Buena Vista University is committed to providing students with challenging academic experiences and personalized mentoring. Although academic advisors and other staff provide careful academic planning and related assistance to students, fulfillment of all degree requirements, including the process of monitoring progress to degree completion, is ultimately the responsibility of the student.
A MESSAGE FROM THE PRESIDENT

At Buena Vista University, the entire educational experience - both inside and outside the classroom - is intentionally designed to prepare you to make the most of the many opportunities and challenges you will face in your lifetime.

Students embrace practical knowledge, critical thinking, problem solving, global awareness, and purposeful direction, all of which are keys to successful lifelong learning. Countless alumni have shared that it was these skills that better prepared, sustained and sparked their career advancement.

Our supportive campus community shares many of the same values that are important to all of us who believe in the future of the next generation. Integrity, a strong work ethic, respect for others, and the pursuit of excellence is woven into all that we do. We believe these values are essential for today’s learners who will soon have much to offer to society.

Most of all, the people are what make this institution so special. It is that faculty member, or that staff person, or that coach, who will take a personal interest in you and your success and become a mentor. It is also the new friends you will make, the sports you will play, the theatrical productions you will be in, or the travel experiences you will have.

We encourage you to make a Buena Vista University education the foundation for your life preparation.

Sincerely,

Joshua D. Merchant, Ph.D.
President
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The courses, faculty programs and policies described in this catalog are fully accurate to the best of the university’s knowledge, but are subject to change without notice.

CONDITIONS OF ADMISSION AND EMPLOYMENT

As approved by the Board of Trustees, May 1993:

“Applicants for admission and employment, students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Buena Vista University are hereby notified that this institution does not discriminate on the basis of race, color, national origin, sex, age, religion or disability in admission or access to, or treatment or employment in, its programs and activities. Any person having inquiries concerning the university’s compliance with the regulations implementing Title VI, Title IX or Section 504 is directed to contact the dean of faculty, Buena Vista University, 610 W. Fourth Street, Storm Lake, Iowa 50588; 712.749.2243.

Any person may also contact the assistant secretary for Civil Rights, the U.S. Department of Education, regarding the institution’s compliance with the regulations implementing Title VI, Title IX or Section 504. In addition, Buena Vista University admits students, without regard to sexual orientation, to all rights, privileges, programs and activities generally accorded to or made available to students at the university, and does not discriminate on the basis of sexual orientation in administration of its employment and personnel policies, educational policies, admission policies, scholarship and loan programs, and athletic and other University-administered programs.”

For inquiries regarding Title II compliance:

Buena Vista University is in compliance with regulations specified in Title II of the Higher Education Act. For more information, please contact the 504 Coordinator, Ms. Donna Musel, 712.749.1237 or museld@bvu.edu.

Recognition

Buena Vista University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (since 1927), 30 N. LaSalle St., Suite 2400, Chicago, IL, 60602, 312.263-0456, www.hlc.org. Special accreditations for specific undergraduate programs include Athletic Training Commission on Accreditation of Athletic Training Education (CAATE); Education: Iowa Department of Education; Social Work: Council on Social Work Education (CSWE).

Buena Vista University holds membership in Iowa College Foundation; Iowa Association of Independent Colleges & Universities Campus Compact; Iowa Campus Compact; Association of Governing Boards (AGB); Association of American Colleges & Universities; The Council for Adult & Experiential Learning (CAEL); Council for Higher Education Accreditation; Association of Presbyterian Colleges & Universities; Council for Advancement and Support of Education (CASE); Iowa Intercollegiate Athletic Conference; National Collegiate Athletic Association; and American Association of University Women.

Buena Vista University is a non-profit educational organization which is currently exempt under section 501(c)(3) of the Internal Revenue Code.

The primary official means of communication at Buena Vista University is e-mail to individual’s BVU accounts. Students are expected to check their BVU e-mail regularly to receive important information concerning their courses as well as other university communications. E-mails sent to students at their official BVU e-mail address will be considered delivered and read, and failure to remain current on official e-mail does not excuse students from knowing the information contained in communications sent to their BVU e-mail address. Students will continue to receive notice of certain actions concerning disciplinary matters and academic probation and suspension via U.S. Mail.
GENERAL INFORMATION

Our Mission
We prepare students for lifelong success through transformational academic, professional and co-curricular programs.

Our Vision
By 2018, BVU will be recognized as a leader in blending a strong liberal arts education with professionally oriented career and life preparation for an increasingly diverse student population by:

- Providing students with exceptional classroom and experiential learning opportunities to gain the multidisciplinary knowledge and skills to succeed in their professions, careers and service to their communities.
- Strengthening programs, disciplines and modes of delivery which are vital to preparing globally-engaged and ethical citizens who contribute to the economic, intellectual and cultural development of our world.

Our Values

- **Passion** – We are committed to student and employee success. We work in ways that support their growth, development, goals and readiness to thrive in society.
- **Transformational Experiences** – We create experiences for our students that open their eyes to a new sense of self and the surrounding world.
- **Meaningful Connections** – We value the close-knit nature of our community. We support each other in the achievement of our individual and collective goals.
- **Inspiration** – We seek opportunities to inspire one another to excel. We are supported by our past and our traditions that lead us to build an even better future.
- **Stewardship & Sustainability** – We build a better, stronger BVU for future generations. We manage resources and set priorities to secure the finest learning environment, opportunities and sustainable world for our students today and tomorrow.
- **Respect & Inclusiveness** – We foster an appreciation for all persons by providing an open and inclusive environment where all are treated with respect.

The Curriculum: Bachelor of Arts and Bachelor of Science Degree Programs

Buena Vista University prepares students for lifelong success through transformational academic, professional, and co-curricular programs. Moreover, BVU serves an increasingly diverse student population by blending a strong liberal arts education with professionally-oriented career development opportunities. Classroom and experiential learning activities compel each student to assemble – in the combined settings of an academic major and the program of General Education -- the multidisciplinary knowledge and skills essential to success in the global economy and prerequisite to enlightened, ethical citizenship.

Consistent with the statements of institutional Mission and Vision adopted by the Board of Trustees of Buena Vista University, students pursuing either the Bachelor of Arts or Bachelor of Science degree encounter a learning environment emphasizing three Signature Skill areas:

- Problem solving
- Integrative learning
- Effective communication

The rigorous pursuit of excellence in each of the Signature Skill areas affirms curricular commitments to preparing graduates who readily make theory-to-practice connections, contextualize what is learned, and think in ways informed by the widest possible range of perspectives.

Inasmuch as each academic major is dedicated a set of field-specific learning objectives, the program of General Education broadens students’ awareness of five categories of scholarly and professional inquiry – business, fine arts, social science, humanities, and science.

- The First-Year Experience, in which students will complete University Seminar, Transfer Seminar, or BVU Seminar (depending on previous credits earned and transfer status)
- Intellectual Foundations courses emphasizing written and oral communication skills and mathematics
- Intellectual Explorations courses examining topics in the fine arts, business, social sciences, humanities, and science
Inasmuch as requirements vary among academic majors, the path of study and length of time to degree completion will be determined, in part, by a student’s transfer status, credits earned in previous college courses, and choice to pursue a second academic major or minor field of study.

Buena Vista University History

The founding of Buena Vista College followed a decade of effort by Presbyterians in western Iowa to establish a church-related college. The community dream became a reality in 1891 when the Collegiate Institute at Fort Dodge, a preparatory school which lacked community support, was forced to close. Storm Lake was chosen as the site for the new college over several other towns in the area because of the attractiveness of the community and the financial support promised by its citizens.

It was a people’s college, and those who helped the college through the years of struggle would have their names and deeds etched in the grateful remembrance of succeeding generations. A selfless faculty and administration, supported by the dedication of a few civic-minded trustees and friends of the college, overcame financial and political burdens of the early years.

After using the Storm Lake Opera House for offices and classes, students and faculty moved to Old Main, the first college building, in 1892. It was to remain the primary building on campus for over half a century, until it burned in 1956. Two major additions to the campus in the 1920s were Victory Hall (now Edson Hall), a gymnasium built in 1920, and the Science Hall (now Smith Hall), constructed in 1925. In the 1950s and 1960s, a major expansion program was initiated. Three residence halls, a new science building, a physical education complex, a library, a campus center, an auditorium and a classroom/administration building were planned and built during these decades.

Following its tradition of collegiate commitment and community support, Buena Vista experienced a successful period of growth, fiscal responsibility, dedication and accomplishment in the 1970s. The college continued to strengthen its faculty and remained committed to achieving academic excellence. Curriculum revisions included adding new majors and minors and changing requirements so that students had a greater choice in developing their courses of study. In 1975, Buena Vista College embarked on an innovative bachelor of arts degree outreach program designed to serve adult students. Working in partnership with area community colleges, BVU Centers now called BVU Sites, offer junior- and senior-level college courses on the community college campus, allowing students to complete four-year degree programs while meeting family and work obligations. With over 7,000 graduates and 1,375 current students at 16 sites, the BVU Sites are a model for effective, accessible, quality education.

A new era began for Buena Vista College in May 1980 when an anonymous $18 million gift was received. The gift created a competitive college endowment, supported new physical construction, has financed revitalization of facilities and the campus, and continues to help develop nationally recognized academic programs. The Harold Walter Siebens School of Business/Siebens Forum opened in the spring of 1985, with “Dr. Anonymous” (Dr. Harold W. Siebens) revealed at the dedication of the business school in October 1985.

Buena Vista strengthened its commitment to teaching excellence in 1987 when the first George Wythe Award for Teaching Excellence was presented. This prestigious annual award, made possible by Buena Vista trustees Paul and Vivian McCorkle of Sac City, is one of the largest given by any public or private university. In 1988, Buena Vista debuted another new program – the Academic & Cultural Events Series (ACES). This innovative program, which is a graduation requirement at the Storm Lake campus, is designed to enrich the university’s academic curriculum and invigorate the liberal arts mission. It brings the world’s finest in cultural performers and speakers to the Storm Lake campus.

Two important transformations occurred in the mid-1990s. First, in March 1995, Buena Vista received accreditation to offer a master of science in education program. The expanded organizational structure of the college led the Board of Trustees to announce a change in institutional status, renaming the school Buena Vista University. Then, in 1996, long-time President Keith Briscoe retired, replaced by Frederick Moore. This change in presidential leadership provided an occasion for the Buena Vista community to engage in extensive consultation about the institution’s strategic direction.

In August 2000, Buena Vista University became the nation’s first “wireless community”
by giving all full-time students at the Storm Lake campus their own laptop computers to connect to the new campus-wide wireless network system. This “anytime, anywhere” online access puts a world of information at students’ fingertips, enhances their learning opportunities both in and out of the classroom and gives them the skills they need to compete in today’s global economy. Continuing to offer the best educational facilities in the region, the university completed construction in 2001 on the $9.5 million Lamberti Recreation Center, which features three multipurpose courts and a six-lane, 200-meter indoor track. Liberty Hall, an 85-bed residence hall, opened in 2002. Buena Vista University also completed construction on a new $26 million Estelle Siebens Science Center, a 70,000-square foot building that houses 24 offices, 18 laboratories, seven classrooms and three research areas. In 2005, Buena Vista University was granted approval from the Higher Learning Commission of the North Central Association of Colleges and Universities to offer online programs which allowed for the addition of more graduate offerings in the School of Education and the introduction to the first undergraduate online program. Also at this time, a new strategic planning initiative began analyzing all aspects of the university resulting in a vibrant refocusing of our mission and vision as we redefined the university’s focus to strong academic achievement to meet the needs of learners in preparation for their futures.

Rooted in a tradition of service and dedication to a dynamic learning environment, Buena Vista University’s history has pointed the way to a future in which the nobility of the academic enterprise can be extended to transform the lives of ever more learners.

University Profile
Buena Vista University is a learning-centered academic community that seeks to celebrate and strengthen connections within the curriculum, the college community and the world at large.

Buena Vista University emphasizes student learning, holistic personal development, and the enhancement of civic responsibility. We achieve the larger goals by emphasizing a relentless, innovative and imaginative focus on learning through outcomes-based learning, inside and outside the classroom; intentional, experiential, hands-on learning; expert, personalized mentoring; and a global perspective for an interconnected world.

Founded in 1891, the independent university is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. Cultural diversity is emphasized on the coeducational main campus through unique academic programs such as ACES (Academic & Cultural Events Series), international exchanges, and subsidized foreign travel. Buena Vista University is affiliated with the Presbyterian Church (U.S.A.).

Campus Location
Buena Vista University’s main 60-acre campus is situated on the shores of beautiful Storm Lake, a 3,200-acre natural lake.

The northwest Iowa city of Storm Lake is an attractive, professional community of approximately 12,000, offering a variety of health care services, financial institutions, retail businesses, dining establishments, movie theatres, a municipal golf course, and a country club. Scenic parks and the lake trail line the lake, providing a picturesque setting for outdoor and water activities.

Volunteerism is high in Storm Lake, resulting in such annual community activities as Santa’s Castle and the Star Spangled Spectacular on July 4. Active Rotary International and Kiwanis Clubs as well as a strong community education program provide additional community services.

Enrollment
Enrollment is 850 undergraduate and graduate students at the main campus in Storm Lake. An additional 1,250 students are enrolled in online and site programs throughout Iowa, located in Carroll, Council Bluffs, Creston, Denison, Emmetsburg, Estherville, Fort Dodge, Iowa Falls, Le Mars, Marshalltown, Mason City, Newton, Ottumwa, Spencer, Spirit Lake, West Burlington, or online.

Academic Program
BVU provides pre-professional education with a foundation in the liberal arts that enables students to become broadly knowledgeable, prepared to contribute successfully to a complex and rapidly changing world.

A BVU education prepares students for future responsibilities as world citizens by heightening their skills in communication, creativity, critical thinking, research, evaluation, empathy, aesthetics, synthesis, and leadership. Moreover, Buena Vista University’s academic program blends a broad, liberal arts education with in-
depth knowledge that prepares students for professional careers in their chosen fields. Many students participate in internships and practicums during interim.

BVU awards bachelor of applied studies, bachelor of applied science, bachelor of arts, bachelor of science, master of education and master of science degrees. Students select from 43 majors and 15 pre-professional programs offered in five academic schools: Communication & Arts; Business; Education & Exercise Science; Science; and Social Science, Philosophy & Religion. Students must earn 128 semester hours of credit to graduate. An honors program is available for students seeking additional challenge.

**College of Applied Studies**
The College of Applied Studies, a division of Online, Site and Graduate Program, awards the Bachelor of Applied Studies (BAS) and Bachelor of Applied Science (BASc) degrees to students who have completed appropriate Associate’s degrees or comparable preparation at Buena Vista University’s community college partners and at other institutions. The degrees awarded by the College of Applied Studies are intended to enable professional advancement and provide personal satisfaction to individuals who seek to move to more advanced levels of applied work and/or leadership in technical fields such as renewable energy, laboratory technology, and agricultural technology. Each BAS and BASc program is carefully designed in consultation with community college and occasionally corporate and/or other partners to meet the professional needs of a particular applied field. The BAS and BASc do not necessarily fulfill the prerequisites for admission to a related advanced degree program, nor do they necessarily require the general education program associated with Buena Vista University’s traditional BA and BS degrees, and are designated as College of Applied Studies degrees on official transcripts and on the diploma. However, the BAS and BASc programs adopt the BVU Signature Skills expected of all students pursuing a baccalaureate degree, and both degrees are comparable in rigor and academic standards to the traditional bachelor’s degree.

Further information on specific College of Applied Studies degree programs is available from online or site offices.

**Graduate Program**
A master of arts – organizational leadership, master of science in education – professional school counseling and mental health counseling, a master of education – curriculum and instruction with an emphasis in effective teaching and instructional leadership, a master of education – special education, talented and gifted, or teaching English as a second language are offered, with programs leading to Iowa Licensure.

**Faculty**
The student/faculty ratio is 9:1. More than 74 percent of the 82 full-time professors hold doctorates or terminal degrees in their fields. Faculty members serve as academic advisors during the student’s undergraduate career and are committed to personalized instruction and academic excellence.

Quality teaching is emphasized and recognized at Buena Vista through the prestigious George Wythe Award for Teaching Excellence. The annual award honors a Buena Vista University professor who is nominated by colleagues, students, and alumni. The prize is one of the largest faculty awards in the nation.

**The Students**
Seventy-seven percent of BVU’s students are Iowans, with the remaining students coming from surrounding states and several foreign countries. Eighty-eight percent of the students live in campus housing, which includes eight residence halls.

Students participate in 47 campus organizations plus 19 intercollegiate sports and intramural athletics.

Leadership skills are developed through involvement in an active Student Senate; Emerging Leaders, a program of leadership development; Student Activities Board; The Tack, the award-winning student newspaper; University Cable Network, the student television station; KBVU, the student radio station and more. Popular music, theatre, and art programs also provide opportunities for involvement.

Spiritual development is enhanced through weekly chapel services and participation in religious groups.

**Special Events**
The William W. Siebens American Heritage Lecture Series introduces Buena Vista students to world leaders.

American Heritage Lecturers visiting BVU’s main campus have included former U.S.

Buena Vista University Site Programs
Partnering with ten community colleges, BVU sites offer the final two years of coursework leading to a bachelor's degree from BVU. These programs are administered from Storm Lake, but are staffed on location to provide academic advising and student service, as well as face-to-face instruction. BVU sites use telepresence, Canvas (LMS) and web conferencing to provide powerful technological support to faculty, staff, and students.

Financial Strength
In addition to operating within a balanced budget each year, Buena Vista University is committed to building long-term financial strength. Since the late 1970s, the endowment has increased from $663,000 to a current market value over $133 million. Believing in prudent financial management, BVU is committed to endowing the operations of all new educational facilities before construction.

National Recognition
Buena Vista University is recognized nationally as one of the top 25 midwestern comprehensive colleges in U.S. News & World Report, as one of the nation’s leading schools promoting student leadership in The Templeton Guide: Colleges that Encourage Character Development and as a “top college for top students” in Peterson’s Guide to Competitive Colleges.

ACADEMIC PROGRAM POLICIES & PARTICULARS

Academics at BVU
More than the simple accumulation of 128 credit hours, the Buena Vista University curriculum is designed to present an integrated intellectual experience that challenges students and gives them the tools necessary to learn for a lifetime. Liberally educated persons have amassed significant breadth and depth of knowledge, and engage with joy in the pursuit of knowledge.

Students gain depth in mastering the methodologies and content of one specific field (or major) through a combination of focused study, research, and exploration. The examination of general principles, major theories, differing viewpoints, and significant focus areas results in a cumulative body of knowledge. More significantly, learning skills are refined and respect for knowledge is heightened. In future careers, many graduates will use the factual information learned in their major, but all graduates will use their enhanced information gathering and critical reasoning skills.

The purpose of Buena Vista University’s general education program is to expose students to the broad array of ideas, perspectives, and experiences that exist in various disciplines. General education is intended to provide students the opportunity to acquire and improve their skills in the areas of reasoning, critical thinking, and communication; develop an understanding and appreciation of our rich and diverse cultural heritage in order to foster tolerance of difference and openness to change; and identify and nurture a value system requisite for intelligent judgment and decision-making. Liberally educated individuals can better appreciate, critique, and reform the many and varied facets of the society in which they live.

Requirements for Graduation
Graduation requirements must be met by all Buena Vista University students who seek an undergraduate degree, with appropriate variations made for transfer students reflecting existing articulation agreements. BVU online and site students are exempt from ACES requirements and interim. Graduation requirements include all of the following:

- Credit and honor point specifications: a minimum of 128 credit hours of credit with a cumulative grade point average of not less than 2.0
- Completion of a major
- Completion of the general education requirements, both intellectual foundations and intellectual explorations (Students seeking the bachelor of applied science degree will complete the BASc core instead of intellectual explorations.)
- University Seminar or BVU Seminar
- Academic & Cultural Events Series (ACES)
• Interim (freshman year)
• Completion of Application for Graduation

This catalog is designed to assist the student and academic advisor in planning and scheduling a degree program. Each student should keep in mind, however, that he or she is ultimately responsible for understanding and fulfilling all degree requirements. Students are responsible for their own degree plans and for the completion of all requirements for the degrees that they seek.

Credits and Grade Point Average
A minimum of 128 credit hours must be completed for graduation. Sixty of these hours must be earned at a four-year baccalaureate institution. The final 30 credit hours must be completed at BVU. All students seeking a bachelor of arts or bachelor of science degree must complete 12 credit hours of upper division courses in the major from BVU.

Students seeking the bachelor of applied studies, bachelor of arts, or bachelor of science degree must meet the university’s general education requirement. However, an associate of arts degree from a regionally accredited institution satisfies the general education foundation and exploration requirements. Download a basic four-year plan at www.bvu.edu/catalog.

An overall cumulative grade point average of 2.0 is necessary for graduation. Some programs require a higher cumulative grade point average. For example, teacher licensure requires a grade point average of 2.5 for the total program, as well as each major, minor, and area of concentration. A minimum of 6 credit hours in each certification area must be taken at BVU. Check with the specific academic major for specific GPA requirements.

Majors
Students earning an undergraduate bachelor of arts or bachelor of science degree must complete at least one major, which typically ranges from 32-64 credit hours. The GPA in the major must be 2.0, and some programs require a higher GPA.

General Education Program
Graduates of Buena Vista University must complete all general education requirements, including:
• Intellectual foundations studies in writing, oral communication, technology, and mathematics.

• Intellectual explorations studies in business, humanities, science, social science, and the fine arts. Students seeking the bachelor of applied science degree will complete the BASE core, which while it includes course work in each of these areas, is not the full intellectual explorations requirement.

Academic Course Distribution
Graduates are required to complete a distribution of at least 72 credit hours outside the major discipline. At least 36 credit hours outside the major school are required for graduation, not counting ACES, University Seminar or Transfer Seminar. Students seeking the bachelor of applied science degree are exempt from this requirement.

Residency
A student who is registered for courses at Buena Vista University is considered to be “in residence.” A minimum of 30 credit hours must be completed in residence, of which a minimum of 12 credit hours in the declared major must be 300-level or above. Students must spend their senior year in residence unless otherwise approved by the academic advisor, the appropriate school dean, and the academic dean. Advanced written approval must be secured by students desiring to enroll off-campus with the intent of applying credits earned to a Buena Vista University degree program through summer study at a different BVU site, extension courses, other institutions, correspondence study, or study abroad.

Participation in Commencement
Buena Vista University has one annual commencement ceremony held in May. Any undergraduate student completing requirements during that academic year, from October (Term 1) through August, is invited and expected to participate in commencement. Graduate students, however, must be completed by the date of the ceremony in order to participate.

General Education Requirements for Graduation
The Buena Vista University general education program acknowledges that a well-educated person has experiences, skills, and knowledge that transcend the preparation for a career or training within an academic discipline. Undergraduates will devote approximately a
quarter of their studies at BVU to courses within business, science, social science, fine arts, and the humanities in order to become broadly educated. Enrollment in the general education program at BVU begins the first semester and continues throughout a student’s program of studies.

The Intellectual Foundations of General Education
“Successful completion” in each of the four intellectual foundations requirements means passing the indicated course(s) with a grade of “C-” or better; a grade of “P” will not meet the requirements.

Mathematics Foundational Requirement
The intellectual foundations requirement in mathematics is designed to provide students with an understanding of basic mathematical skills, techniques, and reasoning processes. The University, based on criteria established by the mathematics faculty, will place new students in one of three categories:

• Category one students with a math ACT score of 18 or less will enroll in MATH 050, Basic Mathematics, in their first semester at BVU. They must successfully complete MATH 050 with a grade of “C-” or better and subsequently enroll in MATH 100, Algebra Review. Upon successful completion of MATH 100 with a grade of “C-“ or better, students may take additional courses in mathematics if they so choose.

• Category two students with a math ACT score of 19-24 are exempt from MATH 050 and will enroll in MATH 100, Algebra Review, during their first year at BVU. Upon successful completion of MATH 100 with a grade of “C-“ or better, students may take additional courses in mathematics if they so choose.

• Category three students with a math ACT score of 25 or higher will be exempt from any foundational mathematics requirement, and may take additional courses in mathematics if they so choose.

Mathematics Test-Out
In the case of entering students with a strong mathematics background who complete the diagnostic mathematics examination and place as category three students, an examination is available to test out of the final mathematics requirement. Storm Lake campus students should see the associate dean of faculty for test-out details.

Written Communication Foundational Requirement
The intellectual foundations requirement in written communication is designed to ensure that Buena Vista University students develop the ability to write and conduct research at the college level.

All students entering BVU will be placed according to ACT English scores. The results of the scores will place each student into one of three categories:

• Category one students with an ACT English score 15 or below will enroll in ENGL 050 Basic Written Communication, a basic introduction to written communication, in their first semester at BVU. Also, students who know they need more composition experience can enroll. They must successfully complete ENGL 050 and subsequently enroll in ENGL 100 Written Communication I. Upon successful completion of ENGL 100, students enroll in ENGL 200 Written Communications II. Successful completion of ENGL 200 Written Communication II is required for graduation.

• Category two students with an ACT English score 16 and above will enroll in ENGL 100 Written Communication I during their first year at BVU. Students with an ACT score of 16 or above may elect, with consultation with their advisor, to enroll in ENGL 050. Upon successful completion of ENGL 100, students enroll in ENGL 200 Written Communications II. Successful completion of ENGL 200 Written Communication II is required for graduation.

• Category three students with an ACT English score above 30 will be exempt from ENGL 050 and will be consulted about the written communication requirement test-out process. Category three students are required to successfully complete ENGL 100 and ENGL 200 Written Communication II prior to their junior year, unless they successfully test out of the written communication requirement (see below for test out procedures).
Students who have completed the equivalent of ENGL 200 in accepted transfer credits are exempt from the ENGL 100 requirement.

Written Communication Requirement Test-Out
A portfolio examination is available to test out of the final composition requirement for entering students with a strong composition background or students who place in category three. Storm Lake campus students should see the associate dean of faculty for test-out details. BVU online and site students should contact their advisor for more information.

Oral Communication Foundational Requirement
Oral communication competence is a Buena Vista University requirement because oral communication is essential to effective citizenship, service, and leadership. Students and employers identify oral communication competence as one of the most important skills essential for personal and professional success. Each BVU student is required to take COMM 100 Fundamentals of Communication.

Oral Communication Test-Out
Students who have extensive experience in oral communication may demonstrate their competency through a two-part test-out, including both a written exam and an oral presentation. Storm Lake campus students should see the associate dean of faculty for test-out details. BVU online and site students should contact their advisor for more information.

Technology Skills Foundational Requirement
The faculty at Buena Vista University believes that students must have the technological skills necessary for success in their academic and professional careers and to support lifelong learning. Therefore, many courses across the curriculum integrate technology at various levels into their structure, instructional strategies, and course assignments. Students who require assistance in employing technology in their courses are supported by a full range of workshops and individual instruction in the Teaching and Learning with Technology Center (TLTC) and through appropriate direct instruction in specific courses. Students are expected to take advantage of training opportunities as needed to meet their course requirements.

The Intellectual Explorations of General Education

Business (three credits)
The objective of the Business-explorations requirement is to enable students to solve problems grounded in business disciplinary concepts.
- ACCT 205 Financial Accounting
- BUSN 100 Contemporary Business and Free Enterprise
- FNBK 101 Personal Finance Foundations

Fine Arts (three credits):
The Fine Arts make students aware of cultural traditions, history, and can help us better understand the human experience. The Fine Arts develops critical thinkers that can process abstract ideas, can examine issues from many different perspectives, and can use independent thought as motivation to develop solutions. Through art, theatre, and music, students are made aware that there are many different ways of seeing the world and many ways of participating in a global society. The following courses fulfill the fine arts general education requirement:
- ARTD 100 Art Appreciation
- ARTD 180 Art Foundations: Drawing
- ARTD 185 Art Foundations: 3D Design
- ARTD 304 Critical Issues in Modern and Contemporary Art
- HONR 200 Honors Fine Arts
- MUSC 101 Music Appreciation
- MUSC 103 Jazz Appreciation
- MUSC 111 Music Theory I
- THME 100 Introduction to the Theatre
- THME 200 Fundamentals of Acting

Humanities (twelve credits)
Study in the Humanities builds a foundation upon which students can think critically in diverse contexts about the intellectual, moral and spiritual dimensions of the human experience. In each general education class designated as “Humanities”, students are expected to engage in critical thinking, reading, and writing within the context of specific Humanities disciplines. By taking a series of Humanities courses, students’
understanding of the human experience – both their own and that of others, now and in the past – will deepen and grow, enhancing their abilities to make significant connections with ideas and peoples as well as with their deeper selves. To complete the humanities general education requirements:

- 4 courses (12 credits) must be taken from at least 3 different humanities disciplines
- At least 2 of the 4 courses (6 credits) must be Humanities Global Perspective (HGP) courses
- At least 1 of the 4 courses (3 credits) must be a Humanities Writing Intensive (HWI) course.

**Humanities Global Perspective (HGP) Courses**

Buena Vista University endeavors to prepare students to live and work in an increasingly globally connected world. In order to achieve this goal, students must take at least two courses (6 hours) designated as “Humanities Global Perspectives.” Humanities Global Perspectives courses require students to engage in meaningful dialogue about the world around them – its past, present and future – and how their lives are connected to the lives of others. Each semester students may choose from among 5-7 courses offered on either an annual or rotating basis. The following courses fulfill the Humanities Global Perspectives Requirement:

- ENGL 276 World Literature
- ENGL/THME 396 Dramatic Literature: International Topics
- ENGL/THME 411 Dramatic Literature: Survey
- GWST 110 Introduction to Gender and Women’s Studies
- HIST 111 World Civilizations I
- HIST 112 World Civilizations II
- HIST 125 Asian Civilizations
- HIST 230 The Vietnam Wars
- HIST 241 History of World War II
- HIST 342 Exploring the Holocaust (OSG only)
- RELI 112 Religions of Asia
- RELI 122 Religion and Culture
- SEDU 333 Young Adult Fiction and Nonfiction
- SPAN 101 Elementary Spanish I
- SPAN 201 Intermediate Spanish I
- SPAN 301 Advanced Grammar & Conversation
- TESL 270 Introduction to Second Language Acquisition
- THME 370 Film Studies: History
- THME 400 Theatre History
- THME 471 Film Studies: International Topics

**Humanities Writing Intensive (HWI) Courses**

21st century students, like their predecessors, must be competent, persuasive, and engaging writers. While current trends in communication often utilize much abbreviated, and often incorrect, writing, the “professional world” still expects college graduates to be able to produce technically proficient and effective written materials. Engaging the literature and writing about the human experience in all its forms is the essence of all Humanities disciplines and students are—in all courses—expected to produce substantive and proficient written work.

To more intentionally address student writing issues, select Humanities courses—called “Humanities Writing Intensive” (HWI) courses—will contain significant writing requirements to help students exercise and enhance their writing abilities. This method both increases students’ knowledge within a Humanities-based education and builds an important skill set essential for success both in the classroom and in their chosen profession. Each semester students may choose from among 5-6 courses offered on either an annual or rotating basis. The following courses fulfill the HWI requirement:

- EDCO 280 History of American Education
- ENGL 260 British Literature
- ENGL/THME 350 Shakespeare
- HIST 235 The American Civil War
- HIST 240 The History of the American West
- HIST 242 The Holocaust
- HIST 284 Empires: The Colonial Experience
- HIST 315 History of Immigration in the US (OSG only)
- PHIL 240 Philosophy of Religion
• PHIL/RELI 321 Women in Philosophy and Religion
• PHIL/RELI 335 Topics in Ethics
• PHIL/RELI 336 Professional Ethics
• PHIL/RELI 340 Environmental Ethics
• PHIL/SOCI 361 Racism and Sexism in American Life
• SPAN 302 Advanced Grammar and Composition
• THME 400 Theatre History
• THME 470 Film Studies: Topics

**Additional general education Humanities courses:**
While the Humanities Global Perspectives courses examine the wider human experience, the non-Global perspectives courses require students to develop a more critical eye toward their own self, community and nation, as well as toward what are commonly referred to as the “Western” underpinnings of American culture. Each semester students may choose from among 7-8 courses offered on either an annual or rotating basis. The following courses fulfill the HUM requirement:

- COMM 180 Communication Perspectives
- DIGI 210 Media and Society
- ENGL 220 Introduction to Literature
- ENGL 250 American Literature
- HIST 101 History of the United States to 1877
- HIST 102 History of the United States After 1877
- HONR 230 Honors Humanities
- PHIL 100 Introduction to Philosophy
- PHIL 110 Ethics
- PHIL 130 Logic
- RELI 102 Introduction to the Biblical Heritage
- RELI 111 Introduction to Judaism, Christianity, and Islam
- SPAN 102 Elementary Spanish II
- SPAN 202 Intermediate Spanish II

**Science** (nine credits)
Through study in the sciences, students learn about the natural world, the ways of knowing common to scientific inquiry, and the role of sound inductive and deductive reasoning strategies in addressing problems of a scientific or technological nature. Students will complete at least three credits from each of the following three science areas:

**Computational Sciences** (3 credits):
The computational sciences focus on the creation, analysis, and implementation of algorithmic processes to solve problems arising in natural and human-designed systems. Courses that fulfill the computational sciences requirement include:

- CMSC 160 Introduction to Computer Programming
- CMSC 181 Computer Science I
- DATA 100 Data Science in Society
- HONR 221 Honors Computational Science
- MATH 130 Mathematical Ideas for the Liberal Arts
- MATH 140 Elementary Applied Statistics
- MATH 141 Business Calculus
- MATH 143 Discrete Mathematics
- MATH 145 Elementary Functions
- MATH 160 Calculus I: Elementary Applied Calculus
- MATH 161 Calculus II: Theory and Applications

**Life Sciences** (3 credits):
The life sciences focus on the living organism as a physical system and how organisms influence and are influenced by their environments. Courses that fulfill the life sciences requirement include:

- BIOL 103–115 Complete three of the Introduction to Biological Science 1-credit courses
- BIOL 120 Life Science with a Human Focus
- BIOL 142 Introduction to Human Physiology
- BIOL 163 Biological Principles I
- BIOL 164 Biological Principles II
- BIOL 303 Ecology and Society
- ENVS 103 Introduction to Environmental Science
- ENVS 105 Stream Conservation / Fly Fishing
- ENVS 201 Conservation Ecology
- HONR 222 Honors Life Science

**Physical Sciences** (3 credits):
The physical sciences focus on processes, structures, and phenomena of the nonliving
natural world. Courses that fulfill the physical sciences requirement include:

- CHEM 110 Everyday Chemistry
- CHEM 115 Chemistry in Art
- CHEM 151 General Chemistry I
- ENVS 110 Physical Geology
- GENS 115 Atmosphere, Weather and Climate
- GENS 130 Introduction to Forensic Science
- GENS 320 Physical Geography
- HONR 223 Honors Physical Science
- PHYS 101 Everyday Physics
- PHYS 110 Introduction to Astronomy
- PHYS 201 General Physics I: Trigonometry-Based
- PHYS 211 General Physics I: Calculus-Based

Social Science (nine credits)
Social Sciences courses expect students to think and write critically, in ways informed by social science theory, about problems and questions of broad social importance. To complete the Social Sciences general education requirements:

- 3 courses (9 credits) must be completed from 3 different social sciences disciplines.
- At least 1 course (3 credits) must be taken that is a Social Sciences Critical Thinking and Writing (CTW) course.
- All students must take at least 1 CTW course unless they transfer in all 9 social sciences credits or have completed an Associate of Arts degree at the time they begin their studies at Buena Vista University.

Social Sciences Critical Thinking and Writing (CTW) Requirement (at least 3 credits):
CTW designated courses develop students’ capacities to apply social science theory amidst critical inquiry into a problem or question of broad social importance. Courses designated as CTW not only equip students to respond to questions/problems/puzzles in ways informed by social science theory but do so in a way that compels evidence of critical thinking skills. CTW courses treat critical thinking and writing as not merely as incidental to other course goals but as central and essential to the purposes of the course. The following courses fulfill the Social Sciences CTW Requirement:

- COMM 355 Conflict Management
- CRIM 102 Survey of Criminology
- PSCN 115 Introduction to Politics
- PSCN 245 Introduction to American Law
- PSYC/SOCI 203 Social Psychology
- SCWK/SOCI 100 Modern Social Problems
- SCWK 200 Introduction to Social Work & Social Welfare
- SCWK 255 Human Behavior and the Social Environment

Additional general education social science courses:
In addition to the courses listed above, the following courses are designated as general education social sciences courses:

- COMM 280 Group and Team Communication
- CRIM 101 Criminal Justice Systems
- ECON 205 Principles of Microeconomics
- ECON 206 Principles of Macroeconomics
- EDCO 245 Learning and Motivation: School—Age Children
- EDCO 246 Learning and Motivation: Adolescents
- HMSV 351 Aging in American Society (OSG only)
- HONR 210 Honors Social Science
- PSCN 110 Introduction to American Government
- PSPA 165 Introduction to Public Administration
- PSPA 320 State and Local Politics
- PSPA 360 Introduction to Public Affairs
- PSYC 100 General Psychology
- PSYC 102 The Science of Psychology
- SCWK 351 Aging in American Society
- SOCI 101 Introduction to Sociology

First-Year Student Experience
The first year of undergraduate study is a critical time of transition and development for students and has a significant effect on students’ ability to persist and be successful. In view of our commitment to our students’ academic success and our belief that all students we admit have the potential for success, we intentionally articulate our core values and expectations for first-year
students. The faculty, staff, and students at BVU are committed to a collaborative, effective, and integrated first year experience that provides a foundation for living the university’s mission. Students experience our core values through making progress toward the following goals during their first-year:

- Achieving academic success in the foundational skills areas, having developed a plan to complete the foundational courses in mathematics, written communication and oral communication by the end of their sophomore year.
- Moving beyond their comfort zone by experiencing a new mixture of rich opportunities that broaden their understanding of global issues, including people, ideas, and cultures.
- Becoming vested with the institution in the following ways:
  - Developing positive relationships with faculty, staff, other students, and alumni.
  - Becoming intentionally involved in campus activities, concentrating on the quality of their involvement.
  - Understanding BVU customs and traditions.
  - Making a successful transition to college, including the development of self-advocacy skills and independence.
  - Exploring potential majors and possible career options.
  - Becoming more self-reflective about the processes of education, will have a better understanding of the roles and purposes of higher education, and will develop a personal commitment to graduation.
- Developing a passion and commitment to learning.

**University Seminar**

University Seminar is a three credit course required of all first year Storm Lake students who have completed fewer than 30 hours of college credit at the time of matriculation. University Seminar is a small-section course, developed around a common theme shared among all sections, which focuses on the exercise and development of basic transitional skills essential for success in university study. The goals of the course are to enhance critical thinking, writing, reading, speaking, listening, and research skills. The course is also intended to assist students in the transition to life within a learning community and to facilitate understanding of the privileges, responsibilities, and expectations that accompany membership in such a community. Students begin their transition to our academic community by completing a common summer reading, usually a book addressed to the unifying theme of University Seminar. University Seminar is offered only on a letter graded basis and may not be repeated.

**Transfer Seminar**

Transfer Seminar is a one-credit, full-semester course required of all new transfer students who have completed 30 - 86 credit hours at the time of matriculation to BVU. This course is designed to assist transfer students in adjusting to life at BVU. Students will have the opportunity to develop meaningful connections with their instructors and peers, become acquainted with BVU’s resources, and engage in a small class setting. Transfer students on the Storm Lake campus must register for this course during their first semester of enrollment at BVU. Online and site students must take this course within their first 12 credit hours at BVU. Transfer seminar is offered only on a letter grade basis and may not be repeated.

**Interdisciplinary Studies (3 credits):**

Buena Vista University prepares graduates able to address, both individually and collaboratively, the complex interdisciplinary challenges of their time. The Interdisciplinary Studies course requires students to apply and develop further the knowledge and academic skills they have acquired through the completion of general education intellectual foundations and explorations courses. The following course fulfills the Interdisciplinary Studies general education requirement:

- IDST 400 Challenges for the 21st Century

**Interim**

Students at Buena Vista University are involved in just one course during the period in January known as “interim.” New first year students regardless of class standing are required to complete a January interim course. All students are encouraged to try a course outside their major area of interest, and to engage at least one travel course and internship during their program of study. Students must be in good academic standing and in good standing with Student Affairs to be eligible to travel during interim. The chance to concentrate on one subject offers new
challenges and opportunities for students, often offered outside the walls of the university classrooms in non-traditional ways. Students must be enrolled in and attending a BVU interim offering to reside in the residence halls during interim.

Academic and Cultural Events Series (ACES)
A requirement for Storm Lake campus students only, the Academic and Cultural Events Series (ACES) exposes students to some of the finest lecturers and performers in the world through the scholarly events (a lecture/program series related to topics within academic disciplines), and the cultural events (a concert/performance series). ACES contributes to the university’s mission by enriching the solid liberal arts foundation of the university, enhancing the curriculum through experiential learning opportunities, and by promoting an awareness of the diversity of cultures and perspectives that exist in the global community.

ACES Requirements for Graduation
To graduate from Buena Vista University at the Storm Lake campus, all full-time students must register for ACES each semester beginning in their first semester until successfully completing the required number of ACES based upon the formula outlined below. Successful completion of the ACES requirement will be noted on the student’s transcript.

ACES Requirements for Full-Time Students
For First-Year Students
- 4 semesters are required

For transfer students, ACES requirements are based on the number of transfer hours accepted by the Registrar’s Office using the following formula:
- 0-23 credit hours requires 4 semesters of ACES
- 24-55 credit hours requires 3 semesters of ACES
- 56-86 credit hours requires 2 semesters of ACES
- 87 or more credit hours requires 1 semester of ACES

A student fulfills the ACES requirement in a semester by attending four ACES events with the following distribution:
- Two ACES Cultural Events
- Two ACES Scholarly Events

ACES Exemptions
Non-degree seeking students and part-time students at the Storm Lake campus are not required to fulfill ACES requirements, nor are BVU Online, Site and Graduate Program students. Students possessing a baccalaureate degree are also exempt from the ACES requirement.

General Education Requirements for Transfer Students
Students transferring to BVU with an associate of arts degree have satisfied the “intellectual foundations” and the “intellectual explorations” general education categories.

Storm Lake transfer students must complete a “pro-rated” ACES requirement. Online and site students are not required to complete ACES. Details of these requirements are outlined in the ACES section.

The transcripts of those transfer students who have not completed an associate of arts degree will be evaluated by the registrar in consultation with the deans on a course-by-course basis to determine satisfaction of general education requirements.

Programs of Study
MAJORS
Majors generally require the completion of between 32-64 credit hours. Many majors have additional prerequisites and supporting work requirements. In some cases, students are required to apply for admission to the specific program. Students must complete at least 12 credit hours of upper-division courses in the major, including licensure, from BVU.

Majors may be selected from the following:
- Accounting
- Animation
- Art
- Art Education
- Arts Management – Theatre; Vocal or Instrumental Music; Visual Arts
- Athletic Training
- Biochemistry
- Biology
- Biomedical Science
- Business
- Business Education
- Chemistry
- Communication Studies
Computer Science – Systems Track; Information Technology Track; Mathematics Track; Criminology and Criminal Justice; Data Science and Analytics; Digital Media; Educational Studies; Elementary Education; English; Environmental Science; Exceptional Student Service & Instruction; Exercise Science; Physical Education and Coaching; Human Performance; Graphic Design; History; Interdisciplinary (Distributive) Mathematics; Mathematics: Corporate; Music; Music Production and Technology – Business Track; Film Scoring Audio for Video Track; Physics; Political Science; Pre-Professional Art Therapy; Psychology; Scientific Illustration/Pre-Medical Illustration; Social Work; Spanish; Strategic Public Relations; Theatre and Media Performance.

See BVU Online and Site Programs listings for majors available at each site.

Secondary Education Licensure available in many areas. See specific majors.

**Interdisciplinary (Distributive) Major**
For students whose academic interests do not coincide with a single department or discipline, the interdisciplinary major offers an exciting student-designed alternative. To be eligible to propose an interdisciplinary major, a student must have earned a minimum cumulative average of 2.0. Students who wish to opt for this opportunity must submit proposals prior to, or during, their junior year.

The interdisciplinary major proposal should be carefully constructed with the assistance of at least two faculty or academic advisors. The major should consist of no fewer than 32 and no more than 64 credit hours from at least two disciplines. The proposal must represent a coherent educational goal with attention given to the nature of introductory, middle-level, and culminating work in the proposed major. Each such major should include a theory course appropriate to the field of study and a culminating activity, such as a senior seminar or independent project that pulls together the experience of the interdisciplinary major.

To propose an interdisciplinary major, a student may obtain the support of the school dean or the appropriate Online or Regional Director. The student will confer with an appropriate school dean or Online or Regional Director about developing the proposal and choosing appropriate advisors. Following the above guidelines for coherence of program content, the student and advisors submit the proposal on an academic action special form to the appropriate school dean(s) or Dean of BVU Online, Site, and Graduate Programs for approval. Once approved, the academic advisors and the appropriate school deans or Dean of BVU Online, Site, and Graduate Programs must approve any changes to the proposed course of study. When the proposal has been approved, the registrar will provide a copy of the approved program and any subsequent changes to the student.

Students who elect to complete an interdisciplinary major must satisfy all other requirements for graduation, including hours outside the major/school and grade point average. Prerequisites will not be waived to facilitate course enrollment.

**MINORS**
Minors generally require the completion of between 18-24 credit hours. A few minors have additional prerequisites and supporting work requirements. In some cases, students are required to apply for admission to the specific program.

Minor fields may be selected from the following:
- Accounting
- Animation
- Art
- Art History
- Biology
- Business
- Chemistry
- Communication Studies
- Computer Science
- Criminology and Criminal Justice
- Data Science and Analytics
- Digital Media
Educational Studies
English
Environmental Science
Exercise Science/Coaching
Exercise Science/Health Education
Gender and Women’s Studies
Graphic Design
History
Interdisciplinary (Distributive)
Mathematics
Music
Music Production and Technology
Physics
Political Science
Psychology
Spanish
Theatre and Media Performance
Writing Studies

Concentrations
Selected concentrations may be available for students in the B.A.S. program who seek to focus their studies on a particular area of inquiry. Concentrations require a minimum of 24 hours of specified courses designed to provide B.A.S. students with an opportunity to develop knowledge in a disciplinary or interdisciplinary area relevant to their professional goals. Concentrations may be developed to meet student interest and demand. The current list of B.A.S. concentrations will be maintained by online and site offices.

See Online and Site Programs for available minors.

Endorsement Programs
For students seeking a teaching license, a number of endorsement programs beyond the majors and minors are available. Primary endorsements include: Instructional Strategist I: Mild/Moderate K-8 and 5-12, Teaching English as a Second Language, Reading K-8 and 5-12 and Coaching Authorization K-12.

Interdisciplinary (Distributive) Minor
Students who wish to design their own interdisciplinary program must develop a program composed of 21 to 24 credit hours, distributed between two or three disciplines. In developing their program, students will work with at least two faculty or academic advisors to develop a program using the same general guidelines outlined in the student-designed interdisciplinary major.

INTERNSHIPS
An internship at BVU is a hands-on, practical learning experience in which students apply classroom knowledge in professional settings. The value of the internship experience comes from the collaboration between the faculty person, the student and a professional. In this dynamic interaction, students are able to develop both career competencies and independent/collaborative leadership skills that will supplement their course work. Internships also allow students to actively reflect on their academic learning, test their classroom skills, and explore their career options. Perhaps most importantly, the internship connects students to the world outside the university walls, helping them understand and experience the complexities, joys and challenges of living, learning and working in a global society.

While we believe all internships at BVU must achieve certain results, each program and/or school reserves the right to ask additional requirements of its students to maximize learning opportunities for students. Programs accredited by outside agencies (i.e. education, social work, etc.) will follow accrediting body requirements when differences among their guidelines and usual BVU internship guidelines occur. Minimum expectations for Buena Vista University internships are provided here.

While internships are an important theory-to-practice learning experience for students, all students are not required to complete an internship. Several reasons, however, support why internships are essential. In fact, internships are so vital that we do recommend that each student consider incorporating an internship into his/her program of study.

- Internships as experiential learning allow students to make important connections, both in their education and their professional development. The synergy between the faculty supervisor, who oversees the academic portion of the experience; the site supervisor, who oversees the practical learning on-site; and the student, who works diligently and reflects carefully on that work, creates a unique and valuable learning environment that cannot be replicated inside the classroom.
- Internships are fundamental to the BVU student learning experience. They are vital to BVU producing the best graduates among our competitors.
Internships offer students professional development experience by teaching vital skills for internships as well as future employment success.

Students learn fundamental success skills such as understanding organizational culture, appropriate dress, and professional communication expectations.

Research shows that college graduates who complete an internship are more likely to receive job offers prior to graduation. (National Association of Colleges and Employers).

Internships ask students to apply theory to practice.

**Basic Guidelines for Internships**

Forty hours of on-site work is required for 1 credit hour of internship credit unless otherwise specified. Variations of this formula are to be anticipated for full-semester and/or summer internships; BVU internship faculty supervisors provide students with the formula used in such cases.

Students may apply a total of 15 internship/intraship credits to their program of study with no single internship carrying more than 12 credits; a maximum of 3 credit hours of internship may be applied to a major or minor, unless otherwise specified by the major program. Internships are only graded P/F. Students may complete an internship at their current place of employment provided that the internship requires the student to engage in work activity that is new and substantially different from the work normally performed. The determination of the uniqueness of the internship experience in the same place of employment is at the discretion of the faculty supervisor based on student goals for the internship.

To engage an internship, students must:

- Generally, have achieved junior standing or seek advisor approval to engage in internships.
- Have completed a minimum of 9 credit hours in a field of study to engage an internship in that field of study.
- Have achieved a minimum cumulative grade point average (CGPA) of 2.0 to engage an internship. (See individual catalog descriptions for variations in credit hour and GPA requirements with specific programs). If a student’s CGPA drops below a 2.0 at the end of the term/semester immediately prior to the internship, the student may be removed from the internship experience at the discretion of the BVU faculty supervisor.

