite their degree program. All course delivery options are interchangeable.
 - Attend traditional classroom-based undergraduate courses taught by university professors. Evening and weekend classes are available at most centers, and courses begin every eight weeks (see page 15).
 - Online courses are delivered electronically in eight-week terms, with special asynchronous online discussion groups and student-instructor contact throughout your course work (see page 20).
 - Independent Study correspondence courses are specifically designed to make learning as portable as possible. Your course work is delivered to you via mail or email and you work at your own pace, on your own schedule (see page 16).
 - Graduate Programs are delivered online and in traditional classrooms. A variety of emphasis areas are available for MBA, MHEA and MPA degrees (see page 75).
- There is no campus residency requirement for our distance learning programs

This catalog/handbook will guide you through the Upper Iowa University Academic Extension degrees, programs, courses, and policies. We invite you to visit us to speak with an advisor, or contact us at 877-366-0581 or visit us at www.uiu.edu to see how UIU can help you reach your educational goals. Thank you for choosing Upper Iowa University!

CATALOG AND STUDENT HANDBOOK

Academic Extension

2011-2012

published August 2011

Upper Iowa University is a pioneer from America's heartland,
providing educational opportunities to the global community,
while focusing on the future and preserving
the traditions of the past.

HISTORY

The first classes at the University were held January 7, 1857.

1800s

Plans for the institution that became Upper Iowa University originated in the 1850s when several of the early settlers of northeast Iowa felt the need for expanded educational opportunities in the area. Colonel Robert Alexander and his son-in-law, Samuel Robertson, donated money and land, and other area residents added their contributions for the project.

Construction of the first building for the new college was started in May 1855. This building (now Alexander-Dickman Hall) eventually housed the college president's quarters, administrative offices, classrooms, and a coed dormitory in its three floors. The first classes at the University were held January 7, 1857.

During the Civil War, many of the Upper Iowa students formed the "University Recruits," which became part of Company C of the 12th Iowa Infantry, Union Army, and participated in several major battles.

1900s

By the turn of the century, Upper Iowa University had twenty-six full-time instructors, and the campus consisted of six buildings. A major contribution to the academic life of UIU was realized when Andrew Carnegie donated \$25,000 to build a library, which was dedicated in 1902 and named in honor of David B. Henderson, a former UIU student and a friend of Carnegie's, who was then serving as Speaker of the U.S. House of Representatives.

In 1907, Dr. John Dorman, a young Fayette dentist and UIU alumnus, accepted the position as "general manager" of the football team. Dr. Dorman remained as head of Upper Iowa's athletic program for more than 50 years. "Doc" collected many honors including an Achievement Award from the Football Writers Association of America in 1955 and selection to the Helms Athletic Hall of Fame in 1956. He was the first small college coach to be honored by either group. The present gymnasium is named in his honor.

In 1917, as the United States entered World War I, the young men at UIU formed a military company on campus to prepare themselves for service to the country, while the women organized Red Cross classes.

In 1920, a systematic program of extension work throughout northeast Iowa was formulated. The purpose was to send representatives of the school into neighboring communities as instructors. UIU was one of the pioneers in this field.

With the outbreak of World War II, UIU rose to the demands of the times again, and many university staff and students enlisted into active military service or into war-related work. At the end of the war and with the passing of the "G.I. Bill," students, primarily veterans, once more flocked to campus.

Upper Iowa University established one of the first and most successful external degree programs. Based upon the "university-without-walls" concept of the British, the Coordinated Off-Campus Degree Program (currently the Independent Study Program) began in 1973. Its initial purpose was to provide a viable alternative to existing baccalaureate programs in public administration.

In 1974, in response to demand from adults employed in private industry, the Independent Study Program was expanded to encompass a business administration major. Today, Independent Study Program learners have been accepted from all 50 states and 43 foreign countries. Numerous companies and government agencies sponsor their employees enrolled in the program, which has produced more than 2,700 graduates and currently enrolls more than 2,900.

Construction of the first building for the new college was started in May 1855. This building (now Alexander-Dickman Hall) eventually housed the college president's quarters, administrative offices, classrooms, and a coed dormitory in its three floors.

From 1981 to 1994, the systematic establishment of off-campus centers was begun: in Madison, Wisconsin, in 1981; in Des Moines, Iowa, in 1983; in Waterloo, Iowa, in 1985; in Prairie du Chien, Wisconsin, in 1988; and at Fort Riley, Kansas, and in Milwaukee and Wausau, Wisconsin, in 1992. The University's administrative structure was reorganized and a new mission statement was adopted; in accordance with mission goals, academic programs were strengthened with new faculty and equipment, and student life was enhanced with new facilities and increased operating budgets. As a result of all these changes, enrollments quadrupled.

In July 1994, Dr. Ralph McKay became president. Continuation of the landscaping and building renovation program brought exciting new changes to the campus, especially with the construction of Lee Tower Residence Hall. The expansion of the Extended University continued, and the North Central Association granted approval for centers at Fort Polk, Louisiana; Janesville, Wisconsin; Fort Leavenworth, Kansas; and Jackson Barracks, Louisiana.

In 1995, the North Central Association granted approval of the University's new Master of Arts in Business Leadership degree program. President McKay articulated his vision for UIU's future as "a distinctively entrepreneurial university meeting the educational needs of learners worldwide." In conjunction with this worldwide focus and with the endorsement of the North Central Association, degree programs began in Pacific Rim countries, with Hong Kong as the first site.

In 1999 the University launched its Online Program (now part of the Center for Distance Education), which has grown to be a nationally regarded program with students throughout the world.

2000s

In 2001, the University restructured the graduate program. After a successful review from the North Central Association, the Master of Business Administration was implemented through the Online Program as well as four undergraduate majors. In fall 2001, Upper Iowa University became the largest private college in the state of Iowa with more than 5,100 learners.

New UIU centers opened in Elkhorn, Wisconsin and Ankeny, Iowa.

In July 2003, Dr. Ralph McKay retired as president after 40 years in higher education. Dr. Suzanne James, senior vice president for the Extended University was named interim president. She focused on building a global community for Upper Iowa University with high academic and quality standards.

In April 2004, the Higher Learning Commission of the North Central Association approved the University's Master of Public Administration degree program. In July 2004, Dr. Alan Walker became the 20th president of Upper Iowa University.

In August 2005, the Jackson Barracks Center was devastated by Hurricane Katrina. In the months that followed, the University moved its operation to the Learning Center of Rapides Parish in Alexandria, Louisiana and changed its name to the Alexandria Center to meet the needs of learners displaced by Katrina.

In 2005, Upper Iowa University was admitted into the Academic Quality Improvement Program (AQIP) developed by the Higher Learning Commission of the North Central Association and embraces the concepts and practices of continuous quality improvement.

In 2006 an RN-to-BSN program and a Master's in Education were inaugurated, and the University began preparing for its 150th anniversary in 2007.

In 2007 the University celebrated its 150th year.

In 2008 Upper Iowa University opened new centers in Cedar Rapids, Iowa, and Rockford, Illinois. The Cedar Rapids and Rockford Centers combined UIU's historical and distinctive brand image with technology-enhanced learning environments aimed at assisting adult learners continuing their education.

In 2009 the Extended University became known as the Academic Extension during a reorganization that included combining the External Degree Program and the Online Program into the Center for Distance Education. Classes for the newly approved Master of Higher Education Administration (MHEA) began in January 2009.

In 2011 UIU classes begin to be available in the Quad Cities. The University consolidates its Des Moines and Ankeny educational centers into a single West Des Moines location. The Student Center is completed. The downtown building, funded by the Upper Iowa Business Development Grant, opens as Victories, a restaurant. The University launches the public phase of its first-ever capital campaign. The 2004-14 campaign has a goal of \$25 million. A \$7.5 million gift from alumni concluded the silent phase of the capital campaign and initiated transformation of the UIU football stadium.

Table of Contents

Welcome to Upper Iowa University	1
Upper Iowa University's Mission and Vision	2
History of Upper Iowa University.....	4
Undergraduate Program	
Undergraduate Program General Information	7
Applying for Admission.....	9
Transferring Credits to UIU	11
Experiential Learning Credit	11
Undergraduate Program Cost to Attend.....	14
Financial Aid	15
U.S. Center Program Information	15
Center for Distance Education	16
Independent Study Program Information.....	16
U.S. Online Program Information	20
International Center Information.....	22
Academic Policies	23
Graduation and Beyond.....	28
Major Programs of Undergraduate Study.....	29
Requirements for an Associate of Arts Degree	30
Requirements for a Bachelor of Science Degree	30
General Education Requirements.....	30
Associate Degrees	31
Bachelor Degrees.....	31
Teacher Education	42
Certificate Programs	53
Undergraduate Course Descriptions	55
Graduate Program	
Graduate Program General Information	75
Applying for Admission.....	76
Graduate Program Cost to Attend.....	77
Financial Aid	77
Online Program Information	77
Center Program Information	79
Grading System	81
Graduation and Beyond.....	83
Master of Business Administration.....	84
Master of Higher Education Administration	88
Master of Public Administration.....	90
Graduate Course Descriptions	92
Academic Extension Rights, Rules and Regulations	99
Upper Iowa University Administration	105
Index	106
Applications for Admission.....	111

If you have questions that are not answered by this handbook, contact 877-366-0581 or visit us at www.uiu.edu.

UNDERGRADUATE PROGRAM GENERAL INFORMATION

* NOTICE: This catalog contains information regarding fees, curricula, and related policies and procedures. Every effort has been made to make the catalog accurate as of the day 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 learners.

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, Communications, and Cultural Studies. These tasks are not to be construed as goals in and of themselves, and the courses in which they are addressed are by no means limited in their breadth and scope to the accomplishment of the specified tasks. Rather, the completion of the tasks may be regarded as milestones for students to pass as they approach the goal of a bachelor's degree in light of Upper Iowa University's mission as a liberal arts institution.

Students may expect to complete 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 scoring at the 85th percentile on the appropriate section of the Accuplacer examination. Requirements may vary for students enrolled in the Teacher Education Program.

The University faculty determines which specific courses will include the completion and assessment of the various tasks. The Division 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 and mathematics tasks; the Division of Liberal Arts and Humanities makes similar recommendations regarding the history, humanities, cultures, social science and communications tasks. The Division of Business recommends those courses which are suitable for the MIS task. In addition, faculty in each of these divisions is responsible for review and assessment of artifacts submitted anywhere in the University as evidence of task completion.

Accreditation

The University is accredited by the Higher Learning Commission and is a member of the North Central Association (www.ncahigherlearningcommission.org) and is approved by the Louisiana Higher Education Board, the Wisconsin Educational Approval Board, and the Iowa Department of Education (for teacher education in Iowa only). The programs offered are approved by the states of Illinois, 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 has a membership in the National Association of Schools of Public Affairs and Administration (NASPAA).

Upper Iowa University is a nonprofit organization founded in 1857. It has no shareholders or private ownership but is controlled by a board of trustees.

Applying for Admission

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

Requirements for Admission

To apply for admission, the minimum requirement is graduation from a regionally accredited and/or state recognized accredited public or private high school, or completion of a GED equivalent. Upper Iowa University reserves the right to refuse admission to anyone who does not meet its standards for admission.

The Academic Extension accepts learners on a continuous enrollment basis, which means you can be admitted to the program at any time during the year.

Admission Procedures

Make arrangements to have the following documents sent **directly to the center or program office** you are planning to attend:

1. A completed Application for Admission and application fee. (All U.S. programs are \$50.)
2. Official transcripts from each college and university you previously attended. Official transcripts documenting experiential learning (for example, CLEP or DSST score reports) may also be submitted. Official transcripts must be sent directly from the granting institution. They must not pass through your hands.
3. A copy of your high school diploma or transcript (or GED) if you have earned college credit, or an official high school transcript if you have not previously earned college credit.
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, AARTS, CCAF, or SMART transcript.
6. Teachers seeking additional endorsements - copy of your current teaching license (for Iowa only).

Until a learner submits all required admissions documentation, they are considered a non-degree seeking learner. A non-degree seeking learner 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 10. If you, the learner, will be notified in writing of the approval or denial of admission. Application materials and transcripts will be kept on file for one year. If you do not complete the admission process and enroll within that year, you may be required to resubmit materials.

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 22 for admission information.

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

Upper Iowa University is authorized under federal law to enroll nonimmigrant students. For additional information contact the Office of International Programs. 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 independent study or online courses does not qualify foreign learners for an F-1 visa because these programs can be completed from anywhere in the world.

1. A completed Application for Admission and application fee (\$50)
2. Official transcripts from each college and university previously attended. Official transcripts must be evaluated by a certified evaluator at the learner'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.
5. A notarized 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. Prior to the issuance of an I-20, a deposit covering three terms of the first year's tuition must be made to the University. The amount required for adequate resources and for the deposit varies by location. Please see your advisor for more details. Applicants for online and independent study programs are not required to submit a financial statement.
6. A copy of your valid passport, visa(s), any previous immigration documents (i.e. I-20, DS-2019), and I-94 documents must be presented if you are presently in the United States.
7. Verification of English language proficiency requirements. See page next column.

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.

Non-Degree Seeking Learner

A learner working toward a degree at another college or a high school student in good standing may enroll for courses at Upper Iowa University as a non-degree seeking learner by indicating “transient status” on the Application for Admission. Learners planning to transfer credits out of Upper Iowa University will want to contact the admission office of the receiving school to determine transferability. The maximum number of credits a transient learner may earn from Upper Iowa University is 30. The application fee applies to non-degree seeking applicants.

Learners classified as non-degree seeking are not eligible for federal financial aid, unless they are seeking additional teaching endorsements.

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 (institution code: 6885) www.ets.org		
Paper-based	500	550
Computer-based	173	213
Internet-based	61	79
IELTS www.ielts.org	5.0	6.0
MELAB* www.lsa.umich.edu/eli/testing/melab	69	77
MUET** www.mpm.edu.my/bi/main.php	4.0	5.0
ELS Language Center www.els.edu	112	N/A
SAT (institution code: 6885) (<i>minimum critical reading subscore</i>) http://sat.collegeboard.com	430	N/A
ACT (institution code: 1360) (<i>minimum English subscore</i>) http://act.org	18	N/A

Test scores must be within the last two calendar years.

*Michigan English Language Assessment Battery

**Malaysian University English Test

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 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.
- Completion of Upper Iowa University’s English as a Second Language (ESL) program

*Non-degree awarding credits (i.e. ESL, 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 based on evaluation and articulation with specific educational institutions as approved by the Chief Academic Officer.

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 of the North Central Association of Colleges and Schools
- Northwest Association of Schools and Colleges
- Southern Association of Colleges and Schools
- Western Association of Schools and Colleges

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 learners 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 Health, Physical Education and Recreation (HPER) activity courses, including transcribed intercollegiate athletics.
2. No credits from courses identified by Upper Iowa University as remedial or developmental level (except for articulated ESL 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..

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 learners 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

Learners 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 learner'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 learners' achievements and demonstrated learning outcomes. Learners 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

Learners 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 and other formal training with recommendations by the ACE guidelines will be transcribed at no charge. Training completed may be verified by an official AARTS, CCAF, or SMART transcript, DD214, 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 course work through Upper Iowa University for a bachelor's degree. Credits earned through military training do not apply to the 60 graded credits needed to graduate with *Magna* or *Summa Cum Laude* honors. Because of Upper Iowa University's support for military students, it has been named an honoree of *Military Advanced Education's* Top Military-Friendly Colleges and Universities and *GI Jobs* Military Friendly Schools consecutively since 2008.

Servicemembers Opportunity Colleges (SOC): Upper Iowa University is a member of the Servicemembers Opportunity Colleges (SOC) Consortium and the SOC Degree Network System.

SOC Consortium

Servicemembers Opportunity Colleges (SOC), established in 1972, is a consortium of national higher education associations and more than 1,900 institutional members. SOC Consortium institutional 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 (DoD) and Coast Guard, and veterans. A list of current SOC Consortium member institutions can be found on the SOC web site at <http://www.soc.aascu.org/>.

SOC Degree Network System

The SOC Degree Network System (DNS) consists of a subset of SOC Consortium member institutions selected by the military services to deliver specific associate and bachelor degree programs to servicemembers and their families. Institutional members of the SOC DNS agree to special requirements and obligations that provide military students, their spouses and college-age children with opportunities to complete college degrees without suffering loss of academic credit due to changes of duty station.

SOC operates the two and four year Degree Network System for the Army (SOCAD), National Guard (SOCGUARD), Navy (SOCNAV), Marine Corps (SOCMAR), and Coast Guard (SOC-COAST). Refer to the SOC Degree Network System-2 and -4 Handbooks to view associate and bachelor degree programs, location offerings, and college information. An electronic version of the Handbook is posted on the SOC Web site, <http://www.soc.aascu.org>, on the SOCAD, SOCGUARD, SOCNAV, SOCMAR, and SOCCOAST home pages.

Army: Upper Iowa University is a Letter of Instruction (LOI) Member Institution in GoArmyEd. GoArmyEd is the virtual gateway for active duty and USAR soldiers to request Tuition Assistance (TA) online anytime for classroom and distance learning college courses. As a member institution, there are no up-front, out-of-pocket expenses for the soldier when enrolling in Upper Iowa University classes as long as his/her TA allowance has not been exceeded.

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 SMART 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.

Coast Guard: Upper Iowa University is partner university with the Coast Guard Institute. The staff at the Institute will evaluate your Coast Guard transcript and build a personalized college degree plan by consolidating your earned credit from your military training, college level testing programs, independent study courses and other college courses. Once your assessment is complete, your credit will be merged into college degree plans that are tailored to meet your educational goals. All associate of arts and bachelor of science majors offered through UIU are part of the degree plan assessments available at the institute. You can view the rating roadmaps on the website at <http://www.uscg.mil/hq/CGI/ve/roadmaps/roadmaps.asp>.

Army National Guard: Upper Iowa University is a partner university of the Army National Guard Education Support Center. The staff at the ESC will evaluate your AARTS transcript and build a personalized college degree plan by consolidating your earned credit from your military training, college level testing programs, independent study courses and other college courses. Once your assessment is complete, your credit will be merged into college degree plans that are tailored to meet your educational goals. All associate of arts and bachelor of science majors offered through UIU are part of the degree plan assessments available at the support center. Beginning October 1, 2011, National Guard students will enroll through the GoArmyEd portal at www.goarmyed.com.

Army Reserves: Upper Iowa University will evaluate your military training as posted on the AARTS transcript and build a personalized college degree plan. All students who plan to request tuition assistance through the Army Reserves must use the GoArmyEd portal at www.goarmyed.com.

Air Force: Upper Iowa University recognizes the work you have 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 your CCAF transcript just as we would any community college transcript and will apply all appropriate coursework toward your 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 SMART transcript and build a personalized college degree plan by consolidating your earned credit from your military training, college level testing programs, independent study courses and other college courses.

Military Spouse Program: With congressional authorization in Public Law 110-417, the Department of Defense implemented the Military Spouse Career Advancement Account Program, providing resources and assistance to spouses of active duty services members, Guard and Reserve with a spouse on orders for one year, supporting their pursuit of a successful, long-term, portable career. This centralized, virtual program, accessed through Military OneSource, provides counseling and funding, up to \$6,000, to assist with licensure, certification or education opportunities leading to portable employment opportunities. UIU also offers Military Spouse Scholarships through an annual award process.

Undergraduate Program – Cost to Attend

Tuition per undergraduate semester credit for U.S. IA/WI/IL on-site courses, due in full the first night of class	\$348*
Tuition per undergraduate semester credit for U.S. Alexandria on-site courses, due in full the first night of class	\$242*
Tuition per undergraduate semester credit for U.S. DeRidder on-site courses, due in full the first night of class	\$218*
Tuition per undergraduate semester credit for U.S. Online Program courses, due in full the first day of term	\$348
Tuition per undergraduate semester credit for Independent Study Program courses, due in full upon registration	\$296
Tuition per undergraduate semester credit course for International Center Program courses	Varies by Center
U.S. graduate level tuition per semester credit is due in full the first night of class	\$417
Application fee for the U.S. Center, Independent Study, and U.S. Online Programs (nonrefundable)	\$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
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	\$5
Transcripts, per copy faxed	\$8
Transcripts, per copy faxed and mailed (written request must be made to Registrar's Office)	\$13
Certificate Claim fee payable at time of application for certificate	\$30
Graduation fee (Domestic), payable at time of application for graduation Graduation fee for International Centers vary. See local fee schedule.	\$65
Independent Study Program extension fee, one six-month extension	\$50
Independent Study Program administrative withdrawal fee	\$90

All fees listed in catalog are in U.S. Dollars.

*Learners at military installations should contact their center director for tuition rates.

Learners receiving financial aid will be required to pay, at the time of registration (all programs) or the first day of the term (Center and Online Programs), 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.

Budgeting

Book and supply costs are estimated at \$100-\$150 per course. Each learner is responsible for purchasing required textbooks for each course. Learners using financial aid need to purchase textbooks before the initial disbursement of financial aid. In subsequent terms, financial aid disbursed in the current term needs to be budgeted to cover book costs in the following term.

Release of Transcript and Diploma

A learner's diploma, transcript, or letter of recommendation will not be released until all financial obligations are satisfied in full. A learner with outstanding fees will not be allowed to enroll in a subsequent course until all outstanding fees are paid.

Method of Payment

Upper Iowa University has no provision for delayed or time payment except through purchase order arrangements by employers for their own employees. Payment for all courses must be made in U.S. dollars in advance and in full by check or money order drawn from a U.S. bank (payable to Upper Iowa University) or may be charged to your MasterCard, Discover or VISA. Include your account number, expiration date and signature on the registration form. Options for International Center Program students vary by country. Check with local center staff.

Financial Aid

Current financial aid information is available at the Upper Iowa University webpage <http://uiu.edu/admissions/financialaid/index.html>. If you have any further questions regarding financial aid, please contact your program office or the Financial Aid office, 800-553-4150, Ext 3, 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.

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 U.S. centers section or by contacting the center.

Center Program Registration

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

Registration begins approximately six weeks before the start of each term. 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 by the first night of class. Active-duty Army, US Army Reserve, and Army National Guard (effective October 1, 2011) personnel must register through the GoArmyEd portal. For all other military personnel receiving tuition assistance, a voucher approved by Upper Iowa University must accompany any portion of the payment for which you are responsible. Contact your Center Program office 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 U.S. centers 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 \$90 per semester credit is charged (see page 14).

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 Card (contact your center office) 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. Learners 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

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 center for refund schedule.

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

Withdrawal during week three	25%
Withdrawal during week four	25%
Withdrawal after week four	0%

These percentages will also be used to determine eligibility for state aid you may have received. Examples of refund calculations are available in the Financial Aid Office.

For students attending Wisconsin centers, state laws apply.

Course withdrawal may change the amount of, or eligibility to receive, financial aid. 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.

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 learner enrolled in the Senior Project who does not submit the rough draft of the project to the instructor by the end of week 5 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

Upper Iowa University does not distinguish between types of absences. Official leaves of absence are not granted. Records on tardiness are not maintained by the Registrar's Office.

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.
3. **Directed Study:** Is a specialized study plan for an existing course outside the traditional classroom setting is developed with the approval of the center director.

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 learner, 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.

Center for Distance Education

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

Programs, Majors and Courses Offered Through Distance Education

The programs, majors and courses available through the Online and Independent Study Distance Learning Program are available on the UIU web page at www.uiu.edu/cde or by contacting the CDE office.

Upper Iowa University
 Center for Distance Education
 PO Box 1861
 Fayette, IA 52142-1861
 Telephone: 563-425-5252
 888-877-3742 (daytime or after-hours voice mail)
 Fax: 563-425-5353
 Email: distance@uiu.edu
www.uiu.edu/cde

Independent Study Program Information

The UIU Independent Study Program started in 1973 and was one of the first of its kind in the nation. The program, modeled after traditional correspondence learning, is a paper/email based program specifically designed to make learning as flexible as possible. Using texts, study guides, and other course materials, you will learn by completing specific lessons and assignments. Coursework and communication are delivered via mail or email and you work at your own pace with your instructors using email, mail, or fax. The program features open enrollment, so you may enroll in a course at any time and take up to six-months to complete your course.

Open Enrollment

You may be admitted to the program and enroll in a course at any time during the year. We recommend that you enroll in one or two courses initially. You may enroll in a course prior to formal admission. If you will be seeking a degree through Upper Iowa University, this action is cautioned and should only be done after consulting an academic advisor.

Who May Enroll in UIU Independent Study 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.

Independent Study courses are available for open enrollment anytime throughout the year.

Admission to UIU is not required to enroll in independent study courses. Enrollment in an Independent Study Program course(s) does not constitute admission to UIU.

Independent Study 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.uiu.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 at the time of registration or by the first day of class.
3. **Financial Aid:** If you are applying for financial aid, course materials will be sent only after financial aid is awarded and all loan applications are filed and verified. Contact the Center for Distance Education office for more details.
4. **Military Tuition Assistance:** Active-duty Army, Army Reserves, and Army National Guard personnel must register through the GoArmyEd portal and select the Upper Iowa University DL – Corespondence Program.

All other military personnel using military tuition assistance (MTA) will have their education officer approve the

class and submit the completed TA form to the Center for Distance Education office. For those learners who do not use MTA through GoArmyEd, an approved copy of the MTA form must be supplied to the Center for Distance Education. All military tuition assistance forms must be received in the CDE office before the first day of the term. If you need assistance applying for Military Tuition Assistance, please contact your respective education office.

All DoD cardholders are eligible for a 10 percent tuition discount.

5. Auditing Independent Study Program Courses

By advance permission of the independent study academic advising coordinator/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 14). **Note:** Financial aid is not available for auditors.

Independent Study Program Refund Policy and Course Withdrawal

Withdrawing from classes is an expensive decision and may change the amount of, or eligibility to receive, financial aid. Independent Study Program staff members are available to discuss this decision with you. A grade of **W** (withdrawal) is recorded for any course from which a learner withdraws.

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 guidelines.

On or before the first day of the enrollment period*	100%
After the first lesson through 10% of the enrollment period	90%
After the first 10% through the first 25% of the enrollment period	50%
After the first 25% through the first 50% of the enrollment period	25%
After the first 50% of the enrollment period	0%

* An enrollment period is defined as the number of lessons 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 lessons completed and the number of lessons yet to be submitted.

Learners who withdraw from a course prior to submitting the first lesson, or who are administratively withdrawn for non-submission of lessons, will be charged an administrative fee of \$90.

Independent Study Program Administrative Withdrawal

A grade of **AW** (administrative withdrawal) is recorded for any course from which a learner is administratively withdrawn. At least one complete unit must be submitted to the instructor

within the first 60 days of the enrollment period or the learner will be **administratively withdrawn** from the course.

Financial Aid Information Specific to Independent Study Program Learners

Current financial aid information is available at the Upper Iowa University webpage <http://uiu.edu/admissions/financialaid/index.html>. If you have any further questions regarding financial aid or billing specific to the Independent Study Program, please contact the Center for Distance Education Program office at 888-877-3742 or CDEstudentaccounts@uiu.edu.

Independent Study Program Guidelines

Course Syllabi

Course syllabi are available in print or PDF versions. Printed versions will be sent by U.S. mail and PDF files will be sent by email as an attachment. In most cases, you should expect to receive course materials within five to 10 days from the day you register and tuition payment is received by the Center for Distance Education office.

Supplementary Reading

Some instructors list supplementary reading for their course. These books may often be found at your local public or university library or obtained through interlibrary loan. If books cannot be located from any of these sources, they may be available at Upper Iowa University's library in Fayette, Iowa. See the library resources on page 24

Overseas Postage

If you have a civilian overseas mailing address, your course materials will be sent to you by airmail. To cover all costs associated with overseas mailing, there is an additional fee of \$40 per course.

Individual Guidance and Instruction

Independent study, such as the UIU Independent Study Program, involves extensive reading and writing assignments.

Success in an independent study 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. In essence, a dialogue is created that parallels classroom instruction.

Advising and support are provided by the Independent Study Program staff. Please express concerns or ask questions as needed.

Lesson Submission

Submit your work in the following manner:

1. Complete a lesson cover sheet for every group of assignments submitted. Lesson cover sheets are included in your course syllabus. If you have lessons for more than one course, be sure there is a cover sheet for each course and group of assignments. Be sure to complete all information requested on the cover sheet. Staple the lesson cover sheet to the lesson being submitted. Do not staple cover sheets together. Only the lesson listed on the top cover sheet will be recorded. Do not attach examination request forms to lesson packets.
2. Submit all of the work required for each lesson at one time. Partially completed lessons will be returned to the learner ungraded.
3. It is your responsibility to make and retain a copy of each completed lesson prior to submitting the lesson for grading. This will protect you in case of possible loss of work in the mail.
4. Include your full return address and provide sufficient postage. Lessons should be mailed according to lesson submission guidelines in each syllabus.

Graded lessons should be returned to you within two to three weeks from the date you submitted them. If lessons are delayed, please call the Center for Distance Education office. After the lesson has been returned, review it carefully and make any inquiry about the lesson immediately.

Every effort is made to ensure prompt return of your assignments. Delays in return of assignments and examination results may be expected around scheduled holidays and breaks.