**Goals of Internships**

Student learning goals for internships are to:

- Have a meaningful learning experience centered on self-identified goals for the specific internship experience.
- Put classroom learning into practice by applying the theoretical knowledge and practical skills attained in courses to a professional setting.
- Reflect on one’s own education and career goals, including the connectivity of hands-on learning with classroom learning.
- Build professional skills and acquire professional career experience.
- Explore and/or clarify career choices by testing the interest in a particular career field and assessing the “fit” of this field to future pursuits.
- Experience a professional work environment by immersing in the culture of the internship site and learning about the complexities, joys and challenges of living, learning and working.
- Network with professionals who have attained career success.

While internships fulfill specific goals for the student, they also serve the university’s programs. Internships provide an opportunity for the program and university to create connections and partnerships with businesses, agencies, and schools.

**Student Expectations**

With the opportunity of an internship come responsibilities. Any BVU student engaged in an internship is expected to:

- Conduct oneself in a professional and ethical manner which reflects favorably upon the agency/business and the university as well as the student including but not limited to:
  - Working within the scope of the agency/business and department policies and procedures.
  - Taking the initiative to seek help and advice from appropriate agency/business personnel and faculty supervisors.
  - Notifying the designated employer if a circumstance arises causing the intern to be...
absent or tardy.
- Attend meetings, conferences, and programs which enhance professional development prior to and during the internship experience.
- Assist the agency/business in reaching its goals and objectives.
- Adhere to all program, school, and/or university guidelines for internships by:
- Adequately preparing for the specific internship with appropriate course work.
- Participating fully in all steps of the internship process (i.e., setting goals, orientation, resume workshops, mock interviews, debriefing sessions, etc.) as outlined by the BVU faculty supervisor.
- Reporting Internship Application/Agreement information in the Career and Personal Development online system (Beaver Tracks) and securing approval of the faculty course instructor, internship site supervisor, Career and Personal Development Office and the Registrar’s Office (SL campus students only).
- Professionally and properly preparing required written works such as journals, logs, portfolios, presentation materials, and reflective essays.
- Accurately accounting for one’s hours interning.

Faculty Supervisor Expectations
Faculty members serving as faculty supervisors assume typical faculty responsibilities for the experience as they do with any other course assigned to them. As further clarification, faculty supervisors must:
- Be available for student interns on a daily basis whether via office telephone, cell phone, email correspondence, and/or in person. At times when faculty supervisors may be unable to be available for daily contact, they will provide student interns with at least two other BVU faculty/administrative contacts, i.e. the related school dean or another colleague in the program/school or the internship coordinator and the vice president for academic affairs/associate dean of faculty office in case of emergency. The primary concern is for the safety and professional counsel needs of students in the field. The goal is for emergency needs to be handled immediately and all contacts from students to be addressed and responded to within 24 hours.
- Coordinate the experience and expectations for the student with the site supervisor by:
- Providing site supervisor with a copy of the goals and requirements of the internship program.
- Providing contact information for the faculty supervisors, and others, in cases of emergency.
- Articulating clear expectations of how the student intern is to be evaluated (e.g. journal, reflective paper, research paper, portfolio, project, presentation, etc.) and number of hours the intern is to serve.
- Making certain that interns understand they minimally must complete a journal, reflective paper and presentation. The required presentation submitted to the faculty supervisors highlighting the key learning moments from their internship experience will be used for events such as inclusion in an internship symposium, major and/or school internship enhancement for underclass students.
- Engaging a three-way conversation among faculty supervisors, site supervisor and student intern whether face-to-face or via teleconference at least once during the internship.
- Following up with a thank you letter to site supervisor/business on behalf of the program and university.

Site Supervisor Expectations
For employers who choose to partner with BVU in offering student’s internships, we expect the site supervisor to:
- Offer a meaningful learning experience for the student.
- Provide timely feedback to the student and BVU faculty supervisors.
- Monitor the match of the internship goals with the experiences offered to the student during the internship.
- Sign a student internship agreement form or provide a letter on company letterhead delineating his/her agreements to the required elements of the internship experience.
- Complete and return a final evaluation of the student’s performance on the evaluation form provided by the internship coordinator.
BVU also recommends that the site supervisor engage in an exit interview/evaluation as an intern leaves the site.

Student Registration Process for Internships
Each Buena Vista University faculty supervisor will communicate his/her process for determining student eligibility to complete an internship. The registration process for all BVU internships is:

Storm Lake campus students complete the online Report an internship form in Beaver Tracks. Once the faculty supervisor, internship site supervisor, and internship coordinator in the Career and Personal Development Office have approved the online form, the Registrar’s Office is notified regarding completed documentation.

BVU online and site students complete the Application and Agreement forms (PDF) found on the Registrar’s forms page of the BVU website and take the signed application form to their advisor who will forward the form to the Registrar’s Office. The Registrar’s Office will supply the internship coordinator in the Career and Personal Development Office with a copy of the signed application form for appropriate database and reporting needs.

January and semester internships are typically 3 credits; students enrolling for an internship for more or fewer than 3 credits must seek assistance from the Registrar’s Office to officially register; BVU online and site students seek assistance from their advisor. Students enrolling in internship hours during the summer sessions must seek assistance from the Registrar’s Office (or appropriate student enrollment specialist/advisor) to officially register, after completing the required documentation.

Students enrolling in internship credit without completing the required documentation for the Registrar’s Office will not be granted academic credit for the internship experience. At the beginning of each enrollment period (semester, interim, or term), the Registrar’s Office will notify registered students who have not supplied the appropriate documentation that they are being dropped from the internship credits.

Students may not begin an internship without demonstrating proof of liability insurance, as needed.

Athletic Training Clinical Intraship
Buena Vista University’s undergraduate athletic training clinical intraship program provides quality athletic health services to the student-athlete while simultaneously providing an exceptional and individually guided educational experience for the undergraduate athletic training student. On a continued basis, members of the athletic training faculty and staff work in conjunction with team physicians to ensure the proper prevention, care, treatment, and rehabilitation of student-athletes. The involvement of the athletic training student in the athletic training clinical intraship program is designed to provide the student with in-depth study and application in one of seven specific programs currently in ongoing development while working hand in hand with this list of athletic health care professionals. Specifically, this program is a comprehensive lesson offering the development of knowledge and skills under the oversight of the athletic training program faculty and staff.

Program Specifics
- Each intraship is at maximum one semester in length and can be taken for 1-3 credits.
- Students may apply a total of 15 intraship and/or internship credits to their program of study.
- Students in academic good standing may apply and be chosen for more than one intraship in any given semester.
- Each student should expect to dedicate no less than three to four hours a week to each project.
- Students will be graded according to each described criterion.
- Failure to make significant progress throughout the intraship timeline may result in the student’s removal from the project.

Expectations of the Instructor
- Be understanding of time related issues related to other classes and activities
- Be clear on what is expected
- Be able to help the student if extra help is asked of them
- Participate in good communication
- Listen to students’ ideas and questions
- Be clear on how the student will be graded
Expectations of the Student

- Be on time and a self-starter
- Be dressed in the proper apparel if applicable
- Be respectful to classmates, athletes, and instructor
- Communicate with instructor
- Work hard, there is limited time to learn all you can
- Put in extra hours if needed to completely understand what you need to accomplish.
- Use supplies given and know that the instructor is there to help you learn
- Be responsible and reliable

Degrees Offered

The bachelor of science degree is conferred upon students selecting majors from the sciences and/or mathematics. The bachelor of arts degree is conferred upon students meeting requirements for degrees in all other major fields. The bachelor of applied studies degree is conferred upon students who have completed an approved associate of science, associate of applied science, associate of applied arts from an accredited U.S. institution, or comparable degree from foreign institutions which Buena Vista University has entered into sister-school agreements and who meet the following BVU requirements: completion of the BVU general education program (intellectual foundations, intellectual explorations, and for Storm Lake students, Academic and Cultural Events Series (ACES) requirement), and completion of 36 credit hours from BVU at the 300/400 level. (Bachelor of applied studies students do not declare a major and are not required to meet any specified number of credit hours of single content-area upper division coursework but must complete 36 credit hours from BVU at the 300/400 level.) Life experience credits do not count toward the 300/400 level requirement. Students completing a BAS degree pursue the BVU Signature Skills via courses taken at BVU or equivalent transfer credits.

The bachelor of applied science (BASc) degree is conferred by the BVU College of Applied Studies upon program completion to students who have earned an approved Associate of Science; Associate of Applied Science, approved Associate of Arts; or a comparable degree from a foreign institution with which Buena Vista University has entered into an agreement and have met the following BVU requirements: completion of the BVU BASc Core program and 36 credit hours from BVU at the 300/400 level. Bachelor of applied science students complete BASc majors designed to prepare students to meet specific professional and educational outcomes suited to their field. Students completing a BASc degree pursue the BVU Signature Skills via courses taken at BVU or equivalent courses transferred in. Only one degree will be conferred upon any one individual.

Credit for Prior Learning

The university also permits superior students to enroll in certain advanced courses in foreign languages, and upon earning a “B-” or better, receive a maximum of six hours of credits for appropriate preceding courses.

Life Experience Credit

Students that have extensive knowledge gained through prior schooling, training, or on-the-job training experience may be eligible for life experience credit. Life experience credit should be requested no later than the beginning of the senior year. Guidelines can be obtained from the Online or Regional Director, Registrar, or the Associate Dean of Faculty. Life experience credit portfolios should be produced only after consultation with the faculty advisor or Online or Regional Director. These portfolios must clearly state the hours of credit requested, and be supported by a rationale and documentation that should include a resume, letters from supervisors, certificates, work samples, etc.

A total of 21 hours of course credit may be earned through examinations and/or life experiences. No more than nine hours may be earned through life experience credit although typically no more than three credits are granted. Life experience credit is elective credit only. Financial aid cannot be used to cover the cost of life experience hours.

College Level Examination Program (CLEP) and Advanced Placement (AP) Program

CLEP and AP are nationally recognized programs that offer students an opportunity to earn university credit by examination. CLEP and AP exams are available in a variety of general and specific subject areas. Credit will be awarded according to the American Council of Education (ACE) guidelines to a student who earns a CLEP score of “C” equivalent or better (as determined by CLEP) and AP score of 3 or higher. Credit will be applied toward earned hours toward
Independent Study
There are times when truly exceptional, high-achieving students may seek additional learning opportunities. These additional learning opportunities are best achieved through independent or directed studies. Independent studies are done at the discretion of the faculty member and school dean.

Independent study offers an opportunity to explore an area of study not included in the catalog listing of approved courses. The topic of an Independent Study should be selected and carefully designed by the student in cooperation with his/her faculty instructor, the appropriate school dean and the associate dean of faculty. The student will be expected to have earned a cumulative grade point average of 3.00 or above, have junior or senior status, and possess the appropriate background and interest to pursue the proposed area of study. A proposal for independent study form may be obtained from the registrar’s web page or site office. Students may take no more than one independent study course per semester, and no more than four courses during the course of his/her academic career. Independent study courses are assigned numbers 399 or 499 depending on the level of the course. Independent study will be graded P/F.

Directed Study
Under exceptional circumstances, a course listed in the university catalog may be granted to a student on an individual basis provided doing so is appropriate to the design of the course. As a rule, directed studies are discouraged. There are times, however, when a directed study may be unavoidable in a student’s program of study. Such recognized occasions include:

- Transfer students in need of a course “off-rotation” to avoid delaying graduation, a situation that is particularly possible for courses that are offered only on alternate years.
- Time schedule conflicts between two required courses in a given semester. Determination of a need for the two courses in the given semester rather than desire for the two courses in a certain semester must be demonstrated by the student’s four-year plan of study.
- To facilitate a student’s ability to study abroad for a semester or engage a semester long specialized internship.

Offering directed study courses so a student may complete an additional endorsement, major and/or minor is not considered essential. A directed study course offered for a student in an unavoidable situation does not warrant including more students who are not in an unavoidable situation into the experience.

Students bear responsibility to enroll in the appropriate rotation of courses to complete their program of study. Students who enroll in and then drop a course to discover they are now “off-rotation” in course sequencing or fail to initially register for a course in a particular sequence given their anticipated graduation date should not expect that a directed study will be offered to rectify their situation.

To be considered for a directed study, the student must have junior or senior status. The details of the directed study must be agreed upon by the faculty sponsor and the student, and approved by the school dean and the associate dean of faculty or Online or Regional Director no later than the end of the second week of classes in the semester/term in which the directed study is to occur. The directed study form must be submitted to the Registrar’s Office at that time. Forms may be obtained from the registrar’s web page or site office. In directed study, the student and the professor communicate on a regular basis. Students may take no more than one directed study course per semester or term and no more than four such courses during the course of his/her academic career. Grading for all directed study grades are letter grades unless distinguished differently in course description.

Storm Lake Academic Sessions
Semester Designations
Academic sessions at Buena Vista University are based on the 4-1-4 system, with a fall semester, a January interim, and spring semester. The fall and spring semesters are approximately 14 weeks in length, and the interim is approximately three weeks.

Interim
Interim courses are typically 3 credit hours. A three-credit course meets the full interim calendar for 150 minutes each day, travel courses are three credit hours. When the interim calendar includes fewer than 15 days of instruction more
than 150 minutes may be required each day. Internships and travel courses are typically 3 credit hours. Internships and credit hours are determined by the number of 40-hour weeks contained within the internship experience. A three-credit internship, for example, requires three 40-hour work weeks. Classes meet daily. Grading is determined by the instructor and indicated in each course description. If student option is indicated, the student may choose between P/F (pass/fail) or letter grade. All travel courses and internships are P/F. Students must be in good academic standing and in good standing with Student Affairs to be eligible to travel during interim.

There will be no tuition, board and/or room refunds for full-time students who elect not to participate in interim, nor will students who have failed to register for or participate in interim courses be permitted to remain in the residence halls during the January term. Any student residing on campus during the interim must be enrolled in and attending an interim academic experience. Only students on individual course rosters are permitted to attend the specific course. Failure to register properly for an interim course forfeits the student’s right to transcript a grade for a course.

Students enrolled in courses that require them to be off campus are eligible for a meal stipend if they have a meal plan for the semester/term during which they are required to be off campus. Persons with questions regarding the billing process should contact the Business Office. Some courses, such as travel courses, have special charges associated with them.

In case of cancellation of the course by the university, the special fees will be promptly refunded.

If a student cancels registration in such a course, no refund of the special fees can be guaranteed. The university reserves the right to remove a student from a travel course or internship for failure to perform all required activities in preparation for or during the experience in an appropriate professional manner. Students removed in such circumstances forfeit their right to any special fees refund.

Students from other 4-1-4 institutions are welcome to participate in BVU’s interim. Application should be made to the associate dean’s office, 610 W. Fourth Street, Buena Vista University, Storm Lake, Iowa 50588.

Summer Sessions
The university offers a limited number of undergraduate summer classes in two summer sessions. Students are permitted to enroll for a maximum of 6 credit hours in each session. Credit may also be earned through special workshops, short courses, and independent studies offered in the summer.

Academic Enrichment Opportunities
Center for Academic Excellence (CAE)
The Center for Academic Excellence (CAE) is the university’s academic support unit, which provides services to enhance the teaching-learning experience for the university community. For more information, please see page 57.

Disabilities Accommodations
The CAE works with students who, due to a disability, are seeking academic accommodations. BVU policy, in accordance with state and federal guidelines, calls for reasonable accommodations to be made for qualified students. To assure that this policy is upheld the director of the CAE serves as coordinator for the appropriate and reasonable accommodations and is available to assist students in the student accommodation process.

CAE Skills Courses
The CAE also works with students to improve certain academic skill areas to build general study skills, including test preparation, time management and scheduling, note-taking and listening, critical thinking and reading, and basic learning strategies.

Each semester, the university offers semester-long courses designed to improve students’ skills regardless of their current level. Students register for these courses just as they would for any course at the university.

The classes are:

- AEXL 022 Reading Speed and Comprehension
English for Speakers of other Languages (ESOL)
An English for speakers of other languages (ESOL) program is offered to all international students. To be fully admitted students must have a minimum TOEFL score of 550. Students may be conditionally admitted with a TOEFL or equivalent score of 500. The program offers two tracks of study: English for Academic Purposes (EAP) and General English (ESL).

English for Academic Purposes (EAP)
EAP courses are generally 3 credit hours and are designed to help international students improve their academic language skills in listening, speaking, reading, and writing to enhance the likelihood of their academic success. Language skills addressed in EAP courses include: oral intelligibility, fluency development, listening comprehension, reading, writing, grammar and academic vocabulary development. Additionally, EAP courses help international students acquire academic study skills, such as test taking and note taking skills, academic vocabulary usage, critical reading and writing, comprehending academic lectures, research and library skills, formal composition forms and development, including research papers. All international students are assessed by the Director of ESOL and placed into the appropriate courses based on the results of English language diagnostic test and individual needs for academic language support. Students are not able to otherwise choose to enroll in EAP courses. A maximum of 15 credit hours of EAP coursework may be applied towards graduation from Buena Vista University.

General English (ESL)
General English, or English as a Second Language (ESL), courses are available to students who do not meet the minimum English proficiency requirements to be enrolled in ESL courses. International students who have not taken an English proficiency or who have a TOEFL score or equivalent below 500 will be required to enroll in these courses. ESL courses are designed to help students improve their reading, writing, speaking and listening skills, prepare them for academic language skills learning, and bring the student’s English language proficiency up to the level required for admission to the academic program. Students are required to enroll in a minimum 12 credit-hours of ESL courses, and students who fail the same course twice may be down-leveled to a one-level below. Students in advanced level ESL courses must pass an Exit exam at the end of semester. Exam results are reviewed by the Director of ESOL, and students who achieve the necessary scores are enrolled in the academic program of choice at that time.

Honors Program
At Buena Vista University students may enter the honors program in two ways, as entering new first-year students or as current or transfer students after having completed a minimum of 15 credit hours of collegiate work.

Entering first-year students are automatically screened for admission to the honors program based on their high school record and achievements. First-year students must meet two of the three following standards: ACT 28 or higher, HS rank in top 10 percent or HS GPA of 3.75. In addition, consideration is given to the strength of their college preparatory curriculum, participation in activities that supplement the student’s academic work and/or demonstration of community involvement and a sense of social responsibility. Students also complete an honors program application and submit an essay to be in the honors program. New international students wishing to enroll in the honors program should see the honors program director.

Current BVU students and transfer students who have completed at least one semester of a strong college curriculum consisting of a minimum of 15 credit hours and who have achieved a 3.5 cumulative GPA may apply to the honors program. Current BVU and transfer students meeting the above guidelines must complete an application form and submit an essay.

The honors program encourages students to develop their academic talents beyond the regular programs at the university and is designed to provide greater depth to the student’s regular academic program through specialized intellectual explorations courses, dialogue and research work. Special opportunities may be organized around topics of special interest to students in the program. Students present and defend their final research projects in a public forum. The Buena Vista University honors program is especially suited for students contemplating graduate or professional school, and honors recognition will appear on the transcripts of those students who successfully complete the program. Applications for the program are typically taken in the fall semester.
More specific information on the program may be obtained from the honors program director.

**Dean's Fellowship Program**
The dean's fellowship program honors first-time first year students who have achieved an outstanding scholastic record in high school and who have demonstrated leadership ability through activity in their schools or community. The dean's fellowship program offers a series of value-added experiences designed to enrich the entire collegiate experience and prepare fellows to make meaningful contributions to society upon graduation. The goal of the program is to engage the individual student totally in becoming a life-long learner through a variety of intellectual, social, and cultural programs. Enrichment activities include international and domestic travel and opportunities to work closely with a faculty mentor.

**International Studies**
The university provides several opportunities for students to engage in cross-cultural experiences. Study abroad credits from non-U.S. host institutions will transfer as pass/fail “grades” at BVU with a grade of “C-” or better becoming a pass and a grade of “D” or below becoming a fail.

**Interim Education Travel**
Each interim, Buena Vista University students may choose from a variety of foreign programs. Past interims have included travel courses to Australia, England, France, Germany, Italy, Mexico, Spain, Greece, Cuba, the Mediterranean, Fiji, Vanuatu, Peru, Egypt, and Japan. Several domestic travel courses also are offered each year. New York City and a study of Disney and Universal Studios are offered frequently.

**Other Study Abroad Options**
Buena Vista University's cooperating agreements provide study abroad and internship abroad opportunities in eleven countries: Austria, England, France, Mexico, the Netherlands, Costa Rica, Kenya, Australia, China, Spain, and Wales. Course offerings and internship possibilities vary according to country. Further information on these and other international programs may be obtained from the study abroad coordinator at Buena Vista University.

**Academic Policies**

**ACADEMIC HONESTY**
Buena Vista University believes that personal integrity and academic honesty are fundamental to scholarship. We strive to create an environment where the dignity of each person is recognized and an atmosphere of mutual trust exists between instructors and students. Accordingly, honesty in all academic matters is expected from all students. Actions contrary to academic integrity will not be tolerated. Any attempt to cheat, misrepresent someone else's work as one's own, receive credit for work one did not do, obtain an unfair advantage over other students, or aid another student to do the above will be considered a breach of academic integrity. The faculty has confidence in the integrity of students and encourages students to exercise good judgment in fulfilling this responsibility. Activities that have the effect or intention of interfering with learning or fair evaluation of a student's work or performance are considered a breach of academic integrity. Academic misconduct includes but is not limited to:

- **Cheating** (intentionally using or attempting to use unauthorized material, assistance, or study aids in any academic work). For example, using a cheat sheet for a test, looking at another student's paper during an exam, stealing or buying all or parts of an exam or paper, altering and resubmitting work for a better grade without prior approval to do so, etc. Cheating includes but is not limited to:
  a. use of any unauthorized assistance in taking quizzes, tests, or examinations;
  b. use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems or carrying out other assignments;
  c. the acquisition, without permission, of test or other academic material belonging to a member of the University faculty or staff;
  d. engaging in behavior specifically prohibited by a faculty member in the course syllabus or class discussion.

- **Plagiarism**: representing another's ideas, words, expressions, or data in writing or presentation without properly acknowledging the source. This includes,
but is not limited to, misrepresenting
another’s work as one’s original work, using
someone else’s idea without giving proper
credit, failing to cite a reference or failing to
use proper documentation, using works of
another gained over the internet and
submitted as one’s own work, etc.

The term “plagiarism” includes but is not
limited to, the use, by paraphrase or direct
quotation, of the published or unpublished
work of another person without clear
acknowledgement. It also includes the
unacknowledged use of materials prepared
by another person or agency engaged in the
selling of term papers or other academic
materials.

Falsification and/or misrepresentation of
data: submitting contrived or made up
information in any academic exercise. This
includes, but is not limited to making up
data, citing non-existent sources, etc.

Facilitating academic dishonesty:
knowingly helping or attempting to help
another violate any provision of the
academic honesty policy. This includes, but
is not limited to, working together on a take
home exam or other assignment when the
option has not been made available, giving
your paper/assignment to another student
for his/her use, etc.

Computer crimes: damaging or modifying
computer programs without permission.
This includes, but is not limited to, software
piracy, hacking, constructing viruses,
knowingly introducing viruses into the
system, copying programs and/or data
belonging to others, etc.

Multiple submission: submitting, without
prior approval from the instructors
involved, any work submitted to fulfill
academic requirements in another class.
This includes, but is not limited to,
submitting the same paper for two different
classes, etc.

Misrepresentation of academic records:
knowingly misrepresenting or tampering
with any portion of official records of the
University or transcripts. This includes, but
is not limited to, forging a change of grade
slip or registration form, tampering with
computer records, etc.

Unfair advantage: trying to gain unauthorized
advantage over fellow students. This
includes, but is not limited to, gaining or
facilitating unauthorized access to exam
materials (past or present); interfering with
another student’s efforts in an academic
exercise; lying about the need for an
extension on a paper or assignment;
destroying, hiding, removing or keeping,
library materials, etc.

Any violation of this policy will be treated as a
serious matter. The instructor has primary
responsibility over classroom behavior and
maintaining academic integrity. Instructors are
encouraged to specify clearly at the beginning of
each course what constitutes violations of
academic honesty and the consequences for
academic dishonesty. In cases of repeated or
flagrant violations, a student may be dismissed
from the university. Students who earn an ‘F’
based on academic dishonesty or plagiarism may
not withdraw (and receive a grade of W) from
the class prior to the end of the Term/semester.
Depending on the nature and severity of the
offense, the university reserves the right to exact
maximum penalty, even in the case of a first
offense.

If an infraction is suspected, the following
guidelines and procedures apply:

- A faculty member who suspects a student
  of academic dishonesty shall inform the
  student of his/her suspicion and present
  him/her with the evidence, allowing the
  student an opportunity for rebuttal.

- Faculty members, upon determination of
  an infraction based on the evidence, may
  determine the penalty for the infraction.
  This may involve failing a student for a
  particular assignment, test or course. The
  penalty must be communicated in writing
to the student. In addition, the dean of
  faculty may impose academic warning,
  academic probation, academic suspension
  or expulsion, depending on the severity of
  the offense. A BVU Online Director,
  Regional Director, or Graduate Program
  Director, through consultation with the
  dean of faculty and dean of
  Online, Site
  and
  Graduate
  Programs, may enact the
  same penalties.

- Upon determination of an infraction, the
  faculty member should notify, in writing,
  the student’s advisor, the faculty member’s
  school dean, and the associate dean of
  faculty. This notification should include
  the student’s name, the type of infraction
  and the penalty (i.e., student failed the
  assignment, student failed the course, etc.).
  In the case of an online, site, or graduate
student, the faculty member should notify the Online Director, Regional Director, or Graduate Program Director.

- If a student is involved in academic dishonesty but is not enrolled in a particular instructor’s course, the instructor may recommend the student to the dean of faculty for disciplinary action (e.g. Student A who is enrolled in a course has Student B, who is not enrolled in a course, write a paper for him/her. Student B may be recommended to the dean of faculty for disciplinary action). In the case of an online, site or graduate student, the instructor may recommend the student to the Online Director, Regional Director, or Graduate Program Director.

- All information related to any violation will be kept in a special file by the dean of faculty, and the appropriate Online, Regional, or Graduate Program Director, during the time in which the student is enrolled at Buena Vista University, serving only as a statement of record if the student is charged with a subsequent act of academic dishonesty. In the case of appeal, the file will be destroyed if the student is found to not have violated academic integrity standards. If the student is found to have violated academic integrity, the file remains in the dean of faculty office until the student’s graduation or three years after the student’s last date of enrollment.

Appeals Process for Academic Honesty
Students may appeal a faculty member’s decision to the dean of faculty (or his/her designee). The decision from the dean of faculty is final.

If an appeal is made to the dean of faculty, the following procedures are to be used:

- A written request for hearing must be made with the dean of faculty within two weeks of the faculty member’s decision being communicated with the student. The written notification from the student should include his/her understanding of the events that occurred and his/her reasons for the appeal.

- The dean of faculty will engage in fact-finding that he/she deems appropriate, after which the dean of faculty will meet with the student, his/her academic advisor, and the faculty member involved. In the event the faculty member involved is the student’s advisor, the student will select another faculty member to attend the meeting.

- The dean of faculty’s decision will be communicated in writing to the student, the faculty member, the advisor, and the appropriate school dean within one week of the meeting.

GOVERNING CATALOG
Students are governed by regulations and requirements of the catalog under which they enter, unless a subsequent catalog is chosen. Changes in the catalog requirements that occur after a student enters the university as a result of curriculum revision and other faculty actions are not enforced retroactively; however, such changes do become effective as stipulated by faculty.

While administrators and teachers are available to advise, each student is responsible for meeting the catalog requirements for graduation.

MAJOR AND MINOR COURSE OF STUDY
When a curriculum revision occurs, students may elect to meet course requirements for a major or minor as specified in the catalog in effect at the time of their admission or they may choose to meet the academic requirements in full of a subsequent catalog. Contact the registrar for the appropriate forms. Note: Education (teaching) students must meet the current requirements for teacher certification.

READMISSION TO BVU
A student whose course of study at BVU is interrupted for an extended period of time – two years or more – must meet the requirements of the catalog in effect at the time of re-entry to BVU.

ASSESSMENT PROGRAM
Buena Vista University values student growth and development. As a consequence, the institution has developed a plan for longitudinal assessment of student academic achievement. Results of the assessment will be studied and used in an ongoing fashion to provide improvement of the academic programs of the university.

SATISFACTORY ACADEMIC PROGRESS (SAP) POLICY
The Satisfactory Academic Progress (SAP) Policy addresses the importance of students’
commitment to academic excellence and outlines the criteria for remaining in good standing academically at BVU. A student’s cumulative grade point average will include BVU credits only. Grades earned at other institutions are not included in the cumulative GPA. Transfer hours brought in will count towards earned and attempted credits for purposes of satisfactory academic progress.

Federal regulations require that all federal financial aid recipients make satisfactory academic progress towards degree completion. Progress is measured qualitatively by the student’s cumulative grade point average (CGPA), and quantitatively by percentage of credit hours earned in relation to those attempted. Federal regulations also limit the duration of the program. These standards will also apply to most funds provided through the State of Iowa. Buena Vista University’s standards for these requirements are described below.

Faculty and staff members at Buena Vista University are committed to fostering and furthering the academic success of all students. While we recognize that sometimes students encounter difficulties in their academic pursuits, we also expect students to make satisfactory progress toward degree completion — see description below under “The Standards.”

A minimum cumulative grade point average (CGPA) of 2.0 is required for graduation. Specific programs (such as School of Education) may have higher CGPA requirements. See catalog program descriptions for details. Any student whose grade point drops below a 2.0, whether for the semester or as a cumulative grade point average, is in academic jeopardy and in danger of losing federal and state financial aid. Such students are encouraged to meet with an advisor and to seek assistance from the Center for Academic Excellence at the Storm Lake campus or appropriate online or site office staff.

**The Standards**

Satisfactory academic progress in the University is defined by two components: 1. Qualitative - cumulative grade point average related to total number of credits earned and 2. Quantitative - ratio of earned to attempted credits. Both of these components are explained below:

1. Qualitative Component: Cumulative Grade Point Average

   Because the transition to university learning is challenging, first and second year students are allowed time to build their CGPA to a 2.0 as they accumulate credits; by the time students have achieved junior status or completed two academic years, they must have achieved and are expected to maintain a 2.0 BVU CGPA. A student is considered to be making satisfactory qualitative academic progress if the student in question has earned a BVU CGPA above the probationary status detailed as follows.

<table>
<thead>
<tr>
<th>Credits Earned</th>
<th>Probationary Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 24</td>
<td>Less than 1.75 CGPA</td>
</tr>
<tr>
<td>24-55.99</td>
<td>Less than 1.9 CGPA</td>
</tr>
<tr>
<td>56+ or 2 years of enrollment, whichever comes first</td>
<td>Less than 2.0 CGPA</td>
</tr>
</tbody>
</table>

Quantitative Component: Credit Hours Earned

Adequate progress toward degree completion is measured by an appropriate ratio of credit hours earned in relationship with credit hours attempted. Students must complete 67% of the credit hours attempted to be making satisfactory academic progress. Withdrawing from courses or failing a course may ultimately result in not achieving the necessary 67% successful completion rate which allows students to graduate in the time limit allowed (see Duration of Eligibility below). A student is considered to be making satisfactory quantitative progress if the student in question meets the 67% completion standard detailed above.

All courses completed at BVU are included in the analysis of academic standing. BVU does not use incompletes as a grading option; students should be familiar with the change of grade contract process. Students also may choose to repeat courses they have failed. The repeated attempt counts in the hours attempted by the student for purposes of calculating quantitative progress toward degree completion.

**Satisfactory Academic Progress Review Process**

The Academic Standing Committee is chaired by the associate dean of faculty and includes a representative from online and site programs, a representative from the deans at Storm Lake, a representative from the Registrar’s Office, a representative from Student Affairs, and the Director of Financial Assistance. This committee
reviews students’ progress three times during each academic year and notifies in writing those students whose academic records fall short of the standards for determining satisfactory academic progress. For Storm Lake students, course work enrolled in during summer is reviewed in September, coursework enrolled in during fall is reviewed in January, while course work enrolled in during January and spring is reviewed in June. For online and site students, course work will be reviewed after Terms 2, 4, and 6.

Based on the Academic Standing Committee’s review of qualitative and quantitative components, a student may be placed on academic probation, may be suspended from the University, or may be dismissed from the University. A student is considered to be in good academic standing and making satisfactory progress if the student in question meets the two standards detailed above or if the student is in compliance with any stipulations placed on the student by Admissions or the Academic Standing Committee.

### Probation
Probation is a warning that indicates that a student’s continued enrollment at BVU is in jeopardy. Probation would be the result during the first review period after which a student fails to meet either of the standards outlined above. If a student is placed on probation, the student will remain eligible for federal and/or state financial aid consideration during that first probationary period. However, if enrolled in subsequent semesters/terms, the student will be removed from those courses pending return to good academic standing or successful appeal of suspension.

A contract specifying steps a student must take for continued enrollment while on probation may be required at the discretion of the Academic Standing Committee. Such a contract may limit the total number of credits a student may enroll in during a subsequent semester/term, and may prescribe courses in which a student may enroll.

### Failure to Achieve SAP after Probation
A student who fails to achieve good academic standing after a probationary period will be suspended from the University unless an appeal has been approved. Typically appeals may be granted only once, and only in the case of extenuating circumstances such as illnesses, family emergencies, employment, etc., that may affect a student’s ability to achieve satisfactory academic progress. Appeals will be considered less favorably if a student’s GPA decreases during the probationary period, or if no effort has been made to fulfill the probationary contract with the Center for Academic Excellence.

A student without a successful appeal will be suspended. A student who has been suspended may not enroll or attend classes at Buena Vista University for at least one semester at Storm Lake or term with online and site programs before being eligible to apply for readmission to the university. Upon return, the student will be eligible for federal, state, or institutional aid so long as an academic plan has been created and approved by the satisfactory academic progress committee or an appeal, which provides information on new extenuating circumstances is approved. The process for readmission is outlined below.

### Appeal Process
The appeal should be in writing and received by the Associate Dean of Faculty in sufficient time for processing. The written appeal must include and document the extenuating circumstances that prevented the student from meeting satisfactory progress, what has changed in the student’s situation, and the specific steps that will be taken to ensure future success, including a tentative schedule of classes to be taken, when they will be taken, and at which locations.

Before a decision is made, the student’s progress – along with the details in the appeal related to the reasons for the lack of progress – will be reviewed by the Satisfactory Academic Progress (SAP) Committee to determine if and how the student can regain good academic standing.

If the student’s appeal is approved, the student will be permitted to return. The student will remain eligible for federal or state financial aid consideration for the period of time stipulated by the SAP Committee. At the end of the next review period, the student will either continue with the multiple semester/term probationary contract, return to good academic standing, or be suspended.

### Re-establishing Satisfactory Academic Progress
Other than in situations where an appeal is granted, a student who has lost eligibility for federal or state financial aid can only regain eligibility by taking action that brings them back into satisfactory academic progress.
Neither paying for one’s classes nor sitting out any length of time affects a student’s academic standing so neither is sufficient to re-establish eligibility.

Credit hours earned at another institution will be used in the determination of academic standing; however, grades earned at another institution do not calculate into a student’s CGPA at Buena Vista University.

**Process for Re-Admission after Suspension**
Students suspended from the university because of failure to meet the satisfactory academic progress requirements as outlined above wishing to apply for re-admission should:

1. Consult with their academic advisor for assistance in preparing a letter of application for re-admission.
2. Submit a formal letter addressed to the Associate Dean of Faculty requesting re-admission. This letter should provide an explanation of the circumstances that contributed to the student’s lack of academic progress and a detailed and specific plan outlining steps the student will take to address those circumstances in the future, including a tentative schedule of classes to be taken, when they will be taken, and at which locations. The letter must include the student’s signature.
3. Re-admission letters of request must be received in sufficient time for processing of those requests. As a rule, these requests should be received by the Associate Dean’s office a minimum of one month prior to the beginning of the semester/term in which the student wishes to re-enroll.
4. The re-admission letter will be reviewed by a committee composed of the Associate Dean of Faculty, the Dean of Online, Site, and Graduate Programs or his/her designee, and a school dean from Storm Lake.
5. Upon return, the student will be eligible for federal, state, or institutional aid so long as an academic plan has been created and approved by the satisfactory academic progress committee or an appeal, which provides information on new extenuating circumstances is approved.

**Notification of Academic Status**
Students will receive notification of their status after application for re-admission within two weeks of the review dates. Notification of probation or suspension is sent from the Vice President for Academic Affairs/Dean of Faculty to the student and copied to the student’s advisor or appropriate Online and Site personnel. However, it is the student’s responsibility to know the standards of academic progress (see “The Standards” above) and failure to receive the notification will not nullify the academic status. Qualitative probation and suspension will be noted on the academic transcript for the semester/term in which that status is earned.

**Dismissal**
The University reserves the right, upon recommendation from the Academic Standing Committee, to dismiss a student who fails to meet the standards even after being placed on probation or suspension.

A student who has been dismissed from the university is not eligible for re-admission.

**Appeals**
A student has the right to appeal the decision of the Academic Standing Committee in cases of suspension and dismissal. The appeal is made to the Vice President of Academic Affairs and consists of an explanatory letter submitted to that office within two weeks of receipt of notification of suspension or dismissal. The decision of the Vice President of Academic Affairs is final.

**ATHLETIC ELIGIBILITY**
As a member of the NCAA, Buena Vista University student-athletes must adhere to the NCAA academic eligibility guidelines as set forth in the NCAA Division III Manual. These requirements shall apply for practice, for regular-season competition and NCAA championships. They include the following:

- Be enrolled in a minimum full-time program of study leading to a baccalaureate or equivalent degree.
- Be eligible as defined by the academic standing policy. Students are considered academically eligible and making satisfactory progress if their academic standing exceeds the suspension standards detailed in the academic standing policy.

Further, student athletes shall meet the following conditions:

- A student-athlete shall not engage in more than four seasons of intercollegiate competition in any one sport.
- A student-athlete shall complete his/her seasons of competition during the first 10
semesters in which the student is enrolled in a collegiate institution in at least a minimum full-time program of study.

- When determining initial eligibility for a new transfer student who has ever participated in intercollegiate athletics, the student must have been academically and athletically eligible had he or she remained at the previous institution.

Full-time status is defined as enrollment in 12 credit hours per semester. Students that drop or withdraw from a course during a semester, falling below the 12 credit hour minimum, shall be ineligible. A waiver of the minimum full-time enrollment requirement may be granted for a student enrolled in the final term of his/her baccalaureate program. Review of student academic progress occurs in January, June, and September by the university’s academic standing committee.

In addition, NCAA student-athlete required consent forms shall be administered by the NCAA compliance coordinator.

A complete list of NCAA Division III eligibility guidelines is available from the NCAA compliance officer.

STUDENT APPEAL PROCESS

Undergraduate students having concerns in the academic area are encouraged to resolve these concerns through direct communication with the professor or administrative office involved, with school deans or with the vice-president for academic affairs. Often these concerns will involve a dispute over a grade. On those rare occasions when disagreements may not be resolved directly, the appeals process detailed below may be used.

Students having academic related concerns should first consult with the faculty member involved. In the case of a grade, no grade may be changed after it has been filed in the Registrar’s Office except by action of the faculty member or the decision of an appeal by the vice president for academic affairs. If a grade remains uncontested for a period of 6 weeks into a subsequent semester/term following the date published as the official end of the semester/term, it will be assumed to be correct and will not be eligible for change. For example, a grade from the spring semester must be appealed no later than six weeks into the following fall semester.

Prior to a formal appeal, the student should discuss his/her questions with the faculty member involved. The appeal process is intended for those rare occasions when students and faculty cannot come to an understanding of the faculty member’s assessment of the student’s work.

Steps students* must take in appealing a grade include:

*Note: Students taking education courses should refer to the Teacher Education Handbook for the grade appeal process specific to the School of Education. The Teacher Education Handbook is available on the Teacher Education page of the BVU website.

1. In writing, the student identifies his/her concerns by drafting a letter indicating the course, instructor, the grade received, the grade the student believes he/she should have received, and the reasons why a grade different from the one assigned is more appropriate in his/her judgment.

2. The letter must include the student’s signature and is delivered or mailed to the dean of the school for the course in question. For online and site students, the letter is given to the appropriate online or regional director.

3. Generally, within a week’s time, the school dean or online or regional director will meet with the student. The student should bring any related course materials from the course in question with them to this meeting.

4. The school dean or online or regional director will meet with the faculty person involved with the grade challenge. At this point, the faculty member may also have documents for review (papers, final exams, etc. for which the student does not have ownership).

5. Based on the materials and information from the student and faculty member, the school dean or online or regional director resolves the question(s) identified in the appeal. The school dean or online or regional director may choose to ask for a meeting with the student and faculty member or consult with others as appropriate; the school dean’s or online or regional director’s final decision of the appeal will be communicated in writing to the student and faculty person involved. If a change of grade is warranted, appropriate
paperwork for a change of grade will be initiated by the school dean or online or regional director.

6. The student or faculty member may appeal the school dean’s decision to the vice president for academic affairs (VPAA). Such an appeal must state the reason(s) and be presented in writing within two (2) class days after receiving the decision from the school dean and includes forwarding the paperwork the school dean received to the VPAA. The VPAA reviews the materials and may ask for meetings with the student and/or faculty member involved. The VPAA communicates her/his decision in writing within 2 weeks of receiving the request for appeal. The decision of the VPAA is final.

7. An online or site student or faculty member may appeal the online or regional director’s decision to the dean of Online, Site, and Graduate Programs. Such an appeal must state the reason(s) and be presented in writing within two (2) class days after receiving the decision from the online or regional director and includes forwarding the paperwork received to the dean of Online, Site and Graduate Programs who reviews the materials and may ask for meetings with the student and/or faculty member involved. The dean of Online, Site and Graduate Programs may also need to confer with appropriate school deans or others. The dean of Online, Site and Graduate Programs communicates her/his decision in writing within two weeks of receiving the request for appeal.

8. The online or site student’s final appeal may be made to the vice president for academic affairs (VPAA) and follows the process outlined in number 6 above.

Student concerns which are for issues other than grades should be handled similarly. Because of the specific nature of a concern a student may have about how the interaction with a faculty member is occurring, it may be most appropriate for the student to meet with the dean of the school or online or regional director initially rather than first speaking to the faculty member.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)
The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. (An “eligible student” under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution.)

Access to Records by Students
Students may inspect all education records pertaining to them that are maintained by Buena Vista University. Student education records are defined as records, files, documents, and other materials that contain information directly related to a student and are maintained by Buena Vista University or by an entity acting for the university.

Student education records do not include records of instructional, supervisory, and administrative personnel, and ancillary educational personnel, that are in the sole possession of the maker and that are not accessible or revealed to any other person except a substitute.

Other exclusions include:
- Notes of a professor/staff member concerning a student and intended for the professor/staff member’s own use are not subject to inspection, disclosure and challenge.
- Records of security services, except in instances where they are transmitted within the university for administrative purposes.
- Records relating to an individual who is employed by an educational agency or institution, not a result of his or her status as a student that:
  1. Are made and maintained in a normal course of business;
  2. Relate exclusively to the individual in that individual’s capacity as an employee; and,
  3. Are not available for use for any other purpose.
- Records on students that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting or assisting in that capacity are not subject to the provisions of access, disclosure and challenge. Such records, however, must be made, maintained or used only in connection with the provision of treatment to the student and are not available to anyone other than the person providing such treatment or a substitute. Such records may be personally reviewed by a
physician or other appropriate professional of the students’ choice.

- Students are not entitled to inspect financial records of their parents.
- Application records of students not admitted to the university; however, once a student has enrolled in an academic offering of the university, application information becomes a part of the student’s educational records.
- Alumni records.

Access to Student Records by Others
Directory information (name, address, telephone listing, electronic mail address, date and place of birth, field of study, dates of attendance, enrollment status, expected date of completion, class rosters, participation in officially recognized activities, photographs, weight and height of members of athletic teams, degrees, honors, awards received, and the most recent educational institution attended) is public, unless the student expressly prohibits its publication in writing no later than seven days after the beginning of classes each semester/term to the Registrar’s Office. All other personally identifiable information is held in confidence by all Buena Vista University personnel and is not released to others except with the authorization of the student. This authorization is indicated by the student providing to these authorized individuals a ‘personal authorization number,’ (PAN) which is accessed and maintained by the student via Beavernet and the student’s BVU e-mail account.

However, the university may grant access to student records without the consent of the student to the following parties:
- Members of the faculty and administration and the personnel of their offices shall have such access as may be necessary in the normal course of the educational and administrative functioning of the university. This also may include a volunteer or contractor outside of BVU who performs and institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of personally identifiable information from education records such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks.
- Parents of financially dependent students (as defined by the Internal Revenue Service).
- Officers of other educational institutions in which the student seeks or intends to enroll.
- Parties in connection with the granting of financial aid to the student.
- Persons conducting educational or research studies about universities and students, including accrediting organizations, with the provision that only aggregate (not personally identifiable) data will be made public.
- When there exists a bona fide health or safety emergency. This includes alcohol and controlled substance violations.
- To parents of a student regarding the student’s violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21.
- Certain state and federal officials as mandated by law (law enforcement officers are not included; they are granted access to student records only with the written consent of the student or in case of a court order or subpoena). In the event of a lawful subpoena, with which the university must comply, Buena Vista University attempts to notify the student that a subpoena has been served. The exception to this notification includes the Patriot Act and other restrictions on notification.
- Disclosure of the final results of a disciplinary proceeding to a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The institution may disclose to the victim the final results, regardless of whether the institution concluded a violation was committed.
- To the general public, the final results of a disciplinary proceeding, subject to the requirements of the law, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school’s rules or polices with respect to the allegation made against him or her.
- As of January 3, 2012, the U.S. Department of Education’s FERPA
Regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records — including your Social Security Number, grades, or other private information — may be accessed without your consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities (“Federal and State Authorities”) may allow access to your records and PII without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is “principally engaged in the provision of education,” such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

- To accrediting organizations to carry out their accrediting functions.

Record of Requests for Access to Student Records
Buena Vista University maintains, as part of the educational record of the student, a record of all requests for access (whether or not the requests were granted), with the exception of requests for directory information. This record includes the name of the party requesting the information, the date, and the legitimate interest this party had in requesting the information.

Such records are not maintained when the student personally inspects his or her records, when disclosures are made at the request of the student, and when disclosures are made to Buena Vista University personnel or other parties with legal access.

Rights to Inspection
Students have the right to inspect and review their education records within 45 days of the day the university receives a request for access.

Students should submit to the registrar written requests that identify the record(s) they wish to inspect. The registrar will make arrangements for access and notify the student of the time and place where the records may be inspected.

Questions About Record Accuracy: Challenges to Content
Students have the right to request the amendment of their education records that the student believes are inaccurate or misleading.

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

If the university decides not to amend the record as requested, it shall inform the student of its decision. The student then has a right to a hearing before the university and to challenge the content of the student’s educational record on the grounds that the information contained in the records is inaccurate, misleading, or in violation of the privacy rights of the student.

If, as a result of the hearing, the university decides that the information is inaccurate, misleading or otherwise in violation of the privacy rights of the student, it shall amend the record accordingly and inform the student in writing of the amendment. Conversely, if, as a result of the hearing, the university decides the information in the educational record is not inaccurate, misleading, or otherwise in violation of the privacy rights of the student, it shall inform the student of his or her right to place a statement in the record commenting on the contested information in the record or stating why he or she disagrees with the decision of the university, or both.
Note: The above policies and procedures are, to the best of our knowledge, consistent with the requirements mandated by Section 438 of the General Education Provisions Act, as amended (The Family Educational Rights and Privacy Act of 1974—FERPA), and the regulations pursuant thereto as issued by the Department of Health, Education, and Welfare, June 17, 1976.

A student may file a complaint with the following governmental office regarding an alleged violation by the university of the Family Educational Rights and Privacy Act (FERPA). The complaint must be made in writing and addressed to: Family Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4605.

The complaint must contain specific allegations of fact giving reasonable cause to believe that a violation of FERPA has occurred. The complaint must be submitted within 180 days of the date of the alleged violation or the date the student knew or reasonably should have known of the alleged violation; the Family Policy Compliance Office may extend this time limit for good cause shown.

Registration for Academic Courses
Transcripts from high school and other institutions
All students are required to provide an official copy of their final high school transcripts, AP, CLEP credits, and transcripts of any college credit directly to the university by the beginning of the semester or term in which they enroll. Official copies must be received via U.S. Mail. Without official transcripts and records, a student will not be allowed to register beyond the initial semester.

Classification of Students
First Year Students: Students who have earned fewer than 24 credit hours
Sophomores: Students who have earned a minimum of 24 credit hours
Juniors: Students who have earned a minimum of 56 credit hours
Seniors: Students who have earned a minimum of 87 credit hours

Numbering of Courses
In the program descriptions and course descriptions sections of this catalog you will find comprehensive information regarding each of the majors offered by the university, including major and minor requirements and annotated course descriptions. In order to assist you in locating specific courses of interest to you, courses are numbered according to the following scheme:

The credit hours (CR) indicated per course is the credit for each semester or term unless noted otherwise.

- Lower division courses, numbered from 100-299, are intended for first year students and sophomores.
- Upper division courses, numbered from 300-499, are ordinarily available only to juniors and seniors.
- Graduate courses, numbered 500 and above, are ordinarily only available to students possessing a baccalaureate degree.
- Special courses may be offered by faculty to meet special needs and interests. When offered as a 150, courses are intended for undergraduates, while 450 courses are intended for upperclass students. When offered as a 550, courses are intended for graduate students.

Independent and directed study courses may be taken according to the catalog guidelines and any other requirements determined by each school, the supervising professor and the school dean. Forms are available on the registrar’s web page or at the Registrar’s Office.

Typical Course Load
The normal class load is 14-16 credit hours per semester in order to complete the minimum required 128 credit hours during a four-year period of study at Buena Vista University's Storm Lake campus. Full-time status requires enrolling in a minimum of 12 credit hours per semester at the Storm Lake campus. In unusual circumstances, a student may be permitted to take more than 17.5 credit hours. In such cases, an Academic Action is required with the dean of faculty making the final determination. Generally, seniors and honor students only are permitted to enroll in more than 17.5 credits any given semester. Additional fees will be assessed for anything beyond the 18th credit hour.