As a general rule, allow one to three weeks for assignments to be graded and returned. This can vary depending upon the instructor's schedule and method of submission.

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. You will need to make arrangements to complete your examinations under the supervision of a qualified proctor (someone to administer the exam). 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 (learner must be employed by the company).
- professional testing center
- UIU Center staff

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

Communications Concerning Your Studies

Please inform UIU immediately should any unusual problem arise during your enrollment, or should any excessive delay occur in the return of your assignments.

Upper Iowa University
Center for Distance Education
Independent Study Program
PO Box 1861
Fayette, IA 52142-1861

Telephone: 563-425-5252
888-877-3742 (daytime or after-hours voice mail)
Fax: 563-425-5353
Email: extdegree@uiu.edu

Time Limits

You have six months from the date of your enrollment to complete an independent study 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, an administrative withdrawal will be processed. 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.

Extensions

Learners who have made satisfactory progress toward course completion and who have requested an extension will receive a grade of **I** (incomplete) at the end of the initial six-month enrollment period. An **I** grade posted to your official record will be replaced with a final letter grade; however, the incomplete will remain on your official transcript as a notation. You may receive one six-month extension for a fee of \$50. The Independent Study Program office must receive the written request or phone call with payment and fee before your course expires. It is your responsibility to be aware of the course expiration date and to obtain the extension before the course expires. You do not have the option to withdraw from a course after the initial six-month enrollment period has been completed. At 12 months from your original start date a final course grade will be issued (A-F) based on work completed in relation to the total course requirements. **Note: Learners are considered less than half time during extension periods and are not eligible for student loan deferment.**

U.S. 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 learners must register with their admissions advisor.

Returning Upper Iowa University students register through myUIU, Upper Iowa University's online portal. Access to myUIU can be located 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.

Tuition and any course-related fees are due at the time of registration or by the first day of class.

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.

If enrollments dictate and there is lead time to make the necessary arrangements, additional sections of a course may be added. Without adequate lead time, courses may close when enrollment reaches 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 an username and password through their program/center after their first Upper Iowa University registration. Tuition and any course-related fees are due at the time of registration or by the first day of class.

Payment is due prior to the first day of class either by check or credit card. Payment may be made through the myUIU portal in a secure environment.

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 the Center for Distance Education office. For those learners who do not use MTA through GoArmyEd, an approved copy of the MTA form must be supplied to the Center for Distance Education. All military tuition assistance forms must be received in the CDE office

before the first day of the term. If you need assistance applying for Military Tuition Assistance, please contact your respective education office.

All DoD cardholders are eligible for a 10 percent tuition discount.

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 the Center for Distance Education Program office for more details.

No registrations will be accepted after the published last day to register for the term.

Term start dates are published on the website at www.uiu.edu/cde and are available from the Center for Distance Education office upon request. All published course schedules in the Online Program are subject to change.

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

Online Delivery and Schedule

The goal of Upper Iowa University is to offer its curriculum on a schedule that allows learners to take courses and continue their careers. In general, the six eight-week terms begin as follows:

Term	Begins
Term 6	July
Term 1	August
Term 2	October
Term 3	January
Term 4	March
Term 5	May

Please contact the Center for Distance Education for the course schedule and exact starting dates. A schedule is also available at www.uiu.edu/cde.

Online 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 attended in the eight-week enrollment period. If a course meets on an alternative schedule, consult the Center for Distance Education office for refund schedule.

	Refund Percentage
Withdrawal before the first class meeting	100%
Withdrawal during week one	75%
Withdrawal during week two	50%
Withdrawal during week three	25%
Withdrawal during week four	25%
Withdrawal after week four	0%

These percentages will also be used to determine eligibility for state aid you may have received. Examples of refund calculations are available from the Financial Aid office.

Course withdrawal may change the amount of, or eligibility to receive, financial aid for a specific term. 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.

You may appeal the tuition refund calculation if you feel there are extreme circumstances that warrant an exception to the published policy. Make your request in writing, documenting the extreme circumstances, and submit it to the executive director for the Center for Distance Education. A response to the appeal will be made within two weeks.

Online Program Changes in Registration (Drop/Withdrawal Procedures)

Note the following policies for changing registrations:

1. If you wish to withdraw from a course, you must notify the Center for Distance Education office in writing 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.
2. Learners will not be allowed to add a class after the final registration date published for each term.

Online Program Administrative Withdrawal

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

A learner enrolled in the Senior Project through online delivery who does not submit the rough draft of the project to the instructor by the end of week 5 will be withdrawn from the course and a grade of **AW** will be recorded.

Administrative withdrawal will affect financial aid funding.

Note: The instructor's virtual office is not considered part of the classroom for attendance and participation purposes.

Financial Aid Information Specific to Online Program Learners

Current financial aid information is available at the Upper Iowa University webpage <http://uiu.edu/admissions/financialaid/index.html>. If you have any further questions regarding financial aid or billing specific to the Online Program, please contact the Center for Distance Education Program office at 888-877-3742 or CDEstudentaccounts@uiu.edu.

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.

Note: The instructor's virtual office is not considered part of the classroom for attendance and participation purposes.

Online Program Guidelines

Course Attendance

Course attendance for the Online Program is defined as: A learner 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 (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.

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 (A, B, C, D, or F as appropriate) 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. Upper Iowa University does not distinguish among types of absences. Official leaves of absence are not granted.

Note: The instructor's virtual office is not considered part of the classroom for attendance and participation purposes.

Course Participation

You are expected to actively participate 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 learners 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 the number and quality of postings for participation.

Merely logging onto the classroom website is not considered posting for attendance or participation purposes.

Note: The instructor's virtual office is not considered part of the classroom for attendance and participation purposes.

Collaborative Learning

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

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 Upper Iowa University Online campus is optimized to work in a Microsoft Windows© environment. Courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0 or 8.0).

In addition to supporting the Windows operating system, UIU also supports the Macintosh operating system and Safari browser. The student’s courses will work in Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, UIU also support the Firefox browser (2.0) on both Windows and Mac operating systems. Specific details and a browser test can be located at www.uiuonline.com. Select the technical requirements tab for additional directions.

Learning Management System

The UIU Online Program utilizes the Pearson LearningStudio (eCollege) 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 provided 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)

4. A CTC of the credential verifying completion of secondary education
5. Verification of English language proficiency requirements (see page 10)

International Center Program Registration

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

Tuition and Fees

Each international center program has specific fees based on local pricing. Tuition and any course-related fees are due at the time of registration unless other arrangements are made in advance. A full list of tuition and fees is available at each center.

International Center Course Delivery and Schedule

Course delivery and schedule vary by center. Some international centers offer courses on an eight-week term, while others follow a 16-week semester schedule. Check with your UIU center staff to determine the course schedule, center-specific term/semester dates, degree programs, and majors offered at each center.

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.

Course Loads

1. Terms

As a full-time learner with average to above average grades, you will normally enroll for six semester credits per term, which is equivalent to a full-time load. Learners desiring to enroll in more than eight semester credits per term through Center, Online, and/or Independent Study Programs must:

- 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.
- have been a full-time learner with Upper Iowa University during a previous term; and,
- have the permission of the program/center director or academic advisor.

Learners will not be allowed to register for more than 12 semester credits per term in any UIU program.

2. Semesters

As a full-time learner with average to above average grades, you will normally enroll for 12 semester credits per semester, which is equivalent to a full-time load. Learners desiring to enroll in more than 14 semester credits per semester must:

- meet the minimum GPA requirement. A cumulative minimum GPA of 3.0 is required to enroll in 15 semester credits, and a 3.5 is required to enroll in 18 semester credits per semester.
- have been a full-time learner with Upper Iowa University during a previous semester; and,
- have the permission of the program/center director or academic advisor.

Learners will not be allowed to register for more than 18 credits per semester in any UIU program.

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

Upper Iowa University does not distinguish between types of absences. Official leaves of absence are not granted. Records on tardiness are not maintained by the Registrar's Office.

Record Maintenance

All official records are maintained at Upper Iowa University in Fayette, Iowa, USA. While documents may be submitted to the international center, all official copies will be retained in the student's permanent record in the United States.

Transcript Requests

For information on requesting a transcript, please inquire with the UIU center staff or go to: <http://www.uiu.edu/transcripts>.

Class Cancellations

Contact UIU center staff for policies regarding class cancellations.

Class Participation and Attendance

As an Upper Iowa University learner, 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 learner makes the decision not to attend before a term begins or decides to withdraw from a course during the term, it is the learner's responsibility to immediately notify the center.

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

As an Upper Iowa University international center student, you may transfer to the Fayette Campus. Be prepared to provide a notarized bank statement showing financial support for college expenses. International student scholarships are available for those who qualify and require participation in cultural activities. 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

International Program learners may choose to enroll in the Online and Independent Study 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 <http://www.uiu.edu/distance/online/index.html>. Contact the UIU center staff for assistance.

Graduation and Commencement

Upper Iowa University has six graduation dates throughout the year when diplomas are issued. In general, these dates fall in October, December, March, May, June, and August. As a candidate for graduation you must file an application (valid for one year) with your international center.

A formal commencement ceremony is held every May in Fayette, Iowa. International center students are welcome and encouraged to participate in this event. Commencement ceremonies are also held in Hong Kong and Malaysia each December. Students find it a meaningful and rewarding experience to participate in either or both of these ceremonies. Students may participate in the ceremony even when the degree is granted at another point during the year.

Academic Policies

Classification of Learners

Registration Status

1. Full-time: *A learner registered for five or more credits per term at a Center and/or in the Online Program.
 2. Half-time: A learner registered for three to four credits per term at a Center and/or in the Online Program or a minimum of six semester credits within the same enrollment period through the Independent Study Program. (Students taking a combination of Independent Study and center or online classes who use financial aid should consult the Financial Aid Office.)
 3. Less than half-time: A learner registered for less than three credits per term.
- * Full-time status can only be obtained through Center and/or Online Program enrollment. Independent Study Program

enrollment is always considered half-time or less for 3-12 credits.

- * **International Center Program Learners:** Check local Center for classification status.

Class Status

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

Official Status

1. Regular: A learner whose record and current standing indicate systematic pursuit of study toward a degree.
2. Transient: A learner not admitted as a degree candidate.
3. Auditor: A learner who registers on a noncredit basis.

Credit

The unit for all courses is the semester credit. For Center program learners, each semester credit requires a minimum of 12 contact hours, and you can expect approximately two hours of out-of-class work for every one hour spent in class.

Online Program learners should expect to spend approximately 17-20 hours per week on course-related matters (per three-credit course). Learners should consider this when deciding how many credits to register for each term.

Course Loads

As a full-time learner with average to above average grades, you will normally enroll for six semester credits per term, which is equivalent to a full-time load. Learners desiring to enroll in more than eight semester credits per term through Center, Online, and/or Independent Study Programs must:

- a. 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.
- b. have been a full-time learner with Upper Iowa University during a previous term; and,
- c. have the permission of the program/center director or academic advisor.

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

Textbooks

Textbooks may be purchased through MBS Direct, UIU's textbook partner, or locally through other sources. Textbook titles and editions will be provided upon request by program staff.

To order, call MBS Direct at 800-325-3252, identify yourself as a UIU learner, and indicate your program and the course number.

You may also access the Virtual Bookstore at www.uiu.edu or www.mbsdirect.net. You may pay by VISA, MasterCard, Discover or American Express. Financial aid book charges are available for purchase of textbooks for students receiving Title IV funding. Orders will be shipped within 24 hours. Textbooks are delivered via UPS by one of three methods: Ground, Second Day Air, or Next Day Air. You pay the current UPS rate based on the weight of the package and where the package is being shipped. (FedEx and Priority Mail are also available). Textbook buyback is also available. Call MBS Direct or visit their website for a quote, buyback, or mailing label.

International Center Program Learners: Check local center for textbook purchase options.

Writing Style Guide

All Academic Extension learners are expected to buy and use an approved APA style guide. Learners 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.

Library Resources

As a learner 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.uiu.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@uiu.edu, phone: 563-425-5876. If you need assistance locating information or using the library's resources, please contact the library at library@uiu.edu or phone: 563-425-5261.

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

I - Incomplete

A temporary grade of **I** (incomplete) indicates that the student has been unable to complete coursework due to circumstances beyond his or her control. A request for an incomplete grade may be approved at the discretion of the faculty member. After the grade of **I** is given, the work must be completed by the date agreed upon, no later than eight weeks following the end of the course. If the work is not completed within that period of time, a letter grade of **(A-F)** will be issued.

Students will not have access to the online classroom once the term has ended. It is the student's responsibility to make sure all materials necessary to complete the incomplete have been secured before a request for an incomplete will be approved.

Independent Study Program learners see extension information on page 19.

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. Learners 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 learners: the grade **W** is used to denote courses dropped (learner-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 Independent Study Program enrollments: if you wish to withdraw prior to the last day of the enrollment period, you must contact the Center for Distance Education Program Office by phone or in writing. A learner-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 learner enrolls in a course without receiving college credit. (See pages 15, 17 and 20.)

AW-Administrative Withdrawal

The grade **AW** is assigned to courses in which the learner has been administratively withdrawn. (See pages 16, 18, 21 and 23.)

NA-Non-attendance

The grade of **NA** is assigned when a registered learner 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 your achievement or success as defined by the individual instructor. This may be a quantitative score or a qualitative and subjective decision. Grading standards are delineated on each course syllabus. The grade you received for a course is final unless the instructor makes a formal grade change.

If, under unusual circumstances, you wish to appeal a grade and attempt to have it changed, you must follow these procedures **within eight weeks after the grade was earned**:

1. Contact the instructor to ensure the grade assigned was correct and/or to request an explanation of how the grade was calculated.
2. Notify the instructor and program/center director in writing that you will appeal the grade received for a specific course.
3. Request a grade change by writing the Associate Vice President for Academic Extension, PO Box 1857, Fayette, IA 52142 or email euacademicaffairs@uii.edu. Include the reason(s) you feel the grade received was unfair or inappropriate. If you are contesting a charge of cheating or plagiarism, you are required to submit the document in question in an electronic format, i.e. by disk or as an email attachment, when making your request. This document may be submitted to a plagiarism detection service.
4. The associate vice president for Academic Extension will review your appeal, contacting the instructor and any additional personnel as needed to discuss the conflicting issues.
5. The associate vice president for Academic Extension will render a written decision within 60 days of receiving the request for grade change.
6. To appeal this decision a written request must be sent to the Senior Vice President for Academic Extension, PO Box 1857, Fayette, IA 52142 within 30 days of the decision.

Standard of Academic Progress

If you are enrolled in at least three semester credits per term in any degree program, you are expected to be able to meet or exceed the completion and GPA standards stated below. These standards serve as guidelines for the Academic Review Committee (ARC) to use in determining whether or not a learner will be able to progress toward the 2.0 GPA graduation requirement.

Semester Credit Completion Standards Per Term

Semester Credits Attempted	Semester Credits Earned
3 or more	3 semester credits

If you register for but do not complete at least three semester credits in each of two terms, a letter of concern is issued; three terms, you are placed on academic warning; four terms, you are academically suspended. These guidelines are used to determine satisfactory progress over eight continuous terms of enrollment in a U.S. program.

Grades of Pass, A-F, Withdrawals, Administrative Withdrawals, repeated courses, and incomplete courses will be considered as hours attempted in the completion standards. Noncredit courses are not considered in either credits attempted or accumulated.

Note: For Independent Study Program learners “term” is defined as the six-month enrollment period. For Center and Online Program learners “term” is defined as the eight-week enrollment period.

Academic/GPA Standards (Bachelor’s Degree)

Semester Credits Attempted	Upper Iowa University GPA
0-30	1.50
31-45	1.75
46-60	1.80
61-75	1.90
76-90	1.95
91+	2.00

Semester credits attempted for transfer learners will be based on all credits transcribed.

Academic Status

Each term, the ARC meets to review the records of all learners not meeting the guidelines stated above. The committee will determine the academic status of each learner reviewed, and the following consequences will ensue:

Step 1: Letter of Concern

A letter of concern is sent when the ARC determines your academic performance during a term reflects less concentrated work than you need to complete a degree with Upper Iowa University. When you do not meet the semester credits completion standards or fall below the required GPA, you will receive a letter of concern, and your progress will be monitored during the following terms. An entry of this action is recorded on your transcript. If significant progress is not made, an academic warning is issued.

Step 2: Academic Warning

When you do not meet the guidelines for the semester credit completion or GPA, your record will be reviewed by the ARC and you will be notified in writing by the associate vice president for Academic Extension of the decision that you have been placed on academic warning. An entry of this action is recorded on your transcript.

Academic warning is intended to caution you if you are not making the expected normal progress toward completion of a college degree or you have already received a letter of concern. Before your next registration, you must meet with the academic advisor to outline a plan for continued enrollment. You are advised to contact the Financial Aid Office concerning consequences regarding financial aid.

Step 3: Academic Suspension

If, at the end of the academic warning period of enrollment, you fail to meet the semester credits completion standards or the academic/GPA standards, you are notified in writing by the associate vice president for Academic Extension of the ARC’s decision placing you on academic suspension for one full term. An entry of this action is made on your academic record. You will receive information on appeal procedures and consequences concerning financial aid.

Reentry After Suspension

Appeal for Reinstatement

If suspended, you may submit a written appeal to the Associate Vice President for Academic Extension, PO Box 1857, Fayette, IA 52142 or email to euacademicaffairs@uii.edu, within two weeks of receiving the suspension letter. The appeal will be forwarded to the ARC for consideration. Any significant party (such as an academic advisor) may be invited to participate in the review. You will be advised in writing of the ARC’s decision within three weeks.

Readmission

If suspended, you may apply for readmission to Upper Iowa University by demonstrating, in writing to the Associate Vice President for Academic Extension, PO Box 1857, Fayette, IA 52142 or email to euacademicaffairs@uii.edu, a reasonable capability to raise and maintain your cumulative GPA. The ARC will either approve or deny your readmission, and you will be notified of the decision in writing by the associate vice president for Academic Extension. Copies of the notification will be sent to the Registrar’s Office, Financial Aid Office, Business Office, and your program office.

Reenrollment

When you return from suspension, you must register for classes through your academic advisor and return to the academic warning status. If you do not satisfactorily progress off academic warning, you may become a candidate for academic suspension again. Two academic suspensions from Upper Iowa University may warrant permanent suspension.

Standard of Academic Progress and U.S. Financial Aid

Financial aid will be available as long as the ARC determines that you are making sufficient progress to meet graduation requirements. Should you be suspended, all financial aid will be terminated.

If you have been suspended and are readmitted to the University on academic warning, you may not be eligible for financial aid. Applications for reinstatement of financial aid must be made in writing to the Director of Financial Aid, PO Box 1859, Fayette, IA, 52142. You will be notified of the director's decision within two weeks of the application. The first term of financial aid eligibility after reinstatement will be on a probationary basis. If you fail to show progress toward graduation requirements during that term, financial aid eligibility will be terminated.

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

Academic Renewal without Course Repetition Policy

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

A learner 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 learner 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 learner must not have graduated from Upper Iowa University.
3. The learner 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 learner's extended absence from Upper Iowa University.

4. All courses and grades for the chosen terms will remain on the learner'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 learner'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 learner should submit a written request for academic renewal to the Registrar's Office.

Dean's List

The Dean's List is compiled twice per year after Terms 1 and 2 and again after Terms 3 and 4*. To be considered for this honor you must:

1. Be an undergraduate student,
2. Complete at least 12 credits combining both Terms 1 and 2 **or** Terms 3 and 4,
3. Have achieved a 3.5 grade point average or above for the two qualifying terms,
4. Have no outstanding grades of Incomplete (excluding Field Experience, Student Teaching and Internship),
5. Have no disciplinary charges pending action.

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.

* International Center Program terms vary.

Use of Human Research Subjects

Academic Extension learners, faculty and staff wishing to conduct research involving human subjects must seek approval in advance. Forms and procedures are available at www.uiu.edu and look for the "Human Subjects Research Policy" document on the "Current Students" page of the web site.

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 elect to participate either in the preceding May commencement or the following May commencement.

Note: Learners at military installations or International Center Programs should contact UIU center staff for commencement information regarding both Fayette campus and local graduation ceremonies.

Application for Graduation

As a candidate for graduation (associate or bachelor's degree), regardless of whether you plan to participate in the commencement ceremony, **you must file an application for graduation with your program office or academic advisor (applications are available from your program)**. There is an application fee of \$65 to be paid whether you attend the commencement ceremony or not. Processing of academic transcripts and diplomas are prioritized by the date the applications are received by your program office. Deadlines for submitting applications for graduation are as follows:

Graduation month	Application due
May or June	February 14
August	June 24
<i>(If participating in preceding May ceremony)</i>	February 14
October	July 24
December	September 24
February	November 5

Applications received after the deadline will be honored at the next graduation date. The application for graduation is valid for one year.

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 3.8; *Magna Cum Laude*, if your GPA is at least 3.6 but less than 3.8; or *Cum Laude*, if your GPA is at least 3.3 but less than 3.6. A total of 60 graded semester credits must be earned at Upper Iowa University before *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 3.3 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

Transcripts must be requested in writing. The request must include: your printed name, your signature, your social security number for verification, and the address where you would like it sent. A transcript request form may also be obtained at www.uiu.edu. An official transcript cannot be issued if there is an unpaid University account balance. Transcripts cannot be ordered by telephone or e-mail. Transcripts sent to you will be stamped "Issued to Student".

Transcript Fees

There is a \$5 processing fee per copy for transcripts that are mailed and a \$8 fee per copy for transcripts that are faxed. If you are faxing your request, include an address where you can be billed.

Mail transcript requests to: Registrar's Office, PO Box 1857, Fayette, IA 52142. Fax transcript requests to: 563-425-5287 (Be sure to include a billing address for the processing fee.)

Career Services

Career Services, located on the Fayette Campus, is available to help learners 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. Learner referrals are not based on direct contact. A program is available for personal assessment to help plan your career. Neither Career Services nor Upper Iowa University guarantees employment. For further information, call 563-425-5208. Career Services information is also available through Upper Iowa University's home page, located at www.uiu.edu or careers@uiu.edu.

MAJOR PROGRAMS OF UNDERGRADUATE STUDY

Major programs of undergraduate study are listed on the following pages. Each Center, the Independent Study and the Online Programs offer specific majors and minors. Check with your academic advisor to determine the availability of a particular major or minor. Some majors at particular locations will include online or distance coursework.

Associate of Arts
Bachelor of Arts
Bachelor of Science
Certificate Program

Requirements for an Associate of Arts Degree

An Associate of Arts in general business or liberal arts is available at some Centers and the Independent Study Program. Contact the Center or Independent Study Program personnel for specifics regarding availability and course requirements. You may receive the Associate of Arts by meeting the following minimum requirements:

1. Complete a minimum of 60 semester credits.
2. Meet the general education requirements listed below.
3. For general business, meet the degree requirements on page 31.
4. For liberal arts, meet the degree requirements listed on page 31.
5. Achieve a cumulative grade point average of at least 2.0.
6. Complete a minimum of 15 semester credits from Upper Iowa University. In addition, 12 of the last 15 credits required for graduation must be earned from Upper Iowa University.

Requirements for a Bachelor of Science Degree

You may receive a Bachelor of Science (Bachelor of Arts for elementary education) by meeting the following minimum requirements:

1. Complete a minimum of 120 semester 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 learner, 18 credits must be earned in courses in the major. Courses numbered lower than 100 will not be counted toward the 60 (120 for bachelor's) required for the degree.
2. Meet the general education requirements listed on this page.
3. Achieve a cumulative grade point average (GPA) of at least 2.0 (2.70 for teacher education majors).
4. Complete the requirements for a major as stated on pages 31-39. 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. (For teacher education majors, maintain a 2.70 minimum GPA in the major and a 2.70 in each subject area of endorsement.)

6. Complete a minimum of 30 semester credits from Upper Iowa University's U.S. Centers, International Centers, Independent Study, Online, and/or Fayette Campus Programs. In addition, 24 of the final 30 credits required for graduation must be earned from Upper Iowa University.

You will normally have seven years (10 years for Independent Study Program learners) after initial enrollment to complete the baccalaureate program under the requirements in effect at the time of enrollment. If you do not complete the program within the specified time, the requirements in effect at the time of the next enrollment will be used to determine your graduation requirements. The University reserves the right to make changes in its academic regulations and requirements when, in its judgment, the best interests of the institution are served. In addition, changes in licensure requirements of the Iowa Department of Education may affect requirements for teaching certification.

General Education Requirements

General Education Requirements*

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

	Credits
Arts and Humanities	
Fine Arts (nonperformance), Literature, Foreign Language, Philosophy, or Religion	6
Communications	
Basic Composition	3
English Composition II	3
A speech course	3
Computer Skills	3
Mathematics**	3
Natural Sciences	
Biological Science or Physical Science	6
Social Sciences	
Anthropology, Economics, Geography, History, Political Science, Psychology, or Sociology	6
Cultures	3
Critical Thinking (BA/BS learners only)	3
	AA total credits 36
	BA/BS total credits 39

Note: It is recommended that learners fulfill the general education requirements with courses different from those required in the major. Some majors have specific general education requirements.

* Requirements for teacher education learners may vary.

** Please see your academic advisor for math placement information.

Associate Degrees

Associate degrees are offered by the Independent Study Program and some U.S. Centers. Check with your program staff to determine whether associate degrees are offered at your location. Associate degrees are not offered by the Online Program.

General Business (Associate of Arts)

The purpose of a General Business Associate of Arts degree is to prepare the learner to meet the challenges of entry level positions in a rapidly evolving and increasingly computer-dependent business environment. It provides the learner with a broad-based preparation for business applications as well as for continued study towards a baccalaureate degree in business or other disciplines. A minimum 2.0 GPA in the General Business Associate of Arts is required for graduation.

	Credits
Complete general education requirements. (See page 30)	36
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 Electives	6
	<u>60</u>

Liberal Arts (Associate of Arts)

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

	Credits
Complete general education requirements. (See page 30)	36
General Electives	24
	<u>60</u>

Bachelor Degrees

Those graduating from programs offered through the Academic Extension will receive a Bachelor of Science (Bachelor of Arts for elementary education learners). Learners 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.

Business

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

All business majors require the completion of the general education courses, the business core, and 21 to 27 credits in a specific major.

Double majors are allowed (except for the combination of Business Administration and Management) and involve completing all the courses listed in each major and a Senior Project for each major. Please refer to the individual requirements as listed in the major area.

Business Core (36 credits)

The purpose of the business core is to provide a learner with a foundation of competence in order to meet organizational goals and objectives in business enterprises.

	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
	<u>36</u>

Accounting Major

The purpose of an accounting major is to build on the foundation of the business core to enable the learner to understand accounting theory and its applications in the areas of financial, tax, not-for-profit and managerial accounting and in the practice of auditing.

The accounting major consists of 60 semester credits, including the business core of foundation courses. In addition, learners must complete the general education requirements outlined on page 30, 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.

To meet requirements for taking the Uniform Certified Public Accountant examination, and to be exposed to all topics usually covered on the exam, those who expect to sit for the exam should also take BA 324 (Federal Taxation II), both BA 421 (Managerial Cost) and BA 422 (Product Cost), both BA 431 (Advanced Financial and BA 432 (Nonprofit), and BA 303 (Business Law II). For CPA requirements in your state, contact your state board of accountancy.

A minimum of nine semester credits of upper division accounting course work must be completed with a four-year accredited institution.

		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	
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	

Senior Project:		
ID 498_02	Senior Project	3
		<u>24</u>

*Must be completed at UIU or another four-year institution.
Note: Check with your program office for requirements for the CPA examination.

Business Administration Major

The purpose of a business administration major is to build on the foundation of the business core to provide the learner with a broad-based preparation for business while emphasizing at least two business disciplines. This major provides the learner with an individualized plan to maximize career flexibility.

The business administration major consists of 57 semester credits, including the business core of foundation courses. In addition, students must complete the general education requirements outlined on page 30, 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. Students may not add management as a second major if business administration is the first 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 Banking
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	

Senior Project:		
ID 498_15	Senior Project	3
		<u>21</u>

Financial Management Major

The purpose of a financial management major is to build on the foundation of the business core to enable the learner to utilize appropriate theories to operate in various areas of the financial marketplace.

The financial management major consists of 54 semester credits, including the business core of foundation courses. In addition, students must complete the general education requirements outlined on page 30, 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.

		Credits
BA 310	Money and Banking	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	

Senior Project:		
ID 498_06	Senior Project	3
		<u>18</u>

Human Resources Management Major

The purpose of a human resources management major is to build on the foundation of the business core to enable the learner to apply specific skills, knowledge and ethical standards to strategic planning, staffing, training and development, compensation and employee relations.

The human resources management major consists of 60 semester credits, including the business core of foundation courses. In addition, students must complete the general education requirements outlined on page 30, 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.

		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	Diverse Cultures in America	
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	
Senior Project:		
ID 498_05	Senior Project	3
		24

Management Major

The purpose of a management major is to build on the foundation of the business core to enable the learner to apply theoretical organizational strategies to practical business situations and to present, analyze and evaluate options to effectively integrate material and human resources for enhanced productivity toward a socially responsible end.