Normal load and full-time status for online and site programs is 6 credit hours per eight-week term.

The university reserves the right to regulate class size, add, delete, or otherwise alter the published course listings.

Adding Courses
A student may add a course during the first two weeks of the fall or spring semesters or prior to the third class meeting in a summer session, half
Dropping Courses

Students at Storm Lake may drop a course prior to the third class in interim or during the first two weeks of a semester or equivalent period for other terms. Course changes are generally made via online registration. Courses dropped after online access is closed must be completed via paper form and advisor signature is required. Courses dropped prior to the deadline will not appear on the permanent record unless such drop results in a change of status (full-time/part-time) and/or a change in tuition/cost. Courses dropped before the deadline which result in a change of status (full-time/part-time) and/or a change in tuition/cost occurs, will be processed as withdrawals and a “W” will appear as a grade on the permanent record. Students who drop a class before the deadline, and a change of status (full-time/part-time) and/or a change in tuition/cost occurs, will be responsible for prorated tuition charges. Courses dropped after the deadline will be processed as withdrawals and a “W” will appear as a grade on the permanent record. Students withdrawing from classes after the deadline will also be responsible for prorated tuition charges.

Withdrawal from Courses

A withdrawal from a course or from the institution may be initiated by a student during the first two-thirds of the semester or an equivalent period for courses meeting less than a full semester. (See academic calendar for specific dates).

A withdrawal grade of “W” will be recorded for students who officially withdraw from a course or from the university prior to the published deadline. If a student chooses to leave the institution after the deadline for a grade of withdrawal, they will earn whatever letter grades the instructor deems appropriate for work completed. A “W” grade is not used in the grade point average (GPA) calculation, but is counted toward hours enrolled. Return to Title IV policies will be followed for any complete withdrawal.

Administrative Withdrawal

Buena Vista University expects both undergraduate and graduate students to actively engage learning in their courses, defined as attending each and every class meeting and diligently completing all learning activities (daily assignments, quizzes, papers, problem-sets, etc.) for each enrolled course. The administrative withdrawal policy was created to assist students in establishing good academic engagement and attendance habits. Failure to routinely complete daily and major assignments or attend class
places students in jeopardy of being administratively withdrawn from any or all courses at any time during a semester or term. Undergraduate students may be administratively withdrawn regardless of class level. Administrative withdrawals may affect a student’s financial aid awards, residential status, and/or student visa status when the withdrawal results in a full-time student losing full-time status or a residential student losing residential status. The policy will be applied in a student-friendly manner holding students accountable for appropriate attitudes and actions demonstrating a seriousness of purpose about academic engagement and learning.

The Policy: The University administration has the authority to withdraw a student from a single course, multiple courses, or the University, and to revoke that student’s registration at any time during a semester or term for failure to comply with academic requirements including, but not limited to:

- being absent from any course for the first two days of the class in a term or semester without prior written approval. Written approval, generally via email, may be granted by individual faculty members or the Associate Dean of Faculty.
- demonstrating unsatisfactory academic and course engagement at any point in the semester/term defined by one or more of the following as:
  - having missed an excessive amount of scheduled class time as defined by individual faculty members’ syllabi, excluding absences for college-related activities for which the student has communicated appropriately with each faculty member involved prior to the absence, arranged for the missed class time/assignments, etc. Students involved in college-related activities (i.e. athletics competitions, field-trips, etc.) are advised to carefully monitor the number of missed classes in a given semester. In cases where the instructor allows a certain number of excused absences, absences for college-related activities are included in the allotted number of excused absences.
  - being mathematically unable to pass the course due to missed material which might be the result of assignments not turned in or assignments not completed with sufficient academic achievement as a result of poor attendance patterns—i.e. missing too much material and/or too many in-class opportunities to earn points.
  - having failed to complete sufficient scheduled opportunities (i.e. tests, papers, assignments) to demonstrate effectively that meaningful learning has taken place and has been sustained over time, in accordance with the course’s learning objectives, or showing no record of academic engagement noted by completion of course work with passing grades in faculty grade records for a period of 3 weeks at Storm Lake or 2 weeks for online, site and graduate courses.
  - failing to maintain routine log-in and academic engagement activity during each week for online courses.
  - violating learning contracts for students on academic probation

Students who do not fulfill their obligations through appropriate academic engagement risk being administratively withdrawn from any, or all, courses in which this failure to engage occurs. Withdrawals will not occur without sufficient warning and due notice to students.

Students who are administratively withdrawn from a single course or all courses in a semester/term:

- are responsible for all debts and other charges related with the course
- are not eligible for a tuition refund for the course
- receive a “WA” grade notation if the withdrawal occurs prior to the final date for withdrawal in a term/semester. The “WA” grade does not affect a student’s grade point average. Administrative withdrawals after the final date for withdrawal in a term/semester will be recorded as “FA” for any course which has a letter grade option even if the student may have elected P/F grading. An “FA” grade notation does affect a student’s grade point average as any other F grade does. An “FA” is recorded in the event a student who is administratively withdrawn was enrolled in ACES. No other grades, such as NRR or IP, may be assigned.
- may lose their eligibility for residential status or athletic competition if the withdrawal drops them below full-time status.
- may experience changes in financial aid eligibility as a result of the withdrawal.
Because financial aid eligibility is based on many factors, financial aid changes related to a withdrawal will vary. Students are responsible to know the effects poor choices related to their academic engagement may have on their financial aid eligibility and status.

If faculty members have reason to inquire about specific cases of administrative withdrawal, they may inquire with the registrar or associate dean of faculty. In certain cases, the student’s right to confidentiality may not permit full disclosure of the circumstances.

Because the university affords students the right to appeal academic decisions, it is essential that instructors maintain accurate and consistent records of academic engagement from students throughout the semester/term.

Extenuating circumstances such as family emergencies and serious illness must be documented and may be taken into account. Students participating in intercollegiate athletics and academic field trips are advised to complete all assignments in an appropriate manner for each class, monitoring any absences in addition to these events carefully.

Procedures for administrative withdrawal:
Students are responsible to know the expectations for course-work requirements, including how attendance may affect their grade, for each course in which they are enrolled. Faculty are responsible to provide clear information to students in writing about their academic engagement expectations, including attendance expectations if using an attendance standard, whether on their initial syllabus or addenda via assignment sheets and the like.

In the event that students have not fulfilled their obligation in appropriately completing coursework and/or meeting attendance if used, the following steps may be taken:

- Faculty at Storm Lake complete an Early Alert notice detailing the specific circumstances of the student’s performance in a course. For online and site faculty, an email message is sent directly to the online or regional director detailing the student’s performance. Note: Prior to using the Early Alert process at Storm Lake or involving the online or regional director, faculty members should have written email documentation showing they have communicated their concern(s) directly to the student in question. Because students have the option of appealing an administrative withdrawal, written record of notification directly to the student is essential. This written record to the student and to the Early Alert system or enrollment manager must contain the last date of any recorded academic engagement for the student in question. This record may indicate the date of the last assignment received and/or the last date of student attendance in the course, if attendance is used as a standard in the course.
- The Early Alert Processing Team (for Storm Lake students) or the online or regional director (for online and site students) reviews the record and communicates a warning to the student as appropriate. This warning will be in writing via email detailing that the student must respond within 4 working days that the situation has been rectified or face withdrawal from the course.
- If the situation has not been rectified within four working days, the student will be administratively withdrawn and notified via email by Online or Regional Director (for online and site students) or by the Associate Dean of Faculty (for Storm Lake students). The notification of withdrawal will inform the student of the steps necessary to exit the class.
- In the most unfortunate of situations, students may be administratively withdrawn from the university if they fail to engage appropriately in their academic work in all of their classes during a given term of enrollment. In the event that withdrawal from the university is the result of students’ lack of attention to the seriousness of their academic
disengagements, instructions will be provided in writing to the student regarding the steps to be taken with each course and with appropriate university offices. When the administrative withdrawal occurs in all courses in a given enrollment period, the student is notified, with copies to the Office of Financial Assistance, the Registrar, Information Technology, and the Associate Dean of Students (for Storm Lake students only), and the Dean of Online, Site and Graduate Programs (for online and site students only).

- Copies of any notice of administrative withdrawal will become a part of the student’s permanent file in the registrar’s office.

Student Appeals of Administrative Withdrawal:
If a student takes issue with the warning from an instructor regarding his or her attendance or academic engagement, the student must discuss the problem with the instructor involved. If the matter is not satisfactorily resolved, the faculty member proceeds with informing the University of the need to administratively withdraw the student, and the student is notified from the Associate Dean of Faculty (for Storm Lake students) or the Online or Regional Director (for online and site students) that he/she is being administratively withdrawn. The student has a right to appeal the withdrawal.

The following guidelines govern the appeal process:
- The student must initiate the process of appeal within three business days of the date of the receipt of notification of withdrawal from the Associate Dean of Faculty (for Storm Lake students) or the Online or Regional Director (for online and site students).
- For Storm Lake students, the appeal must be made in writing to the Vice President for Academic Affairs, with copies of the appeal to the instructor and Associate Dean of Faculty. For online and site students, the appeal must be made in writing to the Vice President for Academic Affairs, with copies of the appeal to the instructor, Online or Regional Director, and the Dean of Online, Site, and Graduate Programs. The Vice President for Academic Affairs will base the appeal decision on some or all of the following:
  - Review of the student’s overall participation and performance in the course.
  - Review of the instructor’s adherence to protocols.
  - Meeting(s) with both the student and the instructor.
  - The decision of the Vice President for Academic Affairs is communicated to the student, the instructor involved, the Office of Financial Assistance, the Registrar’s Office, Information Technology, the Associate Dean for Students (for Storm Lake students only), the Associate Dean of Faculty (for Storm Lake students only), Online or Regional director and the Dean of Online, Site, and Graduate Programs (for online and site students only), in writing via email within three business days of receipt of the appeal.
  - The decision of the Vice President for Academic Affairs is final.

During the appeal process the student has the right, and obligation, to continue attending the class(es) in question.

Repeating Courses
A course may be repeated once at the discretion of the student. A subsequent repeat is allowed only upon prior approval through special academic action.

Repeat of courses originally taken for a letter grade must be taken for a letter grade. Repeat of P/F courses may be taken either for a letter grade or P/F.

For purpose of grade point average, the second and any subsequent grades for repeated courses will be used in the CGPA computation. Only the first grade will be omitted from the grade point average. All repeated grades will be shown on the transcript; however, only the last grade will be used to satisfy graduation requirements, including total hours earned. Courses taken at Buena Vista University must be repeated at Buena Vista University.

If a student repeats a course for which academic credit was previously earned, that course cannot be completed a third time and be counted toward enrollment status for purposes of financial aid eligibility. For further information, please contact the Financial Aid Office.
Permission to Study Off-Campus

Students desiring to enroll in another post-secondary institution with the intent of applying credits earned to a Buena Vista University degree program must secure written approval in advance of taking the course. Prior to the final 30 credit hours (senior year), the student’s academic advisor, school dean and associate dean of faculty, or the online or regional director must approve the request to transfer courses from another institution back into Buena Vista University. The dean of faculty must approve such transfer requests during the final 30 credit hours.

Requests to take courses at other institutions will not be accepted when they are taken for the following purposes: failed BVU courses and/or BVU courses repeated in order to obtain higher grades. No more than 12 credit hours may be taken from another institution during a summer and no more than a total of 24 credit hours (summer coursework) may be used toward graduation. Juniors and seniors may not transfer two-year college credit into BVU, with one exception – required courses not offered at the Buena Vista University location of enrollment.

Students enrolled at one BVU location who wish to enroll in courses at a second BVU location with the intent of applying credits earned to a Buena Vista University degree or endorsement program must secure written approval in advance of taking such an “off-campus” course. Storm Lake campus students must receive written approval of such “off-campus study” requests from the student’s academic advisor, the school dean, and the associate dean of faculty. Students who wish to do such “off-campus study” at the Storm Lake campus, must secure written approval for such study from the student’s academic advisor, the school dean, and the dean of Online, Site, and Graduate Programs. Online and site students must secure written permission in advance from their academic advisor to study at another site.

Note: Field experiences, such as those available to education majors, ought to be completed in the student’s “home” department. Exceptions require approval from the “home” department as well as the faculty and administration mentioned above.

Under exceptional circumstances, a student may be granted permission to take a class off-campus. As a rule, doing so is discouraged. There are times, however, when taking a course off-campus is unavoidable in a student’s program of study. Such recognized occasions include:

- Transfer students in need of a course “off-rotation” to avoid delaying graduation, a situation that is particularly possible for courses that are offered only on alternate years.
- Time schedule conflicts between two required courses in a given semester. Determination of a need for the two courses in the given semester rather than desire for the two courses in a certain semester must be demonstrated by the student’s four-year plan of study.
- Facilitating a student’s ability to study abroad for a semester or engage a semester long specialized internship.

Allowing a student to take a class off-campus so a student may complete an additional endorsement (with the exception of those reading endorsement, PK/K, and middle school endorsement courses which are only offered online), major and/or minor is not considered essential. Course substitutions are not permitted using non-campus courses when other options exist on campus; the first priority is to have students completing courses at their sites of enrollment. Students bear responsibility to enroll in the appropriate rotation of courses to complete their program of study. Students who enroll in and then drop a course to discover they are now “off-rotation” in course sequencing or fail to initially register for a course in a particular sequence given their anticipated graduation date should not expect that permission to take a class off-campus will be allowed to rectify their situation.

In addition, the following guidelines govern Storm Lake students’ enrollments in online and site courses:

- Students must be full-time (minimum of 12 credit hours) at Storm Lake in order to enroll in online or site courses. Enrolling in and later dropping credits at Storm Lake resulting in less than 12 credit hours of Storm Lake enrollment is not permitted. Under no circumstances may online or site course enrollment be used to achieve full-time status at Storm Lake.
- All students must pay online rates for online credits enrolled in during any fall semester, spring semester or summer session.
- Exceptions:
1. Education majors enrolling in reading, PK/K, or middle school endorsement may take EDUC courses offered only online during the fall or spring semester for no additional charge.

2. Education majors enrolling in reading, PK/K, or middle school endorsement may take support work courses offered only online, including ECON 391, ECON 392 or any geography department course, during the fall or spring semester for an additional charge.

3. Students enrolling in the Trauma Advocacy minor enrolled in TRAC courses (first year students are not permitted to enroll in TRAC courses).

- Because of the intensity of courses and the considerable overlap in time between interim and Term 3, if a student is enrolled in 3 or more credits during interim, Term 3 registration is not permitted. If a student is not enrolled in interim, or is enrolled in 2 credits (such as Professional Seminar II and Field Experience: Human Relations), a 1 or 2 credit online or site course would be permitted. Any Term 3 online or site enrollment is counted as part of the spring semester. No student may take more than 5 credit hours of online or site coursework in any given fall or spring semester. Students enrolled only in Term 3 online (and not anything for interim) will not be permitted to live in the residence halls during interim.

- Education majors enrolling in earlier stated courses and students enrolling in TRAC courses during a fall or spring semester, and not exceeding 18 credit hours total, are not assessed additional tuition charges. If adding such courses results in an overload (more than 18 credit hours), the student will be charged at Storm Lake rates for the overload. Students may choose to enroll in these courses in the summer to avoid overload fees.

- Terms 5 and 6 are viewed as summer registration and any enrollment is charged at the online and site rate.

- Students may take two online or site courses per term during the summer (Terms 5 and 6). Two courses, however, may not be possible in Term 5 given it is reviewed as part of the total credit hours in a student's spring load at Storm lake (maximum of 18 credit hours).

- If a student wishes to withdraw from any online or site course once it has begun, but before the deadline for that term, the student will receive a grade of “W” and be responsible for the prorated online tuition charges, regardless of what term it is in.

Withdrawal from the University
A student who seeks to withdraw from the university may do so during the first two-thirds of the semester or an equivalent period for other terms. The academic record will reflect the term’s enrollment. A grade of “W” will be recorded for all courses. To initiate a withdrawal a student at the Storm Lake campus must inform student affairs staff, who initiates the withdrawal process and informs the appropriate offices within the university. Online or site students must inform the staff at the location of record who will notify appropriate offices. Failing grades will be recorded for students who withdraw after the deadline. Students who earn an ‘F’ based on academic dishonesty or plagiarism may not withdraw (and receive a grade of W) from the class prior to the end of the Term/semester.

GRADING POLICIES
Grading Reports
A grade report is available to students via the Beavernet registration system at the end of each grading period. A student may specifically request a printed copy.

Letter Grades
Student grades normally are reported in letters including “+”s and “-”s: A-excellent; B-good; C-satisfactory; D-poor; F-fail; L-co-requisite lab; IP-in progress; NRR-no report received; P-pass; F-fail; CR-credit/pass; AU-audit.

IP – In Progress
In consultation with the Registrar, this grade is to be used in rare cases for courses where the course requirements extend from one term into another by university design (i.e. student teaching). This is a non-punitive grade. If a grade change has not been submitted by the end of the next academic term, a grade of “F” will be conferred.

L-Co-Requisite Lab is non-punitive and does not affect grade point calculation. It designates a 0 credit co-requisite lab course.
Calculation of GPA
Grade point average is computed by dividing honor points by the number of hours attempted for letter grade. Honor points are determined by multiplying the number of semester hours per course by the honor points assigned for each letter grade. For example, a three-hour course with a grade of “B” would result in nine honor points (3 x 3 = 9). Honor points for each course are computed and totaled and divided by the total letter-graded hours. Grade point averages are computed for the semester or term and for the cumulative record.

A student’s cumulative grade point average will include BVU credits only. Grades earned at other institutions are not reflected on the BVU official transcript.

Contract for Change of Grade
Under exceptional circumstances a student may be unable to complete all assigned coursework by the end of the term. In such cases it is the student’s responsibility to confer with the instructor regarding the specific nature of the difficulties. Upon request of the student, the instructor will evaluate the situation. If the instructor agrees that major unavoidable and unforeseen circumstances beyond the control of the student prevent timely completion of course requirements, the instructor will record on the official grade roster a grade that reflects the grade earned for all work required for the course. The instructor will also submit a contract for change of grade (with the original grade roster for that course) that indicates the work to be completed and a completion deadline, determined by the instructor and not to exceed six weeks into the subsequent term/semester. If a student is unable to meet with the instructor due to a catastrophic situation, the vice president for student services, the vice president for academic affairs or the dean of Online, Site, and Graduate Programs may authorize the instructor to issue a “NRR” until such time as the student can be reached. This grade (NRR) must be replaced by a permanent grade no later than six weeks into the subsequent semester or term or the grade will revert to an “F.” When the work is completed, the instructor will report a grade change to the registrar. If no grade change is reported, the original grade will remain. The deadline may not be extended except by written permission of the academic dean or designee. In some cases, a change of grade may affect a student’s status for financial assistance. Upon request of the student, the student’s aid eligibility may be reevaluated. Any appropriate changes will take effect at the beginning of the next term of study immediately following the change of grade. Aid changes will not be made retroactively.

Honor Points
Honor points are allocated for each credit hour earned as follows:

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

Pass/Fail Grades (P/F option alternative)
Courses not otherwise designated may be taken pass/fail, but no more than two courses in the major field or a total of eight pass/fail courses may be credited toward graduation. Courses for which grading is only pass/fail do not count toward these totals. A student may choose no more than three pass/fail courses in an academic year, one of which may be the interim course. No more than one pass/fail course may be taken in a given semester/term. Students should not take more than one course in a minor and/or area of concentration as P/F.

A course in which the student has earned an “F” will show on the transcript as attempted and be treated as any other course if repeated. The instructor determines the level of achievement required in order to receive the “P” grade.

Designation of a course grading system may be changed once until the end of the ninth week of classes in a regular semester, or the ninth class period during interim, or approximately two-thirds of the way through a term. Only one such change is permitted. Students must secure their advisor’s signature before they will be allowed to switch to pass/fail grading. (See academic calendar for specific dates).

Earning a “P” in a pass/fail course does not count in the grade point average or the cumulative grade point average. However, earning an “F” in a pass/fail course does count in the grade point average and the cumulative grade point average.
The pass/fail option cannot be exercised in repeating a course for change of grade previously earned under the traditional letter grade system.

Domestic and international travel courses and internships will only be graded P/F.

Class Attendance
The value of a college education depends on full participation in the life of the college community. Because students are expected not merely to receive information passively or to pass examinations, but to participate actively in classes, it is important that unnecessary class absences be avoided. Faculty members have the responsibility to establish an attendance policy and inform students of the policy at the beginning of each course.

EXCUSED ABSENCES FOR UNIVERSITY-SANCTIONED EVENTS
Reasonable Accommodation
Buena Vista University adopts the view that student learning and professional development occur in a wide range of settings including, but not limited to, classroom instruction, participation in co-curricular activities such as music and theatre performances, academic and career development conferences, community service projects, and athletic competition. Thus, it is the policy of Buena Vista University to make reasonable accommodations to students whose participation in a University-sanctioned event causes an absence from class on the day of a scheduled quiz, examination, presentation, or other graded activity. It must be emphasized that the norm of reasonable accommodation does not apply to events or activities of little or no discernable value from an educational point of view.

For the purposes of this policy, a University-sanctioned event is defined as an activity organized and supervised by an academic or co-curricular department or program and provided to students pursuant the learning or professional development goals adopted by that department or program.

Faculty members are assured flexibility in meeting the reasonable accommodation requirement. Furthermore, that which constitutes a reasonable accommodation will vary according to the characteristics of the course, such as the pedagogical approach adopted by the faculty, the frequency of graded activities, and the logistical considerations that go into planning each class meeting. Examples of a reasonable accommodation include, but are not limited to:

- (where exams and quizzes are concerned) an opportunity for a “make-up” quiz or examination on a date immediately prior to or immediately after the date of the absence
- (where graded, in-class activities are concerned) an opportunity to complete, either immediately prior to or immediately after the date of the absence, an assignment or other graded task comparable to that identified in the course syllabus
- granting students, the option of “dropping” a pre-determined number of graded assignments, quizzes or exams from the schedule of graded elements in a course. This approach is available only when authorized by the faculty member and clearly indicated in the course syllabus.

Student Responsibilities
Notification of Likely Absence(s)
Students who seek excused absences stemming from participation in a University-sanctioned event must ensure that their faculty members are in possession of an excused absence notification letter or e-mail message originating with a faculty or staff member associated with the sponsoring unit or program. The excused absence notification letter or e-mail message may refer to a series of scheduled events or may refer to a single event. The notification letter or e-mail message shall be sent by the sponsoring unit or program at the earliest date possible. For each absence on the day of a scheduled, graded activity, it is the responsibility of the student to discuss with the faculty member prior to the absence the specifics of any requested accommodation. Students are reminded that providing short notice of an impending absence may diminish the faculty member’s ability to provide an educationally sound and professionally responsible accommodation. Ideally, notification to faculty will occur at the beginning of the semester in which the absences are scheduled, but the identification of opportunities arising in the course of a semester may require later notification. The excused absence notification letter or e-mail message shall include the following data:

- name(s) of participating students
- date(s), location(s), and a brief description of the event(s).
• indication of the sponsoring unit or program
• date of departure from campus and exact time when the student is expected to report for departure.
• expected date and time of the student’s return to campus.

**Denial of an Excused Absence**

Inasmuch as Buena Vista University seeks to make reasonable accommodations to students who miss class as a result of participation in one or more University-sanctioned events, it is nonetheless the case that excessive absences are inconsistent with students’ academic success. Thus, instances may arise when a faculty member determines that a student either has or will accumulate as a result of absences for University-sanctioned events a quantity of missed-class-time contrary to the student’s academic interests. In addition, it may occur that an absence on a particular day will either jeopardize a student’s academic well-being or, in a faculty member’s estimation, unduly burden the administration of a course. In all such cases, a faculty member may choose to deny a student’s request for one or more excused absences. Doing so requires the consent of the school dean and written notification to the student, the student’s academic advisor, the Associate Dean of Faculty, and the staff or faculty member in charge of the unit or program sponsoring the event(s) generating the absence(s). The letter of notification must indicate both that an impending absence will not be treated as excused and the grounds on which this conclusion is reached.

**Right of Appeal**

A faculty member’s decision to deny an excused absence may be appealed to the Office of the Vice President for Academic Affairs. Prior to doing so, however, students must seek informal resolution of the matter by consulting, first, the faculty member issuing the denial and, if necessary, the Dean of the school in which the course is delivered. If attempts at informal resolution are unsatisfactory, the student may formally appeal the denial of an excused absence.

An appeal of a decision to deny an excused absence must be received in writing in the Office of the Vice President for Academic Affairs within a five working-day period after notification of the faculty member’s decision. In consultation with the parties indicated above, the Vice President for Academic Affairs will make a final determination as regards the faculty member’s denial of an excused absence. When making a final determination, the VPAA will consider (a) the University’s policy of providing reasonable accommodations to students encountering absences for University-sanctioned events; (b) the feasibility of providing a reasonable accommodation to the student under the circumstances arising in the case; and (c) the likelihood that the student’s academic success will be prejudiced by an impending absence.

**Official Transcripts**

Students receive a copy of their transcript upon graduation. A financial obligation to the university will prohibit release of transcripts. Official transcripts can be ordered through the National Student Clearinghouse’s (NSC) website link provided on the BVU website. Transcripts cannot be faxed or emailed. A student’s educational record cannot be disclosed without prior written consent of the student.

**RECOGNITION OF ACADEMIC ACHIEVEMENT**

**Dean’s List**

Academic honors, the Dean’s List, and membership in Who’s Who Among Students in American Colleges and Universities are all dependent upon superior scholarship as measured by grade point averages or cumulative grade point averages. The Dean’s List recognizes full-time students achieving a 3.5 grade point average for the semester.

**Graduation Honors**

Students who are completing their initial baccalaureate degree and have completed a minimum of 60 credit hours from BVU will be eligible to graduate with Latin honors; Cum Laude, Magna Cum Laude or Summa Cum Laude. The minimum cumulative grade point averages for these honors are 3.5, 3.7, and 3.9 respectively. Students who are completing a second or subsequent baccalaureate degree and have completed a minimum of 45 credit hours from BVU in that program will be eligible for the honors Distinction, High Distinction, and Highest Distinction. The minimum cumulative grade point averages for these honors are 3.75, 3.85, and 4.0 respectively. By policy, BVU will only award one baccalaureate degree to any individual; however, students who have undertaken coursework at BVU prior to
matriculating in the second degree program may not count that coursework towards the 45-hour requirement or the grade point average requirement for such honor, nor shall coursework completed at any other institution count toward either requirement. Honors recognized at commencement ceremonies including honor cords and announced honors will be based on the cumulative grade point average from the previous grading period (specific calendar date to be determined by the Registrar’s Office). Honor cords will be the same for parallel levels of each category of graduation honors. Actual honors awarded will be listed on the official transcript and are based on cumulative grade point average at the end of the degree program.

- **Cum Laude:** cumulative grade point average of 3.50 to 3.699
- **Magna Cum Laude:** cumulative grade point average of 3.70 to 3.899
- **Summa Cum Laude:** cumulative grade point average of 3.9 or above
- **Distinction:** cumulative grade point average of 3.75-3.849
- **High Distinction:** cumulative grade point average of 3.85 to 3.999
- **Highest Distinction:** cumulative grade point average of 4.0 only

**SCHOOLS AT BUENA VISTA UNIVERSITY**

The various major study areas of the university are grouped within five schools, each of which is administered by a dean. These five schools and their respective major study areas are as follows:

- **Harold Walter Siebens School of Business**
  The Harold Walter Siebens School of Business offers two programs, accounting and business. Within business, a student can specialize in one of five concentrations including entrepreneurship, finance, human resource management, marketing or sport business. Concentrations emphasize practical application of theories, tools, and concepts to solve business problems and make business decisions. In addition to their chosen accounting major or business concentration, students also receive a broad base of instruction in all functional areas of business. The Harold Walter Siebens School of Business curriculum assists in preparing students for roles in a variety of functional areas of business including the fields of accounting, finance, management, marketing, and operations.

  **School faculty:** Dr. Scott Anderson, associate professor of marketing; Beth Blankers, assistant dean of the Harold Walter Siebens School of Business and professor of accounting; Lanlan Chu, assistant professor of economics; Dr. Asligul Erkan, assistant professor of finance; Dr. James Falter, dean of the Harold Walter Siebens Forum School of Business and professor of finance; Jennifer Hecht, assistant professor of accounting; Stacy Johnson, instructor of accounting; Timothy McDaniel, assistant professor of mathematics and business; Dr. Daniela Romagnoli, assistant professor of business administration and management.

- **School of Communication & Arts**
  The School of Communication and Arts offers majors in animation, art, art education, arts management, communication studies, digital media, English, graphic design, pre-professional art therapy, strategic public relations, music, music production, scientific illustration, Spanish, and theatre and media performance. The school is concerned with the many-faceted process of communication. From face-to-face interaction through speech and Spanish, to communication through art, music, drama, writing, or the mass media, the School of Communication and Arts focuses on the human need to interact. The approach is both pragmatic and creative, teaching students to practice the art of communication, as well as developing in each student an appreciation for the dynamic creative impulse that all men and women share.

  **School faculty:** Jerry Bertrand, associate professor of music; David Boelter, professor of art; Jamii Claiborne, associate professor of digital media; Mary Donato, assistant professor of communication studies; Dr. Annamaria Formichella Elsden, dean of the School of Communication and Arts and professor of English; Dr. Andrea Frantz, professor of digital media; Dr. Francesca Gentile, assistant professor of English, Dr. Mary Gill, professor of communication studies; Dr. Merrin Guice, associate professor of music; Dr. Gwen Hart, associate professor of English; Jerry Johnson, assistant professor of digital media; Dr. Bryan Kampbell, associate professor of communication studies; Dr. David Klee, professor of music; Dr. Bethany Larson, professor of theatre; Dr. James McFadden, associate professor of English; Mary Mello-Nee, professor of art; Dr. Steven Mills, associate professor of Spanish; Dr. Matthew
Packer, associate professor of English; Brian Pattie, instructor of communication studies; Miranda Pollock, assistant professor of graphic design; David Walker, assistant professor of theatre; Dr. Jared White, assistant professor of Spanish.

**School of Education and Exercise Science**

The School of Education and Exercise Science offers programs in teacher education, exercise science and athletic training. Upon successful completion of a current teacher education program or exercise science program, the student may be eligible for certification by the State of Iowa to teach appropriate course work in elementary and secondary schools. Completing the athletic training program allows the student to be eligible to sit for the National Athletic Trainers Association (NATA) certification exam.

In addition to majors in elementary education, exercise science with teaching emphasis, and in specific areas leading to secondary education licensure, a number of endorsement programs beyond the majors and minors are available for students seeking a teaching license. Primary endorsements include: Early Childhood, Instructional Strategist I: Mild/Moderate K-8 and 5-12, STEM, Teaching English as a Second Language K-8 and 5-12, Reading K-8 and 5-12 and Coaching Authorization K-12.

No activity is more productive or satisfying than that which assists children to grow intellectually, physically and spiritually in our public and private schools. Few careers offer the college student greater opportunities for significant contributions to the future than those in education and exercise science.

**School faculty and academic support staff:**

Dr. Pamina Abkowitz, assistant professor of education – Council Bluffs; Casey Baker, assistant professor of counselor education-graduate programs; Dr. Amy Barth, assistant professor of education, Dr. John Bedward, assistant professor of education-science, technology, engineering, and mathematics (STEM); Lisa Bengston, instructor of exercise science; Janet Berry, assistant professor of exercise science/head women’s basketball coach; Erica Boettcher, instructor of special education; Shaley Cullen, instructor of education/prof. development coordinator; Dr. Lucas DeWitt, assistant professor of education – graduate studies; Dr. Grace Eason, professor of environmental science education-Denison; Dr. James Farnsworth, assistant professor of exercise science/human performance program director; Dr. Callé Friesen, assistant professor of education-literacy; Brittany Garling, assistant professor of teaching English as a second language; Dr. Leslie Haas, assistant professor of literacy/early childhood development; Dr. Ashley Heiberger, assistant professor of education, English speakers of other languages; Dr. Mark Hopkins, assistant professor of education; Dr. Robbie Ludy, professor of special education; Jamie Schoenherr, instructor of exercise science/human performance internship coordinator; Dr. Daniel Strohmyer, assistant professor of education-Graceland University; Dr. Karin Strohmyer, assistant professor of special education; Dr. Shinichiro Sugiu (Shinbo), assistant dean of exercise science and assistant professor of exercise science; Dr. Jill Tussey, assistant professor of literacy and early childhood development - Creston; For coaching staff, see section on Academic Personnel.

**School of Science**

The School of Science includes the fields of biology, chemistry, computer science, environmental science, mathematics, and physics. Although varying in their methods of instruction and content, the fields of study have common aims in the development of liberal and professional education. They are designed to show students the problems involved in obtaining knowledge of the natural world, to furnish an understanding of the methods that have been proposed and used for solving these problems, to impart some skills in the use of these methods, to develop the ability to understand and evaluate the statements and publications concerning the subject matter of the science, and to provide knowledge of some accepted solutions to the problems posed by living organisms and the physical world.

**School faculty:**

Dr. Nathan Backman, assistant professor of computer science; Dr. Anton Bezuglov, associate professor of data science and analytics; Dr. Thomas Bonagura, assistant professor of biology; Dr. Robert Brodkin, professor of biology; Dr. Robert Brodman, associate professor of biology; Dr. Robert Brodman, associate professor of biology; Dr. Mark Coogan, professor of biology; Dr. Nasser Dastrange, professor of mathematics; Benjamin Donath, dean of the School of Science and associate professor of mathematics and computer science; Dr. Timothy Ehler, associate professor of chemistry; Dr. James Hampton, professor of biology; Dr. Gail Hartsough, assistant professor of mathematics; Dr. Melanie Hauser, associate professor of chemistry; Dr. Benjamin

Lenzmeier, professor of biology; Dr. Benjamin
Maas, assistant professor of environmental science and geology; Dr. Kristy McClellan, associate professor of biology; Timothy McDaniel, assistant professor of mathematics; Dr. Lisa Mellmann, associate professor of physical science; Thomas Seieroe, instructor of mathematics; Dr. Jason Shepherd, associate professor of computer science; Dr. Shawn Stone, professor of physics and computer science.

School of Social Science, Philosophy & Religion
The School of Social Science, Philosophy & Religion draws together an interdisciplinary emphasis in the areas of history, political science, criminology and criminal justice, social work, social science, and psychology. The school challenges the student to gain an understanding of the past, a rapport with the present, and a sense for developing perspectives and priorities related to the future. The intellectual, social, historical, political, philosophical, psychological, and religious values of our globe are considered as the school seeks insight into the problems, frustrations, and potential solutions of all societies. The areas of philosophy and religion, in dealing with the great diverse themes of the mind and spirit, are a ministry to life.

School faculty: Dr. Dixee Bartholomew-Feis, dean of the School of Social Science, Philosophy, & Religion and professor of history; Steven Wesley Beckwith, assistant professor of psychology; Dr. Bradley Best, professor of political science; Lisa Kesting Best, professor of political science; Dr. Swasti Bhattacharyya, professor of religion; Dr. William Feis, professor of history; Dr. Wind Goodfriend, assistant dean of graduate studies, professor of experimental psychology; Dr. Stephanie Hays, associate professor of criminology and criminal justice; Dr. Kathryn McKinley, associate professor of social work; Capt. Daniel Manor, assistant professor of military science, director of ROTC program; Jessica Mendel, assistant clinical professor of social work; Richard Riner, assistant professor of criminality and criminal justice; Dr. Peter Steinfeld, associate dean of faculty and professor of philosophy and religion; and Dr. Tracy Thomas, assistant professor of psychology.

Pre-Professional Programs – Storm Lake Campus
Buena Vista University offers a number of pre-professional programs. Specific course requirements vary with each particular professional and school area and are worked out in detail with the faculty advisor.

The pre-professional programs offered at the university include:
- Allied Health Sciences
- Optometry
- Chiropractic Medicine
- Osteopathy
- Dentistry
- Pharmacy
- Engineering
- Physical Therapy
- Law
- Podiatry
- Medical Technology
- Theology
- Medicine
- Veterinary Medicine
- Mortuary Science

3+3 Accelerated Law School Entry Program
Buena Vista University and the University of Iowa College of Law and Buena Vista University and Creighton University School of Law are partners in a cooperative program leading to a Bachelor of Arts degree from BVU and a Juris Doctor from the partner law school. Students in this program will be considered for early admission at the partner law school if they have completed all BVU requirements, complete a minimum of 98 credit hours of specified course work at BVU, are recommended by BVU’s designated pre-law advisor and meet the partner law school’s requirements for entry prior to enrollment at the partner law school. See, “Political Science – Legal Studies” in the academic catalog or contact BVU’s pre-law advisor for a complete description of requirements. Successful completion of one year of full-time study (30 semester hours) in the partner law school’s Juris Doctor program will satisfy the remaining requirements for a baccalaureate degree at BVU. Students who meet these requirements will be allowed to participate in commencement as if s/he had remained on the BVU campus for the entirety of their academic program of study.

Early Admission into Professional School
In addition to the pre-professional programs listed above, a student who has met all general education requirements for graduation during three years of residence at Buena Vista University may seek approval to enter a professional school in order to obtain credit not offered on our campus, and to waive the usual baccalaureate degree requirement that the senior year be spent in residence at Buena Vista University. The dean of faculty should be consulted for further information.
Program with Washington University School of Engineering and Applied Science
Buena Vista University shares a dual degree program in engineering with Washington University School of Engineering and Applied Science. The dual degree program allows students to earn a baccalaureate degree from Buena Vista University and a bachelor of science degree in engineering from Washington University. Students will be considered for admission to the engineering program if they are recommended by the liaison officer designated by Buena Vista University, have the requisite cumulative grade point average, and complete all continuance course requirements prior to entering Washington University. Typically, students will attend Buena Vista University for three years. Courses taken at Washington University may be used to meet the degree requirements (major/minor, total credit hours for graduation, etc.) of Buena Vista University. Minimum course requirements to be fulfilled at BVU include a minimum of 60 credit hours of transferable university credit (courses with grades below “C” – do not transfer).

Technical Subjects Required: Mathematics – a calculus sequence (MATH 160, 161, 260, 261) that includes exposure to multivariable calculus, plus a separate course in differential equations (MATH 361). Physics – one-year, calculus-based sequence that includes lab (PHYS 211, 212 for 4 credits each). Chemistry – all students: one-year sequence that includes lab (CHEM 151, 152). Chemical engineers only: One-year sequence in organic chemistry (CHEM 261, 262). Computer Programming – one course in a high level language. The language of preference depends on the intended major. C++ or JAVA generally preferred. Humanities and Social Sciences – no less than 18 credit hours in approved areas, with at least 6 credits of the 18 credits being in the humanities and at least 6 credit hours must be in the social sciences. Three credits of the 18 credit hours must be from courses numbered 300 or higher. English Composition – one course, acceptable examination scores, or university licensure of proficiency.

These requirements are based on Washington University and Buena Vista University will accept no responsibility for changes made by Washington University. Contact the School of Science office for further information.

Program with Palmer College of Chiropractic
Buena Vista University and Palmer School of Chiropractic have entered into a cooperative program leading to a bachelor's degree from BVU and a doctor of chiropractic degree from PCC. Generally, students in this program complete three years of specific required coursework at BVU prior to enrollment at PCC. See the School of Science office for complete details.

Academic Lecture Series
Ingeborg Stolee Lecture
Each year the School of Communication and Arts sponsors a distinguished visiting lecturer addressing a topic related to the various areas of the school.

Staley Lecture
The School of Social Science, Philosophy & Religion, in cooperation with the Staley Foundation, sponsors a series of lectures each year by a distinguished theologian.

Reynolds Lecture
Each year the School of Social Science, Philosophy & Religion sponsors a George F. Reynolds lecture featuring a speaker on some topic related to history.

Tollefson Lecture
The Robert and Barbara Tollefson Lectureship in Reformed Theology was established in 1992. It is named for long-time religion professor Robert Tollefson and his wife, Barbara, both of whom have contributed greatly to Buena Vista University and the Presbyterian Church. The inaugural lecture was presented by Dr. Charles Partee of Pittsburgh Theological Seminary in November 1992.

William W. Siebens American Heritage Lecture
This annual lecture series addresses American freedoms. Speakers have included former U.S. Presidents George H.W. Bush and Jimmy Carter; former Prime Ministers Benazir Bhutto of Pakistan, Shimon Peres of Israel, F. W. de Klerk of South Africa, Margaret Thatcher and John Major of Britain; Madeleine Albright, Gen. Colin L. Powell, Walter Cronkite, Carl Sagan, Sir John Marks Templeton, Michael Gartner, Harry Blackmun, Bob Woodward, David Gergen, Jehan Sadat, and Vicente Fox.
ADMISSION

Requests for admission are considered by the Office of Admissions. Applicants whose abilities, academic preparation, interests, and personal qualities give promise of success at Buena Vista University will be selected for admission. Buena Vista University reserves the right to admit or deny admission based on criteria decided by the University that supports a positive and safe learning environment.

Each application for admission is given personal attention. Applicants are considered on the basis of academic performance, test scores, and motivation. The character of the applicant is very important and qualities such as leadership, special talents, work ethic, community service, and participation in extracurricular activities also play an important part in determining admission. A personal visit to the campus is strongly encouraged and may be required as a step in the process. Buena Vista University does not discriminate on the basis of an individual's actual or perceived race, color, religion or religious belief, citizenship status, sex, marital status, disability, pregnancy, sexual orientation, gender identity or expression, national origin, military service or affiliation, genetic information, or age in the administration of its educational policies, admissions policies, scholarships and loan programs, athletic program, and other University programs and activities, and does not tolerate such discrimination or harassment of its faculty, administration, staff, students, or visitors.

Storm Lake Application Process

Individuals may submit an application any time after completion of the first semester of their junior year. Transfer students may apply any time. Each candidate should follow these procedures to apply for admission:

1. Complete and submit the online application for admission. Paper applications are available upon request.
2. Arrange to have your official high school transcript through the latest completed semester sent directly to the Office of Admissions, Buena Vista University, 610 W. Fourth St., Storm Lake, Iowa 50588.
3. Have the results of the American College Test (ACT) and/or the Scholastic Aptitude Test (SAT) sent directly to the Office of Admissions. ACT or SAT test scores posted on an official high school transcript are acceptable.
4. If there is personal information that has affected your past academic performance, please include this information on a separate paper and transmit to the Office of Admission.
5. Freshman applicants and transfer students who do not have an associate’s degree must request their final high school transcript or GED diploma to be sent prior to the start of the first academic semester directly to the Office of Admissions, Buena Vista University, 610 W. Fourth St., Storm Lake, Iowa 50588.
6. For freshman applicants completing coursework jointly through their high schools and a college, formal requests for transcripts need to be made with the college. Transcripts for any coursework completed through all post-secondary institutions as well as official documentation, such as AP and CLEP score reports, must be sent directly to the Office of Admissions.
7. Any student who has completed academic work at another post-secondary institution is required to supply official transcripts of their academic work from each institution attended.

With receipt of the application and the supporting information, notification of the admissions decision will be forwarded to you. Your letter of acceptance will request that the following be on file in the Office of Admissions for final admission and permission to register:

1. An advance enrollment deposit of $200. Priority for housing is based on the university’s receipt date of the enrollment deposit.
2. A housing application form (resident students only).
3. Your final, official high school and/or college transcript.

Admission of Storm Lake First Year Students

The Office of Admissions considers each application for admission based on the following factors:

1. Certification of graduation from an accredited secondary school or the recognized equivalent.
2. Rank in secondary school graduating class, plus cumulative grade point average.
3. Quality of coursework taken.
4. Results on standardized tests – ACT and/or SAT
5. Character and motivation.
6. Extracurricular activities in school, church, and/or community.

Conditional Admissions
Conditionally admitted students have all the same rights and responsibilities of regularly admitted students in addition to the conditions of the admission. Students admitted conditionally have one semester to demonstrate academic success. Conditions include:

- be in good standing with Student Affairs
- establish, and follow-through with, an academic plan with an assigned Success Coach
- schedule and attend monthly meetings with an assigned academic advisor
- be in good academic standing with Academic Affairs
- fail no more than four credit-hours
- have no more than one unexcused absence

There will be a mid-semester review by the Conditional Admissions Committee, at which time a decision will be made whether revocation of the conditional admission is warranted. Students may appeal to the Vice President for Academic Affairs. There will also be a review at the end of the semester. At this time, the Conditional Admissions Committee shall determine if

- regular admission is granted (all requirements of conditional admission are lifted)
- conditional admission is extended for an additional semester
- conditional admission is revoked

Students may appeal revocation or extension of conditional admission to the Vice President for Academic Affairs.

Admission of Storm Lake Transfer Students
If you have attended another regionally accredited institution, your cumulative grade point average and the quality of coursework taken (especially in your major/minor fields) will be key factors in the admissions decision. Character, motivation, recommendations, and extracurricular involvement will also be weighed.

Guidelines for Transfer of Credit
Credit for all arts and sciences courses will normally be accepted at Buena Vista University from a school with accreditation by any of the following regional accrediting associations:

- New England Association of Schools and Colleges
- Middle States Association of Colleges and Schools
- 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

Evaluations of past academic work will be made free of charge as transcripts of previous work reach our Office of Admissions. These evaluations are subject to change if official transcripts document different achievements.

Course credits not used toward a major/minor or general education are treated as electives. The actual number of transfer credits accepted toward the major/minor are determined by the Registrar’s Office, in consultation with the appropriate school dean.

Transfer Credits
A minimum of 128 credit hours is required for graduation. The final 30 credit hours must be completed at Buena Vista University. Transferred course work may be used to satisfy institutional course requirements in the major, minor, concentration, general education or elective categories. The actual equivalency or appropriateness of a specific transfer course for the major, minor, concentration or general education area is determined by the Registrar’s Office in consultation with the appropriate school dean.

Credits earned at a regionally accredited college or university will be eligible for review for transfer to Buena Vista University. The evaluation for transfer will include the following criteria:

1. Relevance to the curricular program at BVU.
2. Transferability of coursework will be determined by the Registrar’s Office in consultation with the appropriate school dean.
3. BVU recognizes associate of arts degrees and selected associate of science and associate of applied science degrees. Credit will be evaluated based on criteria described in this policy.
4. Coursework from all other associate degrees will be evaluated on a course-by-course basis.

5. While not normally accepted in transfer, selected vocational/technical credit may be accepted as elective hours after review by the registrar. A maximum of 16 credit hours of vocational/technical credit will be accepted. Credit from proprietary or non-regionally accredited institutions is generally not accepted in transfer.

6. BVU recognizes successfully completed "arts and sciences" coursework and will make appropriate notations on the official transcript. Students are required to complete a minimum of 60 credit hours from a four-year (baccalaureate) institution and a minimum of 30 credit hours from BVU, therefore, a maximum of 98 credit hours will be applied toward the degree, of which no more than 68 may be from a two-year college.

7. A student’s cumulative grade point average will include BVU credits only. Grades earned at other institutions are not reflected on the BVU official transcript.

8. BVU has full articulation agreements with: Des Moines Area Community College, Indian Hills Community College, Iowa Central Community College, Iowa Lakes Community College, Iowa Valley Community College District, Iowa Western Community College, Metropolitan Community College, Minnesota West Community and Tech College, North Iowa Area Community College, Northwest Iowa Community College, Northwestern Community College, Western Iowa Tech Community College, and Moberly Area Community College.

Even though an institution is not on this list of articulation agreements in place, Buena Vista University will accept a maximum of 68 semester hours from any regionally accredited two-year institution, when the student has earned an associates degree, and a maximum of 98 semester hours from a regionally accredited four-year institution.

Veterans Information
Information and assistance for all students concerning veterans’ certification of enrollment may be obtained from, and questions regarding tuition assistance should be directed to, the Business Office.

Veterans interested in admission/re-admission to BVU should contact the Office of Admissions to begin the process. Veterans are not barred from admission based solely on their armed forces membership. Those veterans that are interested in readmission after leaving service in the US Armed Forces will be promptly readmitted as long as 1) the student has given us advance written or verbal notice of situation, 2) the cumulative length of absence hasn’t exceeded 5 years, 3) the student submits written or oral notice of intent to return no later than 3 years after completing the service period or no later than 2 years after recovering for a service related injury, and 4) the student was not discharged from the military or BVU due to poor conduct. When a veteran is unable to resume their program at the same academic status as when they left, BVU will help the student become prepared to continue and complete the program.

BVU generally recognizes the American Council of Education’s (ACE) evaluation and recommendation for credit for military education and training where those credits are appropriate for use toward a BVU degree. Submit your official documentation (DD214 or other military transcript of completed education/training) to the Registrar’s Office or BVU online or site office for evaluation by the registrar.

Admission of International Students
Citizens of other countries seeking to enroll at Buena Vista University are encouraged to apply for admission six months in advance of their intended enrollment date. In order to be considered for admission, you must submit the items listed below:

1. A completed international student application for admission. We recommend students apply online at www.bvu.edu/international.

2. Official academic records with English translations from every academic institution attended beginning with the first year of secondary school. Records must include date of entry; date of completion; name of certificate/diploma received and certified copies of supporting documents (marks reports). Post-secondary education records must be evaluated for U.S. equivalency by an accredited organization. For a list of such organizations, please visit www.naces.org/members.htm.
3. Proof of English proficiency to be verified by the results from the Test of English as a Foreign Language (TOEFL) – Recommended scores: 550 Paper-based test or 79 Internet based; Required scores 500 PBT or 59 iBT. An equivalent score from another testing agency may be accepted (IELTS, STEP, MET, etc.) All students are required to complete an English diagnostic upon arrival. If the language of instruction in your secondary school or university was in English, the language proficiency test may be waived.

4. A copy of your passport to ensure accuracy in preparing your admission and immigration documents.

5. A certified statement of financial position with supporting documents from banks and/or sponsoring agencies. Bank statements should include the most recent six months of account activity.

6. Students transferring from a U.S. college or university must complete an International Student Transfer Form.

All documentation must be original or certified/attested copy. We suggest that you fax or e-mail copies to our office prior to mailing:

Office of Admissions
Fax: +001.712.749.2035
Email: admissions@bvu.edu

Admission of Other Students

Former Students
A former BVU student who is returning to the university must submit a re-admission application form (available from the Office of Admissions) and supply official transcripts from any other colleges or universities attended. Students wishing to return after having been suspended from BVU must follow the procedures outlined in the satisfactory academic progress policy.

Graduate Students
Contact the Graduate Programs Office at 712.749.1880 or grad@bvu.edu.

Post Graduates
A graduate of Buena Vista University or another institution who desires to enter BVU in order to be recommended for certification, to work toward entrance into professional or graduate school, or to pursue new areas of interest should initially contact the registrar before applying for admission, and must submit copies of all college transcripts prior to admission.

Part-time Students
The university welcomes applications from prospective part-time students who desire to complete degree programs or to continue beyond degree programs. All such students must apply for admission prior to the beginning of the semester or session in which they desire to enroll and follow the same process for admission of full-time students.

Special Students
Unclassified students may be admitted to study for credit not leading to a degree. They may select courses for which they qualify, if approved by the appropriate school dean. Students should complete a special application for admission, which is available in the Registrar’s Office.

Transient Students
Students working toward a degree at another university may enroll for courses at BVU as transient students, upon presentation of authorization from the dean or registrar of their institution indicating approval of the specific courses to be taken. The proper form to use for such authorization is available at the BVU Registrar’s Office.

Auditors
By advance permission of the instructor and on a space available basis, persons who are capable of profiting from university classes may enroll as auditors. Auditors pay a reduced tuition fee. Examinations are not required, and no university credit is earned.

Campus visits
Prospective students and their families are encouraged to visit campus. Students may tour the campus, talk with professors and current students, attend classes, eat in the dining room, talk with a member of the admissions staff, meet coaches and/or co-curricular leaders, and discuss financial aid opportunities.

Students are welcome to visit the campus any time, but for the most accurate view, we recommend they visit when classes are in session. Arrangements should be made with the Office of Admissions by calling 1.800.383.9600 (toll-free) or 712.749.2235.
FEES

As a private, independent institution, Buena Vista University primarily derives its income from student tuition and endowment. Since this income does not cover the total educational costs of the university, it is necessary to raise additional funds through gifts from trustees, alumni, parents, churches, business, industry and other sources. Every effort is being made to discover additional economical operating methods to combat inflation without diminishing educational quality.

Fee Information
The fees below are for the 2017-2018 academic year. The university reserves the right to increase the rates charged with due notice.

2017-2018 Charges for Resident Students
Standard tuition..............................................$32,854
Room -See additional cost for suites... $4,774
Board .............................................................$4,716
Student activities fee .............................. N/C
Health service ........................................ N/C
Student government activities .......... N/C
Student publications ............................ N/C
Standard TOTAL .............................. $42,344

TOTAL Tuition, Room, & Board -
Standard ..................................................$42,344
(tuition, regular room and board)

2017-2018 Charges for Commuter Students
Standard tuition..............................................$32,854
Room .......................................................... N/A
Board .......................................................... N/A
Student activities fee .............................. N/C
Health service ........................................ N/C
Student government activities .......... N/C
Student publications ............................ N/C
Standard TOTAL .............................. $32,854

Additional Fees
Per credit hour............................................. $1,105
(less than 12 credit hours or more than 18)
Late fee tuition payments ...................... $100
Life experience** (per credit hour).............. $421
Audit (per credit hour) .......................... $60
Summer tuition (per credit hour) .......... $421
Student-teaching fee
(based on 3 credit hours) ...................... $96
Student-teaching fee
(based on 6 credit hours) ...................... $192
Student-teaching fee

(based on 12 credit hours)....................... $384
Undergraduate graduation fee
(payable at registration in final semester) ..... $70

Transcripts ............................................. $6
online processing fee ......................... $2.25
one day/overnight service .... $45
Private music lessons (per credit hour) ... $278
Art fees (per class) ......................... $150
Athletic Training Fee .......................... $160
Organ rental (per semester)/per credit hour ... $150
Living in the Suites (per semester) ........ $100
Single room (medium single rooms
in Swope or designated single rooms
in Grand or Liberty) .................... $280
Buyout program for double room
as a single room .............................. $560
Room damage deposit* (new students) ... $100
I.D. — replacement ......................... $20
I.D. — passport (three photos) .......... $10
Returned check/ACH fee ................. $30
Parking sticker - yearly ................. $60
Second vehicle - yearly ................. $60
Library books late charges ............... $5
Not returning laptop (per day) ........... $5

* Students actually pay $200, with $100 being applied to tuition accounts.
** Tuition remission will cover the costs of life experience; however, federal and state funds are not available for life experience.

Note: Some of the above fees do not apply to Buena Vista University Online, Site and Graduate Program. For current BVU Online, Site and Graduate Program fee information, contact the individual location at the telephone number listed in the BVU Online, Site and Graduate Program section of this catalog.

Buena Vista University is fully committed to maintaining the high quality of its academic programs and student services. Economic circumstances may necessitate that quality colleges increase their fees on an annual basis. Although Buena Vista University will take all reasonable steps to keep any increases to a minimum, parents and students should plan for possible future increases.

Deposits
Buena Vista University requires a $200 deposit from entering students. The deposit is not refundable after May 1 of the application year and Dec. 31 for second semester applicants.

For first-time resident students, $100 of the deposit is the room damage deposit. This money
FEES

is refundable upon graduation or termination of residence, after any damage charges and any balances due are subtracted. Students who never attend classes are not eligible for the refund after April 30 and December 31 for second semester applicants. The other $100 is applied to tuition and fees. For first-time commuters, the entire $100 deposit is applied to tuition and fees.

Fee Payment Schedule
The annual fees for tuition, room and board are payable as follows:

<table>
<thead>
<tr>
<th>Standard Tuition</th>
<th>Room</th>
<th>Board</th>
<th>Standard Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall semester</td>
<td>$16,427</td>
<td>$2,387</td>
<td>$21,172</td>
</tr>
<tr>
<td>Payable Aug. 21</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring semester</td>
<td>$16,427</td>
<td>$2,387</td>
<td>$21,172</td>
</tr>
<tr>
<td>Payable Jan. 22</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total for Year</td>
<td>$32,854</td>
<td>$4,774</td>
<td>$42,344</td>
</tr>
</tbody>
</table>

*This is living in any dorms except for the suites.

In addition, we estimate that a student living on campus will have approximately $3,160 in expenses for books, supplies, transportation, clothing, telephone, entertainment, etc.

Methods of Payment
Arrangements for the payment of all obligations to the university must be completed with the Business Office prior to the beginning of the semester, before a student becomes officially enrolled. Failure to meet this obligation can result in a penalty assessed by the Business Office. In addition, interest will be assessed on past due balances. BVU has a monthly payment plan whereby parents and students can pay the portion of tuition, room, and board fees not covered by financial aid. The fall payment plan runs from July through December and the spring payment plan runs from January through June. More information on this plan can be obtained from the Business Office. A BVU Payment Plan application is also available on the BVU website.

All financial aid provided by Buena Vista University will be awarded on a semester basis and will be credited directly to the student’s account prior to the beginning of each semester. If a student has a credit account balance, he or she will receive a refund from the Buena Vista University Business Office, unless the student requests in writing the credit balance remain on account. No transcripts will be released if there is a balance due on the student’s account.

Withdrawal Process
This policy will assist Storm Lake students who feel the need to completely withdraw from the university after a semester has begun but before its conclusion. For a student who officially withdraws, the withdrawal date will be the earlier of the following (unless a later date can be documented):

- The date the student begins the official process mentioned below, or
- The date the student officially notifies the institution of intent to withdraw

If a student triggers both definitions above of official withdrawal on different dates, the university will use the earlier date, unless a later academically related activity can be documented. An academically related activity is defined as one that has been confirmed by an employee of BVU, such as taking an exam, actively logging into the coursework, turning in a class assignment, attending a study group, etc. Occupying a room in the residence halls or eating in the cafeteria are NOT considered academically related activities and can have no bearing in withdrawal date determination.

Official notification can come in written form, via telephone, in person, or through e-mail and should be made with the Office for Student Affairs. Once initial contact is made, the Office for Student Affairs will ask the student to complete a withdrawal form. The student will also be asked to visit certain offices on campus to complete processes with each. This process must also be followed for withdrawal from online courses.

The Office for Student Affairs will then contact each affected office to provide the official withdrawal date. This date will then be used in the refund calculation. (See Return of Title IV Funds Policy.)

A student who begins but does not complete semester coursework, but does not officially withdraw as described above, will be considered to have unofficially withdrawn. A student is considered to be withdrawn from a credit-hour program if the student does not complete all of the days in the payment period that the student was scheduled to complete. One example of a student who unofficially withdraws could be one who receives only failing grades for a semester. The withdrawal date for a federal aid recipient who doesn’t complete any courses, will be the
midpoint of the payment period or a later last day of academic related activity if documented. No return of federal funds will be made for a withdrawal that occurs after sixty percent of the payment period (interim will be added to the spring semester when appropriate).

If a student unofficially withdraws, he/she will be fully charged. If a student left without notification because of circumstances beyond the student’s control, such as those mentioned below, BVU might determine a withdrawal date related to those circumstances. In addition, a withdrawal date determination can be appealed for extenuating circumstances such as:

- Illness.
- Accident.
- Grievous personal loss.
- Or other circumstances beyond the student’s control.

The appeal request should be made through, and will be approved by, the Office for Student Affairs. The student or an interested party can initiate this process.

A student can rescind a withdrawal by providing a written request to the Office for Student Affairs.

Students who cease to be academically engaged may also be administratively withdrawn. Administrative withdrawals will be treated as an unofficial withdrawal. The full administrative withdrawal policy can be found under the academic program policies & particulars section. If disciplinary action, including action related to student conduct, results in the loss of any college or college-contracted service for the student, there will be no refund of charges. Federal aid will be returned based on the Return of Title IV Funds Policy.

If a student wishes to request a leave of absence instead of withdrawing, he/she should contact the Vice President for Student Affairs/Dean of Students to begin that process. Under this policy, a leave of absence will be treated as an official withdrawal.

The Office for Student Affairs or the Office of Financial Assistance can be contacted with questions concerning the withdrawal process. The withdrawal process for online and site students can be found under the BVU Online and Site Programs general information section.

**INSTITUTIONAL CHARGES & THE RETURN OF INSTITUTIONAL & STATE AID POLICY FOR WITHDRAWALS**

Students who withdraw completely from Buena Vista University will have their tuition, and applicable room and board reduced on a percentage basis up to four weeks into the semester. Correspondingly, adjustments to a student’s institutional and state aid will be based on their official date of withdrawal and the same percentage. The Business Office will notify the student of their final billing information after all of the appropriate adjustments have been made. Any additional fees a student accrues, will not be adjusted and the student will be fully charged for the fee.

The Institutional Charges & State/Institutional Aid reduction schedule will be:

- 1st week of classes: 95% return of charges & state/institutional aid
- 2nd week of classes: 75% return of charges & state/institutional aid
- 3rd week of classes: 50% return of charges & state/institutional aid
- 4th week of classes: 25% return of charges & state/institutional aid

All students taking summer term courses related to summer trips will be fully charged on the first day of classes. All students taking courses that do not fall into one of the above categories will be fully charged on the first day of classes and charges will not be reduced in the event of withdrawal.

**RETURN OF TITLE IV FUNDS POLICY**

To calculate the amount of assistance earned by a student, BVU will first determine the percentage of assistance the student earned. The percentage of assistance earned is equal to the percentage of the period of enrollment that was completed as of and including the day the student withdrew, up to the 60 percent point in time. The percentage will be calculated using calendar days completed as of the day the student withdrew divided by the number of days in the enrollment/payment period. Interim will be included with the Spring semester when appropriate. All scheduled breaks of five or more days, including Saturdays and Sundays, will be taken out of the calculation. The calculated earned percentage is applied to the total amount of assistance that was disbursed or could have been disbursed to the student (allowable post withdrawal disbursements included), or on the
FINANCIAL ASSISTANCE

Buena Vista University provides financial assistance to qualified students through scholarships, grants, loans, and work opportunities. Nearly 100 percent of our students receive financial aid. The university awards and disburses money from the federal government, the State of Iowa, private donors, and Buena Vista University. This financial aid comes in three forms:

1. Gift aid is grants or scholarships that do not have to be repaid.
2. Loans are made to students at low interest rates and must be repaid, but generally after the student has completed his or her education.
3. Work opportunities are often awarded to students through special programs that provide jobs on or off-campus during times of enrollment.

A financial aid award may include any or all of these types of assistance. For more information on any aid program, request a 10 Points to Remember brochure from the Office of Financial Assistance.

Specific information concerning financial aid for BVU online and site students may be found in the BVU Online and Site Program section.

Financial Assistance Application

To apply for financial assistance:

1. Complete and submit the application for admission to Buena Vista University.
2. If you have completed fewer than 60 college credits hours, you must submit your official high school transcript to Buena Vista University's Office of Admissions. Those
entering BVU straight from high school must also submit ACT or SAT test scores. Any student who has transfer hours must also submit transcripts from all previous colleges and universities attend.

3. As soon after Oct. 1 as possible, complete and file an application for financial aid. The application can be found at www.fafsa.gov. By completing the Free Application for Federal Student Aid (FAFSA) correctly, students are applying for all federal, state, and institutional aid sources available. Some forms of aid may require additional information or an application.

4. Students must reapply for financial aid each year they expect to attend Buena Vista University and request consideration for need-based aid.

General Eligibility Guidelines
To be eligible to receive federal aid, a student must meet the following requirements:

1. Have financial need, unless otherwise indicated. Financial need will be determined using the information reported on a free needs analysis document (FAFSA) and the following formula: cost of education – family contribution = financial need

2. Have a high school diploma or a recognized equivalent.

3. Be enrolled as a regular student (transients and other students who are not degree seeking are not regular students).

4. Be enrolled at least half-time, although some aid sources require full-time enrollment, and others will provide aid for less than half-time enrollment.

5. Be a U.S. citizen or eligible non-citizen.

6. Make satisfactory academic progress.

7. Be current on all previously borrowed educational loans.

8. Release the FAFSA information to BVU while still enrolled. Some forms of federal aid require a June 1 application receipt date to be eligible for consideration. Other verification items may be needed before aid may be provided.

To be eligible to receive state aid, a student must meet the following requirements:

1. Demonstrate financial need unless otherwise noted in the program description.

2. Meet Iowa residency standards and be a U.S. citizen or eligible non-citizen.

3. Make satisfactory academic progress.

4. Apply by the July deadline, when applicable.

5. Be current on all previously borrowed educational loans.

Enrollment Status
Enrollment status in the undergraduate program for all aid programs will be determined by actual enrollment each semester. Full-time = 12 or more credits/semester; three-quarter time = 9-11 credits/semester; half-time = 6-8 credits/semester; and less than half time = less than 6 credits/semester.

If a student repeats a course for which academic credit was previously earned, that course credit cannot be completed a third time and be counted towards enrollment status for purposes of financial aid eligibility. Passed courses (D- or better) can only count in enrollment status for one additional attempt.

Students are not eligible to receive federal or state aid for coursework that is not required for degree completion, therefore, students should carefully plan their enrollment.

Gift Assistance
Federal Grants/Scholarships
Federal Pell Grants are awarded to undergraduate students who meet certain financial need qualifications. These grants will range from $606 to $5,920 for eligible full-time students in 2017-2018. Eligibility and the amount awarded each year is determined by a federal formula. Students automatically apply by completing the Free Application for Federal Student Aid (FAFSA) each year. If eligible, a student must release the FAFSA information electronically, while still enrolled, to receive the grant; other documentation may also be required. Students enrolled in an undergraduate program who already possess a bachelor’s degree are not eligible.

See the Financial Assistance Satisfactory Academic Progress Policy for academic renewal requirements.

Federal Supplemental Educational Opportunity Grants (FSEOG) are federally funded grants awarded by BVU in varying amounts. They are given to full and some part-time students who show extreme financial need and, normally, who are also Federal Pell Grant recipients. Because funding is limited, priority is given to students who complete the FAFSA by June 1 and have exceptional financial need. Request a copy of the FSEOG Awarding Policy.
for additional information. See the Financial Assistance Satisfactory Academic Progress Policy for academic renewal requirements.

The TEACH Grant is a federally-funded program created to help college students who plan to teach, pay for college. These grants are available to eligible degree-seeking students who agree to serve as full-time teachers in high need fields at schools that serve students from low income families for at least four years within eight years of graduation. Eligible students are those that are US citizens or eligible non-citizens enrolled in an eligible program, who have scored above the 75th percentile on at least one of the batteries in an admissions test or who have earned and maintained a cumulative 3.25 GPA. The maximum award amount is expected to be $4000 (but is subject to change). Students who don’t complete their teaching obligation as required will be required to repay any funds received under the Federal Direct Unsubsidized Loan program, with interest accruing from the time the grant was disbursed. For more information, including cancelation options, please see the Office of Financial Assistance.

State Grants/Scholarships
These gift sources are available to Iowa residents. If any of these resources are listed on your financial aid award, they should not be viewed as official awards until your eligibility has been approved by the Iowa College Student Aid Commission. To renew any of the gift sources listed, you must normally apply by the state’s deadline, currently July 1, and meet other eligibility requirements. In the event that available state funds are insufficient to pay the full amount of each approved grant, the Iowa College Student Aid Commission has the authority to administratively reduce the award to an amount less than the statutory maximum. State awards may include federal LEAP/GAP funds.

Iowa Tuition Grants, of up to $5,650 for full-time attendance, are awarded based on need to Iowa residents who attend Iowa private colleges and universities and file by the deadline, which is currently July 1. Iowa residents will automatically be considered by listing Buena Vista University on an application for financial aid (FAFSA). See the Financial Assistance Satisfactory Academic Progress Policy for academic renewal requirements.

Iowa National Guard Educational Assistance Grants are available to Iowa residents who are members of an Iowa Army or Air National Guard unit while enrolled in higher education. The individual award amount will not exceed the average tuition rate for full-time students at Iowa Regents Universities.

Other gift aid programs, such as the Iowa Education & Training Voucher Grant, All Iowa Opportunity Foster Care Grant and the All Iowa Opportunity Scholarship, are available from the State of Iowa in limited amounts. These funds currently help Iowa students who, in addition to other criteria, have been in foster care, TRIO programs, alternative high schools or are homeless.

Note: A student who lives outside of Iowa should apply for funds available from his or her home state.

BVU Grants/Scholarships
ACADEMIC MERIT AWARDS
The Trustee Scholarship is Buena Vista University’s most prestigious scholarship offered through competition. Recipients must enroll full-time and will be eligible to renew a Trustee Scholarship by meeting criteria established through the selection process. Financial need is not required, but recipients are encouraged to submit a FAFSA. If a Trustee Scholarship recipient is eligible for federal or state gift funds, the amount available will be subtracted from the Trustee Scholarship. The total of all gift aid will never be less than the BVU tuition charge. An individual’s financial need and direct costs may limit total gift aid (including outside scholarships) received. The number of awards available is limited.

Multicultural Scholarships are awarded through competition. Recipients will be eligible to renew a Multicultural Scholarship by meeting criteria established through the selection process. FAFSA completion is encouraged. Any federal or state gift funds a Multicultural Scholarship recipient receives will be subtracted from the Multicultural Scholarship. An individual’s financial need and direct costs may limit total gift aid (including outside scholarships) received. The number of awards available is limited.

Students awarded Trustee or Multicultural Scholarships are ineligible for other BVU merit or need-based scholarship or grant funds.
Merit-Based Scholarships/Grants of up to $21,000 were awarded upon acceptance to Buena Vista University. Individual award amounts are based on meeting certain academic requirements. Students enrolled full-time are eligible to renew their individual foundation scholarship/grant based on the renewal requirements presented at the time the award was made. Living arrangements could affect the amount of the award. For more information on the eligibility or renewal requirements for a specific award, please contact the Office of Financial Assistance. There is no limit on the number of awards available, but only students awarded a merit scholarship as a new student are eligible to renew that amount in subsequent years.

Eligible students may receive only one academic merit award per year and are able to renew the scholarship/grant amount they received at the time they entered BVU based on the renewal requirements indicated. All students are given two semesters before a CGPA will be reviewed to determine if renewal requirements have been met for all merit-based awards. Students will be allowed one additional probationary semester of eligibility if the renewal CGPA isn’t met.

RECOGNITION AWARDS
Dean’s Fellowship and Honor Awards are offered through competition prior to enrolling as a freshman. A Dean’s Fellowship is renewable for those who qualified with full-time enrollment and upon approval by the appropriate school. Please contact the Office of Financial Assistance for CGPA requirements. The number of awards is limited.

Fine and Media Arts Participation Awards are available to recognize and reward students who demonstrate talent and wish to participate at the college level. Students will be required to audition or provide a portfolio for specific art, theatre, performance theatre, vocal music, instrumental music, graphic design, film, journalism, creative writing, radio, or TV. Students are eligible to renew these awards by meeting participation criteria. One participation award may be “stacked” on top of the Merit Scholarship.

Fine and Media Arts Performance Scholarships awarded to fine arts majors will supplant the Merit Scholarship.

OTHER SCHOLARSHIPS AND GRANTS
The Founder’s Award is available, prior to the 2015-16 school year. This award is renewable.

Sibling Grants are available to any student who has a sibling enrolled. Students will receive a $500 grant for each year of simultaneous enrollment on the Storm Lake campus. The number of awards available is not limited. Financial needs is not required.

Buena Vista University Transfer Scholarships are awarded based on the student’s college grade point average. A student is considered a transfer student after they have graduated from high school or completed their GED and have completed at least 24 college credit hours (other than those earned through the Post-Secondary Act). The award amounts vary depending on college CGPA and residency status. The number of awards is not limited.

National Presbyterian Scholarships of up to $1,400 per year are available to students who show need and apply to the National Presbyterian Church prior to the freshman year, by the yearly deadline. The student’s first year award may be renewed provided the student continues to show financial need and maintains the required CGPA. The number of awards available is limited.

Buena Vista Grants are issued to some full-time students. Financial need and/or the total of other BVU gift aid awarded will determine if an award is made. Students must continue to make satisfactory academic progress to renew the award. The number of awards available is limited.

In addition, gifts from friends of BVU, organizations and special endowments help support BVU Scholarships. A complete list of benefactors may be found on the BVU Office of Institutional Advancement web page.

Any awards made from institutional funds will not change mid-year unless enrollment or living arrangements change, or a student falls below the CGPA required for merit-based awards.

If you plan to enroll in summer classes and wish to use any federal aid eligibility you may
have, you must notify the Office of Financial Assistance.

Institutional gift aid is not available for summer courses or part-time enrollment. Institutional gift aid may also not be available in some consortium agreements.

**Private/Outside Scholarships** are awards made to students by an outside source. Students are responsible for contacting these private organizations. High school guidance counselors, churches and parents’ employers may be good information sources. Help locating outside scholarships can also be found on the Office of Financial Assistance web page at www.bvu.edu/financialassistance.

Your financial assistance from these scholarships must be packaged into your aid award so your financial need is not exceeded. Financial assistance which has been awarded through the university is subject to change upon receipt of other assistance.

Buena Vista University is a Collegiate Partner of Citizen’s Scholarship Foundation of America and the Dollars for Scholars family of community scholarship foundations. BVU has agreed to match Dollars for Scholars awards, of up to $100 for first year students who meet one of the following criteria: high school class rank in the top 50 percent or a minimum ACT score of 20. The Office of Financial Assistance must be notified prior to the spring semester to receive the $100 match.

**Vocational Rehabilitation** benefits are available for students with physical disabilities or handicaps which impede pursuit of gainful employment or threaten continued employment. Requests for information should be made to the local Office of the Vocational Rehabilitation Bureau. Financial need is not a determining factor.

A resident **ROTC** participant, who is ROTC Scholarship eligible, will receive a grant from the university to cover any room and board charge. The total of all aid received (including outside scholarship) will never be more than direct costs. We are a participating yellow ribbon institution.

Any student eligible for benefits at 100 percent, will receive a grant from the university for any tuition charge not covered through the yellow ribbon program. Financial assistance which has been awarded through the university is subject to change upon receipt of these other forms of assistance. The receipt of aid/benefits that pay all or a large portion of a student’s charges will affect institutional gift aid previously awarded.

**Availability of Funds for Study Abroad**

Students who are interested in study abroad opportunities may receive financial assistance if eligible. The study abroad program must be approved by the study abroad coordinator and the Registrar’s Office. Options for aid will be determined by the specific program selected.

**Work Opportunities**

The university’s work-study program provides employment opportunities normally to students who show financial need. Funds are provided by the federal government and BVU, and are awarded as part of the financial aid package. Most student work contracts call for four to ten hours of work per week. Work schedules are arranged after the student’s class schedule has been determined to avoid conflict with classes. Currently, positions are available both on- and off-campus. Students will be paid, by check, at two-week intervals. See the Financial Assistance Satisfactory Academic Progress Policy for academic renewal requirements. Priority deadline date for FAFSA filing is June 1. For additional eligibility requirements, please request a copy of the Federal CWS Awarding Policy. The university also provides referrals for a variety of part-time jobs in the community. These jobs are available to all students and financial need is not a factor. Employment may also be available for the summer.

**Academic Assistantships** are awarded to academically exceptional full-time students without regard to financial need and are designed to provide academic experience outside of the classroom. If you have been selected for one of these positions, you may receive valuable experience working closely with faculty on teaching, research or other projects. A 3.2 or better CGPA is required for consideration.

**Low-Interest Loans**

Loans provide students with an opportunity to defer part of the cost of education by borrowing now and repaying later at a reduced rate of interest. However, before deciding whether to accept or pursue a loan, you should carefully read the following section. We urge you not to take a loan for an amount larger than necessary. We also encourage you to consider both part-time
employment and cutting down on expenses as ways of keeping your aggregate loan debt to a minimum. A student may access their federal student loan borrowing history at www.nslds.ed.gov.

**Federal Perkins Loans** are available at BVU to students who apply for financial assistance and show exceptional financial need. Funding is provided by both the federal government and Buena Vista University, with the university acting as the lender. These loans vary in amount and are interest-free while the student is in college. Repayment with five percent interest begins nine months after the student is no longer enrolled at least half-time in college. Students may take up to 10 years to repay. Eligible students will be asked to sign a promissory note and will be given information about their rights and responsibilities at that time. Full- and part-time students who show exceptional financial need will be considered for an award. Priority deadline date for FAFSA filing is June 1. See the Financial Assistance Satisfactory Academic Progress Policy for academic renewal requirements.

The Perkins Loan Program will be ending as of September 30, 2017. For additional eligibility requirements, please request a copy of the Federal Perkins Loan Awarding Policy. Additional information, including cancellation, forgiveness or deferment options, is available from the Business Office.

**Federal Direct Stafford Loans** are federally funded and are available to students enrolled at least half-time in college. The federal government offers loans with an interest subsidy, for those students who show financial need, and loans without an interest subsidy. If eligible for the interest subsidy, the government will pay the interest on the loan for the student borrower while enrolled on at least a half-time basis. If eligible for an unsubsidized loan, the student will be responsible for interest accrual while in college as well as principal and interest after they are no longer enrolled at least half-time, but you may defer payment of that interest until you leave school. Repayment of principal and interest will normally begin after a six-month grace period.

An application for financial aid (FAFSA) must be submitted to determine eligibility for either loan source. Interested students must also complete a Federal Direct Stafford Loan Master Promissory Note, prior to the first semester of borrowing, regardless of the type of Direct Loan for which the student is eligible. After signing the Master Promissory Note for the first time, a subsequent signature will normally not be required for additional borrowing. Loan proceeds, minus an origination fee, will be received by the university and credited to the student’s account each semester. First year students will be eligible for a total of $5,500 a year, sophomores $6,500 a year, and juniors and seniors $7,500 a year. These totals represent the maximum that can be borrowed in a combination of the subsidized and unsubsidized loans. The interest rate for new loans borrowed after July 1, 2016 will be 4.45%. The interest rate on subsidized loans varied in prior years, as did eligibility for interest subsidy during the student’s grace period.

Since this is a loan, any amount borrowed will have to be repaid with future earnings. Borrowers are normally allowed 10 years to repay; different repayment plans are available. The aggregate maximum that may be borrowed for an undergraduate program is $31,000 for a dependent student and $57,500 for an independent student, with no more than $23,000 of this being subsidized. As evidenced by the repayment schedule, monthly repayment can be

<table>
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<tr>
<th>Total Borrowed</th>
<th>Monthly Payment Amount at 3.4%</th>
<th>Monthly Payment Amount at 4.5%</th>
<th>Monthly Payment Amount at 5.6%</th>
<th>Monthly Payment Amount at 6.8%</th>
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<tbody>
<tr>
<td>$3,500</td>
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</table>

*Please note that the final monthly payment may be larger or smaller than the amount indicated above. Payment based on a 10-years repayment period.*
affordable. See the Financial Assistance Satisfactory Academic Progress Policy for academic renewal requirements.

Additional Federal Unsubsidized Direct Stafford Loans of up to $4,000 a year may be available to first- or second-year self-supporting students or first- or second-year dependent students whose parents have been denied a Federal Direct Parent Loan (PLUS). Up to $5,000 is available for similar students who have completed two or more years. Interested students can receive more information from our Office of Financial Assistance. See the Financial Assistance Satisfactory Academic Progress Policy for academic renewal requirements.

Federal Parent Loans, called Federal Direct PLUS Loans, are available to parents who have dependent children in college. Parents can borrow up to an amount equal to the cost of education minus other financial aid, at an interest rate of 7%. Financial need is not required. An origination fee will be taken out before the funds are disbursed. Monthly repayment normally begins no later than 60 days after the loan proceeds are fully disbursed. Our Office of Financial Assistance has additional information about this federal loan program.

BVU must receive the results of a FAFSA and a Federal Direct Loan must be certified while the student is still enrolled in the enrollment period for which the loan is intended.

Buena Vista University Loans, Mabel E. Sherman Loans, and McElroy Loans may be available to full-time students to supplement or replace the loan options mentioned above. Funding is limited. Financial need may be a factor in eligibility. Students must sign a promissory note at the Business Office. At this time, students will receive an explanation of their rights and responsibilities regarding the loan. See the Financial Assistance Satisfactory Academic Progress Policy for academic renewal requirements.

Alternative Loans are available to students or parents of students attending Buena Vista University. Loan eligibility is determined by the borrower’s credit worthiness. Loan amounts range from $500 to over $45,000 annually. The interest rates are variable. Repayment generally begins within 30 to 60 days after the loan money is received, although payments may be deferrable while the student is enrolled. The borrower may take up from 10-20 years to repay. Financial need is not a prerequisite. For more information on any alternative loan source, including information on our Preferred Lender list, please contact the Office of Financial Assistance or review at www.bvu.edu/loans.

Standards for Financial Assistance Satisfactory Academic Progress
The Higher Education Act of 1965, as amended, requires that all federal financial aid recipients make satisfactory academic progress towards degree completion. In addition to receiving financial aid from one or more of the various federal funds, receipt of state or institutional funds will also rely on a student meeting these standards. These standards apply to a student’s entire degree program including terms in which financial aid was not received. Specific aid programs or departmental standards may require more than the minimum standards described below.

The Standards
Financial assistance satisfactory academic progress will be measured by the student’s cumulative grade point average (cgpa) and the percentage of hours earned in relation to those attempted (pace).

1. Cumulative grade point average. Because the transition to university learning is challenging, first and second year students are allowed time to build their cgpa to a 2.0 as they accumulate credits. A student is considered to be making financial assistance satisfactory academic progress by earning a cgpa above the ranges detailed below. A student’s cgpa will include those grades associated with BVU credits only; grades earned at other institutions are not included. The second and any subsequent grade(s) for repeated coursework will be used in the cgpa computation. Only the first grade will be omitted from the grade point average.

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<tr>
<th>CREDITSearned</th>
<th>CGPA</th>
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<tr>
<td>Less than 24</td>
<td>Less than 1.75 cgpa</td>
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<tr>
<td>24-55.99</td>
<td>Less than 1.9 cgpa</td>
</tr>
<tr>
<td>56+ or 2 years of enrollment, whichever comes first</td>
<td>Less than 2.0 cgpa</td>
</tr>
</tbody>
</table>
2. **Pace** – Adequate progress towards degree completion is measured by an appropriate ratio of credit hours earned in relationship with credit hours attempted. Students must complete 67% of the hours attempted to be making satisfactory academic progress. Withdrawing from courses and/or failing courses may ultimately result in not achieving the necessary completion rate which would allow a student to graduate in the time allowed (see Maximum Timeframe for Financial Assistance below). A student is considered to be making adequate pace towards degree completion if the 67% is met.

Upon admission, transfer students are assumed to be making satisfactory academic progress. Courses successfully completed at another institution that fulfill degree requirements at BVU will be included in pace calculations. All courses completed at BVU are included in the analysis of academic standing. BVU does not use incompletes as a grading option. If a course is repeated, the repeat(s) will count in attempted hours for pace calculation purposes.

**Review Process**
The Academic Standing Committee will review students’ progress three times each academic year (following fall, spring and summer semesters). The Office of Financial Assistance and Associate Dean of Faculty will use that review to notify in writing those students whose academic record falls short of the standards for both continued enrollment and financial assistance eligibility, as detailed above. Based on the results of that review, a student may be placed on financial aid warning, probation, or be allowed to return on an academic plan, or financial assistance may be suspended.

Financial aid warning would be the result during the first review period after which a student fails either of the standards mentioned above. If a student is placed on warning, financial aid eligibility will continue for that warning period.

A student who fails to achieve good academic standing after a warning period will be suspended from the University unless an appeal is submitted and approved. Appeals may be granted in cases of extenuating circumstances such as illness, family emergencies, etc., that may affect a student’s ability to achieve SAP. Following a successful appeal, a student may be placed on probation for the next semester, or on an academic plan, which may encompass more than one review period. If placed on probation, the student must achieve good academic standing following the probationary semester. A student placed on an academic plan may continue to receive financial assistance as long as the terms of the plan are being met.

A student without a successful appeal will be suspended.

**Appeal Process**
All appeals should be in writing and received by the Associate Dean of Faculty in sufficient time for processing. The written appeal must include and document the extenuating circumstances that prevented the student from meeting SAP, what has changed in the student’s situation, and the specific steps that will be taken to ensure future success, including a schedule of classes to be taken, when those classes will be taken, and at which locations. Before a decision is made, the student’s progress, along with details in the appeal, will be reviewed by the SAP Committee to determine if and how the student can regain good academic standing.

**Re-establishing SAP**
Other than in situations where an appeal is granted, a student who has lost eligibility for federal or state aid can only regain eligibility by taking action that brings them back into satisfactory academic progress. Neither paying for classes nor sitting out any length of time affects a student’s academic standing so neither is sufficient to re-establish eligibility. However, if a previously suspended student applies for readmission to BVU after an academic suspension, that student may be allowed to return, with the benefit of financial assistance, if an academic plan is created to assist the student in attaining satisfactory progress. The student would continue to be eligible for financial assistance as long as the plan specifics are being met.

**Maximum Timeframe for Financial Assistance**
Undergraduate students will be allowed to attempt up to 192 total credit hours, or for transfer students, 150% of the hours it is determined are needed to complete the attempted BVU degree/program at the time the student enrolls. If the attempted program is not completed within this time frame, even in situations where there has been a change of course of study, financial aid eligibility will be
terminated. Appeals will be allowed on a case-by-case basis and should be made to the Office of Financial Assistance.

Students are not eligible to receive federal aid for coursework which will not count towards degree completion requirements.

Students who enroll in a second degree or teacher certification may be eligible for aid and will have their academic progress calculated from the credit hours attempted beyond the first degree.

Students returning only to complete a major may not eligible for financial assistance.

**Reporting Other Financial Aid**

Any financial aid which you may receive from sources not listed on your aid award, such as a scholarship or loan from a local or private organization, military benefits, or Vocational Rehabilitation benefits, must be reported to the BVU Office of Financial Assistance. Financial assistance which has been awarded through the University is subject to change upon receipt of other assistance. The receipt of aid/benefits that pay all or a large portion of a student’s charges will affect institutional gift aid awarded. When notifying the Office of Financial Assistance of any outside aid, please list the name and total amount of the award, and the anticipated disbursement date(s).

**Verifying Family Information**

If a question arises concerning information reported on your confidential application for financial aid or your application is selected for verification by the Department of Education, BVU reserves the right to verify such information by requesting copies of income tax documents and/or other data. Your financial aid award is subject to change if verification procedures result in a different calculation of need or if other conditions exist which change your aid eligibility. No aid will be disbursed until the required documentation is received.

For all federal funds, we must have the results of your FAFSA (Free Application of Federal Student Aid) with an official expected family contribution (EFC) that shows the application data was processed at least once while enrolled. In general, federal aid recipients must submit required/requested documentation no later than 120 days after the last day of enrollment or the last day allowed by law (normally a date in September following the academic year), whichever is earlier. However, earlier deadlines may apply to specific aid programs, as detailed below.

If the deadline is met and changes in the information reported are needed, we will send those changes to the Department of Education and the student will receive a revised Student Aid Report (SAR) which will reflect the changes made. If eligibility for federal or state aid should change, a revised award will be sent. For a student whose application is being verified, if we receive a corrected valid SAR/ISIR after the last day of enrollment, BVU must award and pay Federal Pell Grant on the higher EFC calculated.

A student will not be allowed to begin employment in the federal work study program until requested documents are received nor will credit be given for any aid. For Federal Direct Loan or Federal Direct PLUS consideration, verification requirements must be met before we can certify a loan application and the loan must be certified on or before the last day of attendance.

If a student’s application is selected after federal aid has been disbursed, the student is entitled to keep any work study payments made (but the student will be asked to cease working until requested materials are received) and any Direct Loan Funds disbursed. All other federal aid will be removed from the student’s account until the verification process is completed.

For funds from the State of Iowa, verification requirements must be met before final payment rosters are due.

A student will forfeit eligibility for federal and state aid if the verification process isn’t completed by these deadlines.

**BVU Policy for Renewal of Institutional Aid**

BVU will follow the requirements detailed above for general institutional aid eligibility.

Awards offered based on ACT and CGPA while in high school or at another college, or through competition/audition, will have more stringent, specific requirements for renewal that were provided at the time the award was made.

Even though a student may be making Satisfactory Academic Progress as detailed in the SAP Policy above, awards made based on academic criteria will have higher specific CGPA renewal requirements and these awards could be eliminated before the student loses other eligibility. These awards will be reviewed for renewal following each semester (two semesters minimum) and recipients must have earned the required renewal CGPA at that time. One semester of probation will be granted if the
FINANCIAL ASSISTANCE

CGPA has not been met. The award will be forfeited at the end of that probation semester if the required CGPA still has not been achieved. The overall Satisfactory Academic Progress Policy may dictate loss of all aid eligibility before this time.

Most forms of institutional aid require full-time enrollment.

Students may contact the Office of Financial Aid for information on renewal requirements for specific awards.

Reapplying for Financial Aid

You must reapply for financial aid each academic year. Unless specifically awarded for more than one year, the financial aid which you receive is not automatically renewable. Because financial need depends on variable factors, such as college cost, family income, assets, etc., your aid award may fluctuate from year to year. However, the University does its part to help you in obtaining as much aid as possible each year.

Rights and Responsibilities

In addition to the information provided here and our web site, you may also ask for and receive information on any of the following by contacting the Office of Financial Assistance:

1. How your financial need was calculated and the percentage of your need that has been met with financial assistance.
2. Each type and amount of assistance in your Financial Aid Award and how you were selected as a recipient.
3. How to receive a review or reconsideration of your aid award if you feel an error has been made or if your financial situation changes.

In addition, there are a variety of policies and reports available on our website at: www.bvu.edu/about/consumer_information. These reports will give you some additional insight into your BVU experience. In addition to those policies already mentioned, here is a partial list of what you will find:

- Academic Honesty/Copyright Infringement Policy
- Athletic Program Participation Rates and Financial Support Data
- Completion/Graduation Rate
- Drug Awareness and Abuse Prevention Strategies
- Policy on Financial Aid Eligibility Following a Drug Conviction
- Family Rights and Privacy Act
- BVU Code of Conduct for Educational Loans
- Job Placement Information
- Campus Security and Crime Report
- Student Body Diversity Report
- Transfer of Credit Policy
- Preferred Lender List Policy
- Book Voucher Policy
- Military Deployment Policy
- Vaccination

As a student, you also have the following responsibilities:

1. Review and consider all information about Buena Vista University before you enroll.
2. Pay special attention to your application for financial aid, being sure to complete it accurately and submit it on time and to the correct place.
3. Know all the deadlines for applying or reapplying for aid and meet them.
4. Provide all documentation, corrections and/or new information requested.
5. Notify us of any changes in your original application information.
6. Read, understand and keep copies of all forms you’re asked to sign.
7. Repay any student loans you have: When you sign a promissory note, you are agreeing to repay the loan.
8. Complete both an entrance and exit interview if you have Federal Direct Loan, a Federal Perkins Loan, any institutional loan or a Federal TEACH Grant.
9. Notify Buena Vista University of a change in your name, address or enrollment status.
10. Understand the Buena Vista University Refund Policy.
11. Understand the BVU Satisfactory Academic Progress Policy.

Eligibility Requirements

Federally Funded Programs

1. Demonstrate financial need.
2. Have a high school diploma, a G.E.D., or demonstrate an ability to benefit from the program.
3. Be enrolled at least half-time and as a regular student.
4. Be a U.S. citizen or eligible non-citizen.
5. Make satisfactory academic progress.
6. Sign various educational statements.
7. Be current on all previously borrowed educational loans.
8. Release FAFSA data to BVU while still enrolled

**State Funded Programs**

1. Demonstrate financial need*
2. Meet Iowa residency standards and be a U.S. citizen or eligible non-citizen
3. Make satisfactory academic progress
4. Apply by the July 1 deadline*
5. Be current on all previously borrowed educational loans

*Unless otherwise noted in the program description

**For Further Information**

You may contact the director of financial assistance at the following address to obtain answers to any questions you may have: Buena Vista University, Office of Financial Assistance, 610 W. Fourth Street, Storm Lake, Iowa 50588, 1.800.383.2821 or 712.749.2164. You may also find additional information on our web page at www.bvu.edu/financialassistance or e-mail us at finaid@bvu.edu.

**CAMPUS LIFE**

Buena Vista University believes that important learning experiences occur in the residence hall, on the playing field, and in university meeting rooms, as well as in the classroom and laboratory. Our co-curricular program provides opportunities for students to link theory to practice. Through these programs students develop leadership skills, explore career possibilities, provide service to others, participate in wellness activities, develop an understanding and appreciation of those from different backgrounds and cultures, and enjoy special student activities. Our co-curricular program complements the formal academic curriculum, emphasizing a holistic and well-rounded education. Additionally, these experiences are also important in career preparation, as future employers often look at students’ co-curricular involvement during college life.

**Athletics**

Buena Vista University is an NCAA Division III institution and a member of the highly competitive Iowa Intercollegiate Athletic Conference. The intercollegiate athletics program is integral to the institution and enhances the overall quality of the educational experience. Approximately one third of our students participate in at least one of the nineteen sponsored intercollegiate sports. Men’s teams include baseball, basketball, cross country, football, golf, soccer, tennis, track and wrestling. Women’s teams include basketball, cross country, golf, soccer, softball, tennis, track and volleyball. Buena Vista University student-athletes strive for success at the highest level of NCAA championship play while also successfully completing their academic degree.

**Campus Dining Services**

Campus Dining Services, operated by Sodexo, provides many opportunities for you to take care of one of your basic needs in life ... food. The food service program at Buena Vista University involves people who care about providing for our students the best food and service possible. The food service is centrally located in the Harold Walter Siebens School of Business/Siebens Forum. Our concept of diversified university dining is called the Sodexo Marquis Plan. It is recognized as a plan that offers variety and freedom of choice for students. The Marquis Plan offers a flat-rate meal plan that allows students to eat as much or as often as they like any time between 7 a.m. and 7 p.m. Monday-Friday and between 11 a.m. to 1 p.m. and 5 p.m. to 7 p.m. on weekends. All first year students are required to be on the Marquis Meal Plan for the entire academic year. All resident students are required to participate in a food plan.

For upperclassmen that prefer a lighter option and do not require the flexibility of the Marquis Plan, there is a 10 meal per week or a 14 meal per week plan. Students on either of these plans are limited to 10 or 14 meals per week between breakfast, lunch and dinner, and can also choose the Afternoon Grill in place of a lunch meal. (Using the Afternoon Grill during the hours of 1:30 p.m.-4:30 p.m. counts as eating lunch).

Beaver Bucks can be used at the Afternoon Grill/Late Night Grill or Common Grounds Coffee Shop and may be purchased in the Business Office at any time during the year in the following increments:

- $20 purchases $25 Beaver Bucks
- $40 purchases $50 Beaver Bucks
- $75 purchases $100 Beaver Bucks

Beaver Bucks will transfer from semester to semester and roll over from year to year. Beaver
Bucks can be used until the student graduates and they are non-refundable.

In addition, Sodexo provides every student $30 in points at the beginning of the first semester and at the beginning of the second semester to be used at the Common Grounds Coffee Shop or the Late Night Grill.

Points roll over from first semester to second semester and expire at the end of each academic year. Points do not roll over from year to year and are non-refundable.

Sodexo’s goal is to make every day a better day through our dining facilities, Common Grounds Coffee Shop, Late Night Grill, campus vending and our Catering Services, and have proudly been serving the BVU and surrounding communities since 1974.

**Campus Security**

Safety and security is the number one concern of the entire campus community: students, faculty, staff and visitors. While Buena Vista University and Storm Lake are relatively safe environments, the campus is not exempt from the types of crime that exist in other northwest Iowa communities. Effective safety and security require cooperation and assistance from everyone at the University. The Office of Campus Security provides 24-hour-a-day security to the campus community. In addition, they offer several services including a 24-hour escort service, vehicle assistance, special needs transportation as well as medical/pharmacy transportation. The office also oversees emergency management and the parking program. Access the Annual Campus Security and Fire Report as well as other pertinent information at www.bvu.edu/campussecurity.

**Career and Personal Development**

Career and Personal Development provides all students and alumni with the resources to achieve their long-term objectives, including the selection of an appropriate career path and the resources to achieve their goals. Our staff and resources help students achieve their goals, by providing career counseling, information about the connection between majors and careers, self-assessment tools and interpretation, occupational information and resources, career explorations (including shadowing and networking), internships, alumni connections, job search advice and workshops, connections with employers, graduate school advising, and other tools that help students make a successful transition to the working world.

**Center for Academic Excellence**

The Center for Academic Excellence (CAE) is the university’s academic support unit, which provides services to enhance the teaching-learning experience for the university community.

The CAE provides tutors in almost all academic areas. All of the CAE tutors are outstanding BVU students who have been chosen because of their academic and teaching skills. Our tutors are trained in learning strategies, study methods, social interaction, strategies for students with disabilities, and specific content area skills such as math methods and correctly citing sources to avoid plagiarism.

The CAE emphasizes the writing process, including content, organization, and revision – not just proofreading. Math and writing tutors are scheduled daily from 9-5. Tutors for other classes are scheduled based upon the tutors’ academic schedules. When students request a tutor for a specific course, we find one for them.

All students benefit from using the CAE. Many of the students who use the CAE are successful students who want to improve upon their skills. We like to say this is a place where good students come to be better students. Some students who require additional support use the CAE to help meet their academic goals.

- Students can schedule regular weekly appointments with the same tutor.
- Tutoring is provided at no additional charge to the students.
- Students can use the CAE as an alternate study location.
- Students can also meet with the director of the CAE as well as other members of the CAE staff to schedule individual appointments to improve their skills in time management, test taking, and studying.

Students can work with our math specialist, our writing coordinator, our academic coach, or with the tutors.

**Hours:** Our hours of operation are updated on the CAE web page. We also have information on the CAE web page for study skills and academic skills.
Civic Engagement
The Office of Civic Engagement serves as an excellent resource for students seeking experiential learning opportunities. A full-time staff person and student advisory board, named Student MOVE, (Mobilizing, Outreach, Volunteer Efforts) assists individuals and groups looking to participate in service opportunities. Local, regional, national and international volunteer opportunities help students realize the importance of civic responsibility and engagement. The Office of Civic Engagement is host to an AmeriCorps State program for which students interview and apply for positions. Annual events sponsored by Student MOVE include Service Events, Alternative Weekends and an Alternative Week of Off-site Learning (AWOL) program which is our Alternative Spring Break Program. Each event pairs a volunteer experience with an opportunity for social interaction. The Office of Civic Engagement also sponsors the BV Buddies Mentoring Program. This student-lead program pairs a BVU student with a Storm Lake Middle School student for an entire academic year for participation in tutoring and enrichment activities.

Commuter Student Services
The commuter student advisor assists commuter students with their personal and service concerns on campus. Lockers are available for student use on a first come first served basis. They are located in several buildings across campus. Students can obtain keys for lockers from the Office for Student Affairs at no charge. (There is a replacement charge for a commuter locker key that is not returned).

Counseling Services
Professional and confidential personal counseling services are available for individuals, couples, and families, and are without cost to students, faculty, and staff. The counseling office also provides educational programming, referrals for treatment at on-campus or off-campus sites, support groups as needed, and consultation services to anyone at BVU. Counseling records are private and do not become part of the University record.

Event Services
The office of Event Services, located in the west hallway of the Forum, assist students with all of their co-curricular scheduling needs. They will schedule rooms for events and meetings, ensure signs and equipment are in the room as ordered, and submit catering requests for food and beverage orders. External events are also scheduled through this office. Event Services also hire work study students during the school year to assist with office duties and a conference staff in the summer to assist with external conferences that come to our campus.