The management major consists of 54 semester credits, including the business core of foundation courses. In addition, students must complete the general education requirements outlined on page 30, 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. Students may not add business administration as a second major if management is the first 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	
Senior Project:		
ID 498_01	Senior Project	3
		18

Management Information Systems Major

The Management Information Systems (MIS) major is designed to prepare learners to be able to manage hardware and/or software systems in businesses of any size. With a required combination of technological and business courses, the major provides the learner with the knowledge needed to make decisions related to information technology that will improve the business' success.

The MIS major consists of 63 semester credits, which includes the 36-credit business core foundation courses. In addition, the learner must fulfill all general education requirements and complete additional electives to satisfy the 120 semester credit requirement for a Bachelor of Science degree. A minimum GPA of 2.0 is required for graduation. 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.

		Credits
MIS 201	Principles of Computer Programming	3
MIS 210	COBOL Programming	3
MIS 377	Systems Analysis and Design	3
MIS 384	Advanced Computer Programming	3
MIS 388	Telecommunications and Networks	3
MIS 415	Database Management	3
MIS 435	Information Systems Strategies	3
One of the following:		3
BA 317	International Management	
BA 424	Global Marketing	
BA 463	International Finance	
BA 488	Economics of International Business	
Senior Project:		
ID 498_21	Senior Project	3
		27

Marketing Major

The purpose of a marketing major is to build on the foundation of the business core by enabling the learner to apply marketing theory and principles as well as to research and critically evaluate the marketing implications of current events, emerging trends and changing perspectives in the international marketplace.

The marketing major consists of 54 semester credits, including the business core of foundation courses. In addition, learners must complete the general education requirements outlined on page 30, 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.

	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	
Senior Project:	
ID 498_03 Senior Project	3
	<u>18</u>

Communications

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 communications major consists of 39 semester credits. In addition, learners must complete the general education core outlined on page 30, 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.

Required Foundations Courses:

	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 227 News Editing	3
COMM 307 Business and Professional Speaking*	3
COMM 390 Research Methods in Communication*	3
COMM 415 Communication Ethics	3
COMM 498 Senior Seminar*	3

*Designates upper division core course.

One of the following:	3
COMM 310 Feature Writing	
COMM 332 Writing for Media	
Two of the following:	6
COMM 305 Organizational Communication	
COMM 327 Family Communication	
COMM 351 Agricultural Communication	
	<u>39</u>

Criminal Justice

The purpose of the criminal justice major is to prepare the learner 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, learners must complete the general education core outlined on page 30, 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	BA 449	Business and Industrial Crisis Management	3
PSY/SOC 302	Substance Abuse			
CJ/SOC 315	Juvenile Justice			
SOC 323	Sociology of Charisma and Terrorism			
CJ/SOC 337	Victimology	Senior Project:		
SOC 347	Deviance and Social Control	ID 498_18	Senior Project	3
BA 362	Supervision			<u>3</u>
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>

Emergency and Disaster Management

The purpose of the emergency and disaster management major is to integrate theory with practice and prepare the learner 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, learners must complete the general education core outlined on page 30, 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:

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/SOC 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

Health Services Administration

The purpose of the health services administration major is to prepare the learner to understand the health system and health care financing, to manage diverse groups and to identify new markets.

The health services administration major consists of 42 semester credits. In addition, learners must complete the general education core outlined on page 30, 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:

Mathematics

MATH 220 Elementary Statistics 3

Social Sciences

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

Health Services Administration Major:

	Credits
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
Senior Project:	
ID 498_19	Senior Project 3
	<u>42</u>

Human Services

The purpose of a human services major is to prepare a learner 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 learners 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 learners at Illinois Centers 24 or more upper division credits must be completed in the major.) In addition, learners must complete the general education core listed on page 30, 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
----------	-----------------------	---

Human Services Major:

	Credits	
PSY 190	General Psychology	3
SOC 110	Principles of Sociology	3
SOC 220	Social Problems	3
SOC 240	Diverse Cultures in America	3
PSY/SOC 375*	Methods in Human Services I	3
PSY/SOC 383	Human Behavior in the Social Environment	3
SOC 384	Social Welfare Programs and Policies	3
PSY 454	Issues and Ethics in the Helping Professions	3

One of the following:

BA 210	Management Principles	3
PS 230	State and Local Government	3
PS 362	The Legislative Process	3
PA 364	Public Administration	3
PS 412	American Constitutional Law II	3
PA 445	Administrative Law	3

Two upper division electives selected from any psychology or sociology courses.	6
---	---

Senior Project:

ID 498_09	Senior Project	3
		36

*Independent Study and Online learners please see your academic advisor

Specific General Education Requirements:

Mathematics

MATH 220	Elementary Statistics	3
----------	-----------------------	---

Human Services Major for Social Work

Training Certification*:

(Available only at Wisconsin Centers)

Credits

PSY 190	General Psychology	3
SOC 110	Principles of Sociology	3
SOC 220	Social Problems	3
SOC 240	Diverse Cultures in America	3
PSY/SOC 375	Methods in Human Services I	3
PSY/SOC 377	Methods in Human Services II	3
PSY/SOC 383	Human Behavior in the Social Environment	3
SOC 384	Social Welfare Programs and Policies	3
PSY 454	Issues and Ethics in the Helping Professions	3
PSY 403	Internship	9

One of the following:	3
-----------------------	---

BA 210	Management Principles	3
PS 230	State and Local Government	3
PS 362	The Legislative Process	3
PA 364	Public Administration	3
PS 412	American Constitutional Law II	3
PA 445	Administrative Law	3

Two upper division electives selected from any psychology or sociology courses.	6
---	---

Senior Project:

ID 498_09	Senior Project	3
		48

*Note: To apply for a social work training certificate, the learner must have grades of C or above in all social work equivalency courses (PSY/SOC 375, 377, 383 and SOC 384) and at least a 2.5 GPA overall and in the major. Students must meet specific standards and demonstrate identified competencies before they will be approved for an internship. This degree plan has been approved by the Wisconsin Department of Regulation and Licensing. Completion of the major does not guarantee social work certification. See your academic advisor for more information.

Interdisciplinary Studies

The purpose of the interdisciplinary studies major is to integrate content from more than one discipline to examine themes, issues, problems or experiences. It is designed to provide maximum flexibility to learners and allow them to significantly contribute to the design of their specific program. This interdisciplinary approach allows learners to combine various academic concentrations into a degree program to maximize their specific interests and achieve their particular educational objectives. The interdisciplinary studies major is flexible in scope and enables the pursuit of a wide variety of interests. Learners are encouraged to explore new relationships between established areas of knowledge and to take an active part in the design of their personalized curriculum.

Learners are required to identify integrative themes or topics in their majors. These themes and topics help the learners identify goals for their majors. The major requires the students to define five goals. Four of the five goals must be chosen from existing Academic Extension major goals already defined for other Academic Extension majors. No more than three of the goals can come from one discipline. The fifth goal can be developed by the learner in conjunction with the instructor in the Strategies for Success in College course. For those using goals from any of the business majors, no goals may come from the business core goals. The entire plan is then approved by both the instructor and the Senior Project Faculty and the Director of Academic Assessment before the student is allowed to proceed.

The interdisciplinary studies major consists of 36 semester credits, with at least 18 credits in upper division coursework. (For all learners at Illinois Centers 24 or more upper division credits must be completed in the major.) No more than 15 credits may be taken in any one academic discipline or field of study and applied to the major and no more than three goals can be from the same discipline. No more than six credits in this major may be earned through the Experiential Learning Portfolio process. A minimum of six credits in the major must be completed from UIU. In addition, students must complete the general education core listed on page 30, along with additional elective credits to complete the 120 semester credits required for the Bachelor of Science degree. A minimum of 2.0 GPA in the major is required for graduation.

Interdisciplinary Studies Major:

		Credits
ID 120	Strategies for Success in College	3
	Learner-Designed Curriculum	30
Senior Project:		
ID 498_17	Senior Project	3
		<u>36</u>

Nursing

Upper Iowa University offers an RN to BSN program at the Fayette campus, Des Moines Center, and Cedar Rapids Center.

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

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

- Goal 3. Demonstrate the levels of theoretical understanding and practical application of leadership skills appropriate to placement in a nursing leadership position or acceptance into graduate school.

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

The UIU nursing program requires the successful completion of 11 courses (36 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.

		Credits
MATH 220	Elementary Statistics	3
NUR 300	Health Assessment*	3
NUR 310	Nursing Informatics	3
NUR 320	Pathophysiology	3
NUR 330	Education Concepts for Nurses	3
NUR 340	Community Health Nursing*	4
NUR 360	Professional Seminar	3
NUR 370	Nursing Leadership and Management*	4
NUR 400	Nursing Research	3
NUR 410	Preceptorship*	4
BA 474	Organizational Behavior	3
		<u>36</u>

*Course includes a clinical component.

Psychology

The purpose of a psychology major is to enable a learner 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 learners, 24 or more upper division credits must be completed in the major.) In addition, learners must complete the general education core outlined on page 30, 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
MATH 220	Elementary Statistics	3
PSY 355	Skills and Strategies in the Helping Professions	3
PSY/SOC 373	Research Methods	3
PSY 432	Personality	3
PSY 454	Issues and Ethics in the Helping Professions	3
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/SOC 397	Social Gerontology	
Electives in Psychology		12
Senior Project:		
ID 498_08	Senior Project	3
		<u>36</u>

Public Administration

The purpose of a public administration major is to prepare a learner to understand public organizations and to utilize that knowledge to manage, plan and administer public policy.

Learners may complete a general public administration major, a public administration major with a law enforcement emphasis, or a public administration major with a fire science emphasis by completing the public administration core (27 credits) and the additional nine semester credits in the specific area of emphasis.

In addition, learners must complete the general education core listed on page 30, 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.

Public Administration Core:

		Credits
PS 100	U.S. Government	3
BA 210	Management Principles	3
PS 230	State and Local Government	3
PA 364	Public Administration	3
SOC 384	Social Welfare Programs and Policies	3
PA 440	Public Budgeting Process	3
PA 445	Administrative Law	3
One of the following:		3
PA 430	Cases in Public Administration	
BA 454	Management Cases	

Senior Project:		3
ID 498_11	PA General Emphasis	
ID 498_13	PA Law Enforcement Emphasis	
ID 498_16	PA Fire Science Emphasis	
		<u>27</u>

General Emphasis:

The public administration core of 27 credits and emphasis of nine credits must be completed for a total of 36 semester credits.

		Credits
Three of the following:		9
BA 160	Microeconomic Principles	
MATH 220	Elementary Statistics	
BA 302	Business Law I	
BA 303	Business Law II	
BA 361	Human Resources Management	
BA 362	Supervision	
PS 362	The Legislative Process	
PA 371	Urban Management	
BA/SOC 390	Complex Organizations	
PA 403	Internship	
PS 411	American Constitutional Law I	
PS 412	American Constitutional Law II	
		<u>9</u>

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 learner 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	Diverse Cultures in America	
BA 302	Business Law I	
PSY/SOC 302	Substance Abuse	

CJ/SOC 333	Criminology
BA 361	Human Resources Management
SOC 361	Marriage and the Family
BA 362	Supervision
PS 362	The Legislative Process
BA/SOC 390	Complex Organizations
PS 403	Internship
PS 411	American Constitutional Law I

9

Social Science

The purpose of a social science major is to prepare a learner 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 42.)

The social science program prepares learners for professional or graduate study in history, economics, political science, psychology and sociology. The program complements degree programs in related disciplines for learners planning careers in law, business and public administration, and develops teachers both of the broad social science spectrum and of the specialized disciplines within that spectrum.

The program is designed to make effective contributions to the general education of all learners, regardless of their majors, and to provide the philosophical and theoretical background necessary for successful careers in such technical areas as law enforcement and social work.

The social science major consists of 39 semester credits. A minimum of 18 semester credits must be selected from upper division coursework. In addition, learners must complete the general education core outlined on page 30, 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/SOC 383 Human Behavior in the Social Environment	
PSY 335 Biology and Behavior	
PSY/SOC 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 Diverse Cultures in America	
Other social science cultures course	

Social Science Electives	21
Senior Project:	
ID 498_10 Senior Project	3
	39

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.

Minor Concentrations

Minors are optional. In order to be awarded a minor, students must complete at least one course at Upper Iowa University in the minor concentration.

Note: If a course is **required** in both the major and the minor, it is accepted in both places. It is still counted only once toward the 120 credits needed for graduation. If the course is part of an either/or selection, one course is applied to the major and the other must be taken for the minor.

Business Minors

Accounting Minor

This minor is designed for students who have a major in business administration, financial management, human resources management, management, management information systems, 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>

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

Financial Management Minor

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

		Credits
BA 310	Money and Banking	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	
		<u>18</u>

Human Resources Management Minor

This minor is designed for students who have a major in accounting, business administration, financial management, management, management information systems, 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
SOC 220	Social Problems	
PSY/SOC 232	Group Dynamics	
SOC 240	Diverse Cultures in America	
BA 303	Business Law II	
PSY 355	Skills and Strategies in the Helping Professions	
BA 358	Consumer Behavior	
BA/SOC 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	
		<u>18</u>

Management Minor I

This minor is designed for students who have a major in accounting, financial management, human resources management, management information systems, 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>

Management Minor II

This minor is designed for students who have a major in emergency and disaster management, public administration, and majors from the Division of Liberal Arts or the Division of Science and Mathematics.

		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>

Marketing Minor I

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

		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>

Marketing Minor II

This minor is designed for students who have a major in emergency and disaster management, public administration, and majors from the Division of Liberal Arts or the Division of Science and Mathematics.

	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>

Other Minors Available**Communications Minor**

This minor is available to all majors except the communication major.

	Credits
COMM 105 Public Speaking	3
COMM 107 Human Communication	3
COMM 200 Interpersonal Communication	3
COMM 221 Intercultural Communication	3
COMM 227 News Editing	3
COMM 305 Organizational Communication	3
COMM 307 Business and Professional Communication	3
COMM 415 Communication Ethics	3
	<u>24</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.

Emergency and Disaster Management Minor

This minor is available to all majors except the emergency and disaster management major.

	Credits
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:

PA 404 Integrated Emergency Management	6
PSY/SOC 409 Psychology of Disaster	
PA 414 Principles of Practice of Hazards Mitigation	
BA 449 Business and Industrial Crisis Management	
	<u>18</u>

General Business Minor

This minor is available to all non business majors.

	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>

Health Services Administration Minor

This minor is available to all majors except the health services administration major.

	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:

HSA 302 Managed Care	3
HSA 306 Long Term Care Administration	
HSA 312 Community and Public Health	

HSA 362 Financial Management of Health Services Organizations 18

Psychology Minor

This minor is available to all majors except the psychology major.

PSY 190 General Psychology Credits 3

At least two of the following: 6-15

EDU/PSY 142 Human Growth, Development and Guidance

PSY 201 Adjustment

PSY 270 Human Sexuality

PSY/SOC 310 Social Psychology

PSY 323 Cognition

PSY 335 Biology and Behavior

PSY 360 Abnormal Psychology

PSY 432 Personality

PSY 444 Assessment

Electives in Psychology 0-9
18

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

Public Administration Minor

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

BA 210 Management Principles Credits 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/SOC 390 Complex Organizations

PS 411 American Constitutional Law I

PA 430 Cases in Public Administration 18

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

Sociology Minor

This minor is available to all majors except the sociology major.

SOC 110 Principles of Sociology Credits 3

At least two of the following: 6-15

SOC 220 Social Problems

SOC 240 Diverse Cultures in America

CJ/SOC 333 Criminology

SOC 363 Social Stratifications

BA/SOC 390 Complex Organizations

Electives in Sociology 0-9
18

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

**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 learner 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 the changing educational demands; it includes a focus on literacy development, integrated instruction, higher order thinking skills and practical skills (flexible management, computer technology and early teaching experiences). Practicum experience is provided in the Foundations of Education course so that learners can serve as observers and participants in the regular classroom to help determine if they wish to continue in teacher education. Each learner 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, learners 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. Learners 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 learners 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 learners 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. Learners 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 learners 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

Learners may prepare for a teaching license by completing an elementary education major and a specific K-8 or prekindergarten endorsement. Learners may prepare for secondary classroom licensure (grades 5-12) in a specific subject area by completing the professional education requirements (see page 45) 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. Learners 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
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: Mental 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) the completion of Field Experience, (3) admission to student teaching, and (4) completion of student teaching. At each checkpoint, information relevant to the learner's performance in the Teacher Education Program (TEP) will be collected and evaluated. Although the assessment system will focus on learner performance at four “checkpoints,” the learner 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 (required) 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 learners 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:

- Learners 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).
- Learner must earn an Upper Iowa University cumulative grade point average (GPA) of 2.70 or above.
- From two learner-selected instructional staff members, learner must have acceptable ratings on the Assessment of Dispositional Professional Qualities in Teacher Education Program Pre-service Educator: Admittance to Teacher Education Program.
- Learner 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 I PPST scores of 170 minimum in each area are also accepted.)

Learners 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 learner 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 learner to “see into the daily life of the classroom teacher” through the activities completed at the field experience site, the learner 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 learner 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 learner’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 director of teacher education, or their designees. Learners 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. Learner must be admitted to the Teacher Education Program.
2. Learner must successfully complete appropriate field experience(s) with a grade of “C-” or better.
3. Learner must have met all competencies required within standards set by the University and Iowa Department of Education.
4. From two learner-selected instructional staff members, learner must have acceptable ratings on the Assessment of Dispositional Professional Qualities in Teacher Education Program Pre-service Educator: Admittance to Student Teaching.
5. Learner must complete the general education requirements listed on page 30 with these specific qualifications:
 - a. The following courses must be completed with a grade of “C-” or better:

Basic Composition

English Composition II

Note: If a learner possesses a BA or BS degree for which only one composition course was required and the learner earned a “C-” or better in the composition course or if the learner 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 learner 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

- b. A physical science and a biological science course must be used to meet the natural science requirement.
 - c. EDU 162 Diversity for Teachers may be used to meet the culture requirement.
 - d. EDU/PSY 142 Human Growth, Development and Guidance may be used to meet a psychology requirement.
6. Learner must complete each required education course (prefix EDU) with a grade of “C-” or better.
 7. If an elementary education major, a learner 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. Learner 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 learner is seeking licensure.
 9. Learner must complete and submit application materials to student teach to the Teacher Education Coordinator.

Note: A learner 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 learner’s major, in the professional education core, in the first specific endorsement area, or in the general education requirements of Composition I, Composition II, speech and computer applications.

Federal regulation requires learners wishing to be recommended for initial Iowa licensure to teach at the elementary level and early childhood level to take a content test and attain a qualifying score. Completion of the teacher education program and a qualifying score on the content test do not guarantee a candidate recommendation for teacher licensure. Serious deficiencies shown by the candidate in one or more areas of personal or professional development 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 learner will develop and teach instructional units. The learner will also complete a Teacher Work Sample based on an instructional unit. Overall, student teaching will be assessed through the cooperating teacher’s evaluation, the supervisor’s evaluation, and the learner’s scores on the Teacher Work Sample.

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 learner 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 goals and plan instruction and assessment.
- **Identifies Learning Goals:** The teacher sets significant, challenging, varied and appropriate learning goals.
- **Establishes Assessment Plan:** The teacher uses multiple assessment modes and approaches, aligned with learning goals, to assess student learning before, during, and after instruction.
- **Creates Design for Instruction:** The teacher designs instruction for specific learning goals, 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.
- **Manages Classroom Environment:** The teacher uses appropriate strategies to maintain standards of responsible student behavior.
- **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 Goals
- 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 Classroom Management
- 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:

		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
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		
EDU 234	Field Experience: Infant-Toddler	1
EDU 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 252	Computers and Instructional Technology	3
EDU 304	Exceptional Persons	3
EDU 425	Content Area Literacy (secondary majors only)	3
EDU 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
		39 or 45

*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, EDU 234 Field Experience: Infant/Toddler and/or EDU 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 89 semester credits (including professional education core requirements). In addition, to qualify for licensure, learners must also meet the requirements of a prekindergarten, middle level or K-8 endorsement in a specific area. The revised Elementary Education major has been submitted to the Iowa Board of Educational Examiners - please contact your advisor. 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
EDU 304 Exceptional Persons	3
EDU 305 Teaching Elementary Science	3
EDU 313 Teaching Creative Arts	2
EDU 315 Teaching Elementary Social Studies	3
EDU 325 Teaching Elementary Math	3
EDU 326 Developmental Reading and Language Arts	3
EDU 327 Teaching Health and Physical Education: Birth to Elementary	3
EDU 333 Literature: Birth-Adolescence	3
EDU 335 Teaching Elementary Language Arts	3
EDU 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 Civilization I	
HIST 101 World Civilization II	
HIST 110 American Civilization I	
HIST 111 American Civilization II	
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 100 General Physical Science	
PHY 105 Conceptual Physics	
CHEM 115 Environmental Chemistry	
CHEM 140 Chemistry for Everyday Life	
An approved physical science course	
One of the following:	3
PHY 110 Introduction to Astronomy	

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 Algebra with Applications	
An approved college-level algebra 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>89</u>

Endorsement Areas

Check with your center for endorsement offerings. Learners 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) with a grade of "C-" or better.

Prekindergarten-Grade 3 Including Special Education (Endorsement #100; 50 credits)

	Credits
HPER 102 First Aid/CPR/AED Program	1
EDU 206 Field Experience I: Elementary	2
EDU 223 Child, Family Health, Nutrition	3
EDU 234 Field Exp: Infant/Toddler	1
EDU 235 Field Exp: Prekindergarten	2
EDU 327 Teaching Health/PE Birth-Elementary	3
EDU 407 Diagnostic & Corrective Reading	3
EDU 451 Introduction to Early Childhood	3
EDU 455 Methods and Curriculum of Early Childhood	2
EDU 456 Administration and Supervision of Early Childhood	2
EDU 459 Home, School, and Community Relations	3
EDU 462 Individual Behavior and Classroom Management	3
EDU 464 Methods: Behavior Disabilities PreK-8	3
EDU 467 Characteristics of Individuals with Disabilities	3
EDU 471 Assessment of Individuals with Disabilities	3
EDU 476 Curriculum Organization and Development of Special Education Programs	3
EDU 478 Methods: Mild/Moderate PreK-8	3
EDU 484 Student Teaching: PreK including Special Education	7
	<u>50</u>

Prekindergarten-Kindergarten

(Endorsement #103; 28 credits)

	Credits
EDU/PSY 142 Human Growth, Development and Guidance	3
EDU/HPER 223 Child, Family Health and Nutrition	3
EDU 235 Field Experience: Prekindergarten	2
EDU 326 Developmental Reading and Language Arts	3
EDU 451 Introduction to Early Childhood	3
EDU 455 Methods and Curriculum of Early Childhood	2
EDU 456 Administration and Supervision of Early Childhood	2
EDU 459 Home, School and Community Relations	3
EDU 496 Student Teaching: Prekindergarten-Kindergarten	7
	<u>28</u>

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	
ENG 202 Writing for Business	
ENG 203 Writing for the Sciences	

Elective in English, Language Arts, Speech, Drama, Theatre, and/or Reading	3
	<u>24</u>

Note: The revised English/Language Arts endorsement has been submitted to the Iowa Board of Educational Examiners - please contact your advisor.

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>

Note: The revised ESL K-12 endorsement has been submitted to the Iowa Board of Educational Examiners - please contact your advisor.

Prekindergarten-Grade 3

(Endorsement #106; 25 credits)

	Credits
EDU 206 Field Experience 1: Elementary	2
EDU/HPER 223 Child, Family Health and Nutrition	3
EDU 234 Field Experience: Infant/Toddler	1
EDU 235 Field Experience: Prekindergarten	2
EDU 451 Introduction to Early Childhood	3
EDU 455 Methods and Curriculum of Early Childhood	2
EDU 456 Administration and Supervision of Early Childhood	2
EDU 459 Home, School and Community Relations	3
EDU 488 Student Teaching: Birth-Prekindergarten	7
	<u>25</u>

English/Language Arts K-8

(Endorsement #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	

Reading K-8

(Endorsement #148; 27 credits)

	Credits
EDU 304 Exceptional Persons	3
EDU 326 Developmental Reading and Language Arts	3
EDU 333 Literature: Birth-Adolescence	3
EDU 335 Teaching Elementary Language Arts	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>

Reading 5-12

(Endorsement #149; 27 credits)

	Credits
EDU 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

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

27

**Social Science K-8
(Endorsement #164; 24 credits)**

	Credits
HIST 110 American Civilization I	3
HIST 111 American Civilization II	3
World History Elective	3
One of the following:	3
PS 100 U.S. Government	
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
24

Instructional Strategist I – Mild & Moderate Disabilities K-8 (Endorsement #260; 30 or 34 credits)

	Credits
EDU 304 Exceptional Persons	3
EDU 407 Diagnostic and Corrective Reading and Language Arts	3
EDU 459 Home, School, and Community Relations	3
EDU 462 Individual Behavior and Classroom Management	3
EDU 464 Methods: Behavior Disorders PreK-8	3
EDU 467 Characteristics of Individuals with Disabilities PreK-12	3
EDU 471 Assessment of Individuals with Disabilities PreK-12	3
EDU 476 Curriculum, Organization and Development of Special Education Programs PreK-12	3
EDU 478 Methods: Mild/Moderate Disabilities PreK-8	3

*One of the following:

EDU 479 Student Teaching: Instructional Strategist	3
EDU 482 Student Teaching: Instructional Strategist	7
	30 or 34

*Determined based on previous Instructional Strategist student teaching experiences.

Instructional Strategist I Mild & Moderate Disabilities 5-12 (Endorsement #261; 33 or 37 credits)

	Credits
EDU 304 Exceptional Persons	3
EDU 407 Diagnostic and Corrective Reading and Language Arts	3
EDU 459 Home, School and Community Relations	3
EDU 462 Individual Behavior and Classroom Management	3
EDU 467 Characteristics of Individuals with Disabilities PreK-12	3
EDU 471 Assessment of Individuals with Disabilities PreK-12	3
EDU 474 Methods: Behavior Disorders 5-12	3
EDU 475 Methods: Mild/Moderate Disabilities 5-12	3

EDU 476 Curriculum, Organization and Development of Special Education Programs PreK-12	3
EDU 477 Career and Vocational Programming	3

*One of the following:

EDU 479 Student Teaching: Instructional Strategist	3
EDU 482 Student Teaching: Instructional Strategist	7
	33 or 37

*Determined based on previous Instructional Strategist student teaching experiences.

Instructional Strategist II Behavior Disorders/Learning Disabilities K-12 (Endorsement #263; 36 or 40 credits)

	Credits
EDU 304 Exceptional Persons	3
EDU 407 Diagnostic and Corrective Reading and Language Arts	3
EDU 459 Home, School, and Community Relations	3
EDU 462 Individual Behavior and Classroom Management	3
EDU 464 Methods: Behavior Disorders Prek-6	3
EDU 467 Characteristics of Individuals with Disabilities PreK-12	3
EDU 469 Methods: Learning Disabilities K-12	3
EDU 471 Assessment of Individuals with Disabilities PreK-12	3
EDU 474 Methods: Behavior Disorders 5-12	3
EDU 476 Curriculum, Organization and Development of Special Education Programs PreK-12	3
EDU 477 Career and Vocational Programming	3

*One of the following:

EDU 479 Student Teaching: Instructional Strategist	3
EDU 482 Student Teaching: Instructional Strategist	7
	36 or 40

*Determined based on previous Instructional Strategist student teaching experiences.

Instructional Strategist II: Mental Disabilities K-12 (Endorsement #264; 31 or 35 credits)

EDU 304 Exceptional Persons	3
EDU 407 Diagnostic and Corrective Reading and Language Arts	3
EDU 459 Home, School & Community Relations	3
EDU 462 Individual Behavior and Classroom Management	3
EDU 467 Characteristics of Individuals with Disabilities PreK-12	3
EDU 471 Assessment of Individuals with Disabilities PreK-12	3
EDU 473 Methods: Mental Disabilities	3
EDU 476 Curriculum, Organization, and Development of Special Education Programs PreK-12	3
EDU 477 Career and Vocational Programming	3
HPER 102 First Aid/CPR/AED Program	1

*One of the following:

EDU 479	Student Teaching: Instructional Strategist	3
EDU 482	Student Teaching: Instructional Strategist	7
		31 or 35

*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	State and Local Government	
An equivalent composition course		

One of the following:

COMM 105	Public Speaking	3
COMM 107	Human Communications	

One of the following:

ENG 265	African American Literature	3
ENG 365	Women and Literature	

The revised Middle School Language Arts endorsement has been submitted to the Iowa Board of Educational Examiners - please contact your advisor.

#1822 Middle School Math (12 credits)

MATH 105	College Algebra with Applications	3
MATH 223	Mathematics for Elementary and Middle School Teachers	3

Two of the following:

MATH 109	Quantitative Methods	6
MATH 111	Pre-Calculus Mathematics	
MATH 120	Analytic Geometry and Calculus I (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:

BIO 135	Principles of Biology I	4
An approved biology course		

One of the following:

ES 100/101	Introduction to Geology and 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	
An approved physical science course		

#1824 Middle School Social Studies (12 credits)

One of the following:

HIST 110	American Civilization I	3
HIST 111	American Civilization II	
An approved American history course		

One of the following:

HIST 100	World Civilization I	3
HIST 101	World Civilization II	
An approved world history course		

One of the following:

PS 100	U.S. Government	3
PS 230	State and Local Government	
An approved political science course		

One of the following:

GEOG 100	Introduction to Physical Geography	3
GEOG 200	World Regional Geography	
An approved geography course		

33 or 34

Major in Prekindergarten-Grade Three Credits

This major consists of 76 semester hours (including professional education core requirements).