Handicapped Accessibility
Nearly all buildings on the Buena Vista University campus are handicapped accessible. Students seeking assistance regarding accessibility should contact the following individuals: For assistance with the academic program, including accessibility of courses, laboratories, or academic materials, students should contact the director of the Center for Academic Excellence at 712.749.1237. For assistance with the co-curricular program, such as residence halls, food service, student activities, or other programs, students should contact the vice president for student affairs/dean of students in the Office for Student Affairs at 712.749.2123.

Health Services and Wellness
Health Services, L25 Lower Level Siebens Fieldhouse • Phone 1238. Office hours are 8 a.m.–4 p.m. on Monday through Friday. Nurses are available after hours through Resident Advisor (RA) or campus security by calling (712) 749-2500.

Health Services & Wellness is a professional and confidential service offered at no cost to students. All health records are confidential and do not become a part of the University records. Health Services goal is to enhance the educational process by modifying, changing or removing health related barriers to learning, promoting optimal wellness, teaching and enabling individuals to make informed decisions about health related concerns. Students are provided with assessment, treatment and referrals for illness or injury. Referrals and appointments are made to appropriate health care providers. Payment for these services will be handled between the provider and the student. Basic medical supplies and over-the-counter medications are available to students at no charge. Other special equipment such as crutches, ice packs, heating pads and vaporizers are available for use on a loan basis. www.bvu.edu/living_at_bvu/student_services/health_services/
Students, who are ill, are responsible to notify their professors. Health Services & Wellness and the Office for Student Affairs will contact professors of a student’s medical absence if requested by the student. It is at the professor’s discretion whether or not to excuse an absence.

All full-time students (12 credit hours or more) and students residing on campus are required to have medical insurance while attending Buena Vista University.

**Health Forms**

Required of all full-time freshman and transfer students are a completed health form (with a copy of their current insurance card) by the following **deadlines** to Health Services & Wellness:

- Aug. 1 for first semester
- Jan. 5 for Interim
- Jan. 20 for second semester

The completed Student Health Form must be received and immunization status approved before you will be permitted to complete final registration in August. Students that fail to complete appropriate documentation will have an academic hold placed on them until it is received.

Insurance: All full-time students and/or students residing on campus are required to have insurance coverage and complete an online insurance waiver each year. Failure to complete the online waiver by the specified deadline will result in automatically being enrolled in a student health insurance plan offered by the university. The student insurance will be billed directly to your student account.

For more information, contact the Business Office (712.749.2212). Note: If for any reason your insurance carrier changes or is discontinued, you must report this to Health Services within 10 working days.

**Wellness Program**

Wellness is a positive and balanced approach to living that encompasses six dimensions: emotional, intellectual, occupational, physical, spiritual and social development. Students have many opportunities to participate in wellness-related activities including usage of weight training and cardio-vascular exercise equipment; usage of flexibility and abs exercise equipment; and swimming and/or aqua aerobics. The importance of balancing one’s life through wellness is emphasized. A wellness room (Peterson Room), located in the lower level of the Fieldhouse, L-20, and is available for scheduled wellness programs or individual or group use. The mirrored room offers audio/video equipment, mats, wall mounted ballet bar, exercise balls, steps, exercise bands and a small video library of exercise tapes and DVDs. Team Wellness is a student advisory group to the Wellness program. The group, consisting of professional staff and students, is designed to increase awareness of the most current college issues and focus on topics related to alcohol education, fitness, nutrition, stress management, leading a balanced life, sexual responsibility, and more through wellness promotion and collaboration with the entire campus.

The goal of the Wellness program is to encourage a healthy lifestyle for all members of the Buena Vista University community. The office of Wellness works directly with Team Wellness, a student organization whose purpose is to increase awareness of the most current college issues and focus on topics related to alcohol education, fitness, nutrition, stress management, leading a balanced life, sexual responsibility, and more through wellness promotion and collaboration with the entire campus.

**Lehnus Campus Store**

The campus bookstore, located adjacent to the Information Desk, supplies students with their entire textbook and apparel needs.

**Mail and Printing Services**

Mail and Printing Services located next to the Centennial Room’s north entrance in the Harold Walter Siebens School of Business/Siebens Forum offers students complete mail service, Monday through Friday. Saturday mail is distributed to student boxes during the scheduled semester and throughout interim. Personal mailboxes are assigned to all students and are located in the Forum in the hallway leading to Mail & Printing Services.

**Recreation Services**

The purpose of the Recreation Services program is to encourage and develop healthy habits among the BVU community. It provides resources to support student engagement in all varieties of Intramural Sports, Outdoor Recreation and Wellness Initiatives. Recreation Services is a division of Student Affairs and is located at 27 Peterson Drive, in house along the
It is the goal of this department to facilitate student development through experiential education, self-discovery, leadership assessment, building interpersonal skills, and technical skill development. Recreation Services’ programs offer students opportunities to become involved, explore the world, and challenge themselves while building a foundation of healthy and balanced habits. The university has many recreational items that can be checked out for students to use. Some of these items include canoes, kayaks, stand up paddleboards, camping equipment, racquet ball racquets, disc golf equipment, volleyballs, and golf clubs for lawn golf.

Residence Life
The Office of Residence Life provides the student with an educational experience outside the classroom through activities, educational and social programs, and leadership opportunities. Your residence hall room will be your “home away from home,” and your fellow residents will become family and life-long friends. Residence Life is a fundamental part of the student’s university experience.

RESIDENCE LIFE STAFF
Director of Residence Life & Housing: The Director is the head of the office of Residence Life and is responsible for the supervision and administration of the residence life program and all functions associated with campus housing.

Residence Hall Director: Each “RHD” is a full time staff member responsible for the efficient and effective operation of his/her residence hall(s). He/she develops an atmosphere within the residence hall, which is conducive to academic endeavors, social development, personal growth and community living.

Community Coordinator: The “CC” is in an experienced Resident Assistant that works with the RHDs and RAs to positively impact the campus on an area (multiple buildings) level.

Resident Assistant: These students serve the campus as resource personnel and paraprofessional advisors. As student leaders, they provide a valuable service to the student and university community throughout the academic year.

Residence Hall Live-In Requirement: To be eligible to reside in campus housing a student must be admitted and enrolled as a full-time (minimum 12 credits) degree seeking undergraduate at the University. All undergraduate students are required to reside in campus housing. All residential students are required to have a meal plan. Those students enrolled in semester long internship programs, student teaching or study abroad is exempt from the requirement to live in campus housing for that semester. The student must notify the Director of Residence Life and Housing before the completion of the previous semester of their change in status. Exceptions must be approved by the Director of Residence Life and Housing in conjunction with the Vice President for Student Affairs/Dean of Students. Students are responsible for terms and conditions of their existing housing contract and must fulfill mandatory immunization requirements as outlined by Health Services to live in residential facilities. Students who are legally married, living with parents or legal guardians, enrolled for fewer than twelve semester credit hours, completed eight previous semesters at BVU, are 23 years of age at the time of fall registration, or have served in military service and are receiving GI benefits are not required to live on-campus. Students who are younger than 17 years of age or who are 23 years of age or older must request permission in writing to reside on campus. Additionally, students who are under the age of 18 require parental consent to reside on campus. These requests must be submitted to the Vice President for Student Affairs/Dean of Students or designee and will be processed on a case by case basis. Students permitted to reside on campus who are younger than 17 years of age or who are 23 years of age or older may be subject to semester reviews where residential eligibility is evaluated. Buena Vista University reserves the right to make housing decisions based on the holistic development of the student and individual circumstances.

Student Success
Located in Harold Walter Siebens Forum
Phone: 712.749.1240.

The Director of Student Success is responsible for the overall coordination and execution of retention initiatives for the University. The main focus is to engage all areas of campus in conversation and lead the effort to improve student success and persistence to graduation. The director meets with students to connect them to resources to ensure their success. One important function of this office is to plan and
coordinate initiatives to improve student success and retention. Initiatives include one-on-one weekly student Success Coaching and BVU Welcome Chats in the Common Grounds Coffee Shop for all new students to connect with a faculty or staff member.

**Spiritual Life/Campus Ministry/Chaplain**

Buena Vista University seeks to nurture spiritual growth, build moral responsibility and provide creative opportunities for each student to carry the attitude of “servanthood” as an element of life’s vocation and calling. Affiliated with the Presbyterian Church (USA), the campus welcomes students of all religious backgrounds and faith. Praise and worship is provided on Thursday at 11 a.m. throughout the academic year in Schaller Memorial Chapel in order for the community to gather, pause, pray, celebrate and reflect in the midst of our hectic schedules. The Student Ministry Leadership Team helps coordinate the IMPACT student organization which has been created for all students who will come and be a part of the community. The primary purposes of IMPACT are to assist and encourage students in their spiritual growth as well as provide opportunities for developing meaningful, supportive friendships. Activities include Bible and topical book studies, informal worship, recreational events, community service projects along with large and small group retreats. The University chaplain offers a variety of counseling, spiritual direction and a number of resources for spiritual growth and leadership training. Pre-marital counseling, weddings, grief counseling, and memorial services are also offered as a service through the chaplain’s office.

**Multicultural Engagement & Student Activities**

The Office of Multicultural Engagement & Student Activities at Buena Vista University seeks to promote inclusivity on campus by providing outstanding academic, diversity, and social programming as well as high level support for a diverse student body. The office is responsible for creating an environment advantageous to broadening the perspective of diversity. The office develops opportunities for students to enjoy entertaining as well as educational programming through the efforts of the Student Activities Board (SAB) and a student multicultural leadership team. SAB is a student run organization which brings diverse social and recreational activities to campus. SAB provides free, fun entertainment planned to fit the diverse interests of the student body. Activities include movies, comedians, bands, laser tag and more. Each fall SAB hosts Homecoming Week Activities culminating with coronation of the king and queen. The office enhances the visibility and awareness of the diversity of the University by creating opportunities for students, faculty and staff to come together to celebrate the diversity of our community. BVU also offers over 40 active student organizations representing a wide variety of interests, services and disciplines. The majority of BVU students involve themselves in one or more organizations as a means of developing skills or interest and in distinguishing themselves for future job searches. Students who are interested in learning more about any of these programs should contact the Geisinger Student Leadership Center (GSLC) located in the Harold Walter Siebens School of Business/ Siebens Forum.

**Campus and Buildings**

Buena Vista University overlooks a beautiful, 3,200-acre lake (Storm Lake), which provides opportunities for water-related recreation. Storm Lake is less than 60 miles from the Iowa Great Lakes region, which includes Okoboji and Spirit Lake. Complementing the natural setting are modern classrooms and residence halls. Construction of many campus buildings was completed in the 1960s. Only Edson Hall and Smith Hall were built before 1950, and Smith Hall was completely remodeled in 1970. As part of an $18 million gift donated to Buena Vista University by Dr. Harold Walter Siebens in 1980, the University completed an exciting new building program in 1986. It included J. Leslie Rollins Football Stadium, constructed in 1980, a 660-car parking lot, the Harold Walter Siebens School of Business/Siebens Forum completed in 1985, and total renovation of Lage Communication Center in 1986. The 1990s marked further building progress with the construction of Briscoe Honor, Constitution and McCorkle Residence Halls, construction of the Information Technology Center, and renovations on Edson Hall. Construction on the Lamberti Recreation Center was completed in 2001. The 70,000-square-foot Estelle Siebens Science Center was opened in the summer of 2004.

**Baseball/Softball Fields**
The baseball and softball teams practice and compete on shared fields with the local public high school located on Tornado Drive. A complete renovation of both fields was completed in 2009. Field turf was installed on the baseball infield making it the first field turf in the state of Iowa used for college baseball. Additional upgrades for both fields included new scoreboards, dugouts, fencing, bleachers, backstops, press boxes and windscreens.

State of the art lighting was added to the baseball and softball fields in the summer of 2013. The lighting output is monitored by the equipment manufacturer, Musco Lighting, from its headquarters in Oskaloosa. The lights can be turned on and off manually and by computer.

Buena Vista Sports Complex
This athletic complex is located north of the main campus on Vestal Street. It is the home of two secondary soccer fields that are used primarily for men’s and women’s practice when not on the turf field. It is also the site of two football practice fields.

Buntrock Tennis Courts
Four lighted outdoor tennis courts are located just southeast of Siebens Fieldhouse. They are used for intercollegiate tennis and recreational play. New windscreens were added in the fall of 2013.

Center for Sculpture and Ceramics
Constructed in 2008, the Center for Sculpture and Ceramics, attached to the Social Science and Art Hall, houses a large workshop equipped with a full line of modern woodworking machinery. Also housed in the building is a foundry set up to cast bronze and aluminum as well as a metalworking studio. The metalworking area contains MIG, TIG, ARC and oxy-acetylene welders in addition to much more metalworking equipment. The ceramics studio contains many electric Brent potter's wheels, a large glazing area, hand-building area and kiln room. The three-dimensional classroom is set up for mold-making, investment, modeling and digital image projection.

Dixon-Eilers Hall
Dixon-Eilers Hall houses BVU’s Business Office and the Registrar Office, in addition to housing classrooms and faculty offices. The building was completed in 1958 and stands on the site of the original “Old Main.”

Edson Hall
Originally known as Victory Hall, the University gym before Siebens Fieldhouse was constructed in 1969, Edson Hall is now home to the BVU music department. Renovation of the hall was completed in early 1997 with the addition of a choral rehearsal room, nine state-of-the-art practice rooms, a piano/keyboard lab, a student work area, and additional office space.

Estelle Siebens Science Center
Completed in the summer of 2004, the 70,000-square-feet facility comfortably houses BVU’s five interdisciplinary fields of science (biology, chemistry, computer science, mathematics, and physics), fostering collaboration among the disciplines, as well as between students and faculty.

The 18 laboratories complement seven classrooms, three research areas and 24 offices. “Science Avenue,” a prominent atrium corridor that puts projects on display, connects the two-story, glass-walled rotunda (nicknamed “the beaker”) to a greenhouse with three environmental growth chambers. The $28 million building was made possible by a $13 million matching gift from the Harold Walter Siebens Foundation and numerous private philanthropic sources. The atrium on the second floor exhibits a collection of animals from throughout the world.

Finkbine Natatorium
Finkbine Natatorium is a 25-yard pool with a 1-meter diving board that is used by the BVU community and the local community for open swim, lap swimming, water aerobics, lessons and competitive meets and is located in the lower level of Siebens Fieldhouse.

Fritcher Fitness Center
Included in the 2001 addition of the Lamberti Recreation Center is the Fritcher Fitness Center. Located on the west side of the fieldhouse and overlooking the lake, this 6,000-square-feet facility houses many types of free weights, selectorized equipment, ellipticals and treadmill for use by Buena Vista University students, faculty and staff. The facility is filled with 10 power stations, 10 Olympic platforms, 10 Uesaka bumper plate sets, along with assorted barbells ranging from one to 150 pounds.

Grand Hall
Built in 1998, Grand Hall is a three-story, ninety-eight bed, coed residence hall. The hall has a staff
of one Residence Hall Director and Resident Assistants. Each floor has a study lounge and a common area furnished with couches and a television. Laundry facilities are available on the second floor and a kitchen with stove and microwave is located on the third.

Harold Walter Siebens School of Business/Siebens Forum
The Harold Walter Siebens School of Business/Siebens Forum was completed in the spring of 1985. In addition to the Harold Walter Siebens School of Business and a conference center, it houses the Office of Student Affairs, career services, food service and cafeteria, bookstore, mail & printing, Siebens Den, Geisinger Student Leadership Center, snack bar and other administrative offices. Included in the Harold Walter Siebens School of Business/Siebens Forum are also a number of tiered seminar classrooms and faculty offices. The conference center includes multiple multi-function meeting rooms, a boardroom and a number of dining spaces. The $10 million building was made possible by an $18 million gift from the late Dr. Harold Walter Siebens.

Information Technology Center (ITC)
The Information Technology Center is the cornerstone of academic life for BVU students. The ITC is comprised of the University library, the Stewart D. Siebens Computer Center and a distance education classroom.

J. Leslie Rollins Stadium & Peterson Field
J. Leslie Rollins Stadium and Peterson Field are home to BVU’s football, soccer and track/field team competition. In the spring of 2011, the 3,000-seat facility underwent a major renovation, including the addition of a new synthetic playing surface, as well as a new blue polyurethane track. In addition, a new ticket and concession stand, along with a new merchandise area was built, while the bathrooms and storage spaces were upgraded.

New field lights were installed at J. Leslie Rollins Stadium in July, 2012, providing the capability to hold evening events and practices for the Beaver football, soccer and track teams and student intramural activities. The lighting project includes four 100-foot poles with lights that can provide 75 foot-candles of illumination, enough for televising evening events. The lighting output is monitored by the equipment manufacturer, Musco Lighting, from its headquarters in Oskaloosa. The lights can be turned on and off manually and by computer.

In the spring of 2014, renovations included adding a visitor locker room area housed beneath the stadium.

Lage Communication Center
Lage Communication Center is where stories are made. The building is the home of digital media at BVU. Lage houses the radio, television, web, photography and print studios for the School of Communication and Arts. There is FM 97.5/KBVU radio, the video production facilities for University Cable Network (campus television) and a digital production multimedia lab for graphic design, desktop publishing and multimedia storytelling.

Lamberti Recreation Center
The Lamberti Recreation Center was designed to house intercollegiate athletic competition and practices, intramural activities and campus events. Constructed in 2001, this 65,000 square foot addition features three multi-purpose courts that are used for basketball, volleyball, baseball, softball, tennis and intramurals, as well as other campus activities. Surrounding these courts is the Dennis Young 200 meter, six-lane Mondo track that is utilized for indoor track practices and meets as well as walking and jogging activities. Two baseball/softball batting cages and an indoor golf net may be raised or lowered for indoor practices. Motion-sensored high efficiency lighting was installed in 2011.

Lehnus Campus Store
The campus bookstore, located adjacent to the Information Desk in the Harold Walter Siebens School of Business/Siebens Forum can supply you with your entire textbook and apparel needs.

Liberty Hall
Liberty Hall is a substance-free, wellness housing option that houses eighty-five students. Wellness housing is designed for students who commit to living a healthy lifestyle that is free of the participation and/or promotion of alcohol, tobacco, and drugs; as well as focused on making positive life choices in the areas of physical, mental, and social aspects of their lives. The building has a staff of one Residence Hall Director and multiple Resident Assistants. Each floor has a study lounge and a common area furnished with couches and a television. Laundry facilities are available on the second floor and a
kitchen with stove and microwave is located on the third.

**Library**
The BVU library exists to meet the information needs of our students, faculty, and staff, regardless of their physical location. The library offers 150,000 book volumes and access to over 29,000 periodical titles in print or online format within a comfortable and elegant study atmosphere that features a mix of individual and group study seating areas. Reference services include group and individual instruction in the use of both electronic and print library resources as well as assistance with all research and information queries. An online chat option allows for interactive dialog with a librarian. Reference librarians may be reached by telephone 712.749.2095, toll free 1.877.288.2240 or via e-mail, library@bvu.edu.

Access to the online catalog and over 50 research databases is available around the clock. The library’s Interlibrary Loan (ILLiad) service allows students to reach beyond BVU Library’s own collections to obtain books and articles from other libraries all over the world.

Other features of the library include networked computers and wireless access for those using laptops, replacement batteries for laptops at the Circulation Desk, and photocopier, scanning and FAX services. The lending period for most library materials is 30 days.

The library is open 94 hours per week when classes are in session.

**Library Hours:**

Regular Semester Hours

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
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<tbody>
<tr>
<td>Sunday</td>
<td>1 p.m. – 12 a.m.</td>
</tr>
<tr>
<td>Monday–Thursday</td>
<td>8 a.m. – 12 a.m.</td>
</tr>
<tr>
<td>Friday</td>
<td>8 a.m. – 6 p.m.</td>
</tr>
<tr>
<td>Saturday</td>
<td>9 a.m. – 6 p.m.</td>
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</tbody>
</table>

Semester Breaks and Summer

<table>
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<tr>
<th>Day</th>
<th>Time</th>
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<tbody>
<tr>
<td>Monday–Friday</td>
<td>8 a.m. – 5 p.m.</td>
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</tbody>
</table>

**Lighthouse**

A 30-foot brick lighthouse was built on the shores of Storm Lake near the Siebens Fieldhouse in 1992 in memory of Buena Vista University trustee and benefactor Dr. Harold Walter Siebens. The lighthouse was a gift from the Siebens family.

**Phillips Meditation Chapel**
The Meditation Chapel is located below the foyer of Schaller Memorial Chapel and is made available for individual and small group meditation and worship.

**Pierce Hall**
Pierce Hall underwent extensive renovations in 2011 and is now better than ever. The hall has several new lounges with comfortable seating, televisions and a kitchen. It is staffed with several Resident Assistants and a Residence Hall Director. Pierce Hall is connected to the Harold Walter Siebens School of Business/Siebens Forum via tunnel and White Hall through common vestibule. Pierce Hall, pictured on the right above, houses approximately 200 students.

**Recreation House**
The Recreation House is located along the shores of Storm Lake, just west of Siebens Field House. The Rec House is the place to go to checkout recreational equipment including canoes, kayaks, bikes, basketballs, disc golf, bag toss and camping gear. Several annual events are featured at this location including the 5k Turkey Trot Fun Run, Extreme Winter Festival, and the Beaver’s Great Cardboard Boat Float Challenge. Many campus groups and offices reserve this space for meetings, retreats, and socials, as it is the only spot on campus to view the sunset around a campfire.

**Schaller Memorial Chapel**
Dedicated in 1963, adjoins Dixon-Eilers and serves as the University’s largest performance center. The chapel is used for a variety of convocation services. Special events, such as Founder’s Day, the American Heritage Lecture Series, baccalaureate, cultural ACES events and worship services are held within this facility. The Phillips Meditation Chapel is located on the lower level.

**Siebens Fieldhouse**
Located on the main level of Siebens Fieldhouse, the gymnasium is the competitive arena that seats approximately 3,000 spectators and is used for intercollegiate basketball, volleyball and wrestling as well as other campus events. In the summer of 2011, the facility was updated with new scoreboards, shot clocks and a video display screen. A new sound system and high efficiency fluorescent lighting were also added at that time. In the spring of 2013, an additional enhancement of new bleachers on the upper level was completed.

The athletic administrative offices, the BVU Athletics Hall of Fame room, the Fritcher Fitness...
Center and coaches’ staff locker rooms are also located on the main level. The lower level of Siebens Fieldhouse includes coaches’ offices, Finkbine Natatorium, nine varsity locker rooms, equipment/laundry facilities, two classrooms, wrestling practice room, athletic training facilities, two racquetball courts, wellness room and the Ohrlund Health Services Department.

Smith Hall
Built in 1925, Smith Hall was completely renovated in 1970. It houses classrooms, and faculty offices.

Social Sciences and Art Hall
Built in 1968 as the Estelle Siebens Science Center, the Social Sciences & Art Hall was renovated in 2008 to house the School of Social Science, Philosophy and Religion. The Social Sciences & Art Hall uniquely blends large academic space with a comfortable learning environment. It houses studios for the two-dimensional art as well as the 1,550 square-foot BVU Art Gallery.

Stewart D. Siebens Technology Center
The Stewart D. Siebens Technology Center offers hardware and software technical support via the Service Desk, 2FIX hotline (712.749.2349 or 800.248.4462) and 2FIX e-mail, 2fix@bvu.edu. The Service Desk also provides checkout services for digital video cameras, extra batteries and laptop computers. The Service Desk is also one of three locations on campus offering battery swap services. The Service Desk hours vary throughout the year. The Technology Center has color laser printing, and a multimedia creation station available for student use. This facility also hosts the Center for Academic Excellence (CAE) and the Teaching and Learning with Technology Center (TLTC). The TLTC supports faculty in the integration of technology tools into teaching and learning.

Swope Hall
Swope Hall is currently available for summer housing only and may also be used for conferencing guests. Laundry facilities are located in the basement and kitchens are on the second and third floors. There are nine study lounges in the building and a large common area on the first floor where students enjoy the large television and piano.

Suites
Briscoe Hall, Constitution Hall and McCorkle Hall are residence halls located north of the University’s large parking lot. Students are housed in “suites” made up of at least six students. Each suite offers a common living room, microwave and efficiency-sized refrigerator, and three bedrooms and bathrooms. The suites also have multiple small laundry facilities.

The Underground
The Underground is an on-campus venue for all students. The Underground has a pool table, table tennis and four large-screen televisions as well as study areas and soft furniture. From 7 p.m. until close, free popcorn and Wii/Playstation III are available. The venue houses events such as coffee house-style singers, Monday Night Football, poetry readings, dances, bands, talent shows and improvisation performances planned by Student Activities Board, Residence Life staff, and other groups and organizations on campus.

White Hall
White Hall underwent extensive renovations in 2012 and is now better than ever. The hall has several new lounges with comfortable seating, televisions and a kitchen. It is staffed with several Resident Assistants and a Residence Hall Director. White Hall is connected to Pierce Hall through a common vestibule. White Hall houses approximately 200 students.

Victory Arch
The Victory Arch was constructed from the remains of the Old Main archway. Old Main, constructed in 1893, was the principal building on campus until it was destroyed by fire in 1956. The Victory Arch is a symbol linking the past to the present. The Victory Arch stood on the southeast corner of the Chapel lawn for many years before it was rebuilt atop the Harold Walter Siebens School of Business/Siebens Forum in 1984-85.

BUENA VISTA UNIVERSITY ONLINE AND SITE PROGRAM GENERAL INFORMATION
Buena Vista University online and site programs offer unique educational opportunities across the state of Iowa at its off-campus locations. BVU
demonstrates that educational institutions can reach out and serve all people within their regions.

**Academic Programs**

Upper division courses are offered in the major and minor fields to serve degree-seeking students and non-degree-seeking students. BVU online and site programs feature a variety of different programs. All locations offer evening programs. Daytime and weekend courses are also offered at various locations.

Evening courses are scheduled in two 8-week terms each semester and in the summer, each class meeting two nights a week. The normal full-time course load is two courses per term. Two eight-week terms totaling four courses are completed in a 16-week semester time frame. Under this unique program, degree-seeking students may graduate in as little as two years while continuing their daytime employment. Weekend programs and workshops are scheduled at most BVU site locations to supplement the regular offerings and provide endorsement programs for area educators.

Online courses and degree programs are also available. Students enrolled at any BVU site location may take undergraduate courses offered online. Select degree programs may be completed entirely online. For the academic year, several degree completion programs are offered. Online courses are offered in 8-week terms closely following the schedule at most BVU site program locations.

**Academic Calendar**

Since the exact dates for each of the academic 8-week terms may vary from location to location, prospective students should check for specific dates with the appropriate BVU online or site office.

Evening programs follow two 8-week terms per semester, with three semesters per year. Most term classes meet on Monday and Thursday evenings, with the 3-credit early classes scheduled from 5:30-8:05 p.m. and the late classes from 8:10-10:45 p.m.

**Services**

A significant aspect of BVU online and site programs is the personalized academic advising and course programming available to students. Course offerings are tailored to meet the educational needs of students. Financial aid is available for qualified applicants.

**BVU Library Services**

The library at Buena Vista University is committed to providing quality library service and access to information to all students, whether taking courses at the Storm Lake campus, via electronic distance education, or at BVU online and sites.

We strive to make many of our journal holdings available full-text via the web. Using the library’s web site at www.bvu.edu/library, students can use a wide variety of databases to identify and download articles. These databases and our catalog also identify books and articles that can be requested through interlibrary loan via the BVU Library. These requests may be filled from BVU’s collection, or with material from other libraries.

BVU online and site students may contact the BVU Library during regular hours by calling 712.749.2203 or 877.288.2240 or e-mail the library anytime at library@bvu.edu.

**Career and Personal Development**

The Office of Career and Personal Development on the Storm Lake campus offers assistance with career planning, résumé preparation, and job searches. In addition, BVU online and site students are welcome to attend any Storm Lake programs, including a career exploration event in the spring and employment events throughout the year. Students are also encouraged to register with College Central Network (CCN), the online job board. Complete information on upcoming events and available resources is available at www.bvu.edu/career. Staff at the Storm Lake campus offers assistance with career planning, internships, and the job search, and can consult via email or phone. Email careerservices@bvu.edu for an appointment to discuss your needs.

Other web-based resources for students at a distance include a comprehensive Job Search Handbook, online career resources, and a self-guided career assessment tool (FOCUS). In addition, BVU online and site staff members are knowledgeable about regional opportunities and are available to students for information about career decision-making and job searches. Contact your specific location to find out about career-related materials and services on site.

**Handicapped Accessibility of Buildings and Grounds**

Nearly all buildings are handicapped accessible. Students seeking assistance regarding
Online Student Services
For online students, a full range of support services are provided, including online orientation, online book ordering, registration, advising, and library access. More specific information about BVU online support services and how to access them may be found at www.bvu.edu/online.

Student Responsibilities and Regulations
In an effort to maintain individual rights, freedom of choice, maintenance of university facilities, and development of community, specific policies have been established with regard to student actions and behaviors. As in society in general, certain laws and expectations of community behavior cannot be ignored.

Paramount to this is the need for the assumption of individual responsibility for action. Our goal is to assist students to make sound, logical choices of action and behavior. In making these choices, certain expectations are set, among those being assurance of individual freedom, the guarantee of rights for self as well as others, and the assumption of individual responsibility.

The Buena Vista University community subscribes to and strongly supports the rights of each student to study and interact in a quiet, respectful and nonviolent atmosphere that supports the pursuit and acquisition of knowledge. Each member of the university community is expected to assume responsibility for creating an environment conducive to fulfilling such a goal.

The Board of Trustees has delegated the administration of discipline in the university to the president, who in turn has assigned specific groups and individuals the responsibility of hearing cases of alleged violations.

Application Process
Programs within BVU online or site programs are classified as junior-senior level. Persons who have completed an associate degree or 60 credit hours from a regionally accredited institution qualify for admission. College level examination program credits (CLEP) and life experience credit may be available as described in the academic section.

Admission for BVU Online or Site Program Students
To enroll at BVU online or site programs, please identify the location you wish to attend and work directly with your academic advisor.

1. Although personal interviews are not required, applicants are urged to visit the location and confer with advisors there. Contact the individual BVU online or site offices for an appointment.
2. Request that official transcript(s) from each college or university previously attended be sent to the BVU online or site offices. Without official transcripts and records, a student will not be allowed to register beyond the initial semester.
3. Complete the BVU online and site application form or apply online at www.bvu.edu/learn.
4. If you will be applying for financial assistance, including student loans, complete the Free Application for Federal Financial Student Aid (FAFSA) at www.fafsa.gov.
5. Students who have previously earned a B.A. or B.S. degree may be eligible to earn a second bachelor’s degree from Buena Vista University. Guidelines are available from the BVU online or site offices.

Validation Policy
Registration for each course must be validated by attending at least one of the first two class sessions for face-to-face courses. Validation of enrollment for hybrid courses must occur within the first week of the course. For online courses, students must be logged into the course and actively participating (including, but not limited to, submitting an academic assignment whether graded or ungraded; taking an exam, an interactive tutorial or computer-assisted instruction; participating in an online discussion about academic matters; or initiating contact with an instructor to ask a question about the academic subject matter of the course) within the first seven calendar days of the start of the course. To validate enrollment for directed studies, internships, or other non-classroom experiences, students are expected to communicate with the site office and the instructor within the first week of the course. If a student is not planning on completing the requirements for directed studies, internships, or other non-classroom experiences, the student must contact the site office in writing via email or
by completing an add/drop form within the first week of the term. Permission to start or add a class late requires submission of a special academic action form, which must be signed by the instructor, advisor, and regional or online manager.

Failure to obtain permission for an intentional late start or to validate enrollment in the time frame described above, will result in a student being administratively dropped from the course(s). Being administratively dropped means that no tuition charges will be accrued, and all financial aid will be returned according to regulations and policies.

Students are expected to make payment or make payment arrangements for each term prior to the first day of class.

**FEE INFORMATION**

The fees below are for the 2017-2018 academic year. The university reserves the right to increase the rates charged with due notice.

### Per Credit Hour

<table>
<thead>
<tr>
<th>Description</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face to Face</td>
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</tr>
<tr>
<td>Online (undergraduate)</td>
<td>$421</td>
</tr>
<tr>
<td>Life Experience Credit</td>
<td>$421</td>
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<tr>
<td>Student Teaching fee (based on 3 credit hours)</td>
<td>$96</td>
</tr>
<tr>
<td>Student Teaching fee (based on 6 credit hours)</td>
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<td>Graduate Graduation fee</td>
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<td>one day/overnight service</td>
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<tr>
<td>Credential fax fee</td>
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<tr>
<td>Credential fee</td>
<td>$4</td>
</tr>
<tr>
<td>Returned Check/ACH fee</td>
<td>$30</td>
</tr>
</tbody>
</table>

*Fees are not inclusive, other charges may apply.*

**Fees and refunds**

All charges for tuition, fees, books, and supplies are due and payable on the first day of each term/semester. Travel and living costs will vary. To ascertain the amount used to determine your aid eligibility, contact the Office of Financial Assistance at Buena Vista University in Storm Lake.

**Financial Assistance**

To Apply for Financial Assistance

If you would like to apply for financial assistance, including grants and student loans, complete the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.gov.

**Financial Assistance Eligibility Guidelines**

To be eligible to receive aid, a student must meet the following requirements:

1. Have financial need, unless otherwise indicated. Financial need will be determined using the information reported on a needs analysis application (FAFSA) and the following formula: cost of education – family contribution = financial need.
2. Have a high school diploma or the equivalent.
3. Be enrolled as a regular student.
4. Be enrolled at least half-time, although some aid sources require full-time enrollment and others will provide less aid for less than part-time attendance.
6. Make satisfactory academic progress. See policy.
7. Be current on all previously borrowed educational loans.
8. Release your FAFSA information to BVU while enrolled.
9. Submit academic transcript(s) to the online and site locations for all previous colleges/universities attended.

**Enrollment Status**

Enrollment status in the undergraduate program will be determined by actual enrollment each semester. Full-time = 12 or more credits/semester; three-quarter time = 9-11 credits/semester; half-time = 6-8 credits/semester; and less than half time = less than 6 credits/semester. Each semester will consist of two consecutive eight week terms.

If a student repeats a course for which academic credit was previously earned, that course cannot be completed a third time and be counted towards enrollment status for purposes of financial aid eligibility. Passed courses (D- or better) can only count in enrollment status for one additional attempt.

Students are not eligible to receive federal or state aid for coursework that is not required for degree completion, therefore, students should carefully plan their enrollment.

Financial aid eligibility is determined based on the number of credits of enrollment by the semester. Six credits/semester is required for...
Federal Direct Loan funds. Three credits in an eight-week term is required for eligibility for the Iowa Tuition Grant. Life experience, audit, or CLEP credit will not be acknowledged in determining financial aid eligibility.

**Gift Assistance**

**BVU Scholarship**

**Phi Theta Kappa (PTK) Scholarships** are awarded to some full-time students on a first-come, first-served basis. Students must be a member of PTK International Honor Society in good standing at the time of enrollment, submit documentation of membership, and have earned an associate’s degree. A scholarship application is required and can be found at [www.bvu.edu/PTK](http://www.bvu.edu/PTK).

In addition, gifts from friends of BVU may be available on a limited basis at some site locations.

**Federal Grants/Scholarships**

**Federal Pell Grants** are awarded to undergraduate students who meet certain financial need qualifications. These grants range from $606 to $5,920 for the 2017-18 school year for full-time attendance. Eligibility and the amount awarded each year are determined by federal formula. Students automatically apply by completing an application for financial aid (FAFSA) each year. If a student is eligible for a Federal Pell Grant, his or her account will be credited. If eligible, we must receive the results of a FAFSA while the student is enrolled; other documentation may also be required. Students with a prior degree are not eligible. See the Financial Assistance Satisfactory Academic Progress Policy for academic renewal requirements of this aid source.

**Federal Supplemental Educational Opportunity Grants (FSEOG)** are federally funded grants awarded by BVU in varying amounts. They are given to some full-time students who show extreme financial need and, normally, who are also Federal Pell Grant recipients. To be considered for this limited funding, students must complete an application for aid by June 1 and list BVU. Request a copy of the FSEOG awarding policy for additional information. See the Financial Assistance Satisfactory Academic Progress Policy for academic renewal requirements. Funding is limited.

**The Federal TEACH Grant** is a federally-funded program created to help college students who plan to teach, pay for college. These grants are available to eligible students who agree to serve as full-time teachers in high need fields at schools that serve students from low income families. Eligible students are those that are US citizens or eligible non-citizens enrolled in teacher education, who have scored above the 75th percentile on at least one of the batteries in an admissions test or who have normally earned and maintained a cumulative 3.25 GPA. The maximum award amount is expected to be $4,000 per year (subject to change). Students who don’t complete their teaching obligation as required will be required to repay any funds received under the Federal Direct Unsubsidized Loan program, with interest accruing from the time the grant was disbursed. For more information, including cancelation options, please see the Office of Financial Assistance.

**Students are not eligible to receive federal aid for coursework that will not count towards degree completion requirements.**

**State Grants**

State gift aid is available to Iowa residents. If state aid is listed on your financial aid award, it should not be viewed as official until your eligibility has been approved by the Iowa College Student Aid Commission. To renew the gift sources listed, you must normally apply by the state’s deadline, currently July 1, and meet other eligibility requirements. In the event that available state funds are insufficient to pay the full amount of each approved grant, the Iowa College Student Aid Commission has the authority to administratively reduce the award to an amount less than the statutory maximum. State awards may include federal LEAP/GAP funds.

**Iowa Tuition Grants** are awarded, based on need, to Iowa residents who attend Iowa private colleges and universities. Iowa residents will be automatically considered by listing Buena Vista University on the FAFSA. To be eligible, Iowa students must apply by the July 1 deadline. Students may receive the equivalent of up to eight full-time semesters of this grant. If a student is eligible for an Iowa Tuition Grant, his or her account will be credited each term/semester of attendance. See the Financial Assistance Satisfactory Academic Progress Policy.
for academic renewal requirements of this aid source.

**Iowa National Guard Educational Assistance Grants** are available to Iowa residents who are members of an Iowa Army or Air National Guard unit while enrolled in higher education. The individual award amount will not exceed the average tuition rate for full-time students at Iowa Regents Universities.

Other gift aid programs, such as the Iowa Education & Training Voucher Grant, All Iowa Opportunity Foster Care Grant and the All Iowa Opportunity Scholarship, are available from the State of Iowa in limited amounts. These funds currently help Iowa students who, in addition to other criteria, have been in foster care, TRIO programs, alternative high schools or are homeless.

**Students from states other than Iowa should check with their home state on scholarship or grant opportunities.**

**Low-Interest Loans**

Low-interest loans provide students with an opportunity to defer part of the cost of their education by borrowing now and repaying later at a reduced rate of interest. However, before deciding whether to pursue a loan, students should carefully read the following section. We urge students not to apply for a loan amount larger than necessary. We also encourage consideration of both part-time employment and cutting back on expenses as ways of keeping aggregate loan debt to a minimum. Repaying loan obligations is a serious financial responsibility.

Students may access their federal student loan borrowing history at www.nslds.ed.gov and are responsible for keeping track of the aggregate total of their loans and the name of their lender(s).

**Federal Direct Stafford Loans** are federally funded and are available to students who complete the FAFSA and enroll at least half-time in college. The federal government offers loans with an interest subsidy, for those students who show financial need, and loans without an interest subsidy. If eligible for the interest subsidy, the government will pay the interest on the loan for the student borrower while enrolled on at least a half-time basis. If eligible for an unsubsidized loan, the student will be responsible for interest accrual while in college as well as principal and interest after they are no longer enrolled at least half-time, but you may defer payment of that interest until you leave school. Repayment of principal and interest will normally begin after a six-month grace period.

An application for financial aid (FAFSA) must be submitted to determine eligibility for either loan source. Interested students must also complete a Federal Direct Loan Master Promissory Note, prior to the first semester of borrowing, regardless of the type of Federal Direct Loan for which the student is eligible. First time borrowers must also complete entry counsel. After signing the Master Promissory Note for the first time, a subsequent signature will normally not be required for additional borrowing. Loan proceeds, minus an origination fee, will be received by the university and credited to the student’s account each semester. First year students will be eligible for a total of $5,500 a year, sophomores $6,500 a year, and juniors and seniors $7,500 a year. These totals represent the maximum that can be borrowed in a combination of the subsidized and unsubsidized loans for a dependent student. The interest rate for new loans borrowed after July 1, 2017, will be 4.45%. The interest rate on subsidized loans varied in prior years.

Since this is a loan, any amount borrowed will have to be repaid with future earnings. Borrowers are normally allowed 10 years to repay; different repayment plans are available. The aggregate maximum that may be borrowed for an undergraduate program is $31,000 for a dependent student and $57,500 for an independent student, with no more than $23,000 of this being subsidized. As evidenced by the repayment schedule, monthly repayment can be affordable. See the Financial Assistance Satisfactory Academic Progress Policy for academic renewal requirements.

**Additional Federal Unsubsidized Stafford Direct Loans** of up to $4,000 a year may be available to first- or second-year self-supporting students or first- or second-year dependent students whose parents have been denied a Federal Direct Parent Loan (PLUS). Up to $5,000 is available for similar students who have completed two or more years. Students must be enrolled at least part-time. Financial need is not required. Interested students can receive more information from our Office of Financial Assistance. See the Financial Assistance Satisfactory Academic Progress Policy for academic renewal requirements.
Federal Parent Loans (PLUS) are available to parents who have a dependent child in college. These loans are guaranteed by the federal government. Individual eligibility is determined by subtracting other financial aid from the cost of education. Financial need is not a prerequisite. An origination fee will be taken out before the funds are disbursed. Monthly repayment, with an annual interest rate of 7%, begins within 60 days after the loan is fully disbursed. The borrower may usually take 10 years to repay the loan. For additional information including application materials, contact the Office of Financial Assistance, your site office, or visit www.bvu.edu/loans.

BVU must receive the results of a FAFSA and a Federal Direct Loan must be certified while the student is still enrolled in the enrollment period for which the loan is intended.

Alternative loans are available to students, or parents of students attending BVU. Loan eligibility is determined by the borrower’s credit worthiness and out-of-pocket expenses. The interest rates vary. The borrower may take up to 20 years or more to repay. Principle payments may be placed in forbearance, in most cases, while the student is enrolled at least half-time. Financial need is not a prerequisite. For more information on loan options, including our Preferred Lender List Policy, please contact our Office of Financial Assistance, or go to: www.bvu.edu/loans.

Other Sources of Aid
Agency support is available to many of our students through Vocational Rehabilitation, Social Services, Veterans Administration, Commission for the Blind, Bureau of Indian Affairs and others. For more information, contact the agency counselors directly.

Any financial aid you may receive from sources not listed on your aid award, such as a scholarship or loan from a local or private organization, military benefits, or agency support benefits, must be reported to the BVU Office of Financial Assistance. We encourage you to investigate and apply for such aid. We will help you in any way we can. Financial assistance which has been awarded through the university in response to your financial need is subject to change upon receipt of other assistance. When notifying the Office of Financial Assistance of any outside aid, please list the name and total amount of the award, and anticipated disbursement date(s).

Withdrawal Policy
This policy will assist students who feel the need to completely withdraw from the university after a semester has begun but before its conclusion. A student is considered to be withdrawn from a credit hour program if the student does not complete all of the days in the payment period that the student was scheduled to complete; the days in the payment period would include all the days in both terms in a semester made up of modules if the student is registered for both at the time of withdrawal.

In addition to withdrawing from a course(s), a student also has the opportunity to drop a course. It is possible to drop a course in which there has been no attendance. It is possible for a student to drop a course(s) or for staff to drop a student through validation. There will be no charges for a dropped course. However, if a student in a modular program drops all hours in a term after having completed a prior term (all in the same semester), a Return to Title IV calculation will be required and all days in the semester will be used in the Return to Title IV calculation. If a student drops all hours in a subsequent term in a semester during the current term and completes that current term, this is not considered a withdrawal and no Return to Title IV calculation will be required.

If, on the same day, a student withdraws from all courses in the first term of a modular semester and drops all courses in a subsequent term in the same semester, all of the days in the semester will be used in the Return to Title IV calculation. If a student who is registered for both terms in a modular semester withdraws from the first term, we will request documentation of the student’s intent to return for the second term. If the student fails to indicate their intent or indicates they will not return for the second term in that semester, the student will be considered to have withdrawn from the semester as of the withdrawal date. If the student indicates that they will return for the second term, the student will not be considered to have withdrawn. A return of federal aid calculation will only be required if the student later does not return as indicated.

For a student who officially withdraws, the withdrawal date will be the earlier of the following (unless a later date can be documented):

- The date the student begins the official process mentioned below, or
• The date the student officially notifies the institution of intent to withdraw.

If a student triggers both definitions above of official withdrawal on different dates, we will use the earlier date, unless we can document academically related activity later. Academically related activity is defined as one that has been confirmed by an employee of BVU, such as taking an exam, actively logging into the coursework, turning in a class assignment, attending a study group or class, etc.

Official notification can come in written form, via telephone, in person, or through e-mail and should be made with the site office. This process must also be followed for withdrawal from online courses.

If a student begins but does not complete coursework for a term/semester, but does not officially withdraw as described above, they will be considered to have unofficially withdrawn. The withdrawal date for a federal or state aid recipient who unofficially withdraws will be the midpoint of the payment period or a later last day of academically related activity, if documented; this date will be used in determining how much federal aid must be returned. No refund of federal aid will be calculated for a withdrawal that occurs after sixty percent of the payment period (which could be based on one term or two, depending on enrollment at the time of withdrawal).

The withdrawal date communicated to the National Student Loan Data Service (NSLDS) will be used to determine loan repayment when necessary. If an unofficial withdrawal is calculated using the 50% point of a term/semester, the date associated with the 50% point will be communicated to the National Student Loan Data System (NSLDS).

If a student unofficially withdraws, the student will be fully charged for tuition, regardless of the aid that is returned. If a student left without notification, because of circumstances beyond the student’s control, the online or site staff might determine a withdrawal date related to those circumstances.

The withdrawal date for a student that withdraws (officially or unofficially) from both terms in a modular semester will be calculated using the actual days of attendance in each term. The withdrawal date communicated to the NSLDS will be the last withdrawal date/last day of academic related activity.

A student can rescind a withdrawal by providing a written request to a OSG office.

If disciplinary action results in the loss of any college or college-contracted service for the student, there will be no refund of charges. Federal aid may be returned based on the Return of Title IV Funds Policy.

The Office of Financial Assistance can be contacted with questions concerning the withdrawal process or the refund calculation. A copy of the Return of Title IV Funds Policy can be found in the financial assistance section of this catalog and our web site, or can be requested from the Office of Financial Assistance or the Business Office.

ONLINE AND SITE INSTITUTIONAL CHARGES & INSTITUTIONAL AND STATE AID POLICY FOR WITHDRAWALS

Students who withdraw completely from online and site programs will have their tuition reduced on a percentage basis based on the schedule below. Correspondingly, a student’s institutional and state aid will be returned based on their official date of withdrawal and the same percentage. The Business Office will notify the student of their final billing information after all of the appropriate adjustments have been made.

Any additional fees a student accrues will not be adjusted and the student will be fully charged. The following schedules will determine the calculation for students’ tuition for the particular courses for which the withdrawal applies.

Refunds are based on the official start date of the term and not the first day of class.

T1 – T6 courses:
Prior to the end of the 4th calendar day of the term: 95% return of charges & institutional and state aid
Prior to the end of the 8th calendar day of the term: 75% return of charges & institutional and state aid
Prior to the end of the 11th calendar day of the term: 50% return of charges & institutional and state aid
Prior to the end of the 15th calendar day of the term: 25% return of charges & institutional and state aid

Saturday Courses:
Prior to the end of the 3rd calendar day of the term: 95% return of tuition charges & institutional and state aid
Prior to the end of the 6th calendar day of the term: 75% return of tuition charges & institutional and state aid
Prior to the end of the 9th calendar day of the term: 50% return of tuition charges & institutional and state aid
Prior to the end of the 11th calendar day of the term: 25% return of tuition charges & institutional and state aid.

All students taking courses that do not fall into one of the above course categories will be fully charged on the first day of class and charges will not be reduced in the event of a withdrawal.

Please see [www.bvu.edu/about/consumer_information](http://www.bvu.edu/about/consumer_information) for a description of various policies and procedures.

**BVU Online, Site and Graduate Program**

BVU Online, Site and Graduate Program Administration
610 W. Fourth Street, Box 2014
Storm Lake, Iowa 50588
Telephone: 712.749.1000
Toll-Free: 800.383.2821, ext. 1000
Fax: 712.749.1470

**Carroll**

906 North Grant Road, Room 152
Carroll, Iowa 51401
Telephone: 712.749.1910
E-mail: carroll@bvu.edu

BVU Carroll was established in partnership with the Des Moines Area Community College in July 2009. Offices are housed on the DMACC campus in Carroll with evening courses offered on site and additional courses available online.

Degrees offered:
- Bachelor of Applied Studies
- Bachelor of Applied Science
- Bachelor of Arts

**Majors:**
- Accounting
- Business
- Criminology/Criminal Justice

Distributive Majors:
- General
- Health Services Leadership
- Educational Studies
- Human Services

Organizational Leadership – Business Emphasis
Organizational Leadership – Human Services Emphasis
Psychology

Certain majors require partial or complete online course work.

**Council Bluffs**

2700 College Road
Council Bluffs, Iowa 51503
Telephone: 712.749-1990
Fax: 712.794.4152
E-mail: councilb@bvu.edu

In July 1976, BVU Council Bluffs opened on the Iowa Western Community College campus to serve southwest Iowa and the Council Bluffs-Omaha area. The office is located in Ashley Hall, Suite AH 149, on the IWCC Council Bluffs campus. Selected endorsement courses are available in a weekend format.

Degrees offered:
- Bachelor of Applied Studies
- Bachelor of Applied Science
- Bachelor of Arts

**Majors:**
- Accounting
- Business
- Business Education*
- Criminology and Criminal Justice

Distributive Majors:
- General
- Health Services Leadership
- Educational Studies
- Elementary Education
- English*
- History*
- Human Services
- Organizational Leadership – Business Emphasis
- Organizational Leadership – Human Services Emphasis
- Post Baccalaureate Certification Program
- Psychology

Selected education endorsements are offered.
* Secondary (5-12) certification option available

Certain majors require partial or complete online course work.
Creston
1501 W. Townline, Room 726
Creston, Iowa 50801
Telephone: 712.749.1900
Fax: 641.782.1364
E-mail: creston@bvu.edu

BVU Creston began offering classes in September 1986. Classes are held on the Southwestern Community College campus. Selected endorsement courses are available in a weekend format.

Degrees offered:
- Bachelor of Applied Studies
- Bachelor of Applied Science
- Bachelor of Arts

**Majors:**
- Accounting
- Business
- Business Education*
- Criminology and Criminal Justice

Distributive Majors:
- General
- Health Services Leadership
- Technology Management

Educational Studies
- Elementary Education
- History*
- Human Services

Organizational Leadership – Business
- Emphasis
- Human Services
- Emphasis

Post Baccalaureate Certification Program
- Psychology

Selected education endorsements are offered.
* Secondary (5-12) certification option available

Certain majors require partial or complete online course work.

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Denison
11 N 35th Street
Denison, Iowa 51442
Telephone: 712.749.1925
E-mail: denison@bvu.edu

In January 1986, BVU Denison opened in conjunction with Western Iowa Tech Community College. The BVU Denison office is located in the administrative area of the WIT Denison campus.

Degrees offered:
- Bachelor of Applied Studies
- Bachelor of Applied Science

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Fort Dodge
One Triton Circle, 102 Liberal Arts
Fort Dodge, Iowa 50501
Telephone: 712.749.1914
Fax: 515.576.5375
E-mail: ftdodge@bvu.edu

The first BVU site, located in Fort Dodge opened in February 1975. Located on the campus of Iowa Central Community College, this partnership of a public and a private institution serves the region by offering the first and second years at Iowa Central and the final two years at Buena Vista University.

In addition to a large evening program in Fort Dodge, the location offers weekend and summer endorsements.

Degrees offered:
- Bachelor of Applied Studies
- Bachelor of Applied Science
- Bachelor of Arts

**Majors:**
- Accounting
- Business
- Business Education*
Criminology and Criminal Justice
Distributive Majors:
  General
  Health Services Leadership
  Technology Management
Educational Studies
Elementary Education
English*
History*
Human Services
Organizational Leadership – Business
Emphasis
Organizational Leadership – Human Services
Emphasis
Post Baccalaureate Certification Program
Psychology
Selected education endorsements are offered.
* Secondary (5-12) certification option available

Certain majors require partial or complete online course work.

IOWA FALLS OFFICE
1100 College Avenue
Iowa Falls, Iowa 50126
Telephone: 712.749.1944
Fax: 641.648.3858
E-mail: iowafalls@bvu.edu

BVU Iowa Falls began operation in June 1996 in partnership with the Iowa Valley Community College district. The office is located in the Reg Johnson building on the campus of Ellsworth Community College.

Degrees offered:
  Bachelor of Applied Studies
  Bachelor of Applied Science
  Bachelor of Arts

Majors:
  Accounting
  Business
  Criminology and Criminal Justice
Distributive Major:
  General
  Health Services Leadership
  Human Services
  Organizational Leadership – Business
  Emphasis
  Organizational Leadership – Human Services
  Emphasis
  Psychology

Certain majors require partial or complete online course work.

LAKES REGION
Emmetsburg
3200 College Drive
Emmetsburg, Iowa 50536
Telephone: 712.749.1960
E-mail: emmetsburg@bvu.edu

Estherville
300 S. 18th Street
Estherville, Iowa 51334
Telephone: 712.749.1965
E-mail: estherville@bvu.edu

Spencer
1900 N. Grand Avenue
Spencer, Iowa 51301
Telephone: 712.749.1970
E-mail: spencer@bvu.edu

Note: office and classes at Gateway North Center

Spirit Lake
800 21st Street, Room 136
Spirit Lake, Iowa 51360
Telephone: 712.749.1975
E-mail: spiritlake@bvu.edu

One of the earliest BVU sites was Spencer, which was established in 1976 in partnership with Iowa Lakes Community College. The partnership with Iowa Lakes Community College expanded to include programs in Estherville in 1994, Spirit Lake in 1996 and Emmetsburg in 1997.

Degrees offered:
  Bachelor of Applied Studies
  Bachelor of Applied Science
  Bachelor of Arts

Majors:
  Accounting
  Business
  Business Education*
  Criminology and Criminal Justice
Distributive Major:
  General
  Health Services Leadership
  Technology Management
Educational Studies
Elementary Education
English*
History*
Human Services
Organizational Leadership – Business Emphasis
Organizational Leadership – Human Services Emphasis
Post Baccalaureate Certification Program
Psychology
Social Science*
Selected education endorsements are offered.
*Secondary (5-12) certification option available

Certain majors require partial or complete online course work.

Le Mars
940 Lincoln Street SW
Le Mars, Iowa 51031
Telephone: 712.749.1940
Fax: 712.794.4138
E-mail: lemars@bvu.edu

In October 1998, BVU Le Mars opened in conjunction with the Western Iowa Tech Community College. Classes have been offered since January 1999. Evening and weekend classes, and summer workshops are offered.

Degrees offered:
- Bachelor of Applied Studies
- Bachelor of Applied Science
- Bachelor of Arts

Majors:
Accounting
Business
Criminology and Criminal Justice
Distributive Major:
- General
- Health Services Leadership
- Technology Management
Educational Studies
Elementary Education
Human Services
Organizational Leadership – Business Emphasis
Organizational Leadership – Human Services Emphasis
Post Baccalaureate Certification Program
Psychology
Selected education endorsements are offered.

*Secondary (5-12) certification option available

Certain majors require partial or complete online course work.

Marshalltown
3700 S. Center Street
Marshalltown, Iowa 50158

Telephone: 712.749.1930
Fax: 712.749.4153
E-mail: marshalltown@bvu.edu

BVU Marshalltown was established in August of 1982, in cooperation with Marshalltown Community College. BVU Marshalltown serves persons residing in the Iowa Valley Community College District. In addition to the evening programs, weekend endorsement programs and summer workshops are offered.

Degrees offered:
- Bachelor of Applied Studies
- Bachelor of Applied Science
- Bachelor of Arts

Majors:
Accounting
Business
Business Education*
Criminology and Criminal Justice
Distributive Major:
- General
- Health Services Leadership
- Technology Management
Educational Studies
Elementary Education
English*
History*
Human Services
Organizational Leadership – Business Emphasis
Organizational Leadership – Human Services Emphasis
Post Baccalaureate Certification Program
Psychology
Selected education endorsements are offered.

*Secondary (5-12) certification option available

Certain majors require partial or complete online course work.

Mason City
500 College Drive
Mason City, Iowa 50401
Telephone: 712.749.1950
Fax: 712.749.4155
E-mail: masoncity@bvu.edu

BVU Mason City has worked in partnership with North Iowa Area Community College since August of 1984. BVU Mason City offices are located in the activity center on the Mason City campus. Weekend and summer courses are offered.
Degrees offered:
- Bachelor of Applied Studies
- Bachelor of Applied Science
- Bachelor of Arts

**Majors:**
- Accounting
- Business
- Business Education*
- Criminology and Criminal Justice
- Distributive Major:
  - General
  - Health Services Leadership
  - Technology Management
- Educational Studies
- Elementary Education
- English*
- History*
- Human Services
- Organizational Leadership – Business
- Organizational Leadership – Human Services
- Post Baccalaureate Certification Program
- Psychology
- Social Science*
- Selected education endorsements are offered.
*Secondary (5-12) certification option available

Certain majors require partial or complete online course work.

**Newton**
600 N. Second Avenue W. Suite C
Newton, Iowa 50208
Telephone: 712.749.1955
Fax: 641.791.1752
E-mail: newton@bvu.edu
BVU Newton was established in August of 2002 on the Newton DMACC campus in cooperation with Des Moines Area Community College.

Degrees offered:
- Bachelor of Applied Studies
- Bachelor of Applied Science
- Bachelor of Arts

**Majors:**
- Business
- Distributive Majors:
  - General
  - Health Services Leadership
  - Human Services
  - Organizational Leadership – Business
- Emphasis
- Psychology

Certain majors require partial or complete online course work.

**Ottumwa**
525 Grandview Avenue, Room 149
Ottumwa, Iowa 52501
Telephone: 712.749.1980
Fax: 641.682.0850
E-mail: ottumwa@bvu.edu
BVU Ottumwa was established in August 1984 in cooperation with Indian Hills Community College. BVU Ottumwa offices are located in the Arts and Sciences Building on the Ottumwa campus of IHCC.

Degrees offered:
- Bachelor of Applied Studies
- Bachelor of Applied Science
- Bachelor of Arts

**Majors:**
- Accounting
- Business
- Business Education*
- Criminology and Criminal Justice
- Distributive Major:
  - General
  - Health Services Leadership
  - Technology Management
- Educational Studies
- Elementary Education
- English*
- History*
- Human Services
- Organizational Leadership – Business
- Organizational Leadership – Human Services
- Post Baccalaureate Certification Program
- Psychology
- Social Science*
- Selected education endorsements are offered.
*Secondary (5-12) certification option available

**West Burlington**
1500 W. Agency Road
West Burlington, IA 52655-9903
Telephone: 712.749.1850
E-mail: westburlington@bvu.edu
In November of 2014, Buena Vista University West Burlington opened on the Southeastern Community College campus to serve students in southeast Iowa. The office is located in Building 500 on the SCC campus.

Degrees offered:
- Bachelor of Applied Studies
- Bachelor of Applied Science
- Bachelor of Arts

**Majors:**
- Criminology and Criminal Justice
- Elementary Education
- English*
- History*

**Majors (available online):**
- Accounting
- Business
- Criminology and Criminal Justice
- Distributive Majors:
  - General
  - Health Services Leadership
  - Technology Management
  - Human Services
  - Organizational Leadership – Business Emphasis
  - Organizational Leadership – Human Services Emphasis
- Psychology

*Secondary (5-12) certification option available

**General Education:**
A broad range of general education explorations courses plus other elective courses are available online to support face-to-face majors in BVU Online and Site Programs.

**Graduate Degrees:**
Buena Vista University
610 W. Fourth Street
Storm Lake, Iowa 50588
Telephone: 712.749.1880
E-mail: grad@bvu.edu

- Master of Arts – Organizational Leadership
- Master of Science in Education – Professional School Counseling
- Master of Science in Education - Mental Health Counseling
- Master of Education – Curriculum and Instruction
- Effective Teaching and Instructional Leadership Track
- Special Education Track
- Talented and Gifted Track
- Teaching English as a Second Language Track

Buena Vista University was approved to offer online degree programs by the Higher Learning Commission of the North Central Association of Colleges and Schools in the summer of 2005. The online program was established to provide degree programs for fully online students as well as individual courses in support of programs offered through BVU sites.

The online program also offers certain 100- and 200- level classes on an as-needed basis and are available for students under special circumstances. Please see your advisor for details.

Degrees offered:
- Bachelor of Applied Science
- Bachelor of Arts

**Majors:**
- Accounting
- Business
- Criminology and Criminal Justice
- Distributive Majors:
  - General
  - Health Services Leadership
  - Human Services
  - Organizational Leadership – Business Emphasis
  - Organizational Leadership – Human Services Emphasis
- Psychology

**General Education:**
A broad range of general education explorations courses plus other elective courses are available online to support face-to-face majors in BVU Online and Site Programs.

**Graduate Degrees:**
Buena Vista University
610 W. Fourth Street
Storm Lake, Iowa 50588
Telephone: 712.749.1880
E-mail: grad@bvu.edu

- Master of Arts – Organizational Leadership
- Master of Science in Education – Professional School Counseling
- Master of Science in Education - Mental Health Counseling
- Master of Education – Curriculum and Instruction
- Effective Teaching and Instructional Leadership Track
- Special Education Track
- Talented and Gifted Track
- Teaching English as a Second Language Track

Buena Vista University was approved to offer online degree programs by the Higher Learning Commission of the North Central Association of Colleges and Schools in the summer of 2005. The online program was established to provide degree programs for fully online students as well as individual courses in support of programs offered through BVU sites.

The online program also offers certain 100- and 200- level classes on an as-needed basis and are available for students under special circumstances. Please see your advisor for details.

Degrees offered:
- Bachelor of Applied Science
- Bachelor of Arts
The accounting curriculum in the Harold Walter Siebens School of Business is designed for students to develop strong accounting skills that are grounded in a sophisticated understanding of contemporary business. Thus, students who complete the requirements for the major in accounting will graduate with a double-major in Business and Accounting. Students who double-major in Business and Accounting may also elect to complete a business concentration in areas such as entrepreneurship, human resource management, marketing, financial decision-making, and sport business.

The accounting major provides the background students need to take professional examinations such as the CPA exam (Certified Public Accountant) or CMA exam (Certified Management Accountant). State accounting boards differ in their certification requirements so students should work closely with their academic advisors to plan their courses of study. Accounting major graduates will be prepared to work in a wide variety of business and accounting areas including public accounting, private industry, government and nonprofits.

The accounting minor is designed for non-accounting majors to develop a strong competency in accounting principles and practices that will complement their major area of study.

**MAJOR IN ACCOUNTING:** 60 credit hours

**Business foundation courses:**
- ACCT 205 Financial Accounting
- ACCT 206 Managerial Accounting
- ACCT 210 Basic Excel Spreadsheets
- ECON 205 Principles of Microeconomics
- ECON 206 Principles of Macroeconomics
- FNBK 306 Managerial Finance
- MATH 140 Elementary Applied Statistics
- MGMT 205 Decision Science Foundations
- MGMT 306 Principles of Management
- MGMT 315 Business Law I
- MGMT 465 Production and Operations Management
- MGMT 492 Business Policy and Strategy
- MRKT 306 Principles of Marketing
- BUSN 496 Business Practicum

**Major courses:**
- ACCT 300 Accounting Information Systems
- ACCT 301 Intermediate Accounting I
- ACCT 302 Intermediate Accounting II
- ACCT 309 Cost Accounting
- ACCT 405 Auditing
- ACCT 415 Individual Taxation
- ACCT 416 Business Taxation

**Other Elective and/or Experiential Courses:**
- ACCT 211 Intermediate Excel Spreadsheets
- ACCT 212 Advanced Excel Spreadsheets
- ACCT 390 Volunteer Income Tax Assistance
- ACCT 413 Advanced Accounting I
- ACCT 428 Governmental/Nonprofit Accounting
- ACCT 495 Accounting Internship
- COMM 230 Business and Professional Communication
- FNBK 450 Portfolio Management
Professional Licensure Emphasis: 150 credit hours
A minimum of 150 credit hours overall must be completed for the emphasis.

Recommended courses for CPA exam: ACCT 413, ACCT 428, and COMM 230 (Nebraska)
Recommended courses for CMA exam: FNBK 316, FNBK 430 or 450, and FNBK 460

MINOR IN ACCOUNTING: 20 credit hours
ACCT 205 Financial Accounting
ACCT 206 Managerial Accounting
ACCT 301 Intermediate Accounting I
ACCT 302 Intermediate Accounting II

Choose two of the following:
ACCT 300 Accounting Information Systems
ACCT 309 Cost Accounting
ACCT 405 Auditing
ACCT 413 Advanced Accounting I
ACCT 415 Individual Taxation
ACCT 416 Business Taxation
ACCT 428 Governmental/Nonprofit Accounting

ART AND DESIGN
The Art and Design Department provides a dynamic community of creative learning with smaller sized studio classes, an active studio environment, and a focused outcomes-based curriculum. Students can form strong relationships and have individualized experiences. The department faculty are practicing artists that are able to model and communicate the compelling demands and rewards of creative study. Students emerge from the programs as well-rounded, successful individuals who are prepared for careers in art, design, and/or graduate school. Solid preparation in technical skill, concept-based decision making, communication skills, and professional portfolios are provided.

The Art and Design Department offers students a wide-ranging curriculum in Studio Art, Graphic Design, Animation, Art Education, Scientific Illustration, and Pre-Professional Art Therapy. The department is supported by recently renovated facilities in the Social Science and Art Building and the recently added Center for Sculpture and Ceramics. These facilities include large studio spaces, technology equipped classrooms, large student exhibition spaces, and the BVU Art Gallery. The BVU Art Gallery features a full schedule of exhibitions by professional artists, and the campus permanent collection is comprised of hundreds of works by accomplished and renowned artists.

MAJOR IN STUDIO ART: 54 credits
The Studio Art major enriches a student with a critical understanding of making art as they investigate a variety of visual media. The studio art curriculum includes courses in art and design foundations, art theory, art history, and courses in the studio disciplines of painting, sculpture, ceramics, printmaking, drawing, and design. The program is supported by top-quality studio spaces with courses that are taught by faculty members who are professional artists. The Studio Art major presents a solid base for continuing work in graduate school and art-related fields such as teaching, arts administration, publishing, or exhibition. Studio Art majors must earn a final grade of C- or better in all ARTD courses.

Art and Design Core: (24 credits)
ARTD 180 Art Foundations: Drawing
ARTD 185 Art Foundations: 3D Design
ARTD 190 Art Foundations: Digital Design
ARTD 195 Portfolio Review
ARTD 240 Visual Literacy and Criticism
ARTD 250 Life Drawing
ART AND DESIGN

ARTD 280 Business of Art
ARTD 304 Critical Issues in Modern and Contemporary Art
ARTD 492 Art and Design Capstone
ARTD 493 Art and Design Practicum

Major Courses: (30 credits)
ARTD 301 Ancient through Roman Art History
ARTD 302 Early Christian through Mannerism Art History
ARTD 303 Baroque to Modern Art
ARTD 310 Painting
ARTD 320 Sculpture
ARTD 330 Ceramics
ARTD 340 Introduction to Printmaking or ARTD 342 Experimental Printmaking
ARTD 440 Advanced Topics in Art
ARTD 470 Advanced Studio I
ARTD 472 Advanced Studio II

MINOR IN STUDIO ART: 24 credits
ARTD 180 Art Foundations: Drawing
ARTD 185 Art Foundations: 3D Design
ARTD 190 Art Foundations: Digital Design
ARTD 240 Visual Literacy and Criticism
ARTD 304 Critical Issues in Modern and Contemporary Art

9 credits hours from:
ARTD 250 Life Drawing
ARTD 310 Painting
ARTD 320 Sculpture
ARTD 330 Ceramics
ARTD 340 Introduction to Printmaking or ARTD 342 Experimental Printmaking
ARTD 440 Advanced Topics in Art
ARTD 470 Advanced Studio I
ARTD 472 Advanced Studio II

MAJOR IN ART EDUCATION WITH TEACHING LICENSURE: 42 credits
(PLUS Education core and licensure courses)
The Art Education major provides a solid base in the areas of Studio Art and Education. Students will become knowledgeable with the aesthetic experience through a variety of hands on practices. Through the creation of artworks, in various media, students will expand their ability to invent and experiment. The Art Education major provides preparation in the areas of ceramics, painting, sculpture, graphic design, printmaking, theory, art history, exhibition, and portfolio. A degree in art education qualifies you to apply for a state license to teach art in grades K-12. Art Education majors must earn a final grade of C- or better in all ARTD courses.

Art and Design Core: (24 credits)
ARTD 180 Art Foundations: Drawing
ARTD 185 Art Foundations: 3D Design
ARTD 190 Art Foundations: Digital Design
ARTD 195 Portfolio Review
ARTD 240 Visual Literacy and Criticism
ARTD 250 Life Drawing
ARTD 280 Business of Art
ARTD 304 Critical Issues in Modern and Contemporary Art
ARTD 492 Art and Design Capstone
ARTD 493 Art and Design Practicum
Art and Design Studio Courses: (15 credits)
ARTD 310 Painting
ARTD 320 Sculpture
ARTD 330 Ceramics
ARTD 340 Introduction to Printmaking or ARTD 342 Experimental Printmaking
ARTD 350 Graphic Design

3 credits hours from:
ARTD 301 Ancient through Roman Art history
ARTD 302 Early Christian through Mannerism Art History
ARTD 303 Baroque to Modern Art

Plus:

Major in Art Education with Teaching Licensure (K-8):
EDUC 451 K-8 Art Methods and Field Experience
TEAC 418 Professional Seminar III: Student Teaching in Elementary Art
Plus requirements listed under elementary education and education core

Major in Art Education with Teaching Licensure (5-12):
SEDU 365 Methods of Reading in the Content Areas and Field Experience
SEDU 401 Methods of Teaching Secondary Art and Field Experience
TEAC 428 Professional Seminar III: Student Teaching in Secondary Art
Plus requirements listed under secondary education and education core

Major in Art Education with Teaching Licensure (K-8 and 5-12):
EDUC 451 K-8 Art Methods and Field Experience
TEAC 418 Professional Seminar III: Student Teaching in Elementary Art
SEDU 365 Methods and Reading in the Content Areas and Field Experience
SEDU 401 Methods of Teaching Secondary Art and Field Experience
TEAC 428 Professional Seminar III: Student Teaching in Secondary Art
Plus requirements listed under secondary education and education core

MAJOR IN GRAPHIC DESIGN: 60 credits
The graphic design major presents a solid base for careers in print, interactive, and motion design, or continuing education in graduate school and other design-related fields. The graphic design curriculum begins with courses in the art and design core, which consists of theory, art history, and foundational studio disciplines. Graphic design students also take courses in typography, graphic design, printmaking, interactive design, and motion graphics design. Students focus on critical thinking and discovery through the process of problem solving to creatively solve design challenges. Experimentation in various mediums is encouraged within the image making process. Graphic Design majors must earn a final grade of C- or better in all ARTD courses.

Art and Design Core: (24 credits)
ARTD 180 Art Foundations: Drawing
ARTD 185 Art Foundations: 3D Design
ARTD 190 Art Foundations: Digital Design
ARTD 195 Portfolio Review
ARTD 240 Visual Literacy and Criticism
ARTD 250 Life Drawing
ARTD 280 Business of Art
ARTD 304 Critical Issues in Modern and Contemporary Art
ARTD 492 Art and Design Capstone
ARTD 493 Art and Design Practicum

Major Courses (30 credits)
ARTD 260 Typography
ARTD 301 Ancient through Roman Art History
ARTD 302 Early Christian through Mannerism Art History
ARTD 303 Baroque to Modern Art
ARTD 340 Introduction to Printmaking or ARTD 342 Experimental Printmaking
ARTD 350 Graphic Design
ARTD 355 Interactive Design
ARTD 360 Motion Graphics
ARTD 415 Studio Production II or ARTD 470 Advanced Studio I
ARTD 495 Internship

6 credit hours from:
ARTD 320 Sculpture
ARTD 470 Advanced Studio I
ARTD 472 Advanced Studio II
COMM 230 Business and Professional Communication
DIGI 102 Media Studio: Video and DIGI 103 Media Studio: Audio
STPR 230 Public Relations Strategies
DIGI 300 Legal and Ethical Perspectives
DIGI 301 Advanced Digital Photography
MRKT 306 Principles of Marketing
MRKT 355 Consumer Behavior

MINOR IN GRAPHIC DESIGN: 24 credits
ARTD 180 Art Foundations: Drawing
ARTD 185 Art Foundations: 3D Design
ARTD 190 Art Foundations: Digital Design
ARTD 240 Visual Literacy and Criticism
ARTD 304 Critical Issues in Modern and Contemporary Art

9 credits from:
ARTD 250 Life Drawing
ARTD 260 Typography
ARTD 350 Graphic Design
ARTD 355 Interactive Design
ARTD 360 Motion Graphics
ARTD 470 Advanced Studio I
ARTD 472 Advanced Studio II

MINOR IN ART HISTORY: 25 credits
The art history minor is intended for students who wish to complement their major with a significant amount of study of art in its cultural contexts. Through the study of art history, students develop skills in key areas: visual analysis, critical thinking, research, and writing. They also learn to see history through the lens of art, and art from a range of historical, contextual, and theoretical perspectives.

For Art and Design students who intend to pursue the study of art history at a graduate level: the study of at least 12 credit hours of a foreign language is highly recommended. Many graduate programs in art history include a foreign language proficiency requirement. BVU’s Spanish curriculum would fulfill this requirement.

ARTD 240 Visual Literacy and Criticism
ARTD 301 Ancient through Roman Art History
ARTD 302 Early Christian through Mannerism Art History
ARTD 303 Baroque to Modern Art
ARTD 304 Critical Issues in Modern and Contemporary Art
ARTD 465 Senior Directed Research
HIST 111 World Civilizations I
HIST 112 World Civilizations II

3 hours from:
   HIST 284 Empires: The Colonial Experience
   HIST 320 History of the Middle East
   HIST 360 History of China
   HIST 362 History of Japan
   HIST 364 History of India

MAJOR IN ANIMATION: 60 credits
The animation student begins their academic career by building a foundation in traditional art and then focusing on advanced courses in the art of animated storytelling. Students are instructed in the core art courses -- including drawing, design fundamentals, figure drawing and sculpture -- before moving on to advanced 2D and 3D animation principles. This major includes courses in theatre, storyboarding, sound, and writing as well as art and design. Upon the completion of the major, students will have created an individual or collaborative project that reflects their creative and technical skills. Graduates may find employment with animation studios, film studios, gaming industry, music industry, technical simulations in the scientific industries, and within advertising agencies. Animation majors must earn a final grade of C- or better in all ARTD courses.

Art and Design Core: 24 credits
   ARTD 180 Art Foundations: Drawing
   ARTD 185 Art Foundations: 3D Design
   ARTD 190 Art Foundations: Digital Design
   ARTD 195 Portfolio Review
   ARTD 240 Visual Literacy and Criticism
   ARTD 250 Life Drawing
   ARTD 280 Business of Art
   ARTD 304 Critical Issues in Modern and Contemporary Art
   ARTD 492 Art and Design Capstone
   ARTD 493 Art and Design Practicum

Major Courses: 30 credits
   ARTD 270 Illustration and Storyboards
   ARTD 320 Sculpture
   ARTD 360 Motion Graphics
   ARTD 365 2D Animation
   ARTD 367 3D Animation
   ARTD 369 Character Development
   ARTD 410 Studio Production I
   ARTD 415 Studio Production II
   ARTD 495 Internship
   THME 300 Fundamentals of Directing

6 credit hours from:
   ENGL 320 Creative Writing
   MUSC 110 Introduction to Digital Recording
   MUSC 115 Advanced Digital Recording Techniques
   MUSC 300 Creating Music/Effects for Video Games
   THME 200 Fundamentals of Acting

MINOR IN ANIMATION: 24 credits
   ARTD 180 Art Foundations: Drawing
   ARTD 185 Art Foundations: 3D Design
ART AND DESIGN

ARTD 190 Art Foundations: Digital Design
ARTD 250 Life Drawing
ARTD 270 Illustration and Storyboards
ARTD 365 2D Animation
ARTD 367 3D Animation
ARTD 410 Studio Production I or ARTD 415 Studio Production II

MAJOR IN PRE-PROFESSIONAL ART THERAPY: 63 credits
The pre-professional major in Art Therapy prepares students for entry-level positions in a number of human services settings, such as social service agencies, child care or specialized school programs, and other community settings. It is also designed to prepare students for entry into a professional Master's degree program in Art Therapy and/or Expressive Art Therapies. This major combines substantial coursework in art, psychology and social work. Art Therapy majors must earn a final grade of C- or better in all ARTD courses.

To become a registered art therapist, the American Art Therapy Association (AATA) has determined that one must possess a master’s degree from an AATA-accredited program. Entry into such a graduate program is normally based upon three criteria: (1) art skills evidenced by studio coursework and portfolio, (2) coursework in the behavioral sciences, particularly psychology, (3) clinical or community experience such as internships, volunteer work or professional work in the social sciences.

Art and Design Core: 24 credits
- ARTD 180 Art Foundations: Drawing
- ARTD 185 Art Foundations: 3D Design
- ARTD 190 Art Foundations: Digital Design
- ARTD 195 Portfolio Review
- ARTD 240 Visual Literacy and Criticism
- ARTD 250 Life Drawing
- ARTD 280 Business of Art
- ARTD 304 Critical Issues in Modern and Contemporary Art
- ARTD 492 Art and Design Capstone
- ARTD 493 Art and Design Practicum

Art and Design Studio: 12 credits
- ARTD 310 Painting
- ARTD 320 Sculpture
- ARTD 330 Ceramics
- ARTD 340 Introduction to Printmaking or ARTD 342 Experimental Printmaking

Art and Design Art Therapy: 3 credits
- ARTD 380 Applications of Art Therapy

Psychology and Social Work: 24 credits
- PSYC 100 General Psychology or PSYC 102 The Science of Psychology
- PSYC 203 Social Psychology
- PSYC 220 Behavior Modification or PSYC 389 Counseling
- PSYC 239 Abnormal Psychology
- Choice of 300 level PSYC course (or one additional 300 level course if PSYC 389 was chosen above)
- SCWK 200 Introduction to Social Work and Social Welfare
- SCWK 235 Psycho-Social Dimensions of the Human Life Cycle
- SCWK 380 Methods of Social Research I

Recommended General Education courses
- BIOL 120 Life Science with Human Focus
MAJOR IN SCIENTIFIC ILLUSTRATION/PRE-MEDICAL ILLUSTRATION:

63 credits

This discipline provides preparation for professional careers in biological illustration. Scientific Illustration is a multi-disciplinary field of study that links Art and Design with Biology. It would prepare students for several possible careers in biological illustration, medical related graphic design, laboratory research, and prepare students for graduate study in medical illustration. Students who receive a BA degree in Scientific Illustration, upon graduation, will be able to enter the field with a broad understanding of science and techniques enabling direct communication with an expert in any discipline of science. The successful completion of the required courses will provide the student with the portfolio and resume of classes required for acceptance into an accredited master's degree program in medical illustration. Scientific Illustration majors must earn a final grade of C- or better in all ARTD courses.

Art and Design Core: (24 credits)

- ARTD 180 Art Foundations: Drawing
- ARTD 185 Art Foundations: 3D Design
- ARTD 190 Art Foundations: Digital Design
- ARTD 195 Portfolio Review
- ARTD 240 Visual Literacy and Criticism
- ARTD 250 Life Drawing
- ARTD 280 Business of Art
- ARTD 304 Critical Issues in Modern and Contemporary Art
- ARTD 492 Art and Design Capstone
- ARTD 493 Art and Design Practicum

Art and Design Studio: (12 credits)

- ARTD 270 Illustration and Storyboards
- ARTD 320 Sculpture
- ARTD 365 2D Animation
- ARTD 367 3D Animation

Scientific Illustration Studio: (5 credits)

- ARTD 290 Scientific Illustration I
- ARTD 390 Scientific Illustration II
- ARTD 495 Art Internship

Internships consisting of supervised training in illustration, design, computer imaging, systematics and/or collections management may be set up at a studio or research institution

Biology 22 credits

- BIOL 163 Biological Principles I
- BIOL 164 Biological Principles II
- BIOL 311 Developmental Biology
- BIOL 380 Human Physiology
- BIOL 430 Human Anatomy

One Course from:

- BIOL 210 Zoology
- BIOL 222 Botany
- BIOL 240 Microbiology
- BIOL 426 Ornithology
- BIOL 428 Mammalogy

Recommended General Education and Electives
The arts management program offers students a broad education in the liberal arts, humanities, social sciences, and quantitative reasoning to enable them to function in a diverse and rapidly changing world. Students are presented with opportunities to sharpen their artistic skills and deepen their understanding of art, theatre, or music, while also developing a working understanding of business. Emphasizing the dual importance of a strong arts background and a competent understanding of business theories and procedures, the arts management program challenges students.

**MAJOR IN ARTS MANAGEMENT - MUSIC:** 62-68 credit hours

**Music courses:** (34-41 credits)
- MUSC110 Introduction to Digital Recording
- MUSC111 Music Theory I
- MUSC112 Music Theory II
- MUSC115 Advanced Digital Recording Techniques
- MUSC 122 Concert Choir and/or MUSC 127 – Concert Band (seven semesters)
- MUSC 211 Music Theory III
- MUSC 212 Music Theory IV
- MUSC 307 Music History and Literature I
- MUSC 308 Music History and Literature II
- MUSC 321 Conducting I
- MUSC 322 Conducting II
- Private Lessons — (2 semesters piano)
- Private Lessons — (2 semesters on voice, wind instrument or string instrument)

**6 credit hours from:**
- DIGI 101 Media Studio: Photo
- DIGI 102 Media Studio: Video
- DIGI 103 Media Studio: Audio
- DIGI 104 Media Studio: Web
- DIGI 302 Advanced Digital Video
- MUSC120 Introduction to Music Notation Software

**Business:** (15 hours)
- ACCT 205 Financial Accounting
- ECON 205 Principles of Microeconomics
- ECON 206 Principles of Macroeconomics
- MRKT 306 Principles of Marketing
- MGMT 306 Principles of Management

**6 credits hours from:**
- COMM 230 Business and Professional Communication
- COMM 302 Intercultural Communication or COMM 340 Civic Communication
- COMM 350 Organizational Communication Theory and Practice
- COMM 355 Conflict Management or COMM 370 Leadership Communication
- COMM 374 Interviewing
- MGMT 315 Business Law I
- MRKT 355 Consumer Behavior
STPR 230 Public Relations Strategies

MAJOR IN ARTS MANAGEMENT - THEATRE: 58-76.5 credit hours

- ACCT 205 Financial Accounting
- ACCT 206 Managerial Accounting
- AMGT 225 Fundamentals of Arts Management
- AMGT 490 Portfolio Project
- AMGT 495 Internship in Arts Management
- COMM 302 Intercultural Communication or COMM 340 Civic Communication
  or COMM 350 Organizational Communication Theory and Practice
  or COMM 355 Conflict Management or COMM 370 Leadership Communication
- DIGI 220 New Media or STPR 230 Public Relations Strategies
  or ARTD 190 Introduction to Digital Design
- ECON 205 Principles of Microeconomics
- ECON 206 Principles of Macroeconomics
- FNBK 306 Managerial Finance
- MGMT 306 Principles of Management
- MGMT 320 Human Resource Management
- MRKT 306 Principles of Marketing
- THME 170 Production Studio: Scenery
- THME 171 Production Studio: Lighting
- THME 173 Production Studio: Patron Services
- THME 190 Portfolio I
- THME 200 Fundamentals of Acting
- THME 242 Theatre Practicum: Cast or Crew
- THME 290 Portfolio II
- THME 300 Fundamentals of Directing
- THME 323 Performance Studio: Career Preparation
- THME 330 Musical Theatre or THME 440 Developing New Works
- THME 350 Shakespeare or THME 380 Theatre: Topics or THME 395 Dramatic Literature:
  Topics or THME 411 Dramatic Literature: Survey
- THME 342 Theatre Practicum: Leadership
- THME 390 Portfolio III
- THME 400 Theatre History or THME 430 Advanced Directing
- THME 420 Theatre and Production Management
- THME 442 Theatre Practicum: Design or Direction

MAJOR IN ARTS MANAGEMENT – VISUAL ART: 63 credit hours

- Visual Art and Design courses: (39 credits)
  - ARTD 180 Art Foundations: Drawing
  - ARTD 185 Art Foundations: 3D Design
  - ARTD 190 Art Foundations: Digital Design
  - ARTD 195 Portfolio Review
  - ARTD 240 Visual Literacy and Criticism
  - ARTD 250 Life Drawing
  - ARTD 280 Business of Art
  - ARTD 301 Ancient Art history
  - ARTD 302 Renaissance through Romanticism Art History
  - ARTD 303 Baroque to Modern Art
  - ARTD 304 Critical Issues in Modern and Contemporary Art
  - ARTD 492 Art and Design Capstone
  - ARTD 493 Art and Design Practicum
  - ARTD 495 or AMGT 495 Internship (3 credits)
  - ARTD 496 Gallery Practicum (3 credits)

6 credit hours from:
ARTD 260 Typography
ARTD 270 Illustration and Storyboards
ARTD 310 Painting
ARTD 320 Sculpture
ARTD 330 Ceramics
ARTD 340 Intro to Printmaking or ARTD 342 Experimental Printmaking
ARTD 350 Graphic Design
ARTD 355 Interactive Design
ARTD 360 Motion Graphics
ARTD 365 2D Animation
ARTD 367 3D Animation
ARTD 410 Studio Production 1
ARTD 415 Studio Production 2
ARTD 440 Advanced Topics in Art

Business/ Communication: (12 hours)
ACCT 205 Financial Accounting
ECON 205 Principles of Microeconomics
MGMT 306 Principles of Management
MRKT 306 Principles of Marketing

6 credits hours from
COMM 230 Business and Professional Communication
COMM 302 Intercultural Communication or COMM 340 Civic Communication
COMM 350 Organizational Communication Theory and Practice
COMM 355 Conflict Management or COMM 370 Leadership Communication
COMM 374 Interviewing
ECON 206 Principles of Macroeconomics
STPR 230 Public Relations Strategies
MRKT 355 Consumer Behavior
MGMT 375 Entrepreneurship/ Small Business
THME 170 Production Studio: Scenery and THME 272 Production Studio: Properties

ATHLETIC TRAINING
See exercise science for a description of requirements.

BACHELOR OF APPLIED SCIENCE DEGREE
The Bachelor of Applied Science (BASc), offered only through the College of Applied Studies at BVU sites and online, is a flexible degree plan designed specifically to serve the additional educational and professional needs of students who have earned an Associate of Applied Science (AAS) degree or a comparable degree from a foreign institution with which Buena Vista University has entered into agreement. The AAS degree will transfer up to 68 credit hours.

The BASc is designed as a carefully structured, learner-centered degree that provides specific learning outcomes developed in collaboration with community college partners and corporate entities that desire a more educated workforce in the context of a rigorous, intentional bachelor's degree completion program. For the BASc degree, a minimum of 36 credit hours at the 300/400 level from BVU combined with the previously completed program is required. Bachelor of Applied Science students must complete 128 credit hours to meet graduation requirements. Students completing a BASc degree must satisfy each of the BVU Intellectual Foundations objectives and all three BVU Signature Skills via courses taken at BVU or approved courses transferred in, or equivalent demonstration of competency, as well as the BASc Core common to all BASc programs. However, the BASc does not require other components of the current BVU general education program. Note: BASc programs do not necessarily meet curricular requirements for admission to related graduate or professional degree programs. Students seeking to pursue further study at the graduate level are strongly encouraged to consult closely with their academic advisors to ensure that their program meets admissions standards for their chosen program.
**BASc CORE:** (22-23 credit hours)
- OBVU 200 Transfer Seminar
- OBVU 301 Art and Culture
- COMM 355 Conflict Management
- ENGL 100 Written Communication I
- ENGL 305 Writing for Work
- IDST 400 Challenges for the 21st Century
- MATH 130 Mathematical Ideas for the Liberal Arts
  or MATH 140 Elementary Applied Statistics
- PHIL 336 Professional Ethics

If students do not have required 100 and 200 level courses at time of matriculation, they may be taken at the community college prior to or concurrent with enrollment in the BASc program (however, note that financial aid may only be awarded for study at one institution at a time).

**BASc MAJOR:** (minimum 39 hours)
Each BASc program will include a curriculum designed to meet specific learning outcomes developed in collaboration with the partner institution(s), any associated corporate partner or professional association and relevant Storm Lake faculty. Majors may include laboratory science and technology, business leadership, management, or other areas relevant to the personal and professional needs of students. All coursework and the overall program will be assessed according to BVU’s prevailing assessment practices, and each major’s curriculum is subject to approval and oversight through the OSG Council.

**MAJOR IN BASc APPLIED MANAGEMENT:**
The BASc Applied Management major in the College of Applied Studies is designed for students who have earned an AAS from a regionally accredited institution and wish to advance their careers by earning a bachelor’s degree. This interdisciplinary major will enable students to develop strong business, leadership, and communication knowledge and skills that will move them forward in their related industries. Students pursuing a Major in BASc Applied Management must complete the BASc core requirements in addition to the BASc Applied Management major requirements.

**BASc MAJOR IN APPLIED MANAGEMENT** (39 hours)

- ACCT 310 Accounting for Managers
- COMM 370 Leadership Communication
- ECON 206 Principles of Macroeconomics
- FNBK 310 Finance for Managers
- MGMT 306 Principles of Management
- MGMT 315 Business Law I
- MGMT 320 Human Resource Management
- MGMT 380 Social Responsibility of Business
- MGMT 410 Organization Theory
- BASC 492 BASc Applied Management Capstone

3 courses from:
- BASc 495 BASc Internship
- COMM 302 Intercultural Communication
- COMM 374 Interviewing
- ENVIS 315 Environmental Policy and Regulation
- GENS 320 Physical Geography
- MGMT 420 Advanced Human Resource Management
- MRKT 306 Principles of Marketing
- MRKT 340 Business Marketing
- PSPA 360 Introduction to Public Affairs
BACHELOR OF APPLIED STUDIES

For students who have received an associate of science, associate of applied science, associate of applied arts, or a comparable degree from a foreign institution with whom Buena Vista University has entered into agreement, the bachelor of applied studies degree offers students an opportunity to earn a degree at the baccalaureate level. For the B.A.S. degree, a minimum of 36 credit hours at the 300/400 level from BVU combined with the previously completed program is required. Students electing to complete this degree must satisfy all other requirements for graduation, including 0BVU 100 University Seminar or 0BVU 200 Transfer Seminar, IDST 400 Interdisciplinary Capstone, intellectual foundations and intellectual explorations. These courses may count toward the required 300/400 level courses necessary for the degree. Storm Lake students must also complete the requirement for the Academic and Cultural Event Series. A 2.000 GPA from Buena Vista is required for all students. A “major” is neither completed nor listed on their transcript, only the bachelor of applied studies degree. Therefore, the requirement for hours outside the major/school is eliminated. Students completing a B.A.S. degree must satisfy each of the BVU signature skills via a course taken at BVU or equivalent transfer course.

BIOCHEMISTRY

Biochemistry is a science at the interface between the physical and life sciences. Biochemistry students receive a solid foundation in the areas of biology, chemistry, physics and mathematics and then take advanced courses in biology and chemistry before completing a year-long biochemistry course. Biochemistry students carry out research as a major requirement. Research can be carried out with a faculty member at BVU or can be carried out through an off-campus hands-on research internship. Completion of the biochemistry major prepares students for graduate programs in research and the health professions and for careers in industry, pharmaceuticals and other laboratory sciences.

MAJOR IN BIOCHEMISTRY: 61 credit hours

Mathematics and Physics: 12 credit hours
  - MATH 161 Calculus II: Integral Calculus
  - PHYS 211 General Physics I: Calculus-Based
  - PHYS 212 General Physics II: Calculus-Based

Biology: 19 credit hours
  - BIOL 163 Biological Principles I
  - BIOL 164 Biological Principles II
  - BIOL 305 Cell and Molecular Biology
  - BIOL 240 Microbiology or BIOL 260 Genetics or BIOL 380 Human Physiology
  - 3 Additional Biology credits in BIOL courses numbered between 201-450 (excluding 300-304 and 400)

Chemistry: 23 credit hours
  - CHEM 151 General Chemistry I
  - CHEM 152 General Chemistry II
  - CHEM 261 Organic Chemistry I
  - CHEM 262 Organic Chemistry II
  - CHEM 311 Analytical Chemistry
  - CHEM 353 Physical Chemistry: Thermodynamics

Biochemistry: 4 credit hours
  - BCHM 401 Biochemistry

Research experience: 3 credit hours
  - BCHM 495 Biochemistry Internship or
BIOL 200 Research Experience I, BIOL 300 Research Experience II
and BIOL 400 Research Capstone or
CHEM 200 Chemistry Research Methods, CHEM 300 Chemistry Research
and CHEM 400 Chemistry Seminar

**BIOLOGY**

Biology is a science that considers the processes of life at the molecular, cellular, organismal, ecological and evolutionary levels. Biology majors learn fundamental concepts within each of these areas in a required year-long survey of biological principles. Upon successful completion of this introduction, students select five advanced classes from three foundational areas of biology: Cell/Genetics, Ecology/Evolution, and Organismal Biology. To add depth to their education, students also take two or more advanced elective courses. To equip themselves for the lives that they will lead as biologists, students complete 16 credits of support work in the areas of chemistry, physics and/or mathematics. In addition to learning through coursework students are required to complete an internship and to complete a three-semester primary research project where they employ the scientific method to answer questions about the natural world.

**MAJOR IN BIOLOGY:**

53 credit hours with a minimum of 37 credit hours in biology with a minimum of 12 credit hours at the 300 or 400 level taken at BVU. Biology courses numbered 206-208 and 301-304 do not count toward the biology major. Students must complete all 5 areas of the major as listed below.

**Area 1: Support Work:** 16 credit hours
- CHEM 151 General Chemistry I
- CHEM 152 General Chemistry II
- PHYS 201 General Physics I: Trigonometry Based or PHYS 211 General Physics I: Calculus-based

  **At least one course from:**
  - PHYS 202 General Physics II: Trigonometry-based
  - PHYS 212 General Physics II: Calculus-based
  - CHEM 261 Organic Chemistry I
  - MATH 140 Elementary Applied Statistics

**Area 2: Biological Principles:** 8 credit hours
- BIOL 163 Biological Principles I
- BIOL 164 Biological Principles II

**Area 3: Distributional Course Selections and Electives:** 25 credit hours
Students select five courses from three fundamental areas of biology in the distributional course selection section: cell/genetics (8 credits); ecology/evolution (7 credits); and organismal biology (4 credits). Students also take a minimum of 6 credits of electives from the electives listed below.

**Choices within Cell/Genetics:** 8 credit hours
- BIOL 240 Microbiology
- BIOL 260 Genetics
- BIOL 305 Cell and Molecular Biology

**Choices within Ecology/Evolution:** 7 credit hours
- BIOL 270 Evolution
- BIOL 360 Ecology
- BIOL 365 Freshwater Ecology

**Choices within Organismal Biology:** 4 credit hours
- BIOL 210 Zoology
- BIOL 222 Botany
**Choices within Electives:** 6 credit hours
- BIOL 311 Developmental Biology
- BIOL 325 Endocrinology
- BIOL 380 Human Physiology
- BIOL 385 Neuroscience
- BIOL 420 Immunology
- BIOL 422 Virology
- BIOL 424 Parasitology
- BIOL 426 Ornithology
- BIOL 428 Mammalogy
- BIOL 430 Human Anatomy
- BIOL 450 Special Topics In Biology Courses

**Area 4: Research Experience:** 3 credit hours
- BIOL 200 Biology Research Experience I
- BIOL 300 Biology Research Experience II
- BIOL 400 Biology Research Capstone

**Area 5: Internship:** 1 credit hour
- BIOL 495 Internship

**MINOR IN BIOLOGY:** 22 credit hours
- BIOL 163 Biological Principles I
- BIOL 164 Biological Principles II
- BIOL 240 Microbiology or BIOL 260 Genetics or BIOL 305 Cell Biology
- BIOL 270 Evolution or BIOL 360 Ecology or BIOL 365 Freshwater Ecology
- BIOL 210 Zoology or BIOL 222 Botany

3 hours biology with BIOL 163 and 164 (or higher) as prerequisites, excluding a BIOL 200, 206, 207, 208, 300, 400

**MAJOR IN BIOLOGY WITH TEACHING LICENSURE (5-12):** 52 credit hours broken down as described for the biology major above with the following two exceptions:
1. Students pursuing a major in biology with teaching licensure are not required to complete Area 5 (Biology Internship) because they will be doing an internship when student-teaching.
2. Students pursuing a major in biology with teaching licensure must also complete the requirements listed under secondary education and education core.

**MINOR IN BIOLOGY WITH TEACHING LICENSURE (5-12):** 22 credit hours
- BIOL 163 Biological Principles I
- BIOL 164 Biological Principles II
- BIOL 240 Microbiology or BIOL 260 Genetics or BIOL 305 Cell Biology
- BIOL 270 Evolution or BIOL 360 Ecology or BIOL 365 Freshwater Ecology
- BIOL 210 Zoology or BIOL 222 Botany

3 hours biology with BIOL 163 and 164 (or higher) as pre-requisites, excluding BIOL 200, 206, 207, 208, 300, 400

Plus requirements listed under secondary education and education core

**BIOMEDICAL SCIENCES**
Biomedical sciences is an interdisciplinary undergraduate major designed for students seeking professional careers in medicine, pharmacy, optometry, dentistry, physician assistant studies, physical therapy and other allied health professions. The major also prepares students to pursue graduate research in the biomedical sciences. In the first two years of the program, students receive broad training in the life and physical sciences and have the option of pursuing several different majors within the School of Science. In the junior year students take courses in cell and molecular biology, human
physiology, and biochemistry, which are each taught with an emphasis on biomedical topics and on integrating learning from other courses in the physical and life sciences. Students complete their academic training in their senior year with a cadaver-based human anatomy course. In addition to traditional course and lab requirements, students are exposed to basic, translational and clinical research through a series of discussion-based journal clubs and have the opportunity to complete an internship.

Students must earn a grade of “C” or better in all course requirements listed below with an *. Students must maintain a cumulative 3.0 GPA in their BVU courses to graduate with this major.

**MAJOR IN BIOMEDICAL SCIENCES:** 54 credits

*BCHM 401: Biochemistry
*BIOL 163: Biological Principles I
*BIOL 164: Biological Principles II
BIOL 305 Cell and Molecular Biology
BIOL 380 Human Physiology
BIOL 430 Human Anatomy
*CHEM 151 General Chemistry I
*CHEM 152 General Chemistry II
*CHEM 261 Organic Chemistry I

Note: Many professional and graduate programs require a full year of organic chemistry, so students are strongly encouraged to take CHEM262 (Organic Chemistry II) as an elective.