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	2
EDU 223	Child, Family Health and Nutrition	3
EDU 234	Field Experience: Infant/Toddler	1
EDU 235	Field Experience: Prekindergarten	2
EDU 252	Computers and Instructional Technology	3
EDU 304	Exceptional Persons	3
EDU 305	Teaching Elementary Science	3
EDU 313	Teaching Creative Arts	2
EDU 315	Teaching Elementary Social Studies	3
EDU 325	Teaching Elementary Math	3
EDU 326	Developmental Reading and Language Arts	3
EDU/HPER 327	Teaching Health and Physical Education: Birth-Elementary	3
EDU 333	Literature: Birth-Adolescence	3
EDU 335	Teaching Elementary Language Arts	3
EDU 451	Introduction to Early Childhood	3

EDU 455	Methods and Curriculum of Early Childhood	2
EDU 456	Administration and Supervision of Early Childhood	2
EDU 459	Home, School, and Community Relations	3
EDU 462	Individual Behavior and Classroom Management	3
EDU 488	Student Teaching Birth-Prekindergarten	7
EDU 498	Student Teaching Kindergarten-Grade 3	7
		<u>76</u>

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

Credits

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

HPER 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
EDU 234	Field Experience: Infant/Toddler	1
EDU 235	Field Experience: Prekindergarten	2
EDU 252	Computers and Instructional Technology	3
EDU 304	Exceptional Persons	3
EDU 305	Teaching Elementary Science	3
EDU 313	Teaching Creative Arts	2
EDU 315	Teaching Elementary Social Studies	3
EDU 325	Teaching Elementary Math	3
EDU 326	Developmental Reading and Language Arts	3
EDU/HPER 327	Teaching Health and Physical Education: Birth-Elementary	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 451	Introduction to Early Childhood	3
EDU 455	Methods and Curriculum of Early Childhood	2

EDU 456	Administration and Supervision of Early Childhood	2
EDU 459	Home, School, and Community Relations	3
EDU 462	Individual Behavior and Classroom Management	3
EDU 464	Methods: Behavior Disorders PreK-8	3
EDU 467	Characteristics of Individuals with Disabilities PreK-12	3
EDU 471	Assessment of Individuals with Disabilities PreK-12	3
EDU 476	Curriculum Organization and Development of Special Education Programs PreK-12	3
EDU 478	Methods: Mild/Moderate Disabilities PreK-8	3
EDU 484	Student Teaching Prekindergarten inc. Special Education	7
EDU 498	Student Teaching Kindergarten-Grade 3	7
		<u>95</u>

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	
		<u>56</u>

The revised requirements for teacher licensure in Business-All have been submitted to the Iowa Board of Educational Examiners - please contact your advisor.

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

Learners 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. Endorsements consist of at least 15 semester credits in specifically defined courses in a particular discipline. Endorsements offered by Upper Iowa University include American History, American Government, Economics, Sociology*, and Psychology*. 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.

Credits

At least one of the following: 3

- HIST 100 World Civilization I
- PS 100 U.S. Government
- HIST 101 World Civilization II
- SOC 110 Principles of Sociology
- HIST 110 American Civilization I
- HIST 111 American Civilization II
- BA 160 Microeconomic Principles
- BA 161 Macroeconomic Principles
- PSY 190 General Psychology
- PS 230 State and Local Government

At least one of the following: 3

- PSY/EDU 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
- SOC 384 Social Welfare Programs and Policies
- PSY/SOC 397 Social Gerontology
- PSY 432 Personality

At least one of the following: 3

- EDU 152 Assessment and Psychology*
- PSY/SOC 373 Research Methods**
- PSY 444 Assessment**

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 Diverse Cultures in America

39

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

** MATH 220 Elementary Statistics is a prerequisite

Endorsement Areas in Social Science

Learners must complete 15 credits in at least one of the following endorsement areas: American History, American Government, or Economics, Sociology*, or Psychology*. The learner must complete 15 semester credits in each area in which they seek licensure. A course in this section may also have been used to meet a requirement in the previous section; however, the credit hours cannot be duplicated..

* Must be done in conjunction with another endorsement.

American Government Credits

At least one of the following: 3

- PS 100 U.S. Government
- PS 230 State and Local Government

At least one of the following: 3

- PS 342 The Development of American Foreign Policy
- PS 362 The Legislative Process
- PA 364 Public Administration
- PS 380 Congress and the Presidency
- PS 411 American Constitutional Law I
- PS 412 American Constitutional Law II
- PA 445 Administrative Law

Electives in American Government 9

American History Credits

- HIST 110 American Civilization I 3
- HIST 111 American Civilization II 3

At least one of the American History courses from the following: 3

- HIST 240 Your Community as Part of U.S. History
- BA/HIST 281 American Economic History
- HIST 330 African American History
- HIST 342 The Development of American Foreign Policy
- HIST 343 U.S. Women's History
- HIST 371 Colonial and Revolutionary America: The U.S. 1607-1787
- HIST 372 New Nation to Civil War: The U.S. 1788-1865
- HIST 373 Reconstruction to World War I: The U.S. 1865-1919
- HIST 374 Recent America: The United States since 1919

Electives in American History 6

Economics		Credits	Sociology		Credits
BA 160	Microeconomic Principles	3	SOC 110	Principles of Sociology	3
BA 161	Macroeconomic Principles	3			
At least one of the following:		3	At least one of the following:		3
BA/HIST 281	American Economic History		SOC 220	Social Problems	
BA 310	Money and Banking		PSY/SOC 232	Group Dynamics	
BA 343	Investments		PSY/SOC 260	Gender Roles	
BA 358	Consumer Behavior		PSY/SOC 310	Social Psychology	
BA 488	Economics of International Business		SOC 361	Marriage and the Family	
			SOC 363	Social Stratification	
			SOC 384	Social Welfare Programs and Policies	
Electives in Economics		6	Electives in Sociology		9
Psychology		Credits	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.		
PSY 190	General Psychology	3	Major in All Social Science 5-12 (51 credits)		
At least one of the following:		3	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.		
PSY/SOC 232	Group Dynamics		Economics		
PSY/SOC 260	Gender Roles		BA 160	Microeconomic Principles	3
PSY/SOC 310	Social Psychology		BA 161	Macroeconomic Principles	3
SOC 384	Social Welfare Programs and Policies		Government		
PSY 454	Issues and Ethics in the Helping Professions		PS 100	U.S. Government	3
At least one of the following:		3	PS 230	State and Local Government	3
EDU/PSY 142	Human Growth, Development and Guidance		One of the following:		
PSY 201	Adjustment		PS 362	The Legislative Process	3
PSY 212	Developmental Psychology: Birth to Adolescence		PS 364	Public Administration	
PSY 222	Developmental Psychology: Young Adulthood to Late Adulthood		PS 380	Congress and the Presidency	
PSY/SOC 383	Human Behavior in the Social Environment		PS 412	American Constitutional Law II	
PSY 335	Biology and Behavior		Psychology		
PSY 360	Abnormal Psychology		PSY 190	General Psychology	3
PSY/SOC 397	Social Gerontology		One of the following:		
PSY 432	Personality		PSY 310	Social Psychology	3
Electives in Psychology		6	PSY 323	Cognition	
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.			PSY 338	Motivation	
			PSY 355	Skills and Strategies in the Helping Professions	

World History

HIST 100	World Civilization I	3
HIST 101	World Civilization II	3
HIST 355	Modern World History	3

American History

HIST 110	American Civilization I	3
HIST 111	American Civilization II	3

One of the following: 3

BA/HIST 281	American Economic History	
HIST 330	African American History	
HIST 342	Development of American Foreign Policy	
HIST 343	U.S. Women's History	
HIST 371	Colonial & Revolutionary America	
HIST 372	New Nation to Civil War	
HIST 373	Reconstruction to WW I	
HIST 374	Recent America	

Sociology

SOC 110	Principles of Sociology	3
---------	-------------------------	---

One of the following: 3

SOC 220	Social Problems	
SOC 224	Introduction to Criminal Justice	
SOC 347	Deviance and Social Control	
SOC 363	Social Stratification	

Geography

GEOG 100	Introduction to Physical Geography	3
GEOG 200	World Regional Geography	3

31

Certificate Programs

Upper Iowa University offers a variety of certificate programs designed to provide learners an additional method to learn new skills in a specific area. These certificate programs, using existing UIU courses, 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 follow the non-degree seeking learner procedure outlined on page 10 of this catalog.

Certificate courses without academic credit: If you decide to take the certificate courses with no academic credit, a completed Application for Admission is still required and you will be considered a transient/non-degree seeking learner (see page 10). Upon registration, notify the program staff that you do not want academic credit for the course(s) and complete a Certificate Credit Waiver available through your program office.

Current degree-seeking UIU learners 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 28). Certificate completion will not be posted on the transcript.

Financial aid is only available to learners 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 learners pursuing certificates.

As with other course preparation, prerequisite courses represent foundational knowledge the learner 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 11), experiential learning portfolio credit through UIU, and CLEP (see policies listed on page 11). The amount transferred and applied to the certificate will not exceed nine of the 15 credits required. A minimum of six semester credits through Upper Iowa University must be completed to earn an Upper Iowa University certificate. If transfer credit is being used for the certificate, an official transcript must be provided.

The Certificate Programs available are:

Emergency and Disaster Management Certificate

PA 306	Principles of Emergency Management
PA 320	Political and Policy Basis of Emergency Management
PA 332	Emergency Preparedness and Planning

PA 346 Disaster Response and Recovery

One of the following:

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

Human Resources Management Certificate

BA 210 Management Principles
 BA 361 Human Resources Management

Three of the following:

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

Management Certificate

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

Marketing Certificate

BA 208 Marketing Principles

Four of the following:

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

Organizational Communications Certificate

COMM 100 Interpersonal Communications
 PSY/SOC 232 Group Dynamics
 PSY 240 Conflict Resolution
 COMM 305 Organizational Communications
 BA 374 Business Communications

Organizational Leadership Certificate

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

One of the following:

BA 225 Business Ethics
 BA 370 Entrepreneurship and Small Business
 Management

UNDERGRADUATE COURSE DESCRIPTIONS

Courses offered by Center, Independent Study and Online Programs vary from year to year. Check your program for course availability.

Anthropology

ANTH 110 *Introduction to Cultural Anthropology* **3 credits**

This course provides an introduction to cultural anthropology: in particular, the concept of culture and how it interpenetrates various domains of organization and activity – such as adaptation, subsistence, economy, politics, and kinship – in a wide variety of societies and groups. Changing theoretical approaches, fieldwork, ethnography, cross-cultural analysis and comparisons, complex society, and local-regional-global perspectives will all be addressed. Meets firstly the cultures requirement or secondly the social science requirement, but not both.

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. Meets the cultures requirement.

ANTH 310 *Political Anthropology* **3 credits**

This course will focus on the variety of political understandings, processes, and systems that have existed and exist in non-state societies, and state societies at both the centers and the margins of power. Agents, structures, and institutions of power will be looked at to highlight cultural variability in the practice of politics. Meets firstly the cultures requirement or secondly the social science requirement, but not both.

Art

ART 100 *Introduction to Art* **3 credits**

An introduction to the visual arts through study of the elements of art, the various art forms and a chronological study of art history. Meets the humanities requirement.

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. Meets the humanities requirement.

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. Meets the humanities requirement.

ART 111 *Design* **3 credits**

This course is an introduction to the elements of principles of design. It will explore the role of visual elements and design practices in various cultural, historical, and political contexts, and will emphasize the processes and techniques of graphics design and production. Meets the humanities requirement.

ART 211 *Art History I* **3 credits**

This course studies the development of Western art from the prehistoric period to the Renaissance. Meets the humanities requirement.

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. Meets the humanities requirement.

ART 218 *Digital Photography* **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. Meets the humanities requirement.

ART 235 *Graphic 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. Prerequisite: ART 109. Meets the humanities requirement.

ART 251 *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 through study of the history of type design and exploration of the symbolism inherent in different typefaces and their relationship to other graphic elements. Meets the humanities requirement.

ART 330 *Watercolor/Water Media* **3 credits**

An exploration of the transparent watercolor medium and its materials and techniques. Prerequisite: ART 110.

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. Meets the humanities requirement.

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. **Note:** There is a lab fee for this course. Prerequisite: ART 110.

Biology**BIO 100 General Biological Science 3 credits**

This course presents the basic concepts of biology; it is a practical course for the understanding of modern biological problems and their solutions. Non-laboratory. Meets the science requirement.

BIO 106 Biology of HIV/AIDS 3 credits

This course focuses on the history of HIV/AIDS, ecology of AIDS, immune system and HIV, basic research, epidemiology, current testing procedures, general counseling techniques, basic legal aspects, general knowledge and sensitivity. Meets the science requirement.

BIO 164 Biology of Healthful Living 3 credits

Creates a learning environment which provides to learners practical/applicable information related to the biological sciences; especially the areas of fitness and nutrition and their impacts on individual's biological systems. Non-laboratory. Meets the science requirement.

BIO 215 Local Field Science 3 credits

This course is designed as an exploration of biological, physical and plant sciences of the local area. **Note:** Same as PHY 215. Meets the science requirement.

BIO 321 Building an Eco-Economy 3 credits

This course covers the basic areas of sustainable development, with an emphasis on the continued 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. Meets the science requirement.

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. May not be taken by learners who have completed BA 212. Meets the social science requirement.

BA 161 Macroeconomic Principles 3 credits

A look at unemployment and inflation, fiscal and monetary policies, GDP, poverty and income redistribution, exchange rates and international trade. Prerequisite: BA 160. May not be taken by learners who have completed BA 211. Meets the social science requirement.

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 is included in this course. 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.

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**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. Meets the social science requirement.

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 Banking 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 160.

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 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, MATH 105 (or MATH 111) 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, PSY 190, and 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 advertising 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 advertising 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. **Note:** Same as SOC 390. 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. Prerequisite: Senior status. **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, foreign 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. Successful completion of BA 322 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 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**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: MATH 220 is suggested and all marketing and completion of all 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: All marketing and completion of all 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 in the Global Corporation 3 credits

Provides an understanding of the global business environment and how it contributes to the organization's international corporate and business level strategies. Upon the successful completion of this course, students should have a practical working knowledge of the activities, procedures, and techniques unique to international business operations. Prerequisites: senior standing and completion of all required courses in the International Business major.

BA 463 International Finance 3 credits

Multinational business, international monetary system, bases for world trade, development of less-developed countries, foreign investment; emphasis on distinctions between international and domestic business operations. Prerequisite: BA 341.

BA 474 Organizational Behavior 3 credits

This course encourages students to describe and analyze the way that people behave in organizations by applying theories of organizational behavior. The course consists of a balance among theory and application. **Note:** Same as PSY 474. Prerequisites: PSY 190 or SOC 110.

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 160 and BA 208.

BA 499 Special Project 1-3 credits**Chemistry****CHEM 115 Environmental Chemistry 3 credits**

This course includes a brief survey of basic chemical concepts, followed by coverage of atmospheric, soil and water chemistry. Topics emphasized include pollution, hazardous wastes, global warming, and ozone depletion. Same as ES 115. Meets the science requirement.

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. Meets the science requirement.

Communications**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. Meets the speech requirement.

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 115 Effective Listening 3 credits

Improves communication skills, specifically how to fine-tune the ability to listen effectively, interact better with others, gain information, use critical thinking skills and perform better in all situations. This course meets the speech requirement for non-education majors in the general education requirements.

COMM 132 Introduction to News Reporting 3 credits

This introductory course gives instruction and practical experience in the writing of news stories for print media, including newspapers and magazines. Fundamental interviewing techniques are included. Prerequisite: ENG 101.

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. Prerequisite: COMM 115.

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. Meets the cultures requirement.

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 275 Television 3 credits

Study of television programs and programming from the "Golden Age" to the present. Analysis of television's relation to post-modern American literature, culture and aesthetics. Same as ENG 275. Meets the humanities requirement.

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. Meets the humanities requirement.

COMM 299 Special Project 3 credits**COMM 305 Organizational Communications 3 credits**

A performance-based study of communication channels, patterns and problems occurring in today's organizations. The course examines how organizations operate and the roles of individual organization members. Learners will be required to make speeches.

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.

COMM 310 Feature Writing 3 credits

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

COMM 327 Family Communication 3 credits

Theory and research on the role of communication in creating and maintaining family relationships. Topics include the meaning of narratives and stories, family roles and rules, decision-making, conflict, power, communication changes throughout the family life cycle. Course content focuses on the analysis and management of communication messages, behaviors, and conflicts within the family.

COMM 332 Writing for Media 3 credits

Teaches and develops skills for fundamental news reporting and writing for all media including newspapers, magazines, broadcasting and radio. Interviewing techniques are included. Prerequisites: ENG 101, COMM 132, and basic typing skills. **Note:** This course does not fulfill the general education requirement in English.

COMM 351 Agricultural Communication 3 credits

Agricultural Communication provides students with an understanding of the importance of communication messages in the agricultural industry. Course content focuses on preparing effective presentations, relating to clients, and managing conflict in professional situations.

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.

COMM 403 Internship 1-3 credits

Designed for advance students, this course gives intensive work experience in commercial art, public relations and/or journalism. Prerequisite: Consent of the instructor.

COMM 415 Communication and Media Ethics 3 credits

Freedoms and responsibilities of mass media practitioners and institutions, explored within the framework of ethical theory. Consideration of values, codes of ethics, moral development, professionalism, institutional constraints, etc. as applied to media. Prerequisites: COMM 100, COMM 115, and COMM 220.

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.

COMM 499 Special Project 3 credits**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.

Earth Science**ES 100 Introduction to Geology 3 credits**

This course introduces students to geology, which is the study of the Earth as a physical body. Students will explore the Earth's structure, its composition, and the geologic processes acting on and within our planet. Topics covered include: mineral and rock formation; plate tectonics; volcanism; mountain building; earthquakes; and surface processes such as erosion. Meets the science requirement.

ES 114 Conservation of Natural Resources 3 credits

This course is designed to introduce students to the world in which they live, and to the basic principles of natural resource management. Students will begin to understand the complexities of applying conservation principles to real-world problems, and will learn the importance of protecting and wisely using the Earth's natural resources. The focus is on biological and geological resources, emphasizing forestry, wildlife management, fisheries, soil and water, and minerals and petroleum. Meets the science requirement.

ES 115 Environmental Chemistry 3 credits

Same as CHEM 115.

ES 117 Natural Disasters 3 credits

Humans often find themselves directly in the path of natural processes and the natural evolution of landscapes. This course will provide an in-depth, hands-on study of natural hazards, their geography, and their impact on societies worldwide. The course will focus on a variety of natural hazards and related disasters including flooding, volcanoes, landslides, earthquakes, hurricanes, and tsunamis. Lectures will focus on both the physical processes (e.g. underlying geology or geophysics) of selected natural hazards and the human systems that have developed to minimize the impact of natural disasters. Meets the science requirement.

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

This course is an introduction to the science of the environment. Approximately half the class is spent on the biosphere including topics such as evolution, biomes, population biology including the human population, and biodiversity. The other half of the class is spent discussing human influences on the biosphere. Topics include air pollution, climate change, water use and management, energy, and hazardous waste. Meets the science requirement.

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 330 Global Warming & Climate Change 3 credits

This course will examine the science and evidence for global warming, as well as characteristics of natural climate variability. It will address the cause-effect relationships for the greenhouse effect, attributable to the consumption of fossil fuels. Evidence of this major environmental problem will be reviewed through the findings of the Intergovernmental Panel on Climate Change (IPCC), and new data from selected environmentalists, climatologists, and paleoclimatologists. The course will also examine the nature of climate variability, its drivers, and the characteristics of abrupt climate change. A 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, CHEM/ES 115 or CHEM 140 and junior status. Meets the science requirement.

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, exceptionalism, 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: EDU315 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 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 306 Teaching Elementary Science, EDU 325 Teaching Elementary Mathematics, 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 300-1 Teaching Secondary School Business or EDU 300-6 Teaching Secondary School Social Science). 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 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-day 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 goals, 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 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. Must be taken in conjunction with a methods course.

EDU 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. Must be taken in conjunction with a methods course.

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

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 300-6 *Teaching Secondary School Social Science* 3 credits

EDU 304 *Exceptional Persons* 3 credits
This course is an introduction to students with disabilities. English language learners, students placed at risk, and students who are gifted are also addressed. Upon completion of this course, the pre-service educator should have basic knowledge of teaching strategies and instructional modifications and accommodations for inclusive education.

EDU 305 *Teaching Elementary Science* 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 Effective Teaching Strategies 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 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 appropri-

ate instructional materials. This course is integrated to provide the elementary methods component for elementary music, art and speech/communications/theatre. Prerequisites: 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 Effective Teaching Strategies 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 327 Teaching Health and Physical Education Birth - Elementary 3 credits

This course studies human growth and development related to the physical education of young 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. Included is study of methods, materials, and curriculum regarding safety and healthy lifestyle choices. Literature information is made available for use in health activities and presentations for parents, community members, and students'. Provides information on current trends in advocacy, health legislation, and public policy. Prerequisites: EDU 110 and admittance to the Teacher Education Program. Same as HPER 327.

EDU 333 Literature: Birth-Adolescence 3 credits

This course is a survey of literature for infants, prekindergarten, kindergarten, elementary and secondary age students together with the study of the purpose and utilization of literature in the classroom. Pre-service educators will create card files of developmentally appropriate reading materials and activities to use in their teaching experiences. Literature is used as a model for reading and writing processes. **Does not satisfy the general education requirement for literature.** Successful completion of EDU 110 or EDU 233 recommended.

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, write units and lessons based on state and national standards to use in their student teaching and teaching experiences. Emphasis on oral communication, expository writing, grammar, the teaching of spelling and handwriting as well as the integration of technology, creative arts, and classroom management as they apply to teaching and to student learning in the language arts are addressed. Prerequisites: EDU 110, EDU 315, and admittance to the Teacher Education Program.

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 30-hour tutoring experience is required. Prerequisites: EDU 110, EDU 326 (or co-requisite) and admittance to the Teacher Education Program.

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, EDU 485, and admittance to the Teacher Education Program.

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, EDU 485, and admittance to the Teacher Education Program.

EDU 425 Content Area Literacy 3 credits

This course provides instruction in how to develop individualized content reading skills for elementary, middle school, junior high and high school students; how to evaluate 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. Prerequisites: EDU 110 and admittance to the Teacher Education Program.

EDU 435 Middle School Students' Growth, Development and Management 3 credits

This course will provide the requisite middle school knowledge of the growth and development of the middle school age student to include emotional, physical and mental characteristics and needs. Management of middle school students will be discussed in relation to being able to use a variety of instructional strategies learned from either elementary or secondary methods courses to modify for use with middle school age students. Specific middle school scenarios and management situations will also be discussed in relation to unique middle school management techniques. Prerequisites: EDU 110 and admittance to the Teacher Education Program.

EDU 443 Concepts of English 3 credits

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 443, 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 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. Prerequisite: EDU 110.

EDU 455 Methods and Curriculum of Early Childhood 2 credits

Current methods, development and organization of developmentally appropriate curriculum and methodology to integrate multicultural and nonsexist content in language, mathematics, social studies, health, safety, nutrition, visual and expressive arts, social skills and higher-order thinking skills for infants and toddlers and pre-primary and primary age children. 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. Prerequisites: EDU 110, EDU 451, and admittance into the Teacher Education Program.

EDU 456 Administration and Supervision of Early Childhood 2 credits

Current methods of administration, development, and organization of developmentally appropriate early childhood programs. Knowledge of state and federal guidelines, budget, food and nutrition, safety, personnel supervision, evaluation, and professional development will be addressed from the administrator's perspective. 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, EDU 451, and admittance into the Teacher Education Program.

EDU 459 Home, School and Community Relations 3 credits

This course will develop the skills of listening, supporting, guiding and assisting behaviors to be utilized in developing strong relationships with parents and community members. 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, EDU 304, and admittance to the Teacher Education Program. Prerequisites for Early Childhood endorsements: EDU 110, EDU 451, EDU 455, EDU 456, and admittance to the Teacher Education Program.

EDU 462 Individual Behavior and Classroom Management**3 credits**

This course provides strategies for identifying, anticipating, preventing and managing individual and group behavior difficulties within a class setting. The course focuses on creating positive learning environments and structuring individual and group learning activities so that instruction is enhanced, social interactions are increased and problem behaviors are prevented. Successful completion of EDU 110 is strongly recommended.

EDU 464 Methods Behavior Disorders: PreKindergarten-8**3 credits**

This course provides knowledge of characteristics, definitions and methods for managing and teaching students with mild/moderate behavioral disorders. The course will include strategies for managing hyperactive behavior, withdrawn behavior, aggressive behavior, rule breaking behavior and low incidence behavior disorders, and provide opportunities for developing and justifying the components of IEPs (Individual Educational Plans). Pre-service educators will be doing observation and activities in classroom setting, spending a minimum of 10 clock hours of field experience with students with disabilities. Prerequisites: EDU 110, EDU 304, and admittance to the Teacher Education Program.

EDU 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, EDU 304, and admittance to the Teacher Education Program.

EDU 469 Methods: Learning Disabilities K-12**3 credits**

The purpose of this course is to extend the knowledge of learning disabilities for those who seek to work with students with learning disabilities ages 5-21. Addressed in this course are characteristics of learning disabilities, definitions, history, assessment, medical aspects, teaching of preschoolers through adolescents, and teaching strategies for pre-academic learning, oral language, reading, writing, mathematics, and social-emotional development. A 10-hour experience in the field is a requirement of this course. Prerequisites: EDU 110, EDU 304, EDU 467, and admittance to the Teacher Education Program.

EDU 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, EDU 304, EDU 467, and admittance to the Teacher Education Program.

EDU 473 Methods: Mental Disabilities**3 credits**

The purpose of this course is to extend the knowledge of intellectual disabilities (mental disabilities, mental retardation or cognitive disabilities) for those who seek to work with students with intellectual disabilities ages 5-21. This course emphasizes empirically validated practices in the education of students with intellectual disabilities: assessment of instructional needs, instructional strategies, classroom management and behavioral support, promotion of social and communication skills, and promotion of self-determination. A 10-hour experience in the field is

a requirement of this course. Prerequisites: EDU 110, EDU 304, EDU 467 and admittance to the Teacher Education Program.

EDU 474 Methods: Behavior Disorders 5-12**3 credits**

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

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

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

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

This course will cover curriculum organization and development for 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, EDU 304, EDU 467, and admittance to the Teacher Education Program.

EDU 477 Career and Vocational Programming**3 credits**

This course provides knowledge and application of career planning and transition for adolescents from school to adult living, including major laws, suggestions for planning and developing assessment and instructional procedures and coverage of some of the major issues facing schools, parents and students today. Included will be practice developing Individual Education Plans (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, EDU 304, and admittance to the Teacher Education Program.

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

This course provides knowledge and application of characteristics, definitions, and methods 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. A minimum of 10 clock hours will be spent in observing and assisting in a special education setting. Prerequisites: EDU 110, EDU 304, EDU 467, and admittance to the Teacher Education Program.

EDU 485 Advanced Problems in Reading and Language Arts**3 credits**

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

Student Teaching

Student teaching is the capstone experience of the Teacher Education Program. The student teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher. The minimum experience for those seeking initial licensure is 14 weeks (14 semester credits) and must be completed in two consecutive terms. Placements are made by the Teacher Education personnel. During student teaching enrollment in other courses does not occur. Prerequisites: See Student Teaching, page 44. Admittance to the Teacher Education Program is required.

EDU 449	Student Teaching ESL	1 credit
EDU 479	Student Teaching Instructional Strategist	3 credits
EDU 482	Student Teaching Instructional Strategist	7 credits
EDU 484	Student Teaching Prekindergarten Inc. Special Education	7 credits
EDU 488	Student Teaching Birth-Prekindergarten	7 credits
EDU 490	Student Teaching in the Elementary School	7 credits
EDU 491	Student Teaching in the Secondary School	7 credits
EDU 492	Student Teaching in the Elementary School	14 credits
EDU 493	Student Teaching in the Secondary School	14 credits
EDU 496	Student Teaching PreKindergarten-Kindergarten	7 credits
EDU 498	Student Teaching Kindergarten-Grade Three	7 credits
EDU 499	Special Projects	1-3 credits

English

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 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 202 Writing for Business 3 credits
This course develops writing skills appropriate to students planning careers in business, and includes the writing of resumes, letters, proposals, memos, and reports, culminating in a feasibility study that incorporates reasoned argument and the results of formal research in an appropriately formatted research paper. This course does not apply toward an English major or minor. Prerequisite: ENG 101.

ENG 203 Writing for the Sciences 3 credits
An option for completing the second level of general education writing, this course provides development of writing skills appropriate to students planning careers in science, and includes the presentation of research material. Attention is paid to format as well as style. Recommended for students planning to major in the social and natural sciences. This course does not apply toward an English major or minor. Prerequisite: ENG 101.