**One course from:**
*PHYS 201 General Physics I: Trigonometry-Based or
*PHYS211 General Physics I: Calculus-Based

**One course from:**
*PHYS 202 General Physics II: Trigonometry-Based or
*PHYS212 General Physics II: Calculus-Based

**Two courses from:** (at least 6 credits; generally taken in the 2nd year of study)

BIOL 210 Zoology
BIOL 222 Botany
BIOL 240 Microbiology
BIOL 260 Genetics
BIOL 270 Evolution
BIOL 311 Developmental Biology
BIOL 325 Endocrinology
BIOL 360 Ecology
BIOL 365 Freshwater Ecology
BIOL 385 Neuroscience
BIOL 420 Immunology
BIOL 422 Virology
BIOL 424 Parasitology
BIOL 426 Ornithology
BIOL 428 Mammalogy
BIOL 450 Special Topics in Biology Courses

**Research requirements:** 4 credits

BIOL 206 Introduction to Basic and Translational Research
BIOL 207 Introduction to Clinical Research
BIOL 405 Biomedical Journal Club
BIOL 495 Biology Internship
BUSINESS

The Business major in the Harold Walter Siebens School of Business is designed for students to develop strong analytical, interpersonal, and professional skills that are grounded in a sophisticated understanding of contemporary business. There is a strong emphasis on experiential learning and decision-making. Course content is taught in a business problem-solving context.

In addition to the courses in the Business major, students may also complete a Business Concentration in areas such as entrepreneurship, human resource management, marketing, financial decision-making, and sport business. Students whose only major is Business will be required to select a Business Concentration or the Accounting Minor. Selecting a Business Concentration or the Accounting Minor is optional for students who earn a double major (e.g., in Accounting, or in any area outside of the School of Business).

The minor in business is designed for non-business majors to understand the foundational concepts of business, and experience the application of these concepts in a dynamic simulated business environment.

MAJOR IN BUSINESS: 37 credit hours

Business Foundation courses:
- ACCT 205 Financial Accounting
- ACCT 206 Managerial Accounting
- ACCT 210 Basic Excel Spreadsheets
- ECON 205 Principles of Microeconomics
- ECON 206 Principles of Macroeconomics
- FNBK 306 Managerial Finance
- MATH 140 Elementary Applied Statistics
- MGMT 205 Decision Science Foundations
- MGMT 306 Principles of Management
- MGMT 315 Business Law I
- MGMT 465 Production and Operations Management
- MGMT 492 Business Policy and Strategy
- MRKT 306 Principles of Marketing
- BUSN 496 Business Practicum

Business Concentration courses: 18 credit hours each

Marketing
- MRKT 340 Business Marketing
- MRKT 354 Sports Marketing
- MRKT 355 Consumer Behavior
- MRKT 414 Selling
- MRKT 418 Market Research
- MRKT 495 Marketing Internship, or 3 credits of MRKT or MGMT elective at 300 level or above

Entrepreneurship
- ACCT 309 Cost Accounting
- MGMT 375 Entrepreneurship/Small Business
- MGMT 380 Social Responsibility of Business
- MGMT 410 Organization Theory
- MGMT 475 Advanced Entrepreneurship
- MGMT 495 Management Internship, or 3 credits of MGMT elective at 300 level or above

Human Resource Management
- COMM 374 Interviewing
- MGMT 320 Human Resource Management
- MGMT 380 Social Responsibility of Business
- MGMT 410 Organization Theory
MGMT 420 Advanced Human Resource Management
MGMT 495 Management Internship, or 3 credits of MGMT elective at 300 level or above

**Sport Business**
EXSC 345 Facility and Event Management
EXSC 435 Psycho-Social Dimensions of Sport
MGMT 390 Sports Management
MRKT 354 Sports Marketing
MRKT 414 Selling
MGMT 495 Management Internship or EXSC 200 History, Philosophy and Ethics of Sport

**Financial Decision Making**
FNBK 316 Corporate Finance
FNBK 322 Analysis of Financial Statements (waived for those that have completed ACCT 301)
FNBK 430 Investments
FNBK 460 Enterprise Risk Management
FNBK 465 Advanced Financial Management
FNBK 495 Finance Internship, or 3 credits of FNBK or ACCT elective at 300 level or above

**Recommended Additional Courses for Certified Management Accountant (CMA) Candidates:**
9 credit hours
- ACCT 309 Cost Accounting
- ACCT 300 Accounting Information Systems
- ACCT 405 Auditing

**MINOR IN BUSINESS:** 21 credit hours
- ACCT 205 Financial Accounting
- ACCT 206 Managerial Accounting
- ECON 205 Principles of Microeconomics
- ECON 206 Principles of Macroeconomics
- FNBK 306 Managerial Finance
- MGMT 306 Principles of Management
- MRKT 306 Principles of Marketing

**BUSINESS EDUCATION**
The business education major qualifies one to teach business in the 5-12 classroom. The program gives the future educator a foundation in business education, the tools and skill to apply business education knowledge to a variety of settings, and to work with students with diverse needs.

**MAJOR IN BUSINESS EDUCATION - ALL:** 36-37 credit hours
- ACCT 205 Financial Accounting
- ACCT 206 Managerial Accounting
- MIS 300 Introduction to Management Information Systems, or ACCT 210 Basic Excel Spreadsheets and ACCT 211 Intermediate Excel Spreadsheets
- BUED 320 Technical Applications in Business
- COMM 230 Business and Professional Communication
- ECON 205 Principles of Microeconomics
- ECON 206 Principles of Macroeconomics
- FNBK 101 Personal Foundations Finance, or FNBK 301 Personal Finance
- MGMT 306 Principles of Management
- MGMT 315 Business Law I
- MGMT 375 Entrepreneurship/Small Business
- MRKT 306 Principles of Marketing
- MRKT 355 Consumer Behavior
- Plus requirements for secondary education and education core
CHEMISTRY
Chemistry strives to understand the properties of materials and the transformations they undergo. Called the “central science,” chemistry plays a key role in many different fields: agriculture, food, medicine, geology, energy production, metallurgy, polymers, and plastics, to name a few. The chemistry program at Buena Vista University offers courses in the traditional areas: inorganic, organic, analytical, physical, and biochemistry, and some in newer fields, such as environmental chemistry. Recent graduates have entered several of the above fields, specifically: medicine, pharmaceuticals, research, forensic science, teaching, chemical engineering, and industry, often after pursuing graduate education.

The chemistry program has two tracks, depending upon the student’s goals and occupational interests. One major meets the needs of those who wish to be professional chemists, while the other major is designed for liberal arts students preparing for medicine, teaching, sales, or industrial work. Both majors and minors provide opportunities for independent and specialized summer research projects and special Interim courses.

MAJOR IN CHEMISTRY: 55 credit hours
(Designed for further graduate study or for industry)
Support work:
- MATH 160 Calculus I: Elementary Applied Calculus
- MATH 161 Calculus II: Theory and Applications
- PHYS 211 General Physics I: Calculus-Based
- PHYS 212 General Physics II: Calculus-Based

Major courses:
- CHEM 151 General Chemistry I
- CHEM 152 General Chemistry II
- CHEM 200 Chemistry Research Methods
- CHEM 261 Organic Chemistry I
- CHEM 262 Organic Chemistry II
- CHEM 300 Chemistry Research
- CHEM 311 Analytical Chemistry
- CHEM 321 Spectroscopy
- CHEM 322 Chemical Separations
- CHEM 353 Physical Chemistry: Thermodynamics
- CHEM 354 Physical Chemistry: Quantum Chemistry
- CHEM 355 Physical Chemistry Laboratory
- CHEM 400 Chemistry Seminar

Student must take sufficient chemistry electives at the 300/400 level to reach the 55 credit hours required by the major. ENVS 312 may be used to obtain 4 credit hours of chemistry electives. BCHM 401 (Biochemistry) may be used to obtain four of the hours of chemistry electives. No more than 3 credits total of CHEM 300 or 495 may be applied toward the chemistry major.

MAJOR IN CHEMISTRY - LIBERAL ARTS: 42 credit hours
(Designed for pre-medical students or assistants in industry)

Support work:
- MATH 160 Calculus I: Elementary Applied Calculus
- PHYS 201 General Physics I: Trigonometry-Based or PHYS 211 General Physics I: Calculus-Based
- PHYS 202 General Physics II: Trigonometry-Based or PHYS 212 General Physics II: Calculus-Based

Major courses:
- CHEM 151 General Chemistry I
- CHEM 152 General Chemistry II
CHEM 200 Chemistry Research Methods
CHEM 261 Organic Chemistry I
CHEM 262 Organic Chemistry II
CHEM 300 Chemistry Research or CHEM 495 Chemistry Internship
CHEM 311 Analytical Chemistry
CHEM 353 Physical Chemistry: Thermodynamics
CHEM 400 Chemistry Seminar

Sufficient chemistry electives at the 300/400 level to reach the 42 credit hours required by the major. ENVS 312 may be used to obtain 4 credit hours of chemistry electives. BCHM 401 (Biochemistry) may NOT be used to obtain four of the hours of chemistry electives. No more than 3 credits total of CHEM 300 or CHEM 495 may be applied toward the chemistry major.

MINOR IN CHEMISTRY: 20 credit hours
CHEM 151 General Chemistry I
CHEM 152 General Chemistry II
CHEM 261 Organic Chemistry I
CHEM 311 Analytical Chemistry
4 credit hours of chemistry electives

MAJOR IN CHEMISTRY WITH TEACHING LICENSURE (5-12):
Only science education students. Must have 12 credit hours at 300/400 level.
30 credit hours in science with 24 hours in chemistry including:
   CHEM 151 General Chemistry I
   CHEM 152 General Chemistry II
   CHEM 200 Chemistry Research Methods
   CHEM 261 Organic Chemistry I
   CHEM 311 Analytical Chemistry
   CHEM 400 Chemistry Seminar
   6 credits of chemistry electives (numbered above CHEM 152) to reach 24 credits in chemistry.
   6 additional credit hours in science to reach a total of 30 credits.
   Plus requirements for secondary education and education core.

MINOR IN CHEMISTRY WITH TEACHING LICENSURE: 24 credit hours
   CHEM 151 General Chemistry I
   CHEM 152 General Chemistry II
   CHEM 261 Organic Chemistry I
   CHEM 311 Analytical Chemistry
   8 additional credit hours in chemistry.
   Plus requirements for secondary education and education core.

COMMUNICATION STUDIES
The Communication Studies program equips students to communicate ethically and effectively in multiple contexts, in various ways, with diverse audiences. Students may choose Communication Studies as a stand-alone major in preparation for careers in many industries, or as a second major that complements a wide array of personal and professional goals. Communication Studies especially prepares students desiring to make impact as leaders within their chosen careers and community involvements. Marketplace surveys confirm that communication competence is the heart of employment readiness. The National Association of Colleges & Employers reported in 2014 that the skills employers most desire include abilities to make decisions and solve problems, verbally communicate with people inside and outside the organization, influence others, and create and/or edit written reports skillfully. The Communication Studies major prepares graduates with practical skills and theoretical perspectives that set them apart as they enter the workforce as leaders among their peers. Communication Studies majors enter post-graduate work in non-profit organizations, sales, event planning, ministry, higher education student affairs work, various management and marketing-related positions, or graduate school. Students with particular interest in public relations should consider the
Strategic Public Relations major. Those desiring careers as media professionals should consider a major in Digital Media.

**MAJOR IN COMMUNICATION STUDIES:** 36 credit hours

**Required Courses:**
- COMM 180 Communication Perspectives
- COMM 225 Relational Communication
- COMM 227 Public Communication
- COMM 230 Business and Professional Communication
- COMM 280 Group and Team Communication
- COMM 302 Intercultural Communication
- COMM 370 Leadership Communication
- COMM 432 Communication Theory and Research
- COMM 495 Internship

**Plus 3 courses (9 credit hours) from the following:**
- COMM 300 Argumentation
- COMM 330 Messages, Meaning, and Society
- COMM 340 Civic Communication
- COMM 350 Organizational Communication Theory and Practice
- COMM 355 Conflict Management
- COMM 374 Interviewing
- COMM 380 Topics in Communication Studies

**Recommended support work**
- ARTD 190 Art Foundations: Digital Design
- DIGI 104 Media Studio: Web
- MRKT 306 Principles of Marketing
- PHIL 110 Ethics
- PHIL 361 Racism and Sexism in American Life
- PSCN 115 Introduction to Politics
- STPR 230 Public Relations Strategies
- STPR 330 Applied Strategic Communication

A business minor is highly recommended

**MINOR IN COMMUNICATION STUDIES:** 21 credit hours

**COMM 180 Communication Perspectives**
**COMM 225 Relational Communication**
**COMM 227 Public Communication**
**COMM 302 Intercultural Communication**

An additional 3 courses (9 hours) from COMM courses other than COMM 100 Fundamentals of Communication with at least 2 courses (6 hours) at 300 level or above.

**MAJOR IN COMMUNICATION STUDIES & THEATRE WITH TEACHING LICENSURE (5-12):** 30 credit hours

**COMM 100 Fundamentals of Communication**
**COMM 227 Public Communication**
**COMM 300 Argumentation**
**COMM 355 Conflict Management**
**DIGI 210 Media and Society**
**THME 100 Introduction to the Theatre**
**THME 200 Fundamentals of Acting**
**THME 300 Fundamentals of Directing**
**THME 310 Oral Interpretation of Literature**
**THME 411 Dramatic Literature: Survey**

Plus requirements for secondary education and education core
MINOR IN COMMUNICATION STUDIES & THEATRE WITH TEACHING LICENSURE
(5-12): 24 credit hours
- COMM 100 Fundamentals of Communication
- COMM 227 Public Communication
- COMM 300 Argumentation
- DIGI 210 Media and Society
- THME 100 Introduction to the Theatre
- THME 200 Fundamentals of Acting
- THME 300 Fundamentals of Directing
- THME 310 Oral Interpretation of Literature
- Plus requirements for secondary education and education core

COMPUTER SCIENCE
Computer Science is the study of programs, algorithms, machine organization, networks, data structures, and the mathematical structures that underlie them. The computer science curriculum is designed to produce graduates who can understand and apply fundamental algorithms and data structures to real-world problems. They will have an understanding of computer and network architecture and will be able to write programs in a variety of high-level languages. They will be able to work individually or in teams and will be aware of the data and security needs of business and society at large. They will become self-learners who can assimilate new technologies into their repertoire quickly. They will be able to communicate with both technical and non-technical audiences and conduct themselves in an ethical and socially responsible manner.

The computer science major has three tracks to choose from depending on the student’s goals and occupational interests. The Information Technology (IT) track focuses on serving the end-user by applying computer science to real-world applications across a number of common business domains. It is intended to prepare students for careers as software engineers, Web developers, network administrators, IT managers, analysts, and other IT-related jobs. The Mathematics track provides students with increased preparation in mathematics. This track is most appealing to students who wish to attend graduate school, conduct computer science research, or work in a computer-related field requiring knowledge of upper-level mathematics. The Systems track is a blend of the IT and Mathematics tracks. It provides students with more general computer science preparation. Students who are unsure of which track to choose are advised to elect the Systems track. All three tracks begin with the computer science core, a series of courses that provides students with the fundamental computer science knowledge needed for upper-level elective courses.

Computer Science Core: 16 credit hours
- CMSC 181 Computer Science I: Introduction to Computer Science
- CMSC 182 Computer Science II: Data Structures
- CMSC 280 Computer Architecture
- CMSC 310 Algorithms
- MATH 143 Discrete Mathematics

MAJOR IN COMPUTER SCIENCE - SYSTEMS TRACK: 54 credit hours
(Designed for general computer science preparation)
- Computer Science Core
- CMSC 321 Database Management Systems
- CMSC 331 Web Application Development
- CMSC 360 Software Engineering
- CMSC 420 Programming Languages and Compilers
- CMSC 431 Networks and Distributed Systems
- CMSC 432 Operating Systems
CMSC 452 Computer Security
CMSC 480 Computer Science Capstone Proposal
CMSC 481 Computer Science Capstone
MATH 160 Calculus I: Elementary Applied Calculus
MATH 161 Calculus II: Theory and Applications
Two additional different CMSC courses at the 300-level or above, totaling at least six credit hours

MAJOR IN COMPUTER SCIENCE - INFORMATION TECHNOLOGY (IT)
TRACK: 54 credit hours
(Designed for industry and for applications of computer science)
Computer Science Core
CMSC 190 Introduction to Information Technology
CMSC 321 Database Management Systems
CMSC 331 Web Application Development
CMSC 351 User Interface Design and Development
CMSC 360 Software Engineering
CMSC 432 Operating Systems
CMSC 452 Computer Security
CMSC 480 Computer Science Capstone Proposal
CMSC 481 Computer Science Capstone
MATH 140 Elementary Applied Statistics
MATH 160 Calculus I: Elementary Applied Calculus
Two additional different CMSC courses at the 300-level or above, totaling at least six credit hours

MAJOR IN COMPUTER SCIENCE - MATHEMATICS TRACK: 54 credit hours
(Designed for graduate school preparation and scientific computing study)
Computer Science Core
CMSC 321 Database Management Systems
CMSC 331 Web Application Development
CMSC 360 Software Engineering
CMSC 432 Operating Systems
CMSC 440 Theory of Computation or CMSC 390 Computational Science
CMSC 480 Computer Science Capstone Proposal
CMSC 481 Computer Science Capstone
MATH 160 Calculus I: Elementary Applied Calculus
MATH 161 Calculus II: Theory and Applications
MATH 240 Foundations of Advanced Mathematics
MATH 260 Calculus III: Intermediate Calculus or MATH 361 Differential Equations
MATH 322 Linear Algebra
MATH 371 Numerical Analysis

MINOR IN COMPUTER SCIENCE: 22 credit hours
Computer Science Core plus:
Two additional different CMSC courses at the 300-level or above, totaling at least six credit hours

CORPORATE COMMUNICATION
See Strategic Public Relations for a description or requirements and course offerings.

CRIMINOLOGY AND CRIMINAL JUSTICE
Criminology is the scientific study of the nature, extent, cause, and control of criminal events, including offender motivation, the situation/context of crime, and crime victimization. Criminology also involves the measurement of crime; crime typologies; and theory construction and analysis. Criminal justice is the study of the law enforcement, judicial, and correctional systems that are directly involved in the apprehension, prosecution, defense, sentencing, incarceration, and supervision of those suspected of, charged with, or convicted of criminal offenses.
The criminology and criminal justice major is designed to prepare students for various positions in the criminal justice system. Students in this program pursue careers in community corrections (probation and parole), state and federal correctional institutions, the courts, law enforcement (local, state and federal), juvenile justice agencies, government agencies, social service agencies, and private industry. The criminology and criminal justice program is also a solid foundation for students who wish to pursue advanced degrees in the social sciences, law school, and other professional programs.

Through an integration of the disciplines of criminology and criminal justice, the program seeks to provide students the opportunity to connect theory and practice inside and outside of the classroom. A senior capstone is considered a vital part of the criminology and criminal justice program.

Criminology and Criminal Justice majors and minors must earn a final grade of C- or better in all CRIM courses.

**MAJOR IN CRIMINOLOGY AND CRIMINAL JUSTICE:** 48 credit hours

**Support work:**
- CRIM 230 Survey of Criminal Courts or PSCN 240 Judicial Process
- PSYC 100 General Psychology or PSYC 102 The Science of Psychology
- PSYC 203 Social Psychology or PSYC 239 Abnormal Psychology
- SOCI 101 Introduction to Sociology or SCWK 100 Modern Social Problems

**6 credit hours from the following, one course must be 200 level or higher:**
- PSCN 110 Introduction to American Government
- PSCN 115 Introduction to Politics
- PSCN 245 Introduction to American Law
- PSCN 465 Civil Liberties
- PSPA 165 Introduction to Public Administration
- PSPA 320 State and Local Politics
- PSPA 360 Introduction to Public Affairs
- PSPA 380 Administrative Agencies

**Major courses:**
- CRIM 101 Criminal Justice Systems
- CRIM 102 Survey of Criminology
- CRIM 220 Introduction to Law Enforcement
- CRIM 290 Institutional Corrections
- CRIM 343 Juvenile Justice Systems
- CRIM 398 Criminological Research Methods
- CRIM 470 Criminological Theory
- CRIM 498 Capstone in Criminology and Criminal Justice
- 6 additional credit hours in CRIM at the 200 level or higher - excluding CRIM 495 Internship

**MINOR IN CRIMINOLOGY AND CRIMINAL JUSTICE:** 21 credit hours

- CRIM 101 Criminal Justice Systems
- CRIM 102 Survey of Criminology
- CRIM 220 Introduction to Law Enforcement
- CRIM 290 Institutional Corrections
- CRIM 343 Juvenile Justice Systems
- 6 additional credit hours in CRIM at the 200 level or higher - excluding CRIM 495 Internship

**DATA SCIENCE AND ANALYTICS**

Advances in technology have created the opportunity to easily and cost effectively capture massive amounts of raw data. Organizations in industries such as health care, insurance, finance, biological and sociological research, agriculture, social media, professional sports, and many others routinely collect large amounts of data for the purpose of gaining a deeper understanding of their field, their clients, or the nature of their business. The field of data science and analytics focuses on:
• techniques for effective collection, storage, organization, and retrieval of data from massively large data streams;
• the development of methodologies for mining and extracting meaningful information from large raw data sets;
• the development of algorithms and software implementations for effective and efficient production of meaningful information from large data sets;
• the synthesis and communication of information, leading to informed decision making within organizational leadership.

The field is inherently cross disciplinary in nature, living at the intersection of mathematics, statistics, computer science, and business. The Data Science and Analytics curriculum prepares students with the skills and knowledge base to enter and grow professionally in this dynamic field.

MAJOR IN DATA SCIENCE AND ANALYTICS – 56 credits
BUSB 100 Contemporary Business and Free Enterprise
CMSC 181 Computer Science I: Introduction to Computer Science
CMSC 182: Computer Science II: Data Structures
CMSC 310 Algorithms
DATA 200 Introduction to Data Science and Analytics
DATA 201 Big Data Analytics
DATA 300 Machine Learning I
DATA 301 Machine Learning II
DATA 305 Data Mining
DATA 400 Data Science and Analytics Capstone
MATH 140 Elementary Applied Statistics
MATH 160 Calculus I: Elementary Applied Calculus
MATH 161 Calculus II: Theory and Applications
MATH 240 Foundations of Advanced Mathematics
MATH 322 Linear Algebra
MATH 330 Applied Regression Analysis
MATH 432 Probability and Mathematical Statistics I
MGMT 205 Decision Science Foundations

Strongly Recommended:
COMM 100 Fundamentals of Communication
COMM 230 Business and Professional Communication
PHIL 110 Ethics or PHIL 336 Professional Ethics

MINOR IN DATA SCIENCE AND ANALYTICS – 21 credits
BUSB 100 Contemporary Business and Free Enterprise
CMSC 181 Computer Science I: Introduction to Computer Science
CMSC 182: Computer Science II: Data Structures
DATA 200 Introduction to Data Science and Analytics
DATA 201 Big Data Analytics
MATH 140 Elementary Applied Statistics
MGMT 205 Decision Science Foundations

DIGITAL MEDIA
This academic program prepares students to be 21st century media professionals with well-developed technical, creative, and critical storytelling skills. Students in the program learn hands-on how to create and distribute stories across a variety of digital media platforms. Students study the historical and cultural power and influence of the media and apply this critical knowledge to their own media work. Students graduate with professional media-making skills and with experiences in leading client-based media projects, in development of their personal brand/portfolio, and in launching their own media ventures. Digital Media majors are prepared to work throughout media including the worlds of
advertising, broadcasting, corporate communication, entertainment, journalism, online media, and public relations. Students more interested in the world of public relations will want to check out the Strategic Public Relations major. Those desiring enhanced leadership and communication competency in their professional and personal lives will want to see the Communication Studies major.

MAJOR IN DIGITAL MEDIA: 45 credit hours
DIGI 101 Media Studio: Photo
DIGI 102 Media Studio: Video
DIGI 103 Media Studio: Audio
DIGI 104 Media Studio: Web
DIGI 105 Media Studio: Writing for Digital Journalism
DIGI 106 Media Studio: Information Gathering
DIGI 210 Media and Society
DIGI 220 New Media
DIGI 240 Digital Journalism
DIGI 300 Legal and Ethical Perspectives
DIGI 400 Media Theory and Representation
DIGI 410 Media Project
DIGI 495 Media Internship
STPR 230 Public Relations Strategies

6 credit hours from:
ARTD 355 Interactive Design
DIGI 301 Advanced Digital Photography
DIGI 302 Advanced Digital Video
DIGI 303 Advanced Digital Audio
STPR 330 Applied Strategic Communication

Completion of one focus track: 3 courses
Students select one focus track and complete three courses.

Focus Track 1: Communication
COMM 230 Business and Professional Communication
COMM 302 Intercultural Communication
COMM 340 Civic Communication
COMM 350 Organizational Communication Theory and Practice
COMM 355 Conflict Management
COMM 374 Interviewing

Focus Track 2: Design
ARTD 180 Art Foundations: Drawing
ARTD 185 Art Foundations: 3D Design
ARTD 190 Art Foundations: Digital Design
ARTD 260 Typography
ARTD 270 Illustration and Storyboards
ARTD 350 Graphic Design
ARTD 355 Interactive Design or ARTD 360 Motion Graphics

Focus Track 3: Performance
THME 200 Fundamentals of Acting
THME 300 Fundamentals of Directing
THME 320 Performance Studio: Voice Acting
THME 321 Performance Studio: Camera Acting
THME 322 Performance Studio: Auditioning Technique
THME 323 Performance Studio: Career Preparation
THME 430 Advanced Directing
Focus Track 4: Music Production
- MUSC 110 Introduction to Digital Recording
- MUSC 115 Advanced Digital Recording Techniques
- MUSC 300 Creating Music/Effects for Video Games
- MUSC 350 Understanding the Music Industry
- MUSC 400 Introduction to Film Scoring

Focus Track 5: Digital Media Programming
- CMSC 181 Computer Science I: Introduction to Computer Science
- CMSC 182 Computer Science II: Data Structures
- CMSC 190 Introduction to Information Technology
- CMSC 310 Algorithms
- CMSC 321 Database Management Systems
- CMSC 331 Web Application Development
- CMSC 351 User Interface Design and Development

Focus Track 6: Business
- ACCT 205 Financial Accounting
- ECON 205 Principles of Microeconomics
- ECON 206 Principles of Macroeconomics
- MGMT 306 Principles of Management
- MGMT 315 Business Law I
- MGMT 320 Human Resource Management
- MGMT 375 Entrepreneurship/Small Business
- MRKT 306 Principles of Marketing
- MRKT 354 Sports Marketing
- MRKT 355 Consumer Behavior
- MRKT 414 Selling

MINOR IN DIGITAL MEDIA: 21 credit hours
- DIGI 101 Media Studio: Photo
- DIGI 102 Media Studio: Video
- DIGI 103 Media Studio: Audio
- DIGI 104 Media Studio: Web
- DIGI 105 Media Studio: Writing for Digital Journalism
- DIGI 106 Media Studio: Information Gathering
- Electives in Digital Media to achieve 21 hours

EDUCATION
The challenge of education is to be a master of subject matter and an expert in the learning process. The teacher education program at Buena Vista University offers the professional courses required for a teaching license in elementary education and various secondary education disciplines. Endorsements in areas such as special education, teaching English as a second language, reading, and coaching, as well as others, are also offered. The K-8 reading endorsement is embedded in the elementary education major. All programs are approved by the Iowa Department of Education and are accredited by the North Central Association of Colleges and Schools.

Teacher Education Guiding Framework:
In keeping with the Buena Vista University mission of developing students for lifelong success through innovative and imaginative academic and professional preparation, the Teacher Education Program prepares students to enter the teaching profession equipped with the knowledge, skills, and dispositions that develop effective teachers. As a performance-based program, emphasis is on a theory to practice orientation in coursework and field experiences. The curriculum of the Teacher Education Program is designed to conform to the standards of InTASC (Interstate Teacher Assessment and
Support Consortium), the Iowa Department of Education, and various professional associations in education.

The Teacher Education Program is based on five Learning Objectives: Respect for Diverse Learners and Learning, Content Expertise, Innovative Applications of Content, Data-Based Practice and Reflection, and Professional Initiative. A theme embedded within the program is “teacher as reflective practitioner.” This requires students to develop and reflect in three areas: as learner, as instructor, and as professional.

General Program Information:
1. Teacher education students returning to Buena Vista University after an absence of two or more years must follow the program/catalog that is in effect at the time of their return.
2. Teacher education students should pay careful attention to the required scores on the Praxis I exam. It is highly recommended that students take all three required components of the Praxis I as soon as they begin their education courses. Cut scores are as follows. Praxis PPST: Reading = 172, Writing = 173, and Math = 171; or Praxis Core: Reading = 156, Writing = 162, and Math = 150.
3. Canvas will be used to complete key assignments for education courses.
4. Some course work listed in the catalog is intended for students whose graduation is posted and are applying for an elementary teaching license before September 1, 2015. (Term 6, 2015 graduates are unlikely to meet this deadline.)

The Teacher Education Program
The four checkpoints below outline the progressive requirements of the Teacher Education Program and serve as a guideline for students as they move toward licensure as an elementary education or ESSI/Special Education major, for secondary licensure along with a disciplinary major, or when completing the Post Baccalaureate Certification Program. At each checkpoint the candidate’s file is reviewed by the local Teacher Education Committee (TEC) to ensure that the requirements have been met and to approve the student’s progress through the checkpoint. As will be noted in the description of each major, specific education courses (EDCO, EDUC, ESSI, SEDU, and TESL) may require that the student has passed a specific TEP checkpoint before enrolling in the course.

Based on submitted information, at each checkpoint the local teacher education committee will:
• Fully approve the candidate to pass through the checkpoint; or,
• Deny the candidate. Reasons/rationale for denial will be shared in writing with the candidate.
  Each candidate will have an opportunity to address deficiencies in a timely manner. Candidates will be informed of their right to appeal the decision.

Checkpoint I: Progress through Educational Foundations and Acceptance to the Teacher Education Program
• Teacher Education Program Application (including essay and creation of ePortfolio)
• The following courses completed with a minimum grade of “C- “
  All: EDCO 240 Human Development: School-Age Children or EDCO 241 Human Development: Adolescents
  All: EDCO 245 Learning and Motivation: School-Age Children or EDCO 246 Learning and Motivation: Adolescents
  Elementary Education, Secondary Licensure, and Post Bacc: EDCO 301 Introduction to Exceptional Learners
  ESSI Majors: ESSI 101 Introduction to Exceptional Learners
  ESSI Majors: ESSI 102 Introduction to Learners with Significant Cognitive Disabilities
  ESSI Majors: ESSI 103 Introduction to Learners with Significant Behavioral Disabilities
• All: EDCO 255: Professional Seminar I and Field Experience: Learning and Motivation completed with passing grade and positive recommendation from cooperating teacher
• Key Assignments in education courses taken to this point must be successfully completed and uploaded to Canvas. Students who transfer coursework for a course with a key assignment are
not required to submit key assignments in addition to the accepted coursework.

- Successful completion of Praxis Exam – meeting or exceeding the cut scores. The minimum scores must be met in two of the three basic skills tests within three attempts each. Unlimited attempts are allowed to achieve the minimum score on the third test. Praxis PPST: Reading = 172, Writing = 173, and Math = 171; or Praxis Core: Reading = 156, Writing = 162, and Math = 130
- Minimum cumulative grade point average of 2.5
- Minimum major and minor grade point average of 2.5
- Minimum of 3 credits successfully taken at BVU
- Two professional progress reports recommending the candidate for admission
- Good conduct policy, confidentiality, university precautions, and mandatory reporter statements signed
- Agreement to meet the technology specification as described in the Teacher Education Program application

Checkpoint II: Completion of Educational Foundations and Continuing with Theory into Practice

- Checkpoint II Application (including essay and ePortfolio update)
- The following courses completed with a minimum grade of “C-“
  - All: EDCO 280 History of American Education
  - All: EDCO 390 Instructional Technology and Innovative Teaching
  - Elementary Education, Secondary Licensure, and Post Bacc: EDCO 303 Differentiated Instruction for Diverse Learners
  - Secondary Education and Post Bacc: SEDU 310 Curriculum Design I: Standards, Assessment and Instruction for Engaged Learning
  - Secondary and Post Bacc: SEDU 365 Methods of Reading in the Content Areas and Field Experience
  - Elementary Education and ESSI Majors: EDUC 317 Foundations of Literacy
  - Elementary Education and ESSI Majors: EDUC 371 Methods of Data-Driven Literacy
  - Elementary Education and ESSI Majors: EDUC 393 Elementary Math Methods and Field Experience
  - Elementary Education: MATH 123 Mathematics for Elementary Education I
  - ESSI Major: ESSI 210 Special Education Law and Professional Practices with Field Experience
  - ESSI Major: ESSI 220 Multidisciplinary Assessment and Evaluation
  - ESSI Major: ESSI 230 Transitions and Self-Determination
  - ESSI Major: ESSI 303 Curriculum Development and Instruction with Field Experience
  - ESSI Major: EXSC 321 Adapted Physical Education
- Key Assignments in education courses taken to this point must be successfully completed and uploaded to Canvas. Students who transfer coursework for a course with a key assignment are not required to submit key assignments in addition to the accepted coursework.
- All major courses taken to this point passed with a minimum grade of “C-“.
- Minimum cumulative grade point average of 2.5
- Minimum major and minor grade point average of 2.5
- If, since Checkpoint I, the student has been on a growth plan related to the Teacher Education Program Good Conduct Policy, the student must have successfully achieved the goals of the plan.

Checkpoint III: Developing Professional Identity and Acceptance to Professional Seminar III: Student Teaching

Student teaching is the culminating experience in the teacher education program. It is designed as an opportunity to apply skills, theory, and knowledge gained during the teacher preparation program to a real-life educational setting.

- Checkpoint III Application (including essay and ePortfolio update)
- All EDCO, EDUC, ESSI, SEDU, STEM, and TESL courses completed and passed with a
minimum grade of a “C-”

- Minimum grade point average of 2.5 for the total program, the major, and, if applicable, the minor
- All major, and minor if applicable, requirements complete
- All courses taken for additional endorsements completed and passed with a minimum grade of “C-”
- Key Assignments in education courses taken to this point must be successfully completed and uploaded to Canvas. Students who transfer coursework for a course with a key assignment are not required to submit key assignments in addition to the accepted coursework.
- Minimum cumulative grade point average of 2.5
- If, since Checkpoint II, the student has been on a growth plan related to the Teacher Education Program Good Conduct Policy, the student must have successfully achieved the goals of the plan.
- Resume, References, and Letter of Introduction for the cooperating school submitted to the Education Field Experience Office
- Senior standing and in residence (as defined by the university catalog) the semester/term immediately preceding student teaching.

Checkpoint IV: Licensure Requirements
Each semester/term the Licensure Officer or designated official meets with student teachers to discuss the licensure procedure. The state sets fees related to licensure. The student is responsible for payment of the fees. Students are provided information and appropriate forms to apply for licensure. The basic requirements that must be in order to be recommended for licensure are as follows:

- Successful completion of Buena Vista University degree requirements
- Successful completion of the teacher education program that Buena Vista University has on file with the Iowa Department of Education
- Minimum grade point average of 2.5 for the total program, the major, and, if applicable, the minor
- Minimum grade of a “C-” in each of the student teaching placements
- Successful completion of all key assignments uploaded to Canvas and portfolio reflection
- Fingerprinting/background check 10-12 weeks prior to completion of student teaching
- Successful completion of the Praxis II exam per state requirements
- Graduates are required to meet Buena Vista University’s major requirements for their first endorsement area. Additional endorsement areas may be obtained by completing the Buena Vista University requirements or the Iowa minimum requirements for licensure. Individuals should consult with their advisor and the Licensure Officer about these options.

Plus One Master Degree Option
The Plus One program in special education is designed to lead students seeking a bachelor’s degree in any teaching field toward achieving a master’s degree within one year of completing undergraduate programming. This is accomplished by completing 9 credit hours of introductory level special education coursework and 9 hours of introduction to graduate studies between junior and senior years of undergraduate studies and then remaining on campus or participating in online courses for an additional year to complete a track in the special education master’s program. This will give teacher candidates a competitive edge in seeking employment, and will provide the opportunity for students in rigorous undergraduate programs to seek a special education endorsement that would otherwise be difficult in the undergraduate timeframe. Special education is a significant shortage area across the United States, making programs such as this highly appealing to both students and schools. A thorough explanation of admission requirements, transfer of undergraduate credits, provisional admission status, application and admission procedures, and admissions timelines can be found in the graduate programs section of this catalog.

Teaching Licensure Requirements For Other States:
The teacher education programs at Buena Vista University provide coursework meeting the Department of Education and Board of Educational Examiners requirements for Iowa certification.
An individual desiring licensure in a state other than Iowa should contact the Department of Education in that state as soon as possible and request certification requirements. By learning early what courses are needed for other states’ certification, individuals can plan to meet those requirements by taking appropriate courses at Buena Vista University.

THE EDUCATION CORE: 18-19 credit hours
The education core, which is required of all students seeking a teaching license, is the nucleus of the teacher education program and includes basic courses in education and psychology. Elementary education majors, students seeking secondary licensure, and Post Baccalaureate students are required to take all EDCO courses for a letter grade and to earn a minimum grade of “C-” in each course.

EDCO 240 Human Development: School Age Children
OR EDCO 241 Human Development: Adolescents*
EDCO 245 Learning and Motivation: School Age Children
OR EDCO 246 Learning and Motivation: Adolescents*
EDCO 255 Professional Seminar I and Field Experience: Learning and Motivation
EDCO 280 History of American Education
EDCO 290/291 Professional Seminar II and Field Experience: Human Relations
(Note: ESSI majors complete ESSI 291)
EDCO 301 Introduction to Exceptional Learners** (Note: Strategist I (K-8 and/or 5-12) endorsement students complete ESSI 405 in conjunction with EDCO 301)
EDCO 303 Differentiated Instruction for Diverse Learners**
EDCO 390 Instructional Technology and Innovative Teaching

*Students pursuing K-12 Licensure (art, foreign language (Spanish education), music, PE) may take either EDCO 240 or EDCO 241, and EDCO 245 or EDCO 246. Each course includes learning related to the full span of age ranges; however, the focused range is different as indicated by the course title. The recommended path is to take one course focusing on school-age children (EDCO 240 or EDCO 245) and one course focusing on adolescents (EDCO 241 or EDCO 246).

**ESSI majors take ESSI 101, 102, and 103, instead of EDCO 301 and EDCO 303

MAJOR IN ELEMENTARY EDUCATION: 66-67 credit hours
The elementary education major requires completion of three components:

- The education core (above)
- The elementary education courses including coursework for a K-8 Reading Endorsement meeting Iowa licensure requirements for an area of concentration
- Required support coursework

Elementary education courses including student teaching: 48 credit hours. Elementary education majors are required to take all EDUC courses for a letter grade and to earn a minimum grade of “C-” in each course.

EDUC 317 Foundations of Literacy
EDUC 335 Development of Oral Communications
EDUC 342 Methods of Written Communications
EDUC 362 Methods of Physical Education and Health for Elementary Teachers
EDUC 363 Methods of Elementary Visual Arts
EDUC 371 Methods of Data-Driven Literacy Instruction
EDUC 380 Language Development and Methods
EDUC 393 Elementary Math Methods and Field Experience
EDUC 410 Elementary Curriculum/Social Studies Methods
EDUC 415 Reading Strategies and Instructional Methods: Fiction
EDUC 420 Reading Strategies and Instructional Methods: Informational Text
EDUC 443 Literacy Field Experience
STEM 394 STEM Principles I: Elementary STEM Methods
TEAC 402 Professional Seminar III: Student Teaching in Kindergarten
or TEAC 403 Professional Seminar III: Student Teaching in Elementary (1-3)
TEAC 404 Professional Seminar III: Student Teaching in Elementary (4-6)

Support Work (33 credits minimum):
- 9 credit hours of science including physical science, earth/space science, and life science
- COMM 100 Fundamentals of Communication
- 3 credit hours of literature
- MATH 123 Mathematics for Elementary Education I
- MATH 124 Mathematics for Elementary Education II
- Additional Math course not including MATH 050 or MATH 100; MATH 130 Mathematical Ideas for the Liberal Arts or MATH 140 Elementary Applied Statistics is recommended, though not required.
- 9 credit hours in social sciences/humanities to include history, geography, political science/civic literacy, economics, and behavioral science
- Many of these courses will be completed through the general education program.

Secondary Education Licensure:
Secondary education licensure requires a content major in a certifiable teaching area and completion of the following eight components:
- Intellectual Explorations, Intellectual Foundations, and university graduation requirements
- The education core (See “The Education Core” section.)
- Secondary education support work (see below)
- SEDU 310 Curriculum Design I: Standards, Assessment and Instruction for Engaged Learning*
- SEDU 365 Methods of Reading in the Content Areas and Field Experience*
- The secondary methods course(s) in your chosen discipline including the field experience (See below)**
- SEDU 410 Curriculum Design II: Conceptual Unit Design**
- TEAC 4XX Professional Seminar III: Student Teaching in Secondary Disciplinary Area ***

* A student must have passed through Checkpoint I in order to enroll in these courses.
** A student must have passed through Checkpoint II in order to enroll in these courses.
*** A student must have passed through Checkpoint III in order to enroll in student teaching.

Secondary Education Support Work:
As the Intellectual Explorations and Intellectual Foundations of the university are met, the following must be selected for support work:
- 3 credit hours of biological science
- COMM 100 Fundamentals of Communication
- 3 credit hours of physical science
- PSCN 110 Introduction to American Government or PSPA 320 State and Local Politics or U.S. History Course

Secondary Methods:
Students must take the methods course related to their major. In addition, if one desires to add another secondary teaching endorsement, the methods course for that endorsement must be taken. Some secondary methods courses are offered every other year. Check with your education advisor or the registrar’s office for more information.

SEDU 401 Methods of Teaching Secondary Art and Field Experience
SEDU 402 Methods of Teaching Secondary Business and Field Experience
SEDU 411 Methods of Teaching Secondary English/Language Arts and Field Experience
SEDU 413 Methods of Teaching K-12 Foreign Language and Field Experience
SEDU 421 Methods of Teaching Secondary Mathematics and Field Experience
SEDU 431 Methods of Teaching Secondary Health/Physical Ed and Field Experience
SEDU 441 Methods of Teaching Secondary Social Science and Field Experience
ENGLISH LANGUAGE ARTS FOR SECONDARY EDUCATION

Students pursuing the multidisciplinary major English Language Arts for Secondary Education must elect a track of academic study.

**Track 1:** This major meets the Iowa Board of Educational Examiners’ requirements for English Language Arts grades 5-12 teaching license (Endorsement 120) with a 5-12 Reading Endorsement (Endorsement 149). Teachers earning licensure in Track 1 are credentialed to teach all English Language Arts programming and reading interventions.

**Track 2:** This major meets the Iowa Board of Educational Examiners’ requirements for English Language Arts All grades 5-12 teaching license (Endorsement 1201). Teachers earning licensure in Track 2 are credentialed to teach all English Language Arts programming, communication, speech, theatre, digital media, and journalism.

Secondary education focuses on adolescent and young adult learning. Students interested in a teaching career working with learners in this age range must, in addition to studying content within a discipline (identified as a teaching licensure area by the State of Iowa), meet the requirements for curricular and instructional coursework, and affiliated field experiences, to develop their skills as professional educators.

Students completing this major program will be well prepared to enter the teaching field and to develop the strong knowledge-based critical thinking skills needed by middle and high school students.

Students pursuing the multidisciplinary major English Language Arts for Secondary Education must be accepted into the BVU Teacher Education Program (TEP) and meet the progressive requirements throughout the program as outlined in the description of the TEP Checkpoints. See the Education section of the catalog for the TEP Checkpoints. The four checkpoints below outline the progressive requirements of the Teacher Education Program and serve as a guideline for students as they move toward licensure.

MAJOR IN ENGLISH LANGUAGE ARTS FOR SECONDARY EDUCATION

92-93 (Track 1) or 89-90 (Track 2) credit hours

**Education Courses:** 41-42 credit hours

EDCO 241 Human Development: Adolescents  
EDCO 246 Learning and Motivation: Adolescents  
EDCO 255 Professional Seminar I and Field Experience: Learning and Motivation  
EDCO 280 History of American Education  
EDCO 290/291 Professional Seminar II and Field Experience: Human Relations**  
EDCO 301 Introduction to Exceptional Learners  
EDCO 303 Differentiated Instruction for Diverse Learners*  
EDCO 390 Instructional Technology and Innovative Teaching*  
SEDU 310 Curriculum Design I: Standards, Assessment and Instruction for Engaged Learning*  
SEDU 365 Methods of Reading in the Content Areas and Field Experience*  
SEDU 410 Curriculum Design II: Conceptual Unit Design**  
SEDU 411 Methods of Teaching Secondary English Language Arts and Field Experience**  
TEAC 415 Professional Seminar III: Student Teaching in Secondary English/Language Arts (5-8) ***  
TEAC 425 Professional Seminar III: Student Teaching in Secondary English/Language Arts (9-12) ***

* A student must have passed through Teacher Education Program Checkpoint I in order to enroll in these courses.  
** A student must have passed through Teacher Education Program Checkpoint II in order to enroll in these courses.  
*** A student must have passed through Teacher Education Program Checkpoint III in order to enroll in student teaching.
Track 1 Secondary English and Reading Endorsement Disciplinary Courses: 49 credit hours
A major in Secondary English Education with Track 1 meets the Iowa Board of Educational Examiners requirements for English/Language Arts grades 5-12 teaching license (120) with a 5-12 Reading Endorsement. Teachers earning licensure in Track 1 are credentialed to teach English Language Arts and reading interventions.

ENGL 220 Introduction to Literature
ENGL 250 American Literature
ENGL 260 British Literature
ENGL 276 World Literature
ENGL 300 Advanced Composition
ENGL 320 Creative Writing
ENGL 331 Introduction to Linguistics
ENGL 332 Modern English Grammar
Elective course in literature (300 or 400 level)
EDUC 317 Foundations of Literacy
EDUC 371 Methods of Data-Driven Literacy Instruction*
SEDU 333 Young Adult Fiction and Nonfiction
SEDU 335 Development of Oral Communications*
SEDU 342 Methods of Written Communications*
SEDU 380 Language Development and Methods*
SEDU 454 Reading Strategies and Instructional Methods**
SEDU 455 Literacy Field Experience**

* A student must have passed through Teacher Education Program Checkpoint I in order to enroll in these courses.
** A student must have passed through Teacher Education Program Checkpoint II in order to enroll in these courses.

Other Support Work for Track 1:
As the Intellectual Explorations and Intellectual Foundations of the university are met, the following must be selected for support work:
  3 credit hours of biological science
  3 credit hours of physical science
COMM 100 Fundamentals of Communication
PSCN 110 Introduction to American Government
  or PSPA 320 State and Local Politics or US History Course

Track 2 – English Language Art All Disciplinary Courses: 48 credit hours
A major in Secondary English Education with Track 2 meets the Iowa Board of Educational Examiners requirements for English-Language Arts - All grades 5-12 teaching license (1201). Teachers earning licensure in Track II are credentialed to teach all English Language Arts programming, communication, speech, theatre, digital media, and journalism.

COMM 227 Public Communication or COMM 300 Argumentation
Three hours selected from the following courses:
DIGI 101 Media Studio: Photo; DIGI 102: Media Studio: Video; DIGI 103 Media Studio: Audio;
  DIGI 104 Media Studio Web; DIGI 105 Media Studio: Writing for Digital Journalism; DIGI 106 Media Studio: Information Gathering
DIGI 210 Media and Society
DIGI 300 Legal and Ethical Perspectives
EDUC 317 Foundations of Literacy
ENGL 220 Introduction to Literature
ENGL 250 American Literature
ENGL 260 British Literature
ENGL 276 World Literature
ENGL 300 Advanced Composition or ENGL 320 Creative Writing
ENGL 331 Introduction to Linguistics
ENGL 332 Modern English Grammar
SEDU 333 Young Adult Fiction and Nonfiction
SEDU 454 Reading Strategies and Instructional Methods**
THME 200 Fundamentals of Acting or THME 300 Fundamentals of Directing or THME 310 Oral Interpretation of Literature
THME 242 Theatre Practicum: Cast or Crew
THME 342 Theatre Practicum: Leadership
THME 442 Theatre Practicum: Design or Direction

** A student must have passed through Teacher Education Program Checkpoint II in order to enroll in this course.

Other Support Work for Track 2:
As the Intellectual Explorations and Intellectual Foundations of the university are met, the following must be selected for support work:

COMM 100 Fundamentals of Communication
3 credit hours of biological science
3 credit hours of physical science
PSCN 110 Introduction to American Government or PSPA 320 State and Local Politics or US History Course

MAJOR IN SOCIAL SCIENCE FOR SECONDARY EDUCATION: 95-108 credit hours
This major meets the requirements for the All Social Science 5-12 Endorsement in Iowa. *

Education Courses: 41-42 credit hours
EDCO 241 Human Development: Adolescents
EDCO 246 Learning and Motivation: Adolescents
EDCO 255 Professional Seminar I and Field Experience: Learning and Motivation
EDCO 280 History of American Education
EDCO 290/291 Professional Seminar II and Field Experience: Human Relations**
EDCO 301 Introduction to Exceptional Learners
EDCO 303 Differentiated Instruction for Diverse Learners*
EDCO 390 Instructional Technology and Innovative Teaching*
SEDU 310 Curriculum Design I: Standards, Assessment and Instruction for Engaged Learning*
SEDU 365 Methods of Reading in the Content Areas and Field Experience*
SEDU 410 Curriculum Design II: Conceptual Unit Design**
SEDU 441 Methods of Teaching Secondary Social Science and Field Experience**
TEAC 410 Professional Seminar III: Student Teaching in Secondary Social Science (5-8) ***
TEAC 420 Professional Seminar III: Student Teaching in Secondary Social Sciences (9-12) ***

* A student must have passed through the Teacher Education Program Checkpoint I in order to enroll in these courses.
** A student must have passed through the Teacher Education Program Checkpoint II in order to enroll in these courses.
*** A student must have passed through the Teacher Education Program Checkpoint III in order to enroll in student teaching.