ENG 209 American Literature I 3 credits
A survey of major American authors from the colonial period to the Civil War. The focus is on the evolution of a unique national literature and a characteristic world view. 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 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

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. Meets firstly the cultures requirement or secondly the humanities requirement, but not both.

ENG 275 Television 3 credits
Same as COMM 275.

ENG 290 *The Movies* 3 credits
Same as COMM 290.

ENG 330 *Shakespeare* 3 credits
An introduction to Shakespeare's writing through an analysis of four plays: a tragedy, chronicle history, pastoral comedy and love story. The goal of this course is to make Shakespeare accessible to 21st century audiences from both literary and performance perspectives. Meets the humanities requirement.

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 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 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.

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. This course will satisfy a general education requirement for either physical science or social science, but not both. Meets the science requirement.

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. Meets the social science requirement.

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 Civilization I* 3 credits
This course provides a broad overview of world history, beginning with the development of agriculture in Neolithic times and ending with the Protestant Reformation in the 16th century. Major topics include ancient civilizations of Mesopotamia, Egypt, Indus Valley and Yellow River Valley; classical Greece; Roman Empire; development of Hinduism, Judaism, Buddhism, Confucianism, Taoism, Christianity and Islam; China and Japan through the 16th century; feudal Europe; the Renaissance; African societies; and pre-Columbian America and Reformation. Meets the social science requirement.

HIST 101 World Civilization II 3 credits

This course is a continuation of HIST 100 and provides a broad overview of world history, beginning with European expansion over the globe in the 16th century and extending through the present. Major themes examined are colonization, slavery, the Industrial Revolution, imperialism, worldwide conflicts, East vs. West, decolonization and the collapse of communism. Meets the social science requirement.

HIST 110 American Civilization I 3 credits

This course provides a broad overview of U.S. history, from the earliest colonial settlements through the end of the Reconstruction period following the Civil War. Major themes examined are colonial society and life, the struggle for independence, adoption of the Constitution, the early national period, sectionalism, the Civil War and Reconstruction. Meets the social science requirement.

HIST 111 American Civilization II 3 credits

This course is a continuation of HIST 110 and provides a broad overview of U.S. history from the end of the Reconstruction period following the Civil War through the present. Major themes examined are industrialization, urbanization, protest and reform movements, emergence of the U.S. as a world power, the Great Depression, World War II, the Cold War, the turbulent 1960s, and domestic and foreign problems of the 1970s and 1980s. **Note:** A much more detailed and thorough examination of this same historical period is provided in HIST 374. Meets the social science requirement.

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 281 American Economic History 3 credits

Same as BA 281.

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 374 Recent America: The United States Since 1919 3 credits

This course provides specialized study of the historical period examined in the second half of HIST 111. Topics include the 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.

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 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 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 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 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.

Management Information Systems

(A technology use fee may be assessed; contact your program office.)

MIS 101 Introduction to Computer Applications 3 credits

An introduction to general computer applications and concepts, the course focuses on the use of an integrated software package. Included are use of the operating system and applications such as word processing, spreadsheets, databases, presentation software, embedding and linking, the internet and the WorldWideWeb. Meets the computer skills requirement.

MIS 201 Principles of Computer Programming 3 credits

An introductory course in structured programming. Uses a high-level programming language to teach the basics of computer programming. Topics include data types, data structures, control structures, ordinal types, arrays, functions, input and output, procedures and record processing. The programming language that will be taught in this course is Visual Basic. Prerequisite: MIS 101.

MIS 210 COBOL Programming 3 credits

An accelerated course in COBOL programming. Emphasis is placed on structured design, coding and file processing techniques. Prior programming experience is required. Prerequisite: MIS 201.

MIS 211 Web and Windows COBOL Programming 3 credits

The primary purpose of this course is to give students an understanding of how Internet applications and Windows API (application program interfaces) for GUI (graphical user interface) applications are developed in COBOL, the object-oriented common business oriented language. Prerequisite: MIS 201.

MIS 354 C++ Programming 3 credits

An introduction to C++ Programming language, the course focuses on the object-oriented programming technique. The course is designed for a programming course. Although the course focuses on the use of Borland C++ and Microsoft Visual C++ 5.0 compiler, the student will be able to create the programs using any C++ compiler, often with little or no modification. Prerequisite: MIS 101 or permission of instructor.

MIS 360 Project Management 3 credits

This course introduces the student to the theory and practice of project management. In addition to focusing on the fundamentals of project management, the course focuses on the people skills needed to manage a project. It provides a blend of theory and practice by exposing the student to "realistic" examples and case studies. The student will also receive hands-on exposure to project management by designing and managing a project from the planning phase through the implementation phase. Prerequisite: BA 210.

MIS 377 Systems Analysis and Design 3 credits

An in-depth study of the process of information systems development. Topics include data collection and analysis, structured tools, modeling, design of information systems and importance of verbal and written communication skills. Includes the use of a full-featured CASE tool. Prerequisites: MIS 201 and BA 222.

MIS 384 Advanced Computer Programming 3 credits

An advanced course in structured programming using a popular programming language. Topics include: sorting, tables and table processing, control breaks, data manipulation and file (transaction) processing. Prerequisite: MIS 201.

MIS 388 Telecommunications and Networks 3 credits

An introduction to communications and the latest trends in business communications. Topics include the history and theory of physical and electronic communication, protocols, local and wide area networks, media and equipment, transmission, architectures, management and administration. Prerequisites: MIS 101 and BA 222.

MIS 415 Database Management 3 credits

Presents database theory and application and management of data as an organizational resource. Students will learn the types of databases and to program in a popular database language. Topics include managing organizational information needs, logical and physical data models, data modeling, architectures, normalization, recovery and administration. Prerequisites: MIS 101 and BA 222.

MIS 435 Information Systems Strategies (Cases) 3 credits

Integrates all management, information systems and computer science learning. Focus will be on strategic uses and management of the organization's information resources. Topics include historical and current cases, strategic and tactical systems use, ethics, multicultural and global influences and organizational perspectives. Prerequisites: Completion of all credits in this major.

MIS 461 Accounting Information Systems 3 credits

Introduces the student to the integration of information systems into the accounting field. A primary focus is the introduction of controls into the accounting system. Topics include modeling and data models, data flows, documentation, control goals and plans, the control matrix, manual and computerized accounting systems and accounting information systems in the organizational context. Prerequisites: BA 201, BA 202, BA 222 and MIS 267.

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. Students should enroll only if indicated by placement test results. This course is the first in a series of two courses that will prepare the student for the general education requirement in mathematics. Foundations of Mathematics fulfills three of the credits needed for the 120-credit graduation requirement, but **cannot** be used to fulfill the mathematics general education requirement. This course may not be taken for credit after successfully completing a higher level math course. **Note:** credit from courses below the 100-level does not count toward the minimum 120 hours required for graduation. Prerequisite: Accuplacer score* < 30 or equivalent assessment as approved by the math department or instructor approval. *Taken within the last two years.

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. Beginning Algebra fulfills three of the credits needed for the 120-credit graduation requirement, but **cannot** be used to fulfill the mathematics general education requirement. This course may not be taken for credit after successfully completing a higher level math course. **Note:** credit from courses below the 100-level does not count toward the minimum 120 hours required for graduation. Prerequisite: Pass Foundations of Mathematics or 30 < Accuplacer score* < 43 or equivalent assessment as approved by the math department or instructor approval. *Taken within the last two years.

MATH 105 College Algebra with Applications 3 credits

This course is a survey of mathematical applications of functions. Topics that will be covered include: fundamental concepts of algebra, algebraic equations and inequalities; functions and graphs; zeros of polynomial functions; exponential and logarithmic functions; systems of equations and inequalities. The mathematics of finance will also be studied. Prerequisite: Pass Beginning Algebra or 43 < Accuplacer score* < 85 or equivalent assessment as approved by the math department.

ment or instructor approval. Meets the math requirement. *Taken within the last two years.

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: Pass College Algebra or Accuplacer score* ≥ 85 or equivalent assessment as approved by the math department or instructor approval. Meets the math requirement. *Taken within the last two years.

MATH 220 Elementary Statistics **3 credits**

An introduction to the simpler problems of statistical inference; descriptive statistics, probability distributions, estimation of parameters and level of significance, regression and correlation. **Note:** Does not apply toward a major or minor in mathematics. Prerequisite: Pass College Algebra or Accuplacer score* ≥ 85 or equivalent assessment as approved by the math department or instructor approval. Meets the math requirement. *Taken within the last two years.

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 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 300 Health Assessment **3 credits**

This course provides theory and assessment skills to perform health histories and holistic assessments on adult patients with application to pediatric and geriatric patients. The legal and ethical aspects of the examination and documentation will be addressed.

NUR 310 Nursing Informatics **3 credits**

This course provides introduction to the essential concepts of Nursing Informatics. Nursing students will learn to use computers and information strategies for their practice. Students will become acquainted with the applications for nursing documentation, word processing, databases, spreadsheets, internet access and presentations. The use of word processing for research papers that use official formatting standards will be presented.

NUR 320 Pathophysiology **3 credits**

Pathophysiology is the study of the abnormal functioning of diseased organs with application to medical procedures and patient care. This course examines the etiology, symptoms, pathogenesis, diagnosis and therapy of disease. Same as BIO 370.

NUR 330 Education Concepts for Nurses **3 credits**

This course introduces the registered nurse to the basic concepts of education as they apply to the nursing realm. It will include a general overview of teaching/learning principles with special attention to learning styles, adult learners and client education. The format of this

highly interactive course will involve implementation of actual teaching/learning principles culminating in an in-depth teaching project presented by each learner. The overall purpose of this course is to assist the registered nurse in making the leap from education to practice in the important role of nurse educator.

NUR 331 Complementary and Alternative Health Care **1 credit**

This course examines a diverse group of health care beliefs and practices used instead of, or in concert with, western health care beliefs and practices. Students are expected to critically examine the belief systems, practices, and health outcomes for complementary, alternative, and western paradigms of health.

NUR 340 Community Health Nursing **4 credits**

This course focuses on care of the community as client. Emphasis is on the role of the nurse in addressing the preventative health needs of populations at risk and other community groups at risk and other community groups in various community practice settings. Current public health problems, trends in health care delivery and community resources are examined. Students analyze the sociocultural, political, economic, ethical and environmental factors that influence community and global health. Prerequisite: NUR 300.

NUR 360 Professional Seminar **3 credits**

This course focuses on the identification, exploration and analysis of selected professional issues in healthcare and nursing. Historical, social, political, legal, genetic and ethical factors will be examined. Traditional and emerging roles of the nurse will be analyzed to identify the present status and future of professionalism in this rapidly expanding field of nursing. Case study analysis serves as a mechanism for the integration of these factors into the professional nurse decision-making process. The course will culminate in a professional issues position paper presented to the class utilizing a seminar method.

NUR 370 Nursing Leadership and Management **4 credits**

This course explores the theoretical basis for nursing leadership and management. Effective skills of nurse leaders/managers in practice settings are analyzed and discussed. Selected current issues and trends in health care delivery and nursing are integrated into the course. Comparisons are made to other health care delivery systems outside the United States. Participation in a leadership/management situation with a nurse mentor allows the student the opportunity to analyze the application of leadership principles.

NUR 400 Nursing Research **3 credits**

This course introduces the student to the research process and focuses on the study of research process as a base for nursing practice. Emphasis is on critical analysis of published research studies with regard to implications for clinical nursing practice. Ethical concepts related to the research process will be integrated throughout the course. Prerequisite: MATH 220.

NUR 410 Preceptorship **4 credits**

This course is a special study designed to allow the Registered Nurse to explore concepts of interest in the areas of nursing leadership, management, clinical and research practice. A capstone project intended to integrate the general education learning outcomes with the learning outcomes in the major demonstrating baccalaureate level achievement is required. Prerequisites: ENG 102, ID 301, senior status, 29 credits of the BSN curriculum, and 15 or fewer credits remaining to be completed through Upper Iowa University.

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.

Physical Science

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 215 Local Field Science 3 credits

Same as BIO 215.

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 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

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 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.

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

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. Prerequisite: PSY 190. Meets the social science requirement.

PSY 302 Substance Abuse 3 credits

The effects of psychoactive drugs are studied in this course, as well as the origins of substance abuse, characteristics of substance abusers, and consequences for the individual, family and society. Approaches to substance abuse treatment are discussed. Same as SOC 302. Prerequisite: 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 397 Social Gerontology 3 credits

This course focuses on personal, interpersonal and societal factors in the human aging process. Emphasis is on family, community and governmental responsibility in defining and resolving problems of the aged in a modern industrial society. Same as SOC 397. Prerequisite: 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**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

Individualized independent investigation with supervision. Consent of the academic advisor or center/program director is required. Prerequisite: PSY 190.

Public Administration**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.

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 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.

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

Same as CJ 224.

SOC 232 Group Dynamics 3 credits

Same as PSY 232.

SOC 237 Criminal Law 3 credits

Same as CJ 237.

SOC 240 Diverse Cultures in America 3 credits

This course provides sociological perspectives for recognizing the diversity within our society and for analyzing the development and current position of complex subcultures within the structure of modern America. Meets firstly the cultures requirement or secondly the social science requirement, but not both.

SOC 260 Gender Roles 3 credits

Same as PSY 260.

GRADUATE PROGRAM

MASTER OF BUSINESS ADMINISTRATION (MBA)

Areas of Emphasis

Accounting
Corporate Financial Management
Global Business
Human Resources Management
Organizational Development
Quality Management

MASTER OF HIGHER EDUCATION ADMINISTRATION (MHEA)

Areas of Emphasis

Community and Technical College Administration
Leadership

MASTER OF PUBLIC ADMINISTRATION (MPA)

Areas of Emphasis

General Study
Government Administration
Health and Human Services
Justice and Homeland Security
Nonprofit Organizations
Public Personnel Management

GRADUATE PROGRAM GENERAL INFORMATION

Applying for Admission

To qualify for admission to the Upper Iowa University Graduate Program, the learner 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 learner will be notified in writing of the approval or denial of admission.

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. A cumulative GPA of:
 - a. 2.75 or better in undergraduate work or a GPA of 3.0 from the most recent 60 semester credits of undergraduate work.
 - b. 3.0 or better for not fewer than nine semester credits of prior graduate work relevant to the area of emphasis. Applicants with fewer than nine semester credits of graduate work or less than a 3.0 GPA for graduate work may have applications evaluated based on undergraduate work.
 - c. or an acceptable GRE or GMAT score. See <http://www.gre.org> or <http://www.gmat.org> regarding taking the GRE or GMAT exams.
3. Verification of English language proficiency requirements. See page 10.

Learners electing to complete the area of emphasis in accounting must hold a baccalaureate degree in accounting or have completed at least 30 undergraduate semester credits in accounting.

Foundational courses are available through UIU's Undergraduate Program.

Application Procedure

1. Complete the graduate application at the end of this catalog.
2. A complete application will include:
 - A completed application form
 - A nonrefundable \$50 application fee (fee waived for UIU alumni and for graduates/faculty/staff of institutions that are members of the UIU Partnership Advantage Program, as well as current UIU employees)
 - Official transcripts from each college or university attended

(Application materials and transcripts will be kept on file for one year. Learners who do not complete the admission process and enroll within one year may be required to resubmit materials.)

3. After reviewing a completed file of the admission materials, a letter will be forwarded to the learner concerning admission status.
4. Once admitted, the learner is required to complete the Pre and Post Assessment Test (PPAT) prior to the learner's first graduate course and again during the Capstone BA 590, HEA 590 or PA 590 Research Seminar.
5. International Center Students should check the local center for the current Program Application fee schedule. This will vary by country.

GRE/GMAT

Applicants for the graduate program may need to submit Graduate Record Examination (GRE) or Graduate Management Admission Test (GMAT) scores to complete the admission process. Acceptable scores are required for learners who do not meet the 3.0 grade point average from the most recent 60 semester credits or who do not meet a 2.75 grade point average for all undergraduate coursework. GRE/GMAT scores are used to supplement other evidence of preparation for Graduate work. An acceptable score is 1090 for GRE, 308 for GRE revised General Test or 550 for GMAT. This must be submitted as an official GRE/GMAT transcript, which is only available for five year following completion of the GMAT or GRE.

Pre and Post Assessment Test (PPAT)

The Pre and Post Assessment Test has been implemented as a way to assess how well our academic programs meet their objectives. It is part of UIU's quality model. Learners will complete the PPAT twice — prior to the learner's first graduate course and again during BA 590, HEA 590 or PA 590 Research Seminar. Failure to complete either test will result in a grade of Incomplete until the test is completed. The PPAT does not otherwise affect individual course grades. No individual PPAT scores are used or reported — the institution assesses change for learners in general and reports only aggregate scores.

Transfer of Credit

The Upper Iowa University graduate program will accept up to 12 semester credits of relevant graduate credit from other regionally accredited graduate institutions. Transfer credit should be arranged at the time of application. Only courses in which the learner 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 learner's program. The substitution of any transferred course for a core or emphasis course will be based on an evaluation of the learner's exposure to equivalent subject matter. Approved transfers of credit will be officially recorded after the learner 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 learner to the graduate academic advisor, Upper Iowa University, PO Box 1861, Fayette, IA 52142.

Non-degree Seeking Learners

A learner who wishes to enroll for graduate courses at Upper Iowa University as a transient learner may do so if that person (a) meets the Upper Iowa University graduate admission requirements, (b) is admitted to and in good standing in a Masters degree or higher program at a regionally accredited university, or (c) holds a Masters degree or higher from a regionally accredited university.

Learners are required to provide an official transcript from the institution awarding their undergraduate degree and submit a completed graduate application indicating transient (non-degree seeking). Transient learners are limited to nine hours of credit and are not eligible for financial aid. Learners working towards undergraduate degrees may not take graduate courses. Learners from other educational institutions should confirm that their institution will accept specific Upper Iowa University courses in transfer to their degree program.

Graduate Cost to Attend

Tuition per graduate semester credit for U.S. Online and Center Programs' courses, due prior to the first day of term.	\$417
Application and evaluation fee U.S. Online and Center Programs	\$50
Tuition per graduate semester credit for International Online Programs, due prior to the first day of term.	Varies by Center
Application and evaluation fee for International Online Programs	Varies by Center
Transcripting credit as recommended by ACE guidelines, including PEP, DSST and CLEP	No Charge
Transcripts, per copy	\$5
Transcripts, per copy faxed	\$8
Transcripts, per copy faxed and mailed (written request must be made to Registrar's Office)	\$13
Graduation fee, payable at time of application for graduation	\$65
Graduation fee for International Online Programs	Varies by Center
All fees are in U.S. dollars	

Learners receiving financial aid will be required to pay, at the time of registration or the first day of the term, 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.

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 graduate course.

Each learner is responsible for purchasing the required textbook(s) for each course. For those eligible and receiving

financial aid, funds will not be available at the time of purchase. Contact the program office for more information.

Tuition per graduate semester credit for Online International Graduate Program learners may vary. Go to www.uui.edu for further information.

Financial Aid

Current financial aid information is available at the Upper Iowa University webpage <http://uui.edu/admissions/financialaid/index.html>. If you have any further questions regarding financial aid, please contact your program or the Financial Aid Office, 800-553-4150, Ext 3, or write to: Financial Aid Office, Upper Iowa University, PO Box 1859, Fayette, IA 52142 or email: financial-aid@uui.edu. Any questions about billing should be directed to your program office.

Online Program Information

U.S. Online Program 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.uui.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.

Payment is due prior to the first day of class either by check or credit card. Payment information is best given over the phone or through the myUIU portal as email is not a secure environment.

Learners registering for their first course are required to register not less than two weeks prior to the start of the term. Upper Iowa University requires first-time online learners to complete the self-paced student orientation tutorial available at the online campus.

No registration will be accepted after the final registration deadline published for each term. Term start dates are published on the web site at www.uui.edu/cde and are available from the Center for Distance Education office upon request. All published course schedules in the Online Program are subject to change.

Military Tuition Assistance: Active-duty Army personnel will register through the GoArmyEd portal, which will be sent to the UIU Center for Distance Education office. All other military personnel using military tuition assistance (TA) will have their education officer approve the class and submit the completed TA form to the Center for Distance Education office. Forms may be mailed to Upper Iowa University, PO Box 1861, Fayette, IA 52142, faxed to 563-425-5771 or scanned and emailed to online@uui.edu.

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 the Center for Distance Education office for more details.

International Online Program Registration

Upper Iowa University has authorized representatives in some countries who provide registration and student advising. Learners enrolled through these representatives may register for classes at the local office.

Changes in Registration (Drop/Withdrawal Procedures)

Note the following policies for changing registrations:

1. If you wish to withdraw from a course, you must notify the Center for Distance Education Office by calling or writing 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.
2. Because of the online delivery mode, learners will not be allowed to add a class after the final registration date published for each term.

Administrative Withdrawal

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

Note: The instructor's virtual office is not considered part of the classroom for attendance and participation purposes.

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.

Note: The instructor's virtual office is not considered part of the classroom for attendance and participation purposes.

Online Course Expectations

Course Attendance

Course attendance for the Online Program is defined as: A learner 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 (A, B, C, D, or F as appropriate) 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. Upper Iowa University does not distinguish among types of absences. Official leaves of absence are not granted.

Note: The instructor's virtual office is not considered part of the classroom for attendance and participation purposes.

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 learners 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.

Note: The instructor's virtual office is not considered part of the classroom for attendance and 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 Upper Iowa University Online campus is optimized to work in a Microsoft Windows® environment. Courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0 or 8.0).

In addition to supporting the Windows operating system, UIU also supports the Macintosh operating system and Safari browser. The student's courses will work in Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, UIU also support the Firefox browser (2.0) on both Windows and Mac operating systems. Specific details and a browser test can be located at www.uiuonline.com. Select the technical requirements tab for additional directions.

Learning Management System

The UIU Online Program utilizes the Pearson LearningStudio (eCollege) 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 provided the basis for appeals of tuition and/or resubmission of work.

U.S. Center Program Information

Center Program Registration

- New learners must register at the center.
- Currently enrolled learners 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 four weeks before the start of each term. 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 learners 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. Learners 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

Upper Iowa University does not distinguish between types of absences. Official leaves of absence are not granted. Records on tardiness are not maintained by the Registrar's Office.

Delivery, Schedule, and Refund

Delivery & Schedule

The goal of Upper Iowa University is to offer its curriculum on a schedule that allows learners to take courses and continue their careers. In general, the six eight-week terms begin as follows:

Term	Begins
Term 6	July
Term 1	August
Term 2	October
Term 3	January
Term 4	March
Term 5	May

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 attending Wisconsin centers, state laws apply and** 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 during week three	25%
Withdrawal during week four	25%
Withdrawal after week four	0%

These percentages will also be used to determine eligibility for state aid you may have received. Examples of refund calculations are available in the Financial Aid Office.

Course withdrawal may change the amount of, or eligibility to receive, financial aid; 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.

You may appeal the tuition refund calculation if you feel there are extreme circumstances that warrant an exception to the published policy. Make your request in writing, documenting the extreme circumstances, and submit it to your program office. A response to the appeal will be made within two weeks.

Classification and Course Loads

Classification of Graduate Students

Registration Status

1. Full-time: A learner registered in a graduate course for three or more credits a term.
2. Less than full-time: A learner registered for less than three credits per term.
3. Transient: A learner attending classes for the purpose of obtaining credit, but not a candidate for degree.

If taking undergraduate foundational courses please see page 23 under Classification of Learners.

Course Loads

Learners enrolled in the UIU Graduate Program are considered full-time with the completion of three semester graduate credits during each eight-week term. Enrollment in six semester graduate credits during an eight-week term is allowed as long as the learner is successfully completing the course requirements.

Learners completing undergraduate foundational requirements should refer to page 24 regarding undergraduate course loads.

Graduate learners should expect to spend approximately 17-20 hours per week on course-related matters (per three-credit course). Learners should consider this when deciding how many credits to register for each term. Graduate learners should carefully consider personal time management issues, including outside the university commitments, before enrolling in more than one graduate course in a term.

Additional Coursework

Learners completing a graduate degree with Upper Iowa University may not take additional courses exceeding the required credits to graduate. If additional courses are desired, a letter of request must be submitted to the graduate advisor with information supporting the reason for the additional courses, including but not limited to transfer of courses for an additional degree or required for employment or certification. The request must be received four weeks prior to the term start and must specifically list the courses and terms the learner plans to complete. The graduate advisor will review the request and, following discussion with the learner, approve or deny the request. In general, a request will not be approved if taking the additional courses would delay or interfere with the learner's progress towards a degree. Learners using financial aid for degree-required courses may not be eligible for additional funds to pay for extra courses.

Multiple Masters Degrees

Learners 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 learner may use a graduate course taken at UIU in satisfaction of one graduate degree towards the requirements of another graduate degree provided that the grade earned was B or better. This grade requirement is consistent with the grade requirement for graduate courses transferred to UIU from external graduate programs.
2. Such courses will satisfy the appropriate requirement of the subsequent degree, but will not be counted towards the semester credits required for the degree. Learners must take electives to complete the required number of credits for the graduate degree.
3. 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 learner'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 the appropriate program/center director who, in consultation with the dean of faculty, will approve or disapprove the petition based on whether the change is justified by changes in the student's career circumstances.

Textbooks

Textbooks may be purchased through MBS Direct, UIU's textbook partner, or locally through other sources. Textbook titles and editions will be provided upon request by program staff.

To order, call MBS Direct at 800-325-3252, identify yourself as an Upper Iowa University learner, and indicate your program and the course number. You may also access the Virtual Bookstore at www.uiu.edu or www.mbsdirect.net. You may pay by VISA, MasterCard, Discover or American Express. Financial aid book charges are available for purchase of textbooks for students receiving Title IV funding. Orders will be shipped within 24 hours. Textbooks are delivered via UPS by one of three methods: Ground, Second Day Air, or Next Day Air. You pay the current UPS rate based on the weight of the package and where the package is being shipped. (FedEx and Priority Mail are also available). Textbook buyback is also available. Call MBS Direct or visit their website for a quote, buyback, or mailing label.

Students purchasing texts from a source other than MBS must ensure that the ISBN of the purchased text matches, exactly, the ISBN specified at the MBS site. Failure to do so can result in missing course materials.

International Program learners should check with their local center for textbook purchase options.

Writing

The ability to write clearly and succinctly is essential for success in the graduate program. Learners should expect that assignments in every course will require demonstrated writing competency.

Style Guide

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 the textbook distributor (MBS Direct) by calling 800-325-3252 or going to the MBS website (<http://direct.mbsbooks.com/uiu.htm>).

Library Resources

As a learner 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.uiu.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@uiu.edu, Phone: 563-425-5876. If you need assistance locating information or using the library's resources, please contact the library at library@uiu.edu or Phone: 563-425-5261.

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 learners.

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

P – Pass, for internship only

I – Incomplete

A temporary grade of **I** (incomplete) indicates that the student has been unable to complete coursework due to circumstances beyond his or her control. A request for an incomplete grade at the graduate level may be approved at the discretion of the faculty member. After the grade of **I** is given, the work must be completed by the date agreed upon, no later than eight weeks following the end of the course. If the work is not completed within that period of time, a letter grade of (**A-F**) will be issued.

Students will not have access to the online classroom once the term has ended. It is the student's responsibility to make sure all materials necessary to complete the incomplete have been secured before a request for an incomplete will be approved.

W – Withdrawal

The grade **W** is used to denote courses dropped (learner-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 learner has been administratively withdrawn. (See page 78.)

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.

Learners must repeat a core or emphasis course in which an **F** is earned. Learners 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 learner for dismissal.

Grade Appeal Process

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 associate vice president of Academic Extension who will forward the appeal to the Graduate Grade 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 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 es-

tablish 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 from the associate vice president. The associate vice president may grant an extension for extenuating circumstances. The Graduate Appeals Committee will forward its decision and rationale to the associate vice president. The associate vice president will notify the student of the decision.

Step 4:

To appeal this decision a written request must be sent to the Senior Vice President for Academic Extension, PO Box 1857, Fayette, IA 52142, within 30 days of the associate vice president's decision.

Graduate Standard of Academic Progress

The graduate learner has a responsibility to demonstrate the ability to successfully complete graduate-level study. If you are enrolled in at least three semester credits per term in the graduate program, you are expected to be able to meet or exceed the completion and GPA standards stated below. These standards serve as guidelines for the Academic Review Committee (ARC) to use in determining whether or not a learner will be able to progress toward the 3.0 GPA graduation requirement.

Semester Credit Completion Standards Per Term

Semester Credits Attempted	Semester Credits Earned
3 or more	3 semester credits

If you register for but do not successfully complete at least three semester credits in each of two terms, a letter of concern is issued; three terms, you are placed on academic warning; four terms you are academically suspended. These guidelines are used to determine satisfactory progress over a continuous six terms of enrollment.

Grades of Pass, **A-F**, Withdrawals, Administrative Withdrawals, repeated courses, and incomplete courses will be considered as hours attempted in the completion standards. Noncredit courses are not considered in either credits attempted or accumulated.

Academic Status

Each term the ARC meets to review the records of all learners not meeting the guidelines stated above. The committee will determine the academic status of each learner reviewed, and the following consequences will ensue:

Letter of Concern

A learner who receives one grade of **C+**, **C** or **C-** is sent a Letter of Concern, which notifies the learner that his/her academic record will be closely monitored.

Warning

A learner who receives one grade of **F** or two grades of **C+**, **C** or **C-** is placed on academic warning. A notice of warning status is mailed to the learner and his or her graduate advisor. An entry of this action is recorded on the learner's transcript. Learners are advised to contact the Financial Aid Office concerning consequences regarding financial aid.

The learner will be removed from academic warning status if he or she subsequently completes six credits with grades of **B-** or better; however, the grade of **C+**, **C** or **C-** or **F** previously acquired remains on the learner's academic record and may contribute to suspension status.

Suspension

A learner who receives a grade of **C+**, **C** or **C-** and a grade of **F** or two grades of **F** or three grades of **C+**, **C** or **C-** is suspended from the program for at least one full term. An entry of this action is made on the learner's academic record. Learners are advised to contact the Financial Aid office concerning consequences regarding financial aid. Suspension from the program may be permanent. Students will receive written notification of their suspension.

Reentry After Suspension**Appeal for Reinstatement**

If suspended, learners may submit a written appeal to the associate vice president for Academic Extension within two weeks of receiving the suspension letter. The appeal will be forwarded to the ARC for consideration. Any significant party (such as a graduate advisor) will be invited to review the appeal. Learners will be advised in writing of the ARC's decision within three weeks.

Readmission

If suspended, a learner may apply for readmission to Upper Iowa University by demonstrating, in writing to the associate vice president for Academic Extension, a reasonable capability to raise and maintain a learner's cumulative GPA or make satisfactory progress toward the degree. The ARC will either approve or deny readmission, and the learner will be notified of the decision in writing by the associate vice president for Academic Extension. Copies of the notification will be sent to the Registrar's Office, Financial Aid Office, Business Office, and your program office.

Reenrollment

When a learner returns from suspension, he/she must register for classes through the appropriate program office and will return to academic warning status. If a learner does not satisfactorily progress off academic warning, he/she may become a candidate for academic suspension again. Two academic suspensions from Upper Iowa University may warrant permanent suspension from the University.

Standard of Academic Progress and Financial Aid

Financial aid may be available to a learner as long as the Academic Review Committee determines that the learner is making sufficient progress to meet graduation requirements. Should a

learner be suspended, all financial aid will be terminated as of the date of suspension.

A learner readmitted to Upper Iowa University on academic warning will be eligible for financial aid after obtaining approval from the director of financial aid. Application for reinstatement of financial aid must be made in writing to the director of financial aid. The learner will be notified of the director's decision within two weeks of receipt of the application. If financial aid is reinstated, the learner will be required to conference with the director or director designee before any aid will be dispersed. The first term of financial aid eligibility after reinstatement will be probationary. If the learner fails to show progress toward graduation requirements during that term, further financial aid eligibility will be terminated.

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

Graduation and Beyond**Commencement**

Diplomas are issued six times each year; however, only one formal commencement ceremony is held each year in Fayette, Iowa in May. UIU encourages learners to participate in its formal commencement ceremony even if a learner's graduation date falls earlier in the academic year. Learners who graduate in June or August may elect to participate either in the preceding May commencement or the following May commencement. Learners at International Center Programs should contact local staff for commencement information regarding both Fayette Campus and local graduation ceremonies.

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 with your program office or graduate advisor** (applications are available from your program). There is an application fee of \$65 (even if you choose not to attend commencement). Processing of academic transcripts and diplomas are prioritized by the date the applications are received by your program office. Deadlines for submitting applications for graduation are as follows:

Graduation month	Application due
May or June	February 14
August	June 24
<i>(If participating in preceding May ceremony)</i>	February 14
October	July 24
December	September 24

February

November 5

Applications received after the deadline will be honored at the next graduation date.

Graduation Requirements

A learner will have five years after initial enrollment in the first of either a foundational or graduate level course to complete the graduate program under the requirements in effect at the time of enrollment. If the learner does not complete the graduate degree program within the five-year period, the requirements in effect at the time of the next enrollment will be used to determine the learner's graduation requirements. 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.

Diploma/Transcripts

1. The learner must request official transcripts in writing. A transcript request form is available at www.uui.edu. A \$5 fee is required for all transcripts that are mailed and a \$8 fee is required for faxed transcripts. If you are faxing your request, include an address where you can be billed. Mail transcript requests to: Registrar's Office, PO Box 1857, Fayette, IA 52142. Fax transcripts to 563-425-5287. A complimentary transcript is provided with the diploma.
2. Any transcript of grades to date sent by the Registrar's Office prior to graduation is considered an official transcript.
3. The Registrar's Office issues diplomas to graduate learners who have completed all degree requirements and whose accounts are paid in full.
4. Diplomas will normally be available six to eight weeks after the graduation date, and are mailed by the Registrar's Office.

All fees are in U.S. dollars.

Career Services

Career Services, located on the Fayette Campus, is available to help learners explore career opportunities with an employment advisory service providing bimonthly listings of employment opportunities, credential files and job-finding resources. Learner referrals are not based on direct contact. A program is available for personal assessment to help plan your career. Neither Career Services nor Upper Iowa University guarantees employment. For further information, call 563-425-5208. Career Services information is also available at www.uui.edu or careers@uui.edu.

Master of Business Administration (MBA)

The Master of Business Administration program offers areas of emphases in accounting, corporate financial management, global business, human resources management, organizational development, and quality management. The Upper Iowa University MBA degree provides graduates with current theories, concepts and learning models necessary to assume leadership roles in their organization. While complementary, the areas of emphasis are distinct. Skill and competence in specific business areas are developed through individual and group assignments that combine theory with practical examples. Learners work both individually and interact as members of problem solving teams to apply 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 in-class discussions (asynchronous for online learners) are blended to assure learners an opportunity to clarify and assimilate course topics. Assessments can take a variety of forms including examinations and quizzes, term projects and written reports. In-class participation is crucial to learner success and is included as a factor in grading.

The program concludes with BA 590 Research Seminar that provides a capstone experience in which learners prepare and present a researched report on a significant topic of interest to the learner. The report presentation is oriented to an audience that may include other learners, faculty members and leaders in business and industry. The presentation is accomplished utilizing PowerPoint™ as the presentation software. The researched report provides the learner an opportunity to demonstrate integration of the knowledge in the core requirements and the area of emphasis using appropriate graduate level communication and critical thinking skills.

Program Objectives

- To provide learners with practical knowledge and application expertise in new techniques and models.
- To educate learners in theories and applications related to managing businesses and functions in competitive environments.
- To assist learners as they develop into competent leaders.
- To develop a holistic view of education focusing on the intellectual, emotional, creative and ethical person.
- To promote understanding of the unique needs, challenges and opportunities faced by organizations.
- To continue to attract and maintain quality faculty recognized as leaders in the field who have extensive practical and educational experience.

Learner Objectives

Upon completion of the degree, learners are expected to:

- Demonstrate the skills and attributes necessary to be a successful entrepreneur and leader.
- Demonstrate the ability to analyze and present learned concepts and theories.
- Demonstrate the ability to articulate and utilize the concepts of vision, strategic planning, problem solving, quality management, and organizational development, as they pertain to the business environment.
- Demonstrate the ability to lead organizations.

MBA Foundational Requirements

To be unconditionally admitted into the graduate MBA program, learners must be able to demonstrate a basic level of knowledge and achievement in the areas of:

Microeconomic Principles	BA 160*
Accounting Principles I	BA 201*
Accounting Principles II	BA 202*
Marketing Principles	BA 208*
Management Principles	BA 210*
Business Law I	BA 302*
Corporate Financial Management	BA 341*
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 is demonstrated through successful completion (grade C or higher) of undergraduate courses in these areas, and/or successful completion of equivalent 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 11.

Completion of Foundational Requirements

The foundational requirements must be met by all learners in the MBA program. Learners without knowledge and achievement in one or more of these areas will be required, to formulate and implement a plan working with the graduate advisor, before enrollment in graduate level classes.

Learners must complete all foundational requirements before taking more than six semester credits of graduate level courses. Learners who have not completed required foundational courses will not be allowed to enroll in additional graduate level courses beyond six semester credits until the foundational requirements have been satisfied.

Requirements for a Master of Business Administration Degree

The Upper Iowa University Master of Business Administration degree requires 39 semester credits of graduate level course work with a minimum cumulative grade point average of 3.0 on a 4.0 scale for completion. At UIU, three-semester-credit courses are scheduled in six eight week terms each year.

The learner completes 21 semester credit hours in core requirements and chooses an area of emphasis, completing the required courses as outlined in this catalog. Any remaining credits of the program are electives selected from courses in the other areas of emphasis or from electives which are relevant to the learner's area of emphasis.

Degree Completion

To receive the Master of Business Administration degree, the learner must successfully complete 39 semester credits of graduate work, including a final research report, and earn a cumulative GPA of not less than 3.0 on a 4.0 point scale.

A graduate learner will have five years after initial enrollment in the first of either a foundational or graduate level course to complete the graduate program under the requirements in effect at the time of enrollment. If program requirements change, the learner can elect to complete the revised curriculum or to complete under the original curriculum.

If the learner does not complete the graduate degree program within the five-year period, the requirements in effect at the time of the next enrollment will be used to determine the learner's graduation requirements.

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 Business Administration

Learners must complete the core requirements, the requirements for one area of emphasis (accounting, corporate financial management, global business, human resources management, organizational development, or quality management) and the capstone course for a total of 39 semester credits.

Core requirements:

	Credits
BA/PA 505 Organizational Behavior	3
BA/PA 509 Theories of Leadership	3
BA 513 Financial Management	3
BA 528 Research Process and Design	3
BA 542 Managerial Statistics	3
BA 580 Entrepreneurship	3
Capstone	
BA 590 Research Seminar	3
	<u>21</u>

Areas of emphasis:

Accounting

Learners electing to complete the area of emphasis in accounting in the MBA program must hold a BA or BS in accounting or have completed at least 30 undergraduate semester credits in accounting.

	Credits
BA 507 Advanced Law and Ethics	3
BA 510 Financial Accounting Theory	3
BA 521 Advanced Managerial Accounting	3
BA 533 Advanced Accounting	
Information Systems	3
BA 547 Contemporary Topics in	
Financial Accounting	3
BA 563 International Accounting	3
	<u>18</u>

Corporate Financial Management

	Credits
BA 507 Advanced Law and Ethics	3
BA 531 Financial Markets and Financial Strategy	3
BA 536 Derivatives and Risk Management	3
BA 537 Mergers, Acquisitions, and Divestitures	3
BA 539 Regulatory Environment of	
Financial Management	3
BA 564 International Financial Management	3
	<u>18</u>

Global Business

	Credits
BA 522 Global Marketing	3
BA 524 Managing in the International	
Environment	3
BA 526 International Law	3

BA 564 International Financial Management	3
BA 576 Global Supply Chain Management	3
BA 586 Global Business Strategy	3
	<u>18</u>

Human Resources Management

	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
Elective (chosen from the areas	
of emphasis not being completed)	3
	<u>18</u>

Organizational Development

	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
Elective (chosen from the areas	
of emphasis not being completed)	3
	<u>18</u>

Quality Management

	Credits
BA 561 Continuous Quality Improvement	3
BA 565 Implementation of Quality Systems	3
BA 567 Quality Management and Productivity	3
BA 569 Operations Research	3
BA 570 Team Building Techniques	3
Elective (chosen from the areas of	
emphasis not being completed)	3
	<u>18</u>

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

Learning Outcomes for the MBA and Areas of Emphasis

Learners are expected to demonstrate the following skills and attributes necessary to be a successful leader within the area of emphasis:

1. The ability to analyze and present learned concepts and theories within the emphasis area using appropriate communication and critical thinking skills.
2. The ability to articulate and utilize the concepts of vision, strategic planning, problem solving and quality management as they pertain to the emphasis area.

3. The ability to conduct, apply and synthesize research in the discipline.

All graduates are expected to complete a capstone experience (research report) in which a comprehensive understanding of the discipline is demonstrated by a written and PowerPoint™ presentation of the research.

Accounting

This emphasis is intended to assist learners with an undergraduate major in accounting to meet the 150-credit education requirement to take the uniform CPA examination. The curriculum expands on undergraduate accounting topics to provide learners advanced skill in the course areas. Learners without an undergraduate major in accounting or 30 semester credits of undergraduate accounting courses may be required to remediate areas in which foundational undergraduate coursework was not previously taken. Learners completing the emphasis will be expected to demonstrate knowledge of and be able to apply a range of accounting and financial principles and concepts including, but not limited to:

- U.S. Generally Accepted Accounting Principles (GAAP)
- International accounting practices
- U.S. Generally Accepted Audit Standards (GAAS)
- Government and Not-For-Profit Accounting Principles
- Legal and ethical issues in accounting management

Corporate Financial Management

This emphasis is intended to assist learners as they explore the theory and application of advanced concepts in corporate finance, and the environment in which corporate finance is conducted. The emphasis is intended to assist learners aspiring to senior financial management positions to gain both advanced professional skills in corporate finance and the skills associated with interacting, motivating, and managing people.

Learners completing the emphasis will be able to demonstrate knowledge of, and be able to apply, advanced financial management concepts and theories including, but not limited to:

- Management of working capital, capital structure and financial risks
- Legal, regulatory, and ethical environments of corporate finance and management
- Mergers, acquisitions, and divestitures
- Financial management in the global environment

Global Business

This emphasis is intended to assist learners as they explore current business issues in a global economic context including the effect of culture on the conduct of business and business ethics, how firms operate in the global environment, and the effect of the global environment and competition on business strategy. The emphasis develops working knowledge of how firms market

in the global environment, the financial operations of international and global enterprises, supply chain and logistics issues faced by global competitors, and the legal environment of global competition.

Learners completing the emphasis will be able to demonstrate mastery of the knowledge and skills needed for successful competition in the global environment, expand on the domestic viewpoint by exploring the challenges faced by organizations competing in the global economy including, but not limited to:

- Global operations and strategic planning
- Legal implications of international business
- Cultural considerations in marketing and product demands
- Analysis of contemporary global business practices

Human Resources Management

This emphasis is intended to assist learners as they explore the principles and methods to manage in a human resource department. Learners attain the knowledge to staff in a competitive, team-centered environment and develop ethical decisions in the management of employees and benefits.

Learners completing the emphasis will be able to demonstrate proficiency in the field of human resources and demonstrate knowledge in the field of human resources including, but not limited to:

- Employment laws and practices related to application and hiring procedures and workforce issues
- The design and implementation of a succession plan
- Crisis management planning and integration
- International labor management, compensation and benefits, and diversity protocol

Organizational Development

This emphasis is intended to assist learners as they explore the ability to identify organizational needs, assess alternatives and manage planned change. The curriculum provides the learner with the skills and understanding of organizational structure and culture to then analyze and diagnose problems and techniques to support long-term change.

Learners completing the emphasis will be able to demonstrate knowledge and ability to apply organizational development and intervention techniques and models, and demonstrate knowledge of, job redesign, prescribe techniques for developing organizational culture and climate, and including but not limited to:

- Organizational restructuring and reengineering
- Identifying and planning organizational change.
- Developing and implementing team building techniques
- Analyzing training and development needs of the organization

Quality Management

The quality management emphasis is designed to provide learners with the skills and knowledge needed to advance in service or manufacturing organizations. Learners explore relevant theories and quality improvement processes, in conjunction with application to real world environments and problems.

Learners completing the emphasis will be able to demonstrate knowledge and the ability to define and measure outcomes, implement techniques to achieve increased quality of organizational activities, identify quality control systems, and including, but not limited to:

- Continual quality processes in the production process of goods and services,
- Project management and team functions
- Quantitative decision making tools, theory and statistical process controls
- Capacity management, inventory control and scheduling

Master of Higher Education Administration (MHEA)

The Master of Higher Education Administration program offers areas of emphases in community and technical college administration and leadership. 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. Learners apply relevant theories to real-world higher education case study scenarios. The MHEA program is designed to strengthen the leadership skills for educational administrators.

Teaching Strategies

Each course focuses on applying theory to practice through learning activities like case studies, report writing, problem-based projects, field interviews, group projects, simulation exercises, career mapping, college visitations, catalog analyses, practitioner workshops and instruction, exams, and onsite and asynchronous online discussions. Students will learn how to apply tested and best-practice business techniques like Customer Relationship Management (CRM) and break-even analysis to higher education. The MHEA is offered online.

The MHEA Program concludes with HEA 590 Research Seminar that provides a capstone experience. For the seminar, students conduct independent studies of a topic in higher education administration of special professional value to them. Topic examples might be marketing, fundraising, or technology trends in higher education. Students will submit a written report of their findings. They also will give group presentations of their findings to an audience that may include student peers, faculty members, and outside experts. The group presentation may incorporate PowerPoint™ slides or similar contemporary briefing methods. The capstone research seminar is taken once all core and area of emphasis courses are completed and permits

students to tailor part of their program to explore in greater depth personal professional interests in higher education.

Program Objectives

- The MHEA degree is intended to provide learners opportunities to develop skill-sets and knowledge in areas specific to 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 MHEA exposes learners to current theories, concepts and learning models necessary to assume leadership roles in higher education institutions. Upon successful completion of the MHEA, graduates will be positioned to make a significant contribution to their educational institutions.

Learner Objectives

The MHEA will prepare students to demonstrate specific knowledge in the field of higher education administration including the skills and techniques necessary to enable them to:

- assume leadership positions in higher education,
- adopt best-practice skills and models in higher education finance, curriculum design, legal issues, and distance learning,
- think critically and ethically about the purposes, design, functions and character of higher education organizations and their service to society,
- develop effective decision-making, leadership, management, and analytical skills,
- examine the issues of governance in higher education and institutional adaptation to the changing environment,
- prepare students to make substantive contributions to society through leadership positions in public, not-for-profit, and for-profit higher education institutions,
- provide an opportunity for professional advancement for in-service professionals currently working in higher education institutions.

MHEA Foundational Requirements

To be unconditionally admitted into the graduate program, learners must be able to demonstrate a basic level of knowledge and achievement in the areas of:

Management Principles	BA 210*
Elementary Statistics	MATH 220*
	or completion of an upper division computational mathematics course, or attainment of a satisfactory score in the quantitative portion of the GRE or GMAT
*UIU Course Equivalent	

Such knowledge and achievement can be demonstrated through successful completion (grade C or higher) of undergraduate courses in these areas, and/or successful completion of CLEP/DSST/Excelsior College and/or ACT-PEP testing.

Foundational courses are available through UIU's Undergraduate Program. Transfer credit to fulfill foundational requirements will be accepted following the guidelines on page 11.

Completion of Foundational Requirements

The foundational requirements set forth above must be met by all learners in the MHEA program. Learners without knowledge and achievement in one or more of these areas will be required, before enrollment in graduate level classes, to formulate and implement a plan working with the graduate advisor to rectify this.

Learners must complete all foundational requirements before taking more than six semester credits of graduate level courses. Learners who have not completed required foundational courses will not be allowed to enroll in additional graduate level courses beyond six semester credits until the foundational requirements have been satisfied.

Requirements for a Master of Higher Education Administration Degree

The Upper Iowa University Master of Higher Education Administration degree requires 39 semester credits of graduate level course work with a minimum cumulative grade point average of 3.0 on a 4.0 scale for completion. At UIU, three-semester-credit courses are scheduled in six eight-week terms each year.

The learner chooses an area of emphasis and completes the required courses as outlined in this catalog. The remaining credits of the program are electives selected from courses in the other areas of emphasis or from electives which are relevant to the learner's area of emphasis.

Degree Completion

To receive the Master of Higher Education Administration degree, the learner must successfully complete 39 semester credits of graduate work, including a final research report, and earn a cumulative GPA of not less than 3.0 on a 4.0 scale.

A graduate learner will have five years after initial enrollment in the first of either a foundational or graduate level course to complete the graduate program under the requirements in effect at the time of enrollment. If the learner does not complete the graduate degree program within the five-year period, the requirements in effect at the time of the next enrollment will be used to determine the learner's graduation requirements. If program requirements change, the learner can elect to complete the revised curriculum or to complete under the original curriculum.

Upper Iowa University reserves the right to make changes in its academic regulations and requirements when, in its judgment, the best interests of the institution are served.

Degree Requirements

Master of Higher Education Administration

Learners must complete the core requirements and the requirements for one area of emphasis (leadership or community and technical college administration) for a total of 39 semester credits.

Core requirements:

		Credits
HEA 501	Historical Foundations and Social Considerations of Higher Education	3
HEA 502	Foundations of Educational Research	3
BA/PA 509	Theories of Leadership	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>24</u>

Areas of emphasis:

Community and Technical College Administration

		Credits
HEA 503	Community Colleges and American Education	3
HEA 535	Instructional Design and Delivery of Distance Education	3
HEA 538	Curriculum Development and Design for Community and Technical Colleges	3
HEA 557	Planning and Assessing Two-Year Programs	3
	Graduate Elective	3
		<u>15</u>

Leadership

		Credits
BA/PA 505	Organizational Behavior	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>

Electives selected from courses outside the learner's area of emphasis must be approved by the MHEA program coordinator.

Learning Outcomes for the MHEA and Areas of Emphasis

Learners are expected to demonstrate the skills and attributes necessary to be a successful leader within the area of emphasis:

1. An ability to analyze and present learned concepts and theories within the emphasis area.
2. The ability to articulate and utilize the concepts of vision, strategic planning, problem solving and quality management as they pertain to the emphasis area.
3. A mastery of their discipline.
4. To conduct, apply and synthesize research in the discipline.
5. Appropriate communication and critical thinking skills.

All graduates are expected to complete a capstone experience (report of research) in which a comprehensive understanding of the discipline is demonstrated by a written and PowerPoint™ presentation of the research.

Master of Public Administration (MPA)

The Master of Public Administration (MPA) degree at Upper Iowa University is a professional degree that prepares learners to assume administrative 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 learners with the current theories, concepts and learning models necessary to assume leadership roles in a public sector or nonprofit agency with an emphasis in general study, government administration, health and human services, justice and homeland security, nonprofit organization, or public personnel management. Graduates will be positioned to make significant contributions to their organizations.

Program Objectives

The MPA degree is a flexible, professional degree designed for those who wish to hold management and leadership positions in the government sector or in nonprofit agencies. The program objectives are consistent with those recommended by the National Association of Schools of Public Affairs and Administration.

The program is designed to promote and develop the following:

1. Communication: Convey complex and technical information in a clear, concise manner understandable by the laity.
2. Critical Thinking: Integrate analytical and critical thinking skills into the decision making process.

3. Interdisciplinary: Explain how the practice of public administration is affected by economic, political, and social forces in an increasingly diverse society.
4. Public Interest: Assess the importance and value of upholding the public trust through ethical decision making.
5. Public Policy: Understand the policy making process.
6. Research Methodology: Demonstrate a working knowledge of how the scientific method can be utilized in qualitative and quantitative research.
7. Theory: Utilize public administration theories and concepts to effectively address practical issues facing public administrators.
8. Collaboration: Discuss how to encourage and maintain positive collaborative intergovernmental relationships.

MPA Foundational Requirements

To be unconditionally admitted into the graduate program, learners must be able to demonstrate a basic level of knowledge and achievement in the areas of:

- Coursework or documented practical experience in the fields of political science, finance, economics, management, and statistics 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 learners in the MPA program. Learners without knowledge and achievement in one or more of these areas will be required, before enrollment in graduate level classes, to formulate and implement a plan working with the graduate advisor to rectify this.

Learners must complete all foundational requirements before taking more than six semester credits of graduate level courses. Learners who have not completed required foundational courses will not be allowed to enroll in additional graduate level courses beyond six semester credits until the foundational requirements have been satisfied.

Requirements for a Master of Public Administration Degree

The Upper Iowa University Master of Public Administration degree requires 42 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

To receive the Master of Public Administration degree, the learner must successfully complete 42 semester credits of graduate work, including a final research report, and earn a cumulative GPA of not less than 3.0 on a 4.0 point scale.

A graduate learner will have five years after initial enrollment in the first of either a foundational or graduate level course to complete the graduate program under the requirements in effect at the time of enrollment. If the learner does not complete the graduate degree program within the five-year period, the requirements in effect at the time of the next enrollment will be used to determine the learner's graduation requirements. If program requirements change, the learner can elect to complete the revised curriculum or to complete under the original curriculum.

Upper Iowa University reserves the right to make changes in its academic regulations and requirements when, in its judgment, the best interests of the institution are served.

Degree Requirements

Master of Public Administration

Learners completing the 24-credit MPA core requirements will have a broad overview of the discipline with an understanding of organizations, ethics, policy, and research methods. The 18-credit emphasis areas provide more in-depth knowledge into the areas of health and human services, public personnel management, nonprofit organizations, justice and homeland security, and government administration.

Core requirements:

	Credits
PA 510 Public Administration	3
BA 542 Managerial Statistics	3
PA 517 Research Methods in Public Administration	3
BA/PA 505 Organizational Behavior	3
PA 507 Ethics of Public Service	3
PA 513 Government Budgeting Systems	3
PA 529 Public Policy Formulation, Implementation, and Assessment	3
Capstone:	
PA 590 Research Seminar	3
	<u>24</u>

Areas of emphasis:

General Study

This emphasis area allows learners, 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

This emphasis area is intended for learners who are pursuing leadership positions in local, state, or national government.

	Credits
Graduate Elective	3
Graduate Elective	3
Choose four of the following:	12
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 learners with specialized knowledge of the issues and challenges facing leaders in health and human services organizations.

	Credits
Graduate Elective	3
Graduate Elective	3
Choose four of the following:	12
PA 530 Public Policy and Health Care	
PA 531 Introduction to the Health Care System	
PA 534 Economics of the Helping Professions	
PA 536 Legal Environment of the Helping Professions	
PA 538 Health Care Financial Management	
	<u>18</u>

Justice and Homeland Security

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

	Credits
Graduate Elective	3
Graduate Elective	3
Choose four of the following:	12
PA 508 Terrorism and Politics	
PA 543 Emergency Management: Planning and Response	
PA 552 Correctional Systems Issues and Policy	
PA 554 Theories of Crime and Public Policy	
PA 555 Critical Infrastructure: Vulnerability Analysis and Protection	
PA 558 Psychology of Criminal Behavior	
	<u>18</u>

Nonprofit Organizations

This emphasis is designed to prepare learners with the knowledge and skills necessary to lead organization in the growing nonprofit sector.

	Credits
Graduate Elective	3
Graduate Elective	3
Choose four of the following:	12
PA 515 Grant Writing and Administration	
PA 540 Information Systems and Public Management	
PA 551 Introduction to Nonprofit Governance	
PA 567 Strategic Management for Public and Nonprofit Organizations	
PA 568 Public and Nonprofit Finance	
	<u>18</u>

Public Personnel Management

This emphasis is designed to provide learners with specialized knowledge of the issues and challenges in managing personnel resources in the public and nonprofit sectors.

	Credits
Graduate Elective	3
Graduate Elective	3
Choose four of the following:	12
BA/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	
	<u>18</u>

Internship

Learners 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 learner working on an administrative policy or management issue confronting a public or not-for-profit organization. It is an opportunity for the learner 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 learner. A learner's progress in an internship is monitored by the learner's immediate supervisor at the agency sponsoring the internship and by the instructor.

The learner prepares a report on the internship documenting the experience and its product, indicating the value of the experience for the learner, 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 learner. These reports, along with the learner'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**BA 505 Organizational Behavior 3 credits**

Learners will develop an understanding of organizational behavior by understanding what goes on in the minds of managers and employees when they interact in organizations. Learners will explore motivation as well as individual and group behavior in the communication process. Management for performance will be emphasized. Same as PA 505. Prerequisite: an appropriate management course as determined by the program coordinator.

BA 507 Advanced Law and Ethics 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 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.

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 513 Financial Management 3 credits

Learners will study 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 521 Advanced Managerial Accounting 3 credits**
This course examines the role of management accountants with the organization. A variety of cost measurement and allocation methods is described. The concepts of activity-based management and budgeting are presented. Quality, capacity, and environmental issues are discussed. Prerequisite: Undergraduate degree in accounting or 30 semester credits of undergraduate accounting.
- 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. Learners explore a variety of topics utilizing discussion, researched reports and case analysis. Learners 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. Learners 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 528 Research Process and Design 3 credits**
Research provides leaders the opportunity to gain new knowledge that subsequently can change their understanding of themselves, the business and the business environment. This course explores the use of research to enhance management decisions and improve leadership effectiveness in the production, finance, marketing and management areas of business. Learners explore the importance of business research to fulfill the need for knowledge to make management decisions. The course provides learners with a basic understanding of the types of research, the limitations of different research methodologies, and the outcome of the design of research studies on research results. The course emphasizes understanding and interpretations of research results to provide learners an ability to assess the validity and application of research results in business contexts.
- 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. Learners will examine the choices available to finance businesses and selection of optimal capital structures.
- BA 533 Advanced Accounting Information Systems 3 credits**
Learners 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 542 Managerial Statistics 3 credits**
Introduces students to basic concepts in probability and statistics of relevance to managerial decision making. Topics include basic data analysis, random variables and probability distributions, sampling distributions, interval estimation, hypothesis testing and regression. Problems, cases and examples will be chosen from quality-control applications, finance, marketing and management.
- 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. Learners 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. Learners 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 Behavior, and Organizational Development 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 505 and BA 553.

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

Learners 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 learner 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 learner 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 580 Entrepreneurship 3 credits

Both internal organizational and external entrepreneurship will be explored. The role of the individual as a leader in the management and innovation of change will enable the learner to understand the meaning of entrepreneurship in the technical, economic, and social aspects of an organization. Prerequisites: Business Law, Marketing Principles and BA 513.

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 learner's studies in Business Administration by examining in depth an issue or problem of

significance and special interest to the learner. Research, writing, and presentation skills are employed in this course. Each learner will design his/her own project, subject to approval of the faculty member, in order to fulfill the course requirements. The project shall demonstrate (1) integration of the 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).

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. Prerequisite: Statistics/MATH 220.

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 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 affecting 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 Learners 3 credits

An examination of the adult learner and the exploration of strategies for teaching advising and retaining the adult learner.

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 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 degrees, and certification programs, such as technological, business, transfer, and medical.

HEA 558 Quality Improvement and Accreditation 3 credits

This course is an examination of higher education assessment and accreditation practices and the utilization of quality principles for continuous improvement. Topics include assessment models, assessment practices, quality in higher education, the quality principles and using the quality principles for continuous improvement.

HEA 590 Research Seminar 3 credits

The emphasis serves to integrate the learner's studies in Educational Administration by examining in depth an issue or problem of significance and special interest to the learner. Research, writing, and presentation skills are employed in this course. Each learner

will design his/her own project, subject to approval of the faculty member, in order to fulfill the course requirements. The project shall demonstrate (1) integration of the MHEA program objectives, (2) graduate-level writing skills using APA format, (3) graduate level critical thinking skills and (4) in-depth understanding and application of the objectives of the area of emphasis utilizing appropriate research techniques. A PowerPoint™ supported presentation of the project, suitable for senior-level decision makers, is also required. Prerequisite: completion of all core and area of emphasis courses (may take one area of emphasis course concurrently).

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 510 Public Administration 3 credits
An advanced study of the interaction among public sectors organizations, both not-for-profit and governmental, with various levels of government, including politics, administration, and bureaucratic policy-making at the local, state, and national levels on a broad range of not-for-profit and public systems and entities. Study will include the relationship between government bureaucracies and the political system of the United States.

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 Administration 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 grantwriting. Learners will explore the sources of grants, funding contracts, types of grants and contracts available, and strategies to submit proposals for grants. Using hypothetical programs, learners will prepare and analyze elements of a grant proposal, develop a Request for Proposal (RFP), and make funding recommendations.

PA 517 Research Methods in Public Administration 3 credits
An introduction to the study and application of research designs, methods and theories. Learners will be introduced to the scientific method, theories, quantitative and qualitative research designs and data analysis techniques. Learners will develop the skills necessary to collect, manipulate, analyze, interpret and communicate data. Issues and problems in public administration research will be explored.

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 529 Public Policy Formulation, Implementation, and Assessment 3 credits

Explores theory and issues that affect formulation of policy in public and not-for-profit entities. Examines research methodologies and techniques employed in policy formulation and program assessment. Explores the process by which issues of concern enter into the public debate, are adopted by the political process, are formulated into specific policies and put into practice in government and non-government organizations. Identifies assessment standards and requirements to ensure creation of policies in a manner that facilitates assessing attainment of policy goals. Includes social indicators, quantitative and qualitative methods, and experimental and quasi-experimental designs as used in applied policy formulation and program assessment. Prerequisite: BA 542

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 learners 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 Economics of the Helping Professions 3 credits

Students explore the effect of macro- and micro-economic theory on the design, implementation, and outcomes of health and human services programs. Learners 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 Legal Environment of the Helping Professions 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 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 540 Information Systems and Public Management 3 credits
Explores information systems technologies and policies in the public or nonprofit sectors. Focuses on practical management information systems application in the public sector through case studies and implementation strategies, including topics such as databases, system architecture, data normalization, benefit-cost analysis, and an introduction to programming. General familiarity with personal computers is required. Explores the implications of computer hardware and software issues for public sector management, with particular emphasis on applications of microprocessors. Includes a survey of database management problems, control, resource allocation, communications, and networking issues.

PA 543 Emergency Management: Planning and Response 3 credits
Examines the theory and practice of strategic and operational planning for emergency response. Reviews the principles associated with evaluation of risk and the formulation of prevention programs and response plans. The principles of risk identification and communication, management and coordination of resources, and public education will be examined. Learners will explore contemporary and evolving concepts of disaster planning and response from a governmental perspective. The organizational aspects of emergency management and its position within local, state, and national governments will be discussed from both national and local perspectives. Identifies the issues and policy responses necessary to achieve coordination of agencies and collaboration with appropriate private resources. Cases and scenarios will be examined to apply these concepts in practice.

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 548 Advanced Issues In Public Management 3 credits
Examines how managers in public and nonprofit agencies can secure and utilize legal authority, human resources, and funds to accomplish organizational goals. Employs case studies to explore current problems and emerging issues of public administration.

PA 550 Advanced Criminal Procedure 3 credits
Examines and explores the laws, regulations, rules, and legal precedents governing admissibility and exclusion of evidence in civil and criminal litigation, including judicial notice; examination, competency and privileges of witnesses; relevancy; hearsay; opinion and scientific evidence; documentary evidence; burden of proof and presumptions. This course also addresses both the Federal Criminal Rules of Procedure as well as substantive Federal Criminal Law as applicable

to the law enforcement professional. The course also will address search warrants, including trap and trace, wiretap, and pre-register. The course includes an introduction to and discussion of the Federal Sentencing Guidelines.

PA 551 Introduction to Nonprofit Governance 3 credits
This course is an overview of the issues, controversies, challenges, and opportunities facing administrators of nonprofit organizations. Issues addressed include organizational structure, governance, accountability, strategic planning and ethical decision-making.

PA 552 Correctional Systems Issues and Policy 3 credits
Analyzes selected problems currently confronting corrections professionals in both institutional and community settings. Considers issues such as overcrowding, excessive costs, ineffective programs, corruption, brutality, escapes, inmate violence and uprisings, and corrections officer professionalism. Explores the effect of alternative policies on corrections professionals, incarcerated persons, local communities and society.

PA 554 Theories of Crime and Public Policy 3 credits
Examines theories of crime and sociological principles applied to public policy issues to explore the relationship between scientific analysis of crime and formation of public policy. Integrates policy analysis and criminal justice planning. Explores how to assess proposals intended to reduce crime levels and to improve the effectiveness of policing, adjudication, and corrections.

PA 555 Critical Infrastructure: Vulnerability Analysis and Protection 3 credits
Learners 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. This is done by identifying critical vulnerabilities for each sector, and then building a model of the sector so that it can be "tested" for vulnerabilities. This course examines five fundamental sectors in detail: water, power, energy, telecommunications and the Internet. A secondary level including the chemical industry, transportation, and banking and finance are also reviewed. Supporting technologies such as SCADA are examined in the context of water and power. Each sector and its components is characterized in terms of its vulnerabilities, especially its interdependencies and couplings with other sectors. The emphasis of the course is on how use a model-based vulnerability analysis in order to protect critical sectors.

PA 556 Constitutional Law: Civil Liberties 3 credits
Provides an intensive review of past and recent Supreme Court decisions that interpret Constitutional guarantees and limit government actions. Examines problems of reconciling individual rights with societal concerns about safety and crime prevention. Analyzes the conflicting group interests that arise around issues such as freedom of speech and assembly, church-state relations, equal treatment before the law for members of minority groups, and post-incarceration rights and duties of convicted persons.

PA 558 Psychology of Criminal Behavior 3 credits
Focuses on the major psychological theories of criminal and aggressive behavior. Viewpoints from cognitive, psychodynamic, psychoanalytic, behavioral, social learning, descriptive and developmental psychologists are discussed. Students will also explore theories of congenital and acquired brain defect as causes of criminal behavior. Case examples are used to illustrate the various theories. Specialized topics include alcohol and crime, sex crimes, juvenile delinquency, and women and crime.

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 rulemaking, enforcement, and adjudication. Learners 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 learners to the tools and techniques used by policy analysts. Learners 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. Learners will examine current trends, issues, and controversies involving government-sponsored economic development.

**PA 567 *Strategic Management for Public and
Nonprofit Organizations* 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.

PA 568 *Public and Nonprofit Finance* 3 credits

Learners 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 examining in depth an issue or problem of significance and special interest to the learner. Research, writing, and presentation skills are employed in this course. Each learner will design his/her own project, subject to approval of the faculty member, in order to fulfill the course requirements. The project shall demonstrate (1) integration of the MPA 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).

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.

ACADEMIC EXTENSION RIGHTS, RULES AND REGULATIONS

For official University policy go to
<http://www.uiu.edu/policies>

Upper Iowa University is committed to maintaining a quality educational environment that is safe and healthy, allowing learners to grow personally and professionally. If you have additional questions about these policies and regulations, or need more information, contact a UIU staff member.

Respect for the University Environment

A university is a place where ideas are conceived, explored, discussed, debated, and transformed. In order for this to happen, it must be agreed that all members of the academic community participate in the exchange of ideas in a respectful and courteous manner. Disagreement is expected and valued. By entering the academic milieu with open minds, all members of the university community will experience the intellectual growth that is the essence of the university experience.

In order for the true university experience to benefit all members of the Upper Iowa University community, whether they are participating in classrooms, online or through correspondence, the University enforces the following expectation: all academic discussion and University business will be conducted in a respectful and courteous manner.

Admission to the University implies acknowledgment and acceptance of the University's policies and conduct expectations.

Conduct Expectations

Code of Student Responsibility

As an Upper Iowa University student, your basic responsibilities are outlined below. As a member of the UIU community, you are expected to:

- Become familiar with the policies and procedures explained in the AE University Catalog and Student Handbook, and other published policies.
- Respect the right of freedom of expression of all students, faculty and staff members, following University guidelines for channels of expression.
- Be willing to assume the consequences of your own actions, and avoid conduct that is detrimental in its effect upon other students and the University.
- Recognize designated authority and comply with directives by staff members.
- Practice the rules of good conduct—be truthful, respect the rights of others, and respect and protect private and public property.
- Take the responsibility to meet your financial obligations and University deadlines.
- Take the responsibility for class attendance, in accordance with the instructors' stated attendance policies.

Cheating, Academic Dishonesty and Plagiarism

Because cheating, academic dishonesty and plagiarism are affronts to the university community as a whole, and a denial of the offender's own integrity, they will not be tolerated.

Cheating includes, but is not limited to:

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

Academic dishonesty includes, but is not limited to:

- sharing academic materials knowing they will be used inappropriately,
- accessing another person's work without permission,
- providing false or incomplete information on an academic document,
- changing student records without approval,
- obtaining and using texts or other materials intended for instructor use only.

Plagiarism includes, but is not limited to:

- the presentation of another's published or unpublished work as one's own,
- taking words or ideas of another and either copying them or paraphrasing them without proper citation of the source,
- using charts, graphs, statistics or tables without proper citation.

Detected cheating, academic dishonesty, or plagiarism will result in consequences that may, at the instructor's discretion, include course failure. In addition, an offender may be reported to the senior vice president for Academic Extension, the associate vice president for Academic Extension, or designee for possible disciplinary action, which may include suspension or dismissal from the University. Upper Iowa University may make use of various plagiarism detection services. Individuals, by enrolling in courses offered by the University, consent to submission by the University of course-related assignments to such services and the retention of a copy of such assignments by the service. Cheating, academic dishonesty and plagiarism infractions are tracked by the associate vice president for Academic Extension, and cumulative evidence collected from multiple incidents will be considered when making suspension or dismissal decisions.

Harassment

Sexual Harassment

Upper Iowa University is committed to maintaining a learning environment for students that is free from sexual harassment. The official University sexual harassment policy can be found at <http://www.uiu.edu/policies>.

Academic sexual harassment is the use of authority to emphasize the sexuality of a learner in a manner that prevents or impairs that learner's full enjoyment of educational benefits, climate or opportunities. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when grades or educational progress are made contingent upon submission to such conduct, or when the conduct has the purpose or effect of interfering with the individual's academic performance, or of creating an intimidating, hostile or offensive educational environment.

Sexual harassment can also be student to student or student to faculty/staff member. It includes unwanted attention of any nature that denigrates or ridicules or is intimidating. This may be physical harassment from unwanted touching, groping or the invasion of personal space to sexual assault, rape or indecent exposure. Sexual harassment can be verbal and may include unwanted personal comments or sexual slurs, belittling, suggestive, lewd or inappropriate remarks, explicit 'jokes' or innuendo, and compromising invitations or demands for sexual favors. Examples of non-verbal sexual harassment include, but are not limited to:

- Suggestive looks
- Leering
- Explicit gestures
- Sending sexually explicit email
- Display of pornographic material on University equipment or premises

In determining whether an alleged conduct constitutes sexual harassment, consideration should be given to the record as a whole and to the totality of the circumstances, including the nature of the alleged sexual advances and the context in which the alleged incidents occurred. Retaliation against you for filing a sexual complaint is grounds for a subsequent harassment complaint.

Because of the sensitive nature of the situations involving sexual harassment, and to assure speedy and confidential resolution of grievances, the University has established informal and formal grievance procedures for handling complaints involving sexual harassment. Informal procedures may be used, but are not required, to precede the formal procedures. Please see the end of the harassment section for grievance procedures.

Other Forms of Harassment

Harassment may take many other forms but essentially consists of behavior which is unacceptable to and diminishes the dignity of the recipient(s) and which creates an intimidating, hostile or offensive environment for that individual.

Upper Iowa University is committed to fostering an environment where its students, faculty and staff can work, study and live free from intimidation, aggression, coercion and victimization. The University is particularly determined to eliminate forms of harassment and bullying as it recognizes that such behavior is unacceptable, discriminatory and, in some circumstances, also unlawful.

Incidents of harassment could provide grounds for disciplinary actions that may lead to dismissal or expulsion from the University.

Bullying

Bullying can be broadly defined as behavior which consistently undermines another's confidence, reducing feelings of self-esteem and self-worth. Such behavior may be deliberate, as in a planned campaign, or may arise out of the bully's own immaturity, lack of interpersonal skills and poor self-confidence. It is generally psychological, though rarely physical, and may also be exacerbated by the bully's own susceptibility and reaction to stress. Examples of these behaviors include, but are not limited to:

- Physical or verbal abuse, including threats
- Psychological intimidation, humiliation, excessive and/or unreasonable criticism
- Ostracism/exclusion
- Malicious lies
- "Academic bullying:" i.e. asserting a position of intellectual superiority in an aggressive, abusive or offensive manner; threats of academic failure; public sarcasm and humiliation

Stalking

Stalking is the persistent annoyance of an individual, either in person or in writing, using electronic formats, or by telephone. Stalking can also involve following an individual or spying or alarming the recipient or causing them distress and may involve violence. Some examples of stalking include, but are not limited to:

- making calls or sending emails containing lewd or obscene remarks,
- making calls or sending emails intended to harass, whether or not conversation ensues,
- making the telephone ring repeatedly with intent to harass,
- making phone calls in which conversation ensues solely to harass,
- following an individual with the intent to cause discomfort or harm.

Racial Harassment

Racial harassment is unwanted behavior based on race, ethnic or national origin. It includes verbal threats or insults based on race, ethnicity or skin color, abusive comments about racial origins, ridicule based on cultural grounds, derogatory name calling, racist jokes, damage to property, the display of offensive graffiti or incitement of others to commit any of the above.

Disability Harassment

Disability harassment is unwanted behavior based on disability or impairment. Such behavior may include comments that are patronizing or objectionable to the recipient or which creates an intimidating, hostile or offensive environment for persons with disabilities. Disability harassment includes inappropriate reference to or unwelcome discussion of the impact of disability or refusal to work with persons with disabilities.

Religious Harassment

Religious harassment is unwanted behavior based on religious beliefs or practices. This may take many forms including ridiculing items worn for religious reasons, denigrating religious customs, and dismissive treatment of requests for holidays for religious observances or festivals, or derisory comments against an individual's beliefs.

Sexual Orientation Harassment

Sexual orientation harassment is unwanted behavior based on known or presumed sexual orientation. Such behavior includes name calling, stereotyping, assault, verbal abuse, threatened or unwanted disclosure of sexuality, derogatory comments or intrusive questioning about a person's domestic circumstances.

(Based on information from Loughborough University, Birmingham University and the UK National Workplace Bullying advice line.)

Grievance Procedures

If you feel you have been a victim of harassment and find it necessary to file either an informal or formal grievance with the University, please follow these procedures:

Informal Grievance Procedure

You may discuss a harassment grievance with your program coordinator/director or the University's affirmative action coordinator at 563-425-5394 or at euoperations@uiu.edu. After receiving the complaint, your program coordinator/director or affirmative action coordinator may discuss the matter with all those involved, individually or collectively, in an effort to resolve the matter. If you are not satisfied with the informal efforts, you may then proceed to the formal grievance procedures.

Formal Grievance Procedure

You may initiate formal procedures, or they may be initiated by an administrative official of the University subsequent to a failure to resolve the complaint at the informal level. You may initiate a formal grievance relating to a complaint of harassment either in lieu of informal procedures or where informal efforts appear to have failed.

You may file a written and signed complaint with your program coordinator/director, associate vice president for Academic Extension, senior vice president for Academic Extension or affirmative action coordinator. The complaint shall be submitted as soon as possible after the harassment has occurred, but not more than 60 days after the occurrence.

The official University harassment policy can be found at <http://www.uiu.edu/policies>.

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.

Classroom Expectations

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.

Disruptions

Disruptive classroom behavior is any conduct that substantially interferes with or obstructs the teaching or learning process in the context of a classroom or education setting. As determined by the instructor, it is an individual's conduct that distracts or intimidates others in a manner that interferes with instructional activities or fails to adhere to classroom rules or instructions.

Disorderly conduct or conduct that threatens or endangers the mental or physical health or safety of any person, including, but not limited to: physical abuse, verbal abuse, threats, intimidation, harassment, and coercion may result in immediate removal from the classroom and/or other disciplinary sanctions. All students are expected to respect the right of freedom of expression of other students, faculty and staff members, be willing to assume the consequences of their own actions, avoid conduct that is detrimental in its effect upon other students and the University, recognize designated authority and to comply with directives by staff members and faculty.

Computer Usage Policy

The official University computer usage policy can be found at <http://www.uiu.edu/policies>.

Cell Phones

Cell phones should not be used in the classroom. Students are encouraged to turn cell phones off during class time. If a cell phone must be kept on due to a potential emergency situation, it must be on a silent setting. If an emergency call must be taken during a class, the student must leave the classroom prior to answering the call and not return until the call is completed.

Children in the Classroom

Upper Iowa University students are not allowed to bring children to class. Many topics discussed in college classrooms are inappropriate for children. In addition, children sometimes create distractions for other adult learners.

Guests

Guests are not normally allowed to attend Upper Iowa University classes. Only in the event of an emergency and/or non-routine situation may a student seek an exception to this rule. If not already prohibited in the course syllabus, the request for an exception must be made to the responsible faculty member prior to bringing the guest into the classroom. Faculty members have the authority to decide if guests may be allowed in the classroom. The faculty member and the student will consider issues of safety and may consider the appropriateness of course content in making such decisions. It is the student's responsibility to make sure guests do not disrupt the educational environment of the class. If the guests do cause a disruption, the faculty member shall request or insist that the guest(s) leave or be removed from the classroom.

Pets and Animals

Because of the health risk involved (to humans and pets), only animals assisting disabled students are allowed on University property.

Drugs and Alcohol

It is the University's intent and obligation to provide a drug-free, healthful, safe and secure academic environment.

Possession/Use

1st offense: \$250 fine, disciplinary probation for a minimum of one year, educational sanction

2nd offense: \$250 fine, disciplinary probation until graduation, educational sanction, substance abuse assessment.

3rd offense: Expulsion from the University.

Sale/Distribution

1st offense: Suspension

The official University drugs and alcohol policy can be found at <http://www.uiu.edu/policies>.

The Disciplinary Process

Reprimand and removal from class for one class session are handled by the learning Center or the Center for Distance Education program coordinator/director. All other actions involve a hearing by the Disciplinary Hearing Committee. Disciplinary Hearing Committee consists of the associate vice president for Academic Extension, the regional or program director, and the dean or associate dean of students.

Types of Disciplinary Sanctions

The following types of disciplinary sanctions may be imposed by the University in handling disciplinary cases. All disciplinary actions will be documented in the student's file. The types of actions are listed in ascending order of severity. Fines and restitution may be included in any disciplinary action.

1. Reprimand—verbal or written warning issued by faculty or University administration.
 2. Removal from Class for one class session—determined by faculty and referred to the learning Center or the Center for Distance Education program coordinator/director.
 3. Temporary Suspension—The program directors have the authority to impose a temporary suspension, which becomes effective immediately. The suspended student (and victim—if any) will be informed. Such action will be taken only in those cases presenting clear and present danger of harm to the individual(s) charged, the victim(s), other member of the University community, the educational process, University property, or guest and/or visitors of the University and their property. The student under temporary suspension is denied permission to return to University property or University sponsored activities pending the adjudication by the Disciplinary Hearing Committee and appeal (if appropriate).
 4. Suspension—an interruption of the student's enrollment at the University for a definite stated time. This may be for a short, definitely prescribed period, as set by the Disciplinary Hearing Committee. Generally, the period of time is at least the balance of the current term. The action may be made applicable for the following term, with the student permitted to finish the current term. The student is eligible for consideration for readmission upon petition to the Disciplinary Hearing Committee upon the conclusion of the suspension period.
 5. Dismissal—The student's enrollment is immediately terminated for an indefinite period, usually for a minimum of one calendar year. After the minimum period of dismissal indicated by the Disciplinary Hearing Committee, the student may petition the committee for reinstatement.
 6. Expulsion—The student is permanently excluded from the University and is not eligible for consideration for readmission.
 7. Other sanctions as deemed appropriate by the University may include, but are not limited to, fines and restitution.
2. To ask questions of the committee. To pose questions for witnesses in writing which, at the discretion of the committee, may be asked.
 3. To refuse to answer questions.
 4. To receive an expeditious hearing of the case.
 5. To be represented by another student, staff or faculty member as an advisor. A non-University person may not serve as an advisor, since this is not a legal hearing.
 6. An explanation of the decision. The committee will inform the student if a decision has been reached at the conclusion of the hearing. In addition, the final decision will be sent in writing to the student within 24-business-hours. The student will be notified of the right of appeal.
 7. The final letter goes into the student's file. A copy of the full record of the findings goes to the associate vice president for Academic Extension or to the International Office.

If a student is suspended, dismissed or expelled, that student's tuition and fees are not refundable. At the time of a student's suspension or dismissal, all outstanding financial obligations to the University must be met. A student under suspension may not apply for readmission until these obligations are first cleared.

The committee collects evidence of the incident, interviews witnesses of the incident and prepares a written report. The student is notified of a hearing date and time and given a copy of the written report. At the hearing, the respondent is entitled to the following:

1. To appear in person to present a defense to the hearing body and to call witnesses. Witnesses must have observed the situation or have supporting evidence. All witnesses are required to submit written statements one day in advance of the hearing. (If the respondent does not appear, the hearing will be held and a decision will be made.)

Disciplinary Record and Reports

Confidential records of all misconduct reports, investigations and disciplinary actions are maintained by and kept in the Office of Student Development. Those individuals who are a part of the University community who have a need to know will be granted access as approved by the associate vice president for Academic Extension. Victims of sexual assault are entitled to know the outcome and sanction of the disciplinary hearing in which they are involved.

Upon written request, the alleged victim of a crime of violence or a non-forcible sex offense may be informed of the final determination of the University disciplinary hearing. The same right is granted to allege victims' next of kin in the event of the victims' death.

Right of Appeal

Appeals must be filed in writing within 24-business-hours after receiving notice of the hearing decision. Appeals should be sent to the senior vice president for Academic Extension. The decision of the senior vice president or designee will be made within 24-business-hours.

Student Protections

The official University nondiscrimination policy can be found at <http://www.uiu.edu/policies>.

Disability Services

Because scheduling classes in accessible facilities may require reasonable advanced planning, people with disabilities accepted for admission should identify themselves to their program coordinator/director no later than three months prior to the start of their entry term.

The University will make accommodations only for those learners who report a learning, psychological or physical disability and provide appropriate documentation. It is the learner's responsibility to report a disability in a timely manner as well as arrange and pay for all disability assessments.

For appropriate accommodations to be made, necessary documentation of the relevant disability filed with federal or state agencies and/or from prior schools and colleges must be on file with your program coordinator/director. The procedure is as follows:

1. Complete an "Accommodation Request and Release" form available at your program office.
2. Provide written documentation of disability to your program coordinator/director.
3. After documentation is received, a meeting will be held with your program coordinator/director and, if necessary, a faculty representative to assess learner needs and recommend reasonable accommodations. The disability compliance coordinator may also be involved. Accommodation is based on each individual learner's needs.
4. Re-apply for accommodations and services for each new term.

Grievance Procedure:

If you feel that you are not receiving reasonable/appropriate accommodations for your disability, you may contact the disability compliance coordinator (director of operations, Academic Extension at euoperations@uii.edu). Your grievance will be investigated and resolved in a fair and timely manner and may include an appeal to the senior vice president for Academic Extension.

AIDS

The official University AIDS policy can be found at <http://www.uui.edu/policies>.

Informal Affirmative Action/Section 504/ Title IX Hearing Committee & Grievance Procedure

The University provides procedures to ensure that all learner grievances will be given a fair hearing. You may use any of the University grievance procedures provided to refer grievances, including the informal and formal Affirmative Action/Section 504/Title IX Hearing Committee and Grievance Procedures. Your use of these procedures does not in any way change your status with the University.

You may discuss possible grievances with the Affirmative Action/Section 504/Title IX Coordinator for the Academic Extension, by calling 563-425-5394 or emailing euoperations@uii.edu.

Student Records/Release of Student Information

In compliance with the Family Education Rights and Privacy Act of 1974, Upper Iowa University has established and maintained a policy of access to and release of student record information. The policy statement is found in the Registrar's Office and other offices where records are maintained and at <http://www.uui.edu/policies>.

Online Postings

Students are reminded that pictures and information posted on the Internet via programs such as MySpace and Facebook are public information. Pictures or information from these sources that describe or document behavior that is brought to the attention of the University, and which reasonably suggest that behav-

ior violating University policy has taken place on campus or at a University-sponsored function off-campus, is subject to further investigation and verification by the University. Any University policy violations that are documented as a result of such an investigation may result in appropriate disciplinary action by the University. Additionally, students should be aware that employers also have access to these postings, and that it is increasingly a practice of employers to search the web for information on candidates for hire or employees being considered for promotion. Anything posted on a web site should be considered as (1) available to everyone and (2) available forever.

Directory Information

The University may, at its discretion, provide directory information in accordance with the provisions of the Privacy Act. The following information has been designated as public and may be disclosed by the University for any purpose: student name, home and email address, home and cellular telephone numbers; date and place of birth; dates of attendance; major field of study; academic classification and schedule of classes; previous institution(s) attended; awards; honors and degrees conferred, including dates.

While currently enrolled, you may withhold disclosure of directory information under the Privacy Act. You must notify your program office, in writing, within two weeks after the first day of classes. Requests for nondisclosure will be honored by the University for only one academic year; therefore, authorization to withhold directory information must be filed annually with the learning Center or the Center for Distance Education Program office.

Safety

In case of fire, your responsibility is to protect yourself by leaving the building in a calm, orderly manner. Find out where the nearest fire alarm box is, and learn the correct way to start the alarm. Also, study the instructions for the operation of nearby fire extinguishers.

Campus Security

Upper Iowa University is committed to creating an environment that promotes the intellectual, social, emotional, spiritual or ethical, and physical well-being of its community members. The commitment includes encouraging and reinforcing healthy, responsible living and respect for campus standards and regulations, and community laws. Academic Extension staff work with local law enforcement officials to provide a secure environment for learners. A campus security report is published and distributed annually. More information is available from your center coordinator.

Tobacco Free

"Pursuant to the law of the State of Iowa, Upper Iowa University is designated as a smoke free environment. As such, smoking shall be prohibited and a person shall not smoke in University buildings or on University grounds." The Upper Iowa University Board of Trustees unanimously adopts a policy of no tobacco use in all University buildings. This policy is adopted for the health and safety of the University community. Revised and effective July 1, 2005.

UPPER IOWA UNIVERSITY ADMINISTRATION



Division of Business

Gerald Poppe, Assistant Professor of Public Administration and Master of Public Administration Coordinator, *B.S. Business Administration, University of Wisconsin-River Falls, M.P.A. Northern Michigan University, Marquette, MI, Ph.D. University of Wisconsin-Milwaukee*

Betty Whitesell, Assistant Professor of Business and Master of Business Administration Coordinator, *B.S., M.B.A. Regis University, Ph.D. Capella University*

David Eicher, Assistant Professor of Business (Hong Kong) *B.S. Regis University, M.A., Ph.D. University of Phoenix*

Chris Kragnes, Assistant Professor of Business, *B.B.A. Baker University, M.B.A. Drake University, J.D. Drake University*

James Lyttle, Assistant Professor of Business *B.A. Wilfried Laurier University, M.B.A. Richard Ivey School, Ph.D. Schulich School of Business*

Steven Smith, Assistant Professor of Business, *B.S. Mount Scenario College, M.S. Cardinal Stritch*

Division of Liberal Arts

Shelby Kaura, Assistant Professor of Human Services, *B.S. Iowa State University, M.S. Iowa State University, Ph.D. Iowa State University*

Steven Stein, Assistant Professor of Psychology, *B.S., M.S. City College of New York, Ph.D. University of Wisconsin-Madison*

Dr. Richard Pohl, Associate Professor of Psychology (Hong Kong), *B.S. Iowa State, Ph.D. University of Minnesota University*

Division of Education

M. Graeme Armstrong, Assistant Professor of Education and Master of Higher Education Administration Coordinator, *B.A. Simpson College, M.A.B.L. Upper Iowa University, Ph.D. Iowa State University*

Jill Buchan, Assistant Professor of Education, *B.A. Upper Iowa University, M.S.E. Drake University*

Latisha Smith, Assistant Professor of Education, *B.A. University of Northern Iowa, MEd. Upper Iowa University*

Division of Science and Mathematics

Victor Liu, Assistant Professor of Information Technology, *B.E. Shandong University, M.S. University of Alabama, Ph.D. University of Alabama*

University Administration

Alan G. Walker, Ph.D., President

Donald Aungst, Senior Vice President for Business and Chief Financial Officer

David Chown, Ph.D., Chief Academic Officer and Senior Vice President of the Residential University

Wendell Snodgrass, Vice President for Advancement, Development & Alumni Relations

Jobyna Johnston, Vice President for Admissions and Financial Aid

Richard Patrick, Ph.D., Dean of Faculty

Louise Scott, Dean of Student Development

Holly Streeter, Registrar

TBD, Director of Career Development

Academic Extension Administration

William Duffy II, Ed.D., Senior Vice President for Academic Extension

TBD, Associate Vice President for Academic Extension

Wayne Converse, Executive Director, South Central Region

Fritz Oppenlander, Executive Director, North Central Region

Peggy Chown, J.D., Executive Director,

Center for Distance Education

Barbara Schultz, Associate Executive Director,

Center for Distance Education

Kathy Wenthold, Director of Operations, Academic Extension

International Program Administration

Christopher Sanders, Vice President for International Programs

Edwin Tan, Director of International Studies, Asia Region

Kalai Ponniah, Malaysia Program Coordinator

INDEX

A

Academic Dishonesty, Policy, 100
 Academic Extension Rights, Rules and Regulations, 99
 Academic Policies, 23
 Academic Renewal, 27
 Academic Status
 Graduate, 82
 Undergraduate, 26
 Academic Suspension, 26
 Academic Warning, 26
 Accounting, Learning Outcomes, MBA, 87
 Accounting Emphasis, MBA, 86
 Accounting Major, 31
 Accounting Minor, 40
 Accreditation, 8
 ACE Approved Credit, 11
 Additional Coursework, Graduate, 80
 Address Change, 10
 Administrative Withdrawal
 Center, 16
 Graduate, Online, 78
 Graduate, Center, 79
 Independent Study, 18
 International, 23
 Online Undergraduate, 21
 Admission Procedures, Undergraduate, 9
 Admission Requirements, Graduate, 76
 Admission to Student Teaching, 44
 Admission to the Teacher Education Program, 44
 AIDS, Policy, 104
 All Social Science for Teacher Licensure, 51
 Appeal for Reinstatement
 Graduate, 83
 Undergraduate, 26
 Application for Admission, 111
 Application for Graduation
 Graduate, 83
 Undergraduate, 28
 Application Procedure, Graduate, 76
 Applying for Admission
 Graduate, 76
 Undergraduate, 9
 Areas of Emphasis, Graduate
 Master of Business Administration, 86
 Master of Higher Education Administration, 89
 Master of Public Administration, 91
 Associate of Arts Degree Requirements, 30
 Associate of Arts Degrees
 General Business, 31
 Liberal Arts, 31
 Attendance, Policy, 102
 Auditing
 Center, 15
 Independent Study, 17
 Online, 20

B

Bachelor Degrees
 Accounting, 31
 Business Administration, 32
 Communications, 34
 Criminal Justice, 34
 Elementary Education, Iowa Only, 46

Emergency and Disaster Management, 35
Financial Management, 32
Health Services Administration, 35
Human Resources Management, 33
Human Services, 36
Interdisciplinary Studies, 36
Management, 33
Management Information Systems, 33
Marketing, 34
Nursing, 37
Psychology, 37
Public Administration, 38
Social Science, 39

Bachelor of Science Degree Requirements, 30
 Budgeting, Undergraduate, 15
 Bullying, Policy, 101
 Business Administration Major, 32
 Business Core, 31

C

Campus Security, Policy, 104
 Career Services
 Graduate, 84
 Undergraduate, 28
 Cell Phones, Policy, 102
 Center Administration Withdrawal, 16
 Center Courses, Audited, 15
 Center for Distance Education, 16
 Center Program Information
 Graduate, 79
 Undergraduate, International, 22
 Undergraduate, U.S., 15
 Center Program Learning Options, 16
 Center Program Refund Policy and Course Withdrawal, 15
 Center Program Registration
 Graduate, 79
 Undergraduate, International, 22
 Undergraduate, U.S., 15
 Center Term Dates, 15
 Certificate Programs
 Emergency and Disaster Management, 53
 Human Resources Management, 53
 Marketing, 53
 Organizational Communications, 53
 Organizational Leadership, 53
 Changes in Registration
 Graduate, Online, 78
 Graduate, U.S. Centers, 79
 International Centers, 22
 Undergraduate, Online, 21
 Undergraduate, U.S. Centers, 15
 Cheating, Academic Dishonesty and Plagiarism, Policies, 100
 Checkpoints, Education
 Checkpoint 1, 43
 Checkpoint 2, 44
 Checkpoint 3, 44
 Checkpoint 4, 45
 Children in the Classroom, Policy, 102
 Class Attendance,
 International Center, 23
 U.S. Center, 16
 Class Cancellations
 International Center, 23
 U.S. Center, 16
 Class Status, 24
 Classification of Learners
 Graduate, 80

- Undergraduate, 23*
 Classroom Expectations, Policy, 102
 Code of Student Responsibility, Policy, 99
 Collaborative Learning, Online
 Graduate, 78
 Undergraduate, 21
 Commencement
 Graduate, 83
 Undergraduate, 28
 Communications Concerning Your Studies,
 Independent Study, 19
 Communications Major, 34
 Communications Minor, 41
 Community and Technical College Administration Emphasis, 89
 Completion of Foundational Requirements
 Master of Business Administration, 85
 Master of Higher Education Administration, 88
 Master of Public Administration, 90
 Completion of Student Teaching, 45
 Computer Usage Policy, 102
 Conduct Expectations, Policy, 99
 Core Requirements
 Master of Business Administration, 86
 Master of Higher Education Administration, 89
 Master of Public Administration, 91
 Corporate Financial Management Emphasis, MBA, 86
 Corporate Financial Management, Learning
 Outcomes, MBA, 87
 Cost to Attend
 Graduate, 77
 Undergraduate, 14
 Course Attendance, Online
 Graduate, 78
 Undergraduate, 21
 Course Descriptions
 Graduate, 92
 Undergraduate, 55
 Course Expectations, Graduate, 78
 Course Loads
 Graduate, 80
 International, 22
 Undergraduate, 24
 Course Participation, Online
 Graduate, 78
 Undergraduate, 21
 Course Syllabi, Independent Study, 18
 Course Withdrawal
 Center, 15
 Independent Study, 17
 Graduate, 80
 International, 22
 Online, 20
 Credit by Examination, 11
 Credit, Academic Policy, 24
 Criminal Justice Major, 34
 Criminal Justice Minor, 41
 Curriculum
 Master of Business Administration, 86
 Master of Higher Education Administration, 89
 Master of Public Administration, 90
- D**
 Dean's List, 27
 Degree Completion
 Master of Business Administration, 85
 Master of Higher Education Administration, 89
 Master of Public Administration, 90
- Degree Requirements
 Master of Business Administration, 86
 Master of Higher Education Administration, 89
 Master of Public Administration, 91
 Delivery and Schedule, Online
 Graduate, 79
 Undergraduate, 20
 Diploma, release of, 15
 Diploma/Transcripts, Graduate, 84
 Directed Study, Center, 16
 Directory Information, Policy, 104
 Disability Harassment, Policy, 101
 Disability Services, Policy, 103
 Disciplinary Process, Policy, 102
 Disruptions, Policy, 102
 Distance Education, International, 23
 Drop/Withdrawal Procedures
 Graduate, 78
 Undergraduate, 21
 Drugs and Alcohol, 102
- E**
 Education Requirement, Professional, 45
 Elementary Education Major, 46
 Emergency and Disaster Management Certificate, 53
 Emergency and Disaster Management Major, 35
 Emergency and Disaster Management Minor, 41
 Endorsement Areas, Teacher Education, 43
 Endorsement Available, Teacher Education, 46
 Endorsements, Education, 43
 English/Language Arts K-8 Endorsement, 47
 English Proficiency Requirements, 10
 ESL K-12 Endorsement, 47
 Examinations, Independent Study, 19
 Excused Absences/Leaves of Absence
 Graduate, 79
 International, 23
 Undergraduate, 16
 Expectations for Student Learning, 8
 Experiential Learning Credit, 11
 Experiential Learning Portfolio Credit, 12
 Extensions, Independent Study, 19
- F**
 Field Experience, Education, 44
 Financial Management Major, 32
 Financial Management Minor, 40
 Financial Aid
 Independent Study, 18
 Graduate, 77
 Undergraduate, Center, 15
 Undergraduate, Online, 21
 Fire Science and Law Enforcement Emphasis, 38
 Formal Grievance Procedures, Policy, 101
 Foundational Requirements, Graduate
 Master of Business Administration, 85
 Master of Higher Education Administration, 88
 Master of Public Administration, 90
- G**
 General Business (Associate of Arts), 31
 General Business for Teacher Licensure, 49
 General Business Minor, 41
 General Education Requirements, 30
 General Information
 Graduate Program, 75
 Undergraduate Program, 7

- General Study Emphasis, MPA, 91
 Global Business Emphasis, MBA, 86
 Global Business, Learning Outcomes, MBA, 87
 Government Administration Emphasis, MPA, 91
 Grade Appeal Process
 Graduate, 82
 Undergraduate, 25
 Grading System
 Graduate, 81
 Undergraduate, 24
 Graduate Cost to Attend, 77
 Graduate Course Descriptions, 92
 Graduate Financial Aid, 77
 Graduate Program General Information, 76
 Graduate Program, 75
 Master of Business Administration, 84
 Master of Higher Education Administration, 88
 Master of Public Administration, 90
 Graduate Standard of Academic Progress, 82
 Graduation and Beyond
 Graduate, 83
 Undergraduate, 28
 Graduation and Commencement, International, 23
 Graduation Application
 Graduate, 83
 Undergraduate, 28
 Graduation Honors, Undergraduate, 28
 Graduation Requirements, Graduate, 84
 GRE/GMAT, Graduate, 76
 Grievance Procedures, Policy
 Formal, 101
 Informal, 101
 Guests, Policy, 102
- H**
- Harassment, Policy, 100
 Health and Human Services, MPA, 91
 Health Services Administration Major, 35
 Health Services Administration Minor, 41
 History, 4
 Human Research Subjects, Use of, 27
 Human Resources Management Certificate, 53
 Human Resources Management Emphasis, MBA, 86
 Human Resources Management Major, 33
 Human Resources Management Minor, 40
 Human Resources Management, MBA, 87
 Human Services Major, 36
 Human Services Major with SWTC, 36
- I**
- Independent Study
 Administrative Withdrawal, 17
 Auditing Courses, 17
 Exams, 19
 Extensions, 19
 Financial Aid, 17
 Lesson Submission, 18
 Program Guidelines, 18
 Program Information, 16
 Program Open Enrollment, 17
 Program Registration, 17
 Programs, Majors and Courses, 16
 Refund Policy and Course Withdrawal, 17
 Time Limits, 19
 Individual Guidance and Instruction, 18
 Informal Affirmative Action/Section 504/Title IX Hearing, 104
 Informal Grievance Procedure, Policy, 101
- Instructional Strategist I K-8 Endorsement, 47
 Instructional Strategist I 5-12 Endorsement, 48
 Instructional Strategist II K-12 Endorsements, 48
 Interacting with University Personnel
 International, 23
 Policy, 102
 Interdisciplinary Studies Major, 36
 International Center Course Delivery and Schedule, 22
 International Center Information, 22
 International Center Program Registration, 22
 International English Language
 Testing System (IELTS), 9, 10, 22, 76
 International Online Program Information, Graduate, 78
 International Student Admission, 9
 International Students – U.S. Center/CDE Program, 9
 Internship, Center, 16
 Internship, MPA, 92
- J**
- Justice and Homeland Security Emphasis, MPA, 91
- L**
- Law Enforcement and Fire Science Credit, 12
 Law Enforcement and Fire Science Emphasis, 38
 Leadership Emphasis, 89
 Learner Objectives
 Master of Business Administration, 85
 Master of Higher Education Administration, 88
 Learning Management System, 22
 Learning Outcomes for the MBA and Areas of Emphasis, 86
 Learning Outcomes for the MHEA and Areas of Emphasis, 89
 Leaves of Absence/Excused Absences
 Graduate, 79
 International, 23
 Undergraduate, 16
 Lesson Submission, Independent Study, 18
 Letter of Concern
 Graduate, 82
 Undergraduate, 26
 Liberal Arts (Associate of Arts), 31
 Library Resources
 Graduate, 81
 Undergraduate, 24
- M**
- Major in All Social Science 5-12, 52
 Major in Elementary Education, 46
 Major in General Business, Teacher Licensure, 50
 Major in Social Science, Teacher Licensure, 50
 Major Programs of Undergraduate Study, 29
 Malaysia University Examination Test (MUET), 10
 Management Certificate, 53
 Management Major, 33
 Management Minors, 40
 Management Information Systems Major, 33
 Marketing Certificate, 53
 Marketing Major, 34
 Marketing Minors, 40
 Master of Business Administration, 84
 Master of Higher Education Administration, 88
 Master of Public Administration, 90
 MBA Core Requirements, 86
 MBA Foundational Requirements, 85
 Method of Payment, 15
 MHEA Core Requirements, 89
 MHEA Foundational Requirements, 88
 Michigan English Language Assessment Battery

- (MELAB), 10
 Middle School Grades 5-8 Endorsement, 48
 Military Credit, 12
 Military Spouse Program, 13
 Minor Concentrations
 Accounting, 40
 Communications, 41
 Criminal Justice, 41
 Emergency and Disaster Management, 41
 Financial Management, 40
 General Business, 41
 Health Services Administration, 41
 Human Resources Management, 40
 Information Technology, 42
 Management, 40
 Marketing, 40
 Psychology, 42
 Public Administration, 42
 Sociology, 42
 Mission Statement, 2
 MPA Core Requirements, 91
 MPA Foundational Requirements, 90
 MPA Internship, 92
 Multiple Masters Degrees, 80
- N**
 Name and Address Change, 10
 Non-Attendance, Online
 Graduate, 78
 Undergraduate, 21
 Non-Degree Seeking Learners
 Graduate, 77
 Undergraduate, 10
 Nonprofit Organizations Emphasis, MPA, 91
 Nursing Major, 37
- O**
 Official Status, Undergraduate, 24
 Online Administrative Withdrawal, 21
 Online Changes in Registration, 21
 Online Course Expectations, Graduate, 78
 Online Delivery and Schedule, Undergraduate, 20
 Online Postings, Policy, 104
 Online Program Guidelines, Undergraduate, 21
 Online Program Information
 Graduate, 77
 Undergraduate, U.S., 20
 Online Program Registration
 Graduate, U.S., 77
 Graduate, International, 78
 Undergraduate, 20
 Online Refund Policy and Course Withdrawal, 20
 Organizational Communications Certificate, 53
 Organizational Development Emphasis, MBA, 86
 Organizational Development, MBA, 87
 Organizational Leadership Certificate, 53
 Other Forms of Harassment, Policy, 100
 Overseas Postage, Independent Study, 18
 Overview of Teacher Education Program, 43
- P**
 Pets and Animals, Policy, 102
 Plagiarism, Policy, 100
 Policies, 99
 Postage, Independent Study, 18
 PreK-Grade Three Including Special Education Endorsement, 46
 Pre-kindergarten-Grade Three Endorsement, 47
 Pre-kindergarten-Grade Three
 Including Special Education Major, 49
 Pre-kindergarten-Grade Three Major, 49
 Pre-kindergarten-Kindergarten Endorsement, 46
 Pre and Post Assessment Test (PPAT), Graduate, 76
 Prerequisites, Foundational Requirements, Graduate Program
 Master of Business Administration, 85
 Master of Higher Education Administration, 88
 Master of Public Administration, 90
 Proctoring Exams, Independent Study, 19
 Professional Education Core Requirements, 45
 Program Information
 Center, 15
 Independent Study, 16
 International, 22
 Online Undergraduate, 20
 Master of Business Administration, 84
 Master of Higher Education Administration, 88
 Master of Public Administration, 90
 Program Objectives, Graduate Program
 Master of Business Administration, 85
 Master of Higher Education Administration, 88
 Master of Public Administration, 90
 Programs, Majors and Courses
 Independent Study, 17
 Online Undergraduate, 20
 Undergraduate, U.S. Centers, 15
 Psychology Major, 37
 Psychology Minor, 42
 Public Administration Major
 Core, 38
 Fire Science Emphasis, 38
 General Emphasis, 38
 Law Enforcement Emphasis, 38
 Public Administration Minor, 42
 Public Personnel Management Emphasis, MPA, 92
- Q**
 Quality Management Emphasis, MBA, 86
 Quality Management, Learning Outcomes, MBA, 88
- R**
 Racial Harassment, Policy, 101
 Reading K-8 Endorsement, 47
 Reading 5-12 Endorsement, 47
 Readmission
 Graduate, 83
 Undergraduate, 26
 Record Maintenance, International, 23
 Reenrollment
 Graduate, 83
 Undergraduate, 26
 Reentry after Suspension
 Graduate, 83
 Undergraduate, 26
 Refund Policy and Course Withdrawal
 Center, 15
 Independent Study, 17
 International, 22
 Online Undergraduate, 20
 Graduate, 80
 Registration
 Center, 15
 Independent Study, 17
 International Centers, 22
 Online, 20
 Graduate, Online, 77

Graduate, Center, 79
 Registration Status
 Graduate, 80
 Undergraduate, 23
 Release of Student Information and Records, 104
 Release of Transcript and Diploma, 15
 Religious Harassment, Policy 101
 Requirements for a Bachelor of Science Degree, 30
 Requirements for a Masters Degree
 Master of Business Administration, 85
 Master of Higher Education Administration, 89
 Master of Public Administration, 90
 Requirements for Admission
 Graduate, 72
 Undergraduate, 9
 Requirements for an Associate of Arts Degree, 30
 Respect for University Environment, Policy, 99
 Right of Appeal, Policy, 103
 Rules and Regulations, Academic Extension, 99

S

Safety, Policy, 104
 Servicemembers Opportunity Colleges, 12
 Sexual Harassment, Policy, 100
 Sexual Orientation Harassment, Policy, 101
 SOC Consortium, 12
 SOC Degree Network System, 12
 Social Science for Teacher Licensure, 50
 Social Science K-8 Endorsement, 47
 Social Science Major, 39
 Sociology Minor, 42
 Special Project, Center, 16
 Stalking, Policy, 101
 Standard of Academic Progress, 26
 Standard of Academic Progress and Financial Aid
 Graduate, 83
 Undergraduate, 27
 Status, Academic
 Class, 24
 Official, 24
 Registration, 23
 Student Protections, Policy, 103
 Student Records/Release of Student Information, 104
 Student Teaching, 44
 Supplementary Reading, Independent Study, 18
 Suspension, Academic
 Graduate, 83
 Undergraduate, 26

T

Table of Contents, 6
 Teacher Education, 42
 Teaching Strategies
 Master of Business Administration, 84
 Master of Higher Education Administration, 88
 Technical Requirements, Online
 Graduate, 79
 Undergraduate, 22
 Term Dates, U.S. Center, 15
 Test of English as a Foreign Language (TOEFL), 10
 Textbooks
 Graduate, 81
 Undergraduate, 24
 Time Limits, Independent Study, 19
 Tobacco Free, Policy, 104
 Transcript Requests
 Graduate, 84

Undergraduate, U.S. Center, 28
 Undergraduate, International, 23
 Transcripts, release of, 15
 Transfer of Credit
 Graduate, 76
 Undergraduate, 11
 Transferring to Fayette Campus, International, 23
 Tuition and Fees, International, 22
 Types of Disciplinary Sanctions, Policy, 102

U

Undergraduate Course Descriptions, 55
 Undergraduate Program General Information, 7
 Undergraduate Financial Aid, 15
 Undergraduate Program Cost to Attend, 14
 University Locations, Front Cover
 University Policies, 99
 Upper Iowa University Administration, 105
 U.S. Center Program Information
 Graduate, 79
 Undergraduate, 15
 U.S. Online Program Information
 Graduate, 77
 Undergraduate, 20
 Use of Human Research Subjects, 27

V

Validation of Enrollment
 Graduate, U.S. Center, 79
 Graduate, U.S. Online, 78
 Undergraduate, U.S. Center, 16
 Undergraduate, U.S. Online, 21
 Vision Statement, 2

W

Warning, Graduate, 82
 Welcome, 1
 Work Sample, Education, 45
 Writing Style Guide
 Graduate, 81
 Undergraduate, 24

Application for Undergraduate Admission – ACADEMIC EXTENSION: Part I

Name: _____
Title or Rank First (Given) Middle Last (Family) Maiden

Mailing Address: _____
Number, Street or P.O. Box City State Zip

Contact Phone: _____ Social Security Number: _____

Email Address: _____ Fax Number: _____

Date of Birth: _____ Gender: M F First person in immediate family to attend college: Yes No

Marital Status: Single Married Will attend Upper Iowa University: Full-Time Part-Time

Father's Educational Level: High School College/Beyond Mother's Educational Level: High School College/Beyond

Are you a U.S. Citizen? Yes No If no, state country of citizenship: _____

Ethnicity: Please answer both of these questions (**for reporting purposes only**).

1. Do you consider yourself to be Hispanic/Latino? Yes No

2. In addition, select one or more of the following racial categories to describe yourself:

American Indian or Alaska Native Asian Black or African American
 Native Hawaiian or Pacific Islander White Choose not to respond

Employer: _____ Job Title: _____

Work Address: _____ Work Phone: _____

How did you learn about Upper Iowa University? _____

If you were referred to UIU by one of our corporate or articulation partners, note here: _____

Which program will you be applying for? _____ Anticipated Start Date: _____
Location

Military Status: Active Duty Military Family Member Reserve
(Check one, if applicable) National Guard Retired Military (Veteran) Other
Branch _____

Application for Undergraduate Admission – ACADEMIC EXTENSION: Part II

Check your center, program, or www.uui.edu for availability of degrees, majors, minors and certificates.

Please Indicate Interest: Transient (non-degree seeking) Associate of Arts, Liberal Arts Associate of Arts, General Business
 Bachelor of Science Bachelor of Arts in Elementary Education (IA only)

Certificates In: Emergency and Disaster Mgmt Management Organizational Leadership
 Human Resources Mgmt Marketing Organizational Communications

Bachelor of Science, Majors In: Accounting Human Services Public Administration, Law Enforcement
 Business Administration Interdisciplinary Studies Public Administration, Fire Science
 Communications Management Secondary Ed, Social Science (IA)
 Criminal Justice Management Information Systems Secondary Ed, All Social Science (IA)
 Emergency Disaster Management Marketing Secondary Ed, Business (IA)
 Financial Management Nursing Social Science
 Health Services Administration Psychology
 Human Resources Management Public Administration, General

Minors In (optional): Accounting General Business Psychology
 Communications Health Services Administration Public Administration
 Criminal Justice Human Resources Management Sociology
 Emergency and Disaster Mgmt Management
 Financial Management Marketing

Board of Education Examiners License Endorsements (IA only): #100 Prek-Grade 3 inc. Spec. Ed. #157 American Gov't 5-12 #261 Inst Strat I Mild/Mod 5-12
 #102 Teacher El Class K-6 #158 American History 5-12 #263 Inst Strat II Bhvr Dsdr/Lrn Dsb K-12
 #103 Prek-K #160 Economics 5-12 #264 Inst Strat II Mental Disabilities K-12
 #104 ESL Teacher K-12 #163 Psychology 5-12 #1171 Business-All 5-12
 #106 Prek-Grade 3 #164 Social Studies K-8 #1821 Middle School Language Arts 5-8
 #119 Eng/Lang Art K-8 #165 Sociology 5-12 #1822 Middle School Math 5-8
 #148 Reading K-8 #186 All Social Science #1823 Middle School Science 5-8
 #149 Reading 5-12 #260 Inst Strat I Mild/Mod K-8 #1824 Middle School Social Studies 5-8

Complete Parts III & IV on Other Side

Application for Undergraduate Admission – ACADEMIC EXTENSION: Part III

Previous Education:

High School: _____
Name of High School Address Graduation Date

College/University/Technical or Vocational Schools: _____
List all institutions previously attended. Failure to disclose this information is grounds for denial of admission or dismissal from the University. Dates of Attendance from _____ to _____ Credit Hours: _____

Credit by Examination: CLEP DSST PEP Other _____

Application for Undergraduate Admission – ACADEMIC EXTENSION: Part IV

Payment Options (check if you are planning to use any of the following):

Financial Aid Tuition Assistance Veterans Benefits Other _____

For payment of the \$50 non-refundable application fee:

enclosed is a check/money order or charge my: VISA Mastercard Discover
Credit Card #: _____ Expiration Date: _____

I will consent to the release of information such as name, photo and testimonial for promotional purposes. Yes No

I have received and read the materials on the Upper Iowa University program and fully understand the contents. I CERTIFY that the information on this application is accurate and true. I understand the University will hold all information in strict confidence. I agree to abide by all University policies.

Signature Date

Return this application directly to center/program for which you are applying.

www.uiu.edu



Application for Graduate Admission : Part I

Name: _____
Title or Rank First (Given) Middle Last (Family) Maiden

Mailing Address: _____
Number, Street or P.O. Box City State Zip

Contact Phone: _____ Social Security Number: _____

Email Address: _____ Fax Number: _____

Date of Birth: _____ Gender: M F First person in immediate family to attend college: Yes No

Marital Status: Single Married

Father's Educational Level: High School College/Beyond Mother's Educational Level: High School College/Beyond

Are you a U.S. Citizen? Yes No If no, state country of citizenship: _____

Ethnicity: Please answer both of these questions (**for reporting purposes only**).

1. Do you consider yourself to be Hispanic/Latino? Yes No

2. In addition, select one or more of the following racial categories to describe yourself:

- American Indian or Alaska Native Asian Black or African American
Native Hawaiian or Pacific Islander White Choose not to respond

Employer: _____ Job Title: _____

Work Address: _____ Work Phone: _____

How did you learn about Upper Iowa University? _____

If you were referred to UIU by one of our corporate or articulation partners, note here: _____

Which program will you be applying for? _____ Anticipated Start Date: _____
Location

Military Status: Active Duty Military Family Member Reserve
 (Check one, if applicable) National Guard Retired Military (Veteran) Other
 Branch _____

Application for Graduate Admission: Part II

Check your center, program or www.uiu.edu for availability of degrees and majors.

Please Indicate Interest: Transient (non-degree seeking)
Master of Business Administration
Master of Higher Education Administration
Master of Public Administration

MBA, emphasis in: Accounting Human Resources Management
Corporate Financial Management Organizational Development
Global Business Quality Management

MHEA, emphasis in: Community and Technical College Administration Leadership

MPA, emphasis in: General Studies Justice and Homeland Security
Government Administration Nonprofit Organizations
Health and Human Services Public Personnel Management



Application for Graduate Admission: Part III

Previous Education:

High School: _____
Name of High School Address Graduation Date

College/University/Technical or Vocational Schools: List all institutions previously attended. Failure to disclose this information is grounds for denial of admission or dismissal from the University.	Dates of Attendance		Credit Hours:
	from	to	
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Undergraduate Degree Earned From: _____
Name of School Date Earned

Credit by Examination: CLEP DSST PEP Other _____

Application for Graduate Admission: Part IV

Payment Options (check if you are planning to use any of the following):
Financial Aid Tuition Assistance Veterans Benefits Other _____

For payment of the \$50 non-refundable application fee:
enclosed is a check/money order or charge my: VISA Mastercard Discover
Credit Card #: _____ Expiration Date: _____

I will consent to the release of information such as name, photo and testimonial for promotional purposes. Yes No

I have received and read the materials on the Upper Iowa University program and fully understand the contents. I CERTIFY that the information on this application is accurate and true. I understand the University will hold all information in strict confidence. I agree to abide by all University policies.

Signature Date

Return this application directly to center/program for which you are applying. www.uiu.edu