Social Science Disciplinary Courses: 57-66 credit hours
Each student must declare an area of emphasis (which would require more in-depth study) in one of the identified Licensure fields (History, Political Science, Psychology or Sociology-OSG only) and complete support work in the other five identified fields. For example, a student with an emphasis in
Sociology (at OSG) will take support work in History, Political Science and Psychology. All Social Science majors will take the following six hours of support work in Economics and six hours in Geography.

ECON 205 Principles of Microeconomics
ECON 206 Principles of Macroeconomics
GEOG 200 World Regional Geography of the Developed World
GEOG 300 Human and Cultural Geography

Students with an **emphasis in History** must take:
- At least 9 hours history at the 100-level.
- At least 6 hours history at the 200-level
- At least 6 hours history at the 300-400 level
- 3 hours of history elective
- Courses must be evenly distributed between US and World designation in order to receive licensure to teach both American and World history.

Support work in Political Science must include:
- PSCN 110 Introduction to American Government
- PSCN 115 Introduction to Politics
- PSCN 315 International Relations (or an appropriate 200-400 level political science course)

Support work in Psychology must include:
- PSYC 100 General Psychology
- PSYC 291 Learning and Memory (or an appropriate 200-400 level psychology elective)

Support work in Sociology must include:
- SOCI 101 Introduction to Sociology
- SOCI 203 Social Psychology (or appropriate 200-400 sociology elective)

Students with an **emphasis in Political Science** must take:
- PSCN 110 Introduction to American Government
- PSCN 115 Introduction to Politics
- PSCN 205 Introduction to Political Philosophy
- PSCN 310 Comparative Politics or PSCN 315 International Relations
- PSCN 460 Constitutional Law
- PSPA 360 Introduction to Public Affairs
- Any 2 PSCN or PSPA courses at the 300-level or above

Support work in History must include:
- 18 credit hours evenly split between American and World history for licensure in Iowa in both American and World History
- At least 9 hours must be taken at the 200-400 level

Support work in Psychology must include:
- PSYC 100 General Psychology
- PSYC 291 Learning and Memory or (or an appropriate 200-400 psychology elective)

Support work in Sociology must include:
- SOCI 101 Introduction to Sociology
- SOCI 203 Social Psychology (or appropriate 200-400 sociology elective)

Students with an **emphasis in Psychology** must take:
- PSYC 100 General Psychology
- PSYC 291 Learning and Memory
- Any 2 PSYC courses at the 200-level
- Any 2 PSYC courses at the 300-level
- Any additional Psychology elective

Support work in History must include:
- 18 credit hours evenly split between American and World history for licensure in Iowa in both American and World History
At least 9 hours must be taken at the 200-400 level

Support work in Political Science must include:
- PSCN 110 Introduction to American Government
- PSCN 115 Introduction to Politics
- PSCN 315 International Relations (or an appropriate 200-400 level political science course)

Support work in Sociology must include:
- SOCI 101 Introduction to Sociology
- SOCI 203 Social Psychology (or appropriate 200-400 sociology elective)

Students with an emphasis in Sociology (OSG only) must take:
- SOCI 101 Introduction to Sociology or SOCI 100 Modern Social Problems
- SOCI 203 Social Psychology
- Any 5 SOCI courses at the 200-level and above

Support work in History must include:
- 18 credit hours evenly split between American and World history for licensure in Iowa in both American and World History
- At least 9 hours must be taken at the 200-400 level

Support work in Political Science must include:
- PSCN 110 Introduction to American Government
- PSCN 115 Introduction to Politics
- PSCN 315 International Relations (or an appropriate 200-400 level political science course)

Support work in Psychology must include:
- PSYC 100 General Psychology
- PSYC 291 Learning and Memory (or an appropriate 200-400 level psychology elective)

Other Support Work:
As the Intellectual Explorations and Intellectual Foundations of the university are met, the following must be selected for support work:
- 3 credit hours of biological science
- COMM 100 Fundamentals of Communication
- 5 credit hours of physical science

MAJOR IN ALL SCIENCE FOR SECONDARY EDUCATION: 92-94 credit hours

The All Science for Secondary Education major prepares students to meet the Iowa Board of Educational Examiners’ licensure requirements for Basic Science grade 5-12 (Endorsement 1541) and All Science II grades 9-12 (Endorsement 185). Teachers earning these licenses are credentialed to teach all science courses at these grade levels.

Secondary education focuses on adolescent and young adult learning. Students interested in a teaching career working with learners in this age range must, in addition to studying content within a discipline (identified as a teaching licensure area by the State of Iowa), meet the requirements for curricular and instructional coursework, and affiliated field experiences, to develop their skills as professional educators.

Students completing this major program will be well prepared to enter the teaching field and to develop the strong knowledge-based critical thinking skills needed by middle and high school students.

Students pursuing the multidisciplinary major All Science for Secondary Education must be accepted into the BVU Teacher Education Program (TEP) and meet the progressive requirements throughout the program as outlined in the description of the TEP Checkpoints. See the Education section of the catalog for the TEP Checkpoints.

Education Courses: 41-42 credit hours
- EDCO 241 Human Development: Adolescents
- EDCO 246 Learning and Motivation: Adolescents
- EDCO 255 Professional Seminar I and Field Experience: Learning and Motivation
- EDCO 280 History of American Education
EDCO 290/291 Professional Seminar II and Field Experience: Human Relations**
EDCO 301 Introduction to Exceptional Learners
EDCO 303 Differentiated Instruction for Diverse Learners*
EDCO 390 Instructional Technology and Innovative Teaching*
SEDU 310 Curriculum Design I: Standards, Assessment and Instruction for Engaged Learning*
SEDU 365 Methods of Reading in the Content Areas and Field Experience*
SEDU 410 Curriculum Design II: Conceptual Unit Design**
STEM 432 STEM Principles II: Secondary STEM Methods**
TEAC 411 Professional Seminar III: Student Teaching in Secondary Science (5-8)***
TEAC 421 Professional Seminar III: Student Teaching in Secondary Science (9-12)***

* A student must have passed through the Teacher Education Program Checkpoint I in order to enroll in these courses.
** A student must have passed through the Teacher Education Program Checkpoint II in order to enroll in these courses.
*** A student must have passed through the Teacher Education Program Checkpoint III in order to enroll in student teaching.

Science Disciplinary Courses: 51-52 credit hours

Biology
BIOL 163 Biological Principles I
BIOL 164 Biological Principles II
At least three credits of BIOL courses numbered between 201-449 (excluding 300-304 and 400)

Chemistry
CHEM 151 General Chemistry I
CHEM 152 General Chemistry II
CHEM 261 Organic Chemistry I

Earth/Space Science
PHYS 110 Introduction to Astronomy
Choose 1: ENVS 110 Physical Geology (recommended) or ENVS 115 Historical Geology
Choose 1: GENS 115 Atmosphere, Weather and Climate (recommended) or GENS 125 Oceanography

Mathematics
MATH 160 Calculus I: Elementary Applied Calculus
MATH 161 Calculus II: Theory and Applications

Physics
PHYS 211 General Physics I: Calculus Based
PHYS 212 General Physics II: Calculus Based
One course from the following options: PHYS 310 Classical Mechanics; PHYS 360 Mathematical Physics; PHYS 370 Quantum Mechanics; or PHYS 380 Theoretical Electricity and Magnetism

Other Support Work:
As the Intellectual Explorations and Intellectual Foundations of the university are met, the following must be selected for support work:
COMM 100 Fundamentals of Communication
PSCN 110 Introduction to American Government
or PSPA 320 State and Local Politics or US History Course

Exceptional Student Services and Instruction Endorsement (Special Education):
Buena Vista University offers coursework in special education leading to an educational endorsement as an Instructional Strategist I: Mild/Moderate and/or Strategist II: Significant Support Needs Cognitive or Behavioral. This endorsement is designed to accompany coursework for a major in elementary education or secondary education licensure. Completion of any of these endorsement options allows one to teach in resource, inclusive/mainstreamed, and partially self-contained settings with students having exceptionalities in the area of mild to moderate disabilities and/or significant
support needs. Buena Vista University also offers a major in Exceptional Student Services and Instruction (special education) leading to an endorsement as a K-12 Special Education Generalist.

**INSTRUCTIONAL STRATEGIST I ENDORSEMENT, WITH TEACHING LICENSURE (K-8): 32 credit hours**

EDUC 317 Foundations of Literacy  
EDUC 371 Methods of Data-Driven Literacy Instruction  
EDUC 393 Elementary Math Methods and Field Experience  
EDCO 301 Introduction to Exceptional Learners (Note: ESSI 405 must be taken in conjunction with EDCO 301)  
EDCO 303 Differentiated Instruction for Diverse Learners (Note: ESSI 407 must be taken in conjunction with EDCO 303)  
ESSI 210 Special Education Law and Professional Practices with Field Experience  
ESSI 220 Multidisciplinary Assessment and Evaluation  
ESSI 230 Transitions and Self-Determination  
ESSI 291 Professional Seminar II: Supervised Participation in Special Education  
ESSI 310 Behavior Interventions and Supports with Field Experience  
ESSI 405 Field Experience/Methods (Note: EDCO 301 must be taken in conjunction with ESSI 405)  
ESSI 407 Field Experiences/Methods (Note: EDCO 303 must be taken in conjunction with ESSI 407)  
TEAC 490 Professional Seminar III: Student Teaching Mild/Moderate - (K-8)

*Note: The Instructional Strategies I endorsement is taken in addition to a student’s primary area of teacher preparation (elementary or secondary education). The primary area of preparation includes 12 credit hours of student teaching. TEAC 490 will substitute for six of those student teaching credit hours.*

**INSTRUCTIONAL STRATEGIST I ENDORSEMENT, WITH TEACHING LICENSURE (5-12): 34 credit hours**

EDUC 317 Foundations of Literacy  
EDUC 371 Methods of Data-Driven Literacy Instruction  
EDUC 393 Elementary Math Methods and Field Experience  
EDCO 301 Introduction to Exceptional Learners (Note: ESSI 405 must be taken in conjunction with EDCO 301)  
EDCO 303 Differentiated Instruction for Diverse Learners (Note: ESSI 407 must be taken in conjunction with EDCO 303)  
ESSI 210 Special Education Law and Professional Practices with Field Experience  
ESSI 220 Multidisciplinary Assessment and Evaluation  
ESSI 230 Transitions and Self-Determination  
ESSI 291 Professional Seminar II: Supervised Participation in Special Education  
ESSI 310 Behavior Interventions and Supports with Field Experience  
SEDU 365 Methods of Reading in the Content Areas and Field Experience  
ESSI 405 Field Experience/Methods (Note: EDCO 301 must be taken in conjunction with ESSI 405)  
ESSI 407 Field Experiences/Methods (Note: EDCO 303 must be taken in conjunction with ESSI 407)  
TEAC 491 Professional Seminar III: Student Teaching Mild/Moderate – (5-12)

*Note: The Instructional Strategies I endorsement is taken in addition to a student’s primary area of teacher preparation (elementary or secondary education). The primary area of preparation includes 12 credit hours of student teaching. TEAC 491 will substitute for six of those student teaching credit hours.*

**INSTRUCTIONAL STRATEGIST II: SIGNIFICANT SUPPORT NEEDS ENDORSEMENT K-12 Cognitive: 37 hours**

The special education endorsement requires completion of an elementary education major or disciplinary major including secondary education licensure and the following special education courses:
EDUC 317 Foundations of Literacy
EDUC 371 Methods of Data-Driven Literacy Instruction
EDUC 393 Elementary Math Methods and Field Experience
EDCO 301 Introduction to Exceptional Learners
EDCO 303 Differentiated Instruction for Diverse Learners (Note: ESSI 407 must be taken in conjunction with EDCO 303)
ESSI 102 Introduction to Learners with Significant Cognitive Disabilities
ESSI 210 Special Education Law and Professional Practices with Field Experience
ESSI 220 Multidisciplinary Assessment and Evaluation
ESSI 230 Transitions and Self-Determination
ESSI 291 Professional Seminar II: Supervised Participation in Special Education
ESSI 306 Methods for Teaching Students with Cognitive Disabilities with Field Experience
ESSI 310 Behavior Interventions and Supports with Field Experience
ESSI 407 Field Experience/Methods (Note: EDCO 303 must be taken in conjunction with ESSI 407)
TEAC 492 Professional Seminar III: Student Teaching Significant Support Needs - Cognitive (K-12)

Note: The Instructional Strategist II endorsement is taken in addition to a student’s primary area of teacher preparation (elementary or secondary education). The primary area of preparation includes 12 credit hours of student teaching. TEAC 492 will substitute for six of those student teaching credit hours.

INSTRUCTIONAL STRATEGIST II: SIGNIFICANT SUPPORT NEEDS
ENDORSEMENT K-12 Learning/Behavioral: 37 hours
The special education endorsement requires completion of an elementary education major or disciplinary major including secondary education licensure and the following special education courses:
EDUC 317 Foundations of Literacy
EDUC 371 Methods of Data-Driven Literacy Instruction
EDUC 393 Elementary Math Methods and Field Experience
EDCO 301 Introduction to Exceptional Learners
EDCO 303 Differentiated Instruction for Diverse Learners (Note: ESSI 407 must be taken in conjunction with EDCO 303)
ESSI 103 Introduction to Learners with Significant Behavioral Disabilities
ESSI 210 Special Education Law and Professional Practices with Field Experience
ESSI 220 Multidisciplinary Assessment and Evaluation
ESSI 230 Transitions and Self-Determination
ESSI 291 Professional Seminar II: Supervised Participation in Special Education
ESSI 307 Methods for Teaching Students with Behavioral Disabilities
ESSI 310 Behavior Interventions and Supports with Field Experience
ESSI 407 Field Experience/Methods (Note: EDCO 303 must be taken in conjunction with ESSI 407)
TEAC 493 Professional Seminar III: Student Teaching Significant Support Needs – Learning and Behavioral (K-12)

Note: The Instructional Strategist I endorsement is taken in addition to a student’s primary area of teacher preparation (elementary or secondary education). The primary area of preparation includes 12 credit hours of student teaching. TEAC 493 will substitute for six of those student teaching credit hours.

MAJOR IN EXCEPTIONAL STUDENT SERVICE AND INSTRUCTION (ESSI/SPECIAL EDUCATION): 54 hours (73 hours with 19 hour education core)
The major in Exceptional Student Services and Instruction (special education) requires completion of the education core and the following special education courses. Special Education majors are required to take all ESSI and support work courses for a letter grade and to earn a minimum grade of “C-” in each course.

The Education Core: 19 credit hours
EDCO 240 Human Development: School Age Children OR EDCO 241 Human Development: Adolescents*
EDCO 245 Learning and Motivation: School Age Children OR EDCO 246 Learning and Motivation: Adolescents*
EDCO 255 Professional Seminar I and Field Experience: Learning and Motivation
EDCO 280 History of American Education
ESSI 101 Introduction to Exceptional Learners
ESSI 102 Introduction to Learners with Significant Cognitive Disabilities
ESSI 103 Introduction to Learners with Significant Behavioral Disabilities
EDCO 390 Instructional Technology and Innovative Teaching

Special Education Courses: 40 credit hours
ESSI 210 Special Education Law and Professional Practices with Field Experience
ESSI 220 Multidisciplinary Assessment and Evaluation Practices
ESSI 230 Transitions and Self-Determination
ESSI 291 Professional Seminar II: Supervised Participation in Special Education
ESSI 303 Curriculum Development and Instruction with Field Experience
ESSI 304 Literacy Methods with Field Experience
ESSI 305 Mathematics Methods with Field Experience
ESSI 306 Methods for Teaching Students with Cognitive Disabilities
ESSI 307 Methods for Teaching Students with Behavioral Disabilities with Field Experience
ESSI 310 Behavior Interventions and Supports with Field Experience
TEAC 494 Professional Seminar III: Student Teaching - Elementary ESSI
TEAC 495 Professional Seminar III: Student Teaching - Secondary ESSI

and the following support work: 14 credit hours
EDUC 317 Foundations of Literacy
EDUC 342 Methods of Written Communications
EDUC 371 Methods of Data-Driven Literacy Instruction
EDUC 393 Elementary Math Methods and Field Experience
EXSC 321 Adapted Physical Education

Areas of Specialization
In addition to this, students who complete the ESSI major may elect to complete an area of specialization listed below or complete a minor with teaching licensure in a content area. These are completed in an internship model with assigned academic and field work.

Autism Spectrum Disorders Specialization
- ESSI 320: Characteristics of Learners with Autism Spectrum Disorders
- ESSI 321: Assessments of Learners with Autism Spectrum Disorders
- ESSI322: Instructional Strategies for Learners with Autism Spectrum Disorders
- ESSI 323: Transition and Self-Determination for Learners with Autism Spectrum Disorders
- ESSI 324: Field Experience and Portfolio in Working with Learners with Autism Spectrum Disorders

Emotional and Behavioral Disorders
- ESSI 330: Characteristics of Learners with Emotional and Behavioral Disorders
- ESSI 331: Assessments of Learners with Emotional and Behavioral Disorders
- ESSI 332: Instructional Strategies for Learners with Emotional and Behavioral Disorders
- ESSI 333: Transition and Self-Determination for Learners with Emotional and Behavioral Disorders
- ESSI 334: Field Experience and Portfolio in Working with Learners with Emotional and Behavioral Disorders

Intellectual Disabilities
- ESSI 340: Characteristics of Learners with Intellectual Disabilities
- ESSI 341: Assessments of Learners with Intellectual Disabilities
• ESSI 342: Instructional Strategies for Learners with Intellectual Disabilities
• ESSI 343: Transition and Self-Determination for Intellectual Disabilities
• ESSI 344: Field Experience and Portfolio in Working with Learners with Intellectual Disabilities

Learning Disabilities
• ESSI 350: Characteristics of Learners with Learning Disabilities
• ESSI 351: Assessments of Learners with Learning Disabilities
• ESSI 352: Instructional Strategies for Learners with Learning Disabilities
• ESSI 353: Transition and Self-Determination for Learners with Learning Disabilities
• ESSI 354: Field Experience and Portfolio in Working with Learners with Learning Disabilities

Multiple Disabilities
• ESSI 360: Characteristics of Learners with Multiple Disabilities
• ESSI 361: Assessments of Learners with Multiple Disabilities
• ESSI 362: Instructional Strategies for Learners with Multiple Disabilities
• ESSI 363: Transition and Self-Determination for Learners with Multiple Disabilities
• ESSI 364: Field Experience and Portfolio in Working with Learners with Multiple Disabilities

Physical Disabilities
• ESSI 370: Characteristics of Learners with Physical Disabilities
• ESSI 371: Assessments of Learners with Physical Disabilities
• ESSI 372: Instructional Strategies for Learners with Physical Disabilities
• ESSI 373: Transition and Self-Determination for Learners with Physical Disabilities
• ESSI 374: Field Experience and Portfolio in Working with Learners with Physical Disabilities

Special Education majors are required to take all ESSI and support work courses for a letter grade and to earn a minimum grade of “C-” in each course.

READING ENDORSEMENT (K-8): 24 credit hours
This reading program fulfills the Iowa Department of Education reading endorsement #148. It qualifies the teacher as a Chapter 1 reading teacher, but is not valid for a position as director of a reading program. This endorsement must be accompanied by endorsement #102, elementary classroom teacher. This reading endorsement is built into the elementary education major.

EDUC 317 Foundations of Literacy
EDUC 335 Development of Oral Communications
EDUC 342 Methods of Written Communications
EDUC 371 Methods of Data-Driven Literacy Instruction
EDUC 380 Language Development and Methods
EDUC 415 Reading Strategies and Instructional Methods: Fiction
EDUC 420 Reading Strategies and Instructional Methods: Informational Text
EDUC 443 Literacy Field Experience

READING ENDORSEMENT (5-12): 24 credit hours
This reading program fulfills the Iowa Department of Education reading endorsement #149. It qualifies the teacher as a Chapter 1 reading teacher but is not valid for a position as director of a reading program. This endorsement must be accompanied by a 5-12 certification in a secondary content area.

EDUC 317 Foundations of Literacy
SEDU 333 Young Adult Fiction and Nonfiction
SEDU 335 Development of Oral Communications
SEDU 342 Methods of Written Communications
SEDU 365 Methods of Reading in the Content Areas and Field Experience
EDUC 371 Methods of Data-Driven Literacy Instruction
SEDU 380 Language Development and Methods
SEDU 454 Reading Strategies and Instructional Methods
SEDU 455 Literacy Field Experience

STEM Endorsement (K-8): 26-34 credit hours
This endorsement must be accompanied by endorsement #102, elementary classroom teacher.

Science: minimum of 12 credits, including
- 3 credits biological science
- 6 credits of physical science or environmental science
- a course that includes a science lab

Mathematics: students must complete one of the following options:
Option 1: minimum of 12 credit hours from the following courses:
- CMSC 160 Introduction to Computer Programming
- MATH 130 Mathematical Ideas for the Liberal Arts
- MATH 140 Elementary Applied Statistics
- MATH 143 Discrete Mathematics
- MATH 145 Elementary Functions

Option 2: MATH 160 Calculus I: Elementary Applied Calculus

STEM Methods: 10 credits
- STEM 299 STEM Internship
- STEM 394 STEM Principles I: Elementary STEM Methods
- STEM 435 STEM Principles III: Robotics, Sensors and Instrumentation Methods
- STEM 440 STEM Principles IV: Engineering Design, Programming and Fabrication Methods

STEM Endorsement (5-8): 26-34 credit hours
This endorsement must be accompanied by secondary teaching license.

Science: minimum of 12 credits, including
- 3 credits biological science
- 6 credits of physical science or environmental science
- a course that includes a science lab

Mathematics: students must complete one of the following options:
Option 1: minimum of 12 credit hours from the following courses:
- CMSC 160 Introduction to Computer Programming
- MATH 130 Mathematical Ideas for the Liberal Arts
- MATH 140 Elementary Applied Statistics
- MATH 143 Discrete Mathematics
- MATH 145 Elementary Functions

Option 2: MATH 160 Calculus I: Elementary Applied Calculus

STEM Methods: 10 credits
- STEM 299 STEM Internship
- STEM 432 STEM Principles II: Secondary STEM Methods
- STEM 435 STEM Principles III: Robotics, Sensors and Instrumentation Methods
- STEM 440 STEM Principles IV: Engineering Design, Programming and Fabrication Methods
Teaching English as a Second Language:
ESL Endorsement

In light of the pedagogical challenges presented in Iowa schools by the growing number of non-native speakers of English, this program is designed to prepare pre-service teachers to teach English as a second language in both public and private K-12 educational settings. The primary goal of the endorsement is to provide teachers with knowledge of second language acquisition, assessment procedures, skills and techniques to more effectively address the academic and social challenges presented by an increasingly diverse population of students.

ENGLISH AS A SECOND LANGUAGE ENDORSEMENT (K-12): 26-29 credit hours*

- COMM 302 Intercultural Communication
- EDCO 370 Human Relations*
- ENGL 331 Introduction to Linguistics
- ENGL 332 Modern English Grammar
- TESL 270 Introduction to Second Language Acquisition
- TESL 330 Methods of Teaching English as a Second Language
- TESL 407 Curriculum Development and Assessment in ESL
- TESL 410 Practicum in ESL Classroom
- TEAC 440 Professional Seminar III: Student Teaching in Elementary ESL (K-6)*
  or TEAC 450 Professional Seminar III; Student Teaching in Secondary ESL (7-12)*

*The ESL endorsement is taken in addition to a student’s primary area of teacher preparation (elementary or secondary education). Together, EDCO 280, EDCO 290, and EDCO 301, which are part of the elementary education major and secondary licensure program, already include Human Relation requirements. TEAC 440 or 450 will substitute for six of the twelve hours of student teaching required for elementary education majors and secondary licensure students.

MIDDLE SCHOOL ENDORSEMENT (5-8): 32-35 credit hours

Must be accompanied by certification as an elementary or secondary teacher.

1. 9 credits including the following:
   - EDCO 241 Human Development: Adolescents
     or EDUC 425/GEDU 525 Adolescent Growth and Development
   - EDUC 426/GEDU 526 Methods and Materials for Teaching Middle School
   - SEDU 365 Methods of Reading in the Content Areas and Field Experience
     or EDUC 420 Reading Strategies and Instructional Methods: Informational Text
   - SEDU 290 Middle School Supervised Participation
     or SEDU 291 Middle School Supervised Participation

   If needed to reach 9 credits, students also take EDUC 317 Foundations of Literacy.

2. To obtain this endorsement, the applicant must also complete the coursework requirements in two of the following content areas. Suggested courses meeting the requirements are listed. Other coursework can be reviewed by the Registrar's Office and the Teacher Education Program Licensure Officer:

   a) Social studies concentration. The social studies concentration requires 12 semester hours of coursework in social studies to include coursework in United States history, world history, government and geography. (Suggested course work: HIST 101 History of the United States to 1877 or HIST 102 History of the United States After 1877; and, HIST 111 World Civilizations I or HIST 112 World Civilizations II; and, PSCN 110 Introduction to American Government or PSCN 115 Introduction to Politics; and GEOG 200 World Regional Geography of the Developed World or GEOG 201 World Regional Geography of the Developing World)

   b) Mathematics concentration. The mathematics concentration requires 12 semester hours in mathematics to include coursework in algebra. (Suggested course work: MATH 130 Mathematical Ideas for the Liberal Arts, and MATH 140 Elementary Applied Statistics, and MATH 143 Discrete Mathematics, and MATH 322 Linear Algebra or MATH 100 Algebra Review)
c) Science concentration. The science concentration requires 12 semester hours in science to include coursework in life science, earth science, and physical science. (Suggested course work: BIOL 163 Biological Principles I; and, GENS 115 Atmosphere, Weather, & Climate or GENS 125 Oceanography or ENVS 110 Physical Geology or GENS 320 Physical Geography; and, PHYS 201 General Physics I- Trigonometry-Based or PHYS 211 General Physics I (Calculus-Based)

d) Language arts concentration. The language arts concentration requires 12 semester hours in language arts to include coursework in composition, language usage, speech, young adult literature, and literature across cultures. (Suggested course work: ENGL 300 Advanced Composition, and ENGL 332 Modern English Grammar, and COMM 100 Fundamentals of Communication, and SEDU 333 Young Adult Fiction & Nonfiction)

PRE-KINDERGARTEN/KINDERGARTEN ENDORSEMENT: 27 credit hours
This program allows the addition of the special pre-kindergarten/kindergarten endorsement to the elementary education major. It qualifies the teacher to teach at the preschool and/or kindergarten level. This PK/K endorsement program is not a minor. This endorsement must be accompanied by endorsement 102, elementary classroom teacher.
EDUC 380 Language Development and Methods
PRKK 300 Home, School, and Community Relations
PRKK 330 Guidance and Instructional Methods in Preschool and Kindergarten Education
PRKK 405 Preschool and Kindergarten Curriculum Development and Organization
PRKK 410 Early Childhood Assessment for Learning and Field Experience
PSYC 201 Child Development or PSYC 210 Developmental Psychology or EDCO 240 Human Development: School-Age Child
TEAC 400 Professional Seminar III: Student Teaching in Preschool*
TEAC 402 Professional Seminar III: Student Teaching in Kindergarten

*Completed after 12 credits of elementary student teaching

Post Baccalaureate Certification Program:
This program is specifically designed for those who have a bachelor’s degree in a subject area relevant to secondary education. It operates within the university’s current programming structure and is designed to move the candidate efficiently and effectively through core areas of pedagogy before they enter the classroom.

Eligible candidates must meet all of the following:
Hold a bachelor’s degree which meets the Iowa Department of Education content requirements for certification per secondary field:

- Requirements must be met for one of these individual or broad fields: Art, Basic Science, Business All, English/Language Arts, Language Arts All, Foreign language – Spanish, Mathematics, Music, Physical Education, All Science, All Social Sciences, Special Education. OR

- Requirements must be met for two (or more) of the limited fields (listed below) or combine a limited field with an individual or broad field (please refer to individual and broad fields listed above). The following fields are considered limited fields because of limited opportunities for practicum, student teaching and job placement: American Government, American History, Biological Science, Chemistry, Economics, Health, Journalism, Physics, Psychology, Sociology, Speech Communication/Theatre, World History. OR

- Requirements must be met for one of the limited fields with the candidate's understanding that the following fields offer limited practicum, student teaching, and job opportunities as single certifications: American Government, American History, Biological Science, Chemistry, Economics, Health, Journalism, Physics, Psychology, Sociology, Speech Communication/Theatre, World History.
To complete a secondary certification program:

- Complete all checkpoints of the Teacher Education Program.
- Complete the education core
- SEDU 310 Curriculum Design I: Standards, Assessment and Instruction for Engaged Learning*
- SEDU 365 Methods of Reading in the Content Areas and Field Experience* to be taken prior to or concurrent with the methods courses. (Students completing the secondary certification program in English must also complete SEDU 454 Reading Strategies and Instructional Methods **)
- Complete a 3 credit hour methods course specific to the content area **
- SEDU 410 Curriculum Design II: Conceptual Unit Design taken concurrently or following the methods course(s). **
- Complete a minimum of 12 credit hours of coursework through Buena Vista University before student teaching. This requirement is for any who have completed some of the education core prior to admission to this program. Nine of the 12 credit hours must be at the 300 level
- Student teach for one 16 week placement or two 8 week placements in one secondary setting**

* A student must have passed through Checkpoint I in order to enroll in these courses.
** A student must have passed through Checkpoint II in order to enroll in these courses.
*** A student must have passed through Checkpoint III in order to enroll in student teaching.

EDUCATIONAL STUDIES

The educational studies major is designed for students who have an interest in an education-oriented career, but have decided against pursuing P-12 licensure. Career examples include lay ministerial work, business training, and with some further preparation, various counseling endeavors. The educational studies major will not lead to teacher certification in any state. However, after completing the educational studies major or minor, the graduate may apply to the Board of Educational Examiners for a substitute authorization. A substitute authorization allows an individual to substitute in any K-12 classroom for no more than five consecutive days in one job assignment.

MAJOR IN EDUCATIONAL STUDIES: 33 credit hours

- EDCO 240 Human Development: School-Age Children
- or EDCO 241: Human Development: Adolescents
- EDCO 245 Learning and Motivation: School-Age Children
- or EDCO 246: Learning and Motivation: Adolescents
- EDCO 255 Professional Seminar I and Field Experience: Learning and Motivation
- EDCO 280 History of American Education
- EDCO 301 Introduction to Exceptional Learners
- EDUC 317 Foundations of Literacy
- Eighteen credits from the following:
  - A minimum of 6 credits must be taken from the School of Education and Exercise Science as indicated by EDUC, ESSI, EXSC, SEDU, STEM and TESL prefixes. No more than 6 credits may be from a single department outside of the School of Education and Exercise Science.
  - An asterisk below (*) indicates that acceptance into the Teacher Education Program (TEP) Checkpoint One is a prerequisite for the course.

School of Education and Exercise Science: select at least 6 credits

- EDCO 303 Differentiated Instruction for Diverse Learners*
- EDCO 390 Instructional Technology and Innovative Teaching*
- EDCO 495 Educational Studies Internship (up to 3 credits)
- EDUC 335/SEDU 335 Development of Oral Communications*
- EDUC 362 Methods of Physical Education and Health for Elementary Teachers*
- EDUC 363 Methods of Visual Arts*
- EDUC 371 Methods of Data-Driven Literacy Instruction*
EDUC 380/SEDU 380 Language Development and Methods*
EDUC 426 Methods and Materials for Teaching Middle School*
ESSI 103 Introduction to Learners with Significant Behavioral Disabilities
ESSI 230 Transitions and Self-Determination
EXSC 181 Lifetime Leisure Activities
EXSC 182 Teaching Team Sports
EXSC 202 Public and Community Health
EXSC 240 Dance and Rhythms
EXSC 291 Current Health Issues
EXSC 321 Adapted Physical Education
PKKK 300 Home, School, and Community Relations
SEDU 310 Curriculum Design I: Standards, Assessment and Instruction for Engaged Learning*
SEDU 333 Young Adult Fiction and Nonfiction
STEM 394 STEM Principles I: Elementary STEM Methods*
STEM 432 STEM Principles II: Secondary STEM Methods*
TESL 270 Introduction to Second Language Acquisition

Other courses: no more than 6 credits may be taken from the same department
COMM 230 Business and Professional Communication
COMM 280 Group and Team Communication
COMM 302 Intercultural Communication
COMM 340 Civic Communication
COMM 355 Conflict Management
COMM 370 Leadership Communication
MATH 123 Mathematics for Elementary Education I
MATH 124 Mathematics for Elementary Education II
MGMT 306 Principles of Management
MGMT 320 Human Resource Management
MGMT 375 Entrepreneurship/Small Business
MGMT 380 Social Responsibility of Business
MRKT 306 Principles of Marketing
PSCN 115 Introduction to Politics
PSPA 165 Introduction to Public Administration
PSPA 320 State and Local Politics
PSPA 360 Introduction to Public Affairs

Educational Studies Minor
This minor is designed for students who have an interest in the education field, broadly construed. Some career examples for students who may wish to acquire this minor include lay ministerial work, business training, and with further preparation, various counseling endeavors. The educational studies minor will not lead to teacher certification in any state.

MINOR IN EDUCATIONAL STUDIES: 20-21 credit hours
EDCO 240 Human Development: School-Age Children
or EDCO 241 Human Development: Adolescents
EDCO 245 Learning and Motivation: School-Age Children
or EDCO 246 Learning and Development: Adolescents
EDCO 255 Professional Seminar I and Field Experience: Learning and Motivation
EDCO 280 History of American Education
EDCO 301 Introduction to Exceptional Learners
EDUC 317 Foundations of Literacy
ESSI 103 Introduction to Learners with Significant Behavioral Disabilities OR EXSC 321 Adapted Physical Education OR TESL 270 Introduction to Second Language Acquisition
PKKK 300 Home, School, and Community Relations OR EXSC 291 Current Health Issues
ENGLISH

The English department supports the scholarship of engagement by fostering communication skills and critical authority for our students’ professional development, academic excellence, and life-long learning. Through a program of study that includes world literatures, writing in various genres, linguistic theory and development, and critical perspectives, our students develop a keen sense of the power of language and learn to deploy that power to benefit themselves and their communities. It is our belief that such mastery of written communication is fundamental to professional success, self-expression, and personal growth.

MAJOR IN ENGLISH: 37-43 credit hours
- ENGL 220 Introduction to Literature
- ENGL 250 American Literature
- ENGL 260 British Literature
- ENGL 276 World Literature
- ENGL 300 Advanced Composition
- ENGL 320 Creative Writing
- ENGL 331 Introduction to Linguistics
- ENGL 340 Introduction to Literary Theory
- ENGL 490 Major Portfolio
- ENGL 491 Senior Seminar
- 9 credit hours of English electives numbered above 300; at least 2 of the courses should be at the 400 level; 1 course must be in American literature; 1 course must be in World literature
- 2 semesters of same foreign language at the college level, or a passing MLA or CLEP score

MINOR IN ENGLISH: 18 credit hours
- ENGL 220 Introduction to Literature
- ENGL 250 American Literature
- ENGL 260 British Literature
- ENGL 276 World Literature
- ENGL 300 Advanced Composition or ENGL 320 Creative Writing
- ENGL 331 Introduction to Linguistics
- One English elective 340 or above

MAJOR IN ENGLISH WITH TEACHING LICENSURE (5-12): 43 credit hours
- ENGL 220 Introduction to Literature
- ENGL 250 American Literature
- ENGL 260 British Literature
- ENGL 276 World Literature
- ENGL 300 Advanced Composition
- ENGL 331 Introduction to Linguistics
- ENGL 332 Modern English Grammar
- ENGL 340 Introduction to Literary Theory
- ENGL 350 Shakespeare
- ENGL 490 Major Portfolio
- ENGL 491 Senior Seminar
- 1 ENGL elective numbered 400 or above

Support work:
- SEDU 333 Young Adult Fiction and Nonfiction
- SEDU 454 Reading Strategies and Instructional Methods
- Plus requirements for secondary education and education core
- Foreign language is not required for major in English with teaching licensure
MINOR IN ENGLISH WITH TEACHING LICENSURE (5-12): 30 credit hours
- ENGL 220 Introduction to Literature
- ENGL 250 American Literature
- ENGL 260 British Literature
- ENGL 300 Advanced Composition
- ENGL 331 Introduction to Linguistics
- ENGL 332 Modern English Grammar
- ENGL 340 Introduction to Literary Theory
- ENGL 350 Shakespeare

Support work:
- SEDU 333 Young Adult Fiction and Nonfiction
- SEDU 454 Reading Strategies and Instructional Methods
- Plus requirements for secondary education and education core

MAJOR IN ENGLISH WITH TEACHING LICENSURE (K-8): 27 credit hours
- Major in elementary education
- ENGL 250 American Literature
- ENGL 260 British Literature
- ENGL 300 Advanced Composition
- ENGL 331 Introduction to Linguistics
- ENGL 332 Modern English Grammar
- ENGL 350 Shakespeare
- THME 200 Fundamentals of Acting or THME 310 Oral Interpretation of Literature
- 2 courses numbered ENGL 370 or above

ENVIRONMENTAL SCIENCE
Environmental Science combines the disciplines of biological science, conservation science, and physical science into an integrated view of the environment and the world around us. Because environmental issues related to land use, conservation, and human health are becoming ever more a part of our lives, an understanding of key concepts is needed to solve the current environmental challenges. Environmental Science students will develop this understanding of key concepts through acquiring a foundation in the areas of biology, chemistry, physics, policy, and environmental science and by taking upper level courses in environmental science or biology. In all aspects of the major, students will be required to develop and hone their critical thinking and writing skills. This acquired knowledge will then be applied in hands-on and field-based courses, research, and internships. Environmental Science students must take all courses listed under the Core Courses, consisting of 44 credit hours. Students must also take courses that provide a focus on Physical Science, option 1, or a focus on Biological Science, option 2. Both options require you to take 3 courses totaling at least 10 credits hours. Students interested in a career that focuses on the policy side of Environmental Science are encouraged to either major in Environmental Science and minor in Political Science or major in Political Science and minor in Environmental Science. Students that want to pursue either a master's degree and/or a doctoral degree in environmental science, or in a similar major, are encouraged to take additional biology, math, and physics courses.

MAJOR IN ENVIRONMENTAL SCIENCE: 54-55 credit hours

Core Courses:
- BIOL 163 Biological Principles I
- CHEM 151 General Chemistry I
- CHEM 152 General Chemistry II
- ENVS 102 Environmental Science Laboratory
- ENVS 103 Introduction to Environmental Science
- ENVS 110 Physical Geology
- ENVS 201 Conservation Ecology
- ENVS 210 Global Climate Change
EXERCISE SCIENCE

The exercise science program at Buena Vista University offers majors in athletic training, human performance, and teaching licensure in physical education and coaching.

Athletic Training Program (ATP):
The Athletic Training Program (ATP) is an academic and clinical education program fully accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The athletic training major provides students with a thorough knowledge of many areas including the prevention, evaluation, management, and rehabilitation of injuries to those who are physically active. This preparation, along with the passing of the board of certification exam, will prepare a student for an entry-level position in the field of athletic training. Athletic training is a healthcare program, and a grade of C or better is required in all athletic training courses, while maintaining good academic standing in accordance to the university catalog.

Program Admittance
Students interested in the ATP should contact the program director to ensure the most up to date admissions criteria and seek early course advising due to the sequential nature of the major and obtain additional information on specific admission criteria. Only upon formal admission into the ATP can students continue with advanced courses and clinical education. Admission into the ATP is competitive, with enrollment limited by clinical availability. Admission to the ATP is determined by the following criteria:

1. Completion of written application (obtained from the Athletic Training Program Director)
2. Two rotations of athletic training directed observation under an upper level student mentor with a minimum of 50 hours.

3. Experience, with four (4) evaluations from observations turned in to ATP Director. (see Mentor Program)

4. A 2.75 major grade point average (GPA) and a grade of C or better in all athletic training major courses, while maintaining good academic standing in accordance to the university catalog.

5. At the time of application, one must have taken or be currently enrolled in the following courses:
   - EXSC 140 Functional Human Anatomy
   - EXSC 160 Athletic Training Observation
   - EXSC 170 Fundamentals of Athletic Training
   - EXSC 173 Introductory Techniques in Athletic Training
   - EXSC 251 First Aid and Injury Prevention

Two letters of recommendation (not to be written by any member of the Athletic Training Program Review Committee) are required to support the candidacy of the student in the ATP.

Completion of the BVU Technical Standards form.

Demonstration of appropriate clinical performance and conduct (clinical supervisor reflection), including: punctuality, reliability and responsibility, appearance and proper dress, communication skills, healthcare attitude and discipline, initiative, cooperative work ethic

Program interview

Minimum average score of 70 of 100 on completed application (see BVU ATP Applicant Review Sheet)

Transfer Policy

Transfer students to BVU who desire to complete the Athletic Training Program must be admitted to this competitive enrollment program. In order to be admitted one must meet all of the published admission requirements and be approved by the athletic training review committee. Persons eligible for admission to the program who desire prior course work and clinical experiences be considered as equivalents of BVU courses and/or clinical experiences must follow the procedures outlined on the Athletic Training Program web site. Accepted transfer students must begin their coursework in the Athletic Training Program in the fall semester or Interim. All transfer students admitted to the program should plan on three full academic years to complete the program regardless of their college academic status. Contact the Athletic Training Program director for the most current information.

Programmatic Matriculation

The five checkpoints below outline progressively the requirements of the Athletic Training Program and serve as a guideline as they move toward certification.

Checkpoint #1: Admission to the AT Program

- Major grade point average: 2.75 and a grade of C or better in all athletic training major courses
- University academic good standing
- Completion of prerequisite courses:
  - EXSC 140 Functional Human Anatomy
  - EXSC 160 Athletic Training Observation
  - EXSC 170 Fundamentals of Athletic Training
  - EXSC 173 Introductory Techniques in Athletic Training
  - EXSC 251 First Aid and Injury Prevention
- Completion of application process; two letters of recommendations (not to be written by any member of the Athletic Training Program Review Committee) are required to support the candidacy of the student in the ATP and completion of the BVU technical standards form
- Program interview
- Appropriate clinical rotations (Mentor Program) and evaluations by both mentors and clinical supervisors
- Minimum of 70/100 on complete application
- Minimum of 50 clinical experience hours
Checkpoints #2: Completion of AT Program Level I

- Accepted into the Athletic Training Program
- Major grade point average: 2.75 and a grade of C or better in all athletic training major courses
- University academic good standing
- Progress toward completion of General Education courses
- Clinical hour requirement:
  - 250 Hour Minimum (Some hours may apply in more than one category)
  - 100 Hours Per Experience (2 experiences) or 50 Hours Per Experience (4 Experiences)
  - 25 High School Hours
  - 10 General Medicine Hours
  - 10 Physical Therapy Hours
  - 10 Orthopedic Hours
  - 75 Morning Hours
- Completion of EXSC 205 Clinical Experiences in Athletic Training I with lab and C or better
- Completion of Level I End of Year Exam with greater than 70%
- Assigned clinical rotation evaluations
- Meeting with Athletic Training Program Director

Checkpoints #3: Completion of AT Program Level II

- Major grade point average: 2.75 and a grade of C or better in all athletic training major courses
- University academic good standing
- Progress toward completion of General Education courses
- Clinical hour requirement:
  - 300 Hour Minimum Beyond Level I (Some hours may apply in more than one category)
  - 125 Hours Per Experience (2 experiences)
  - 20 High School Hours
  - 10 General Medicine Hours
  - 10 Physical Therapy Hours
  - 20 Orthopedic Hours
  - 40 Morning Hours
- Completion of EXSC 304 Clinical Experiences in AT II with lab & either EXSC 305 Clinical Experiences in Athletic Training III with lab or EXSC 306 Clinical Experiences in Athletic Training IV with lab with C or better
- Completion of Level II End of Year Exam with greater than 70%
- Assigned clinical rotation evaluations
- Meeting with Athletic Training Program Director

Checkpoints #4: Eligible for Board of Certification Exam

- Major grade point average: 2.75 and a grade of C or better in all athletic training major courses
- University academic good standing
- Progress toward completion of General Education courses
- Completion of Athletic Training Core Class Requirements with a grade of C or better:
  - EXSC 140 Functional Human Anatomy
  - EXSC 160 Athletic Training Observation
  - EXSC 170 Fundamentals of Athletic Training
  - EXSC 173 Introductory Techniques in Athletic Training
  - EXSC 251 First Aid and Injury Prevention
  - EXSC 272 Therapeutic Modalities in Athletic Training
  - EXSC 273 Therapeutic Exercise and Reconditioning
  - EXSC 333 Lower Extremity Evaluation
  - EXSC 334 Upper Extremity Evaluation
  - EXSC 444 Organization and Administration of Athletic Training
  - EXSC 446 Pharmacology
  - EXSC 472 General Medical Conditions
- Completion of EXSC 405 Clinical Experiences in AT V with lab and a grade of C or better
• Completion of Level III End of Year Exam with great than 70%
• Assigned clinical rotation evaluations
• Meeting with Athletic Training Program Director

Checkpoint #5: Completion of AT Program Level III
• Major grade point average: 2.75 and a grade of C or better in all athletic training major courses
• University academic good standing
• Progress toward completion of General Education courses
• Clinical hour requirements:
  275 Hour Minimum Beyond Level II (Some hours may apply in more than one category)
  175 Hours Per Experience (1 Experience) or 150 Hour Experience Plus a 25 Hour Experience
  25 High School Hours
  10 General Medicine Hours
  20 Physical Therapy Hours
  30 Orthopedic Hours
  20 Morning Hours
• Completion of Athletic Training Supplementary Class Requirements with a grade of C or better
  BIOL 142 Introduction to Human Physiology or BIOL 163 Biological Principles I & BIOL 164 Biological Principles II
  BIOL 430 Human Anatomy
  CHEM 151 General Chemistry I
  EXSC 310 Nutrition
  EXSC 350 Biomechanics of Human Motion
  EXSC 352 Exercise Physiology with Lab
  PSYC 100 General Psychology or PSYC 102 The Science of Psychology
• Completion of EXSC 406 Clinical Experiences in AT VI with C- or better
• Assigned clinical rotation evaluations
• Meeting with Athletic Training Program Director

Athletic Training Program Probation
Students not meeting the academic standards for the Athletic Training Program will be given a one semester probationary period to return to good academic standing during the course of their tenure in the program. Failure to return to good standing at the end of the probationary period or a failure to remain in good standing after the probationary period will result in a suspension from the ATP until the student has returned to good standing.

A student will be placed on probationary status for any of the following reasons:
• Failure to maintain 2.0 Grade Point Average overall for all courses taken at Buena Vista University
• Failure to maintain a 2.75 Grade Point Average and a grade of C or better for all core ATP courses

During the probationary period, students are required to complete the following:
1. An initial meeting the Athletic Training Program Director within the first week of classes.
2. Complete a weekly schedule outlining responsibilities and study times.
3. Minimum of 5 documented athletic training room study hours per week during the course of the probationary period.
4. Bi-weekly meetings with the ATP Director to discuss progress.
5. Maintain a minimum of two days off from clinical assignments.
6. Maintain a Time Map outlining how each day is spent to be collected at random but at a minimum once a week.

Suspension:
Suspension status is defined as an indefinite period of interruption in a student’s progress. While on suspension, a student may not continue with ATP courses and clinical education assignments. Due to
the sequencing of Clinical Skills Development, the minimum suspension time is one academic year due to course sequencing and accreditation requirements. Suspension from the ATP may result from failure to resolve a previous probationary offense within the given time period.

Dismissal:
Dismissal is defined as the immediate expulsion of a student from the ATP.

**Athletic Training Citation and Dismissal Procedure**
Athletic training students will be given a citation for failure to abide by the established rules, regulations or NATA Code of Ethics. An athletic training student is allowed 5 citation points per academic year. After the fifth citation point the student will meet with the Athletic Training Review Committee. The Athletic Training Review Committee will review pertinent written information, interview appropriate personnel, and determine additional action to be taken (this includes probation, or possibly suspension from the program).

**MAJOR IN EXERCISE SCIENCE: ATHLETIC TRAINING:** 57 credit hours

**Pre-required courses** prior to acceptance into the athletic training program. A 2.75 major grade point average (GPA) and a grade of C or better is required in all athletic training courses as follows:
- EXSC 140 Functional Human Anatomy
- EXSC 160 Athletic Training Observation
- EXSC 170 Fundamentals of Athletic Training
- EXSC 173 Introductory Techniques in Athletic Training
- EXSC 251 First Aid and Injury Prevention

**Required Major Courses:** A 2.75 major grade point average (GPA) and a grade of C or better is required in all athletic training courses as follows:
- EXSC 205 Clinical Experiences in Athletic Training I with Lab
- EXSC 272 Therapeutic Modalities in Athletic Training
- EXSC 273 Therapeutic Exercise and Reconditioning
- EXSC 304 Clinical Experiences II in Athletic Training with Lab
- EXSC 305 Clinical Experiences III in Athletic Training with Lab
- EXSC 306 Clinical Experiences IV in Athletic Training with Lab
- EXSC 333 Lower Extremity Evaluation
- EXSC 334 Upper Extremity Evaluation
- EXSC 405 Clinical Experiences V in Athletic Training with Lab
- EXSC 406 Clinical Experiences VI in Athletic Training with Lab
- EXSC 444 Organization and Administration of Athletic Training
- EXSC 446 Pharmacology
- EXSC 472 General Medical Conditions

**Required support work:** A 2.75 grade point average (GPA) a grade of C or better is required as follows:
- BIOL 142 Introduction to Human Physiology or BIOL 163 Biological Principles I & BIOL 164 Biological Principles II
- BIOL 430 Human Anatomy
- CHEM 151 General Chemistry I
- PSYC 100 General Psychology or PSYC 102 The Science of Psychology
- EXSC 310 Nutrition
- EXSC 350 Biomechanics of Human Motion
- EXSC 352 Exercise Physiology with Lab

**Exercise Science: Human Performance:**
The undergraduate exercise science/human performance major has a science-based curriculum providing an expansive background for students planning to further their education at the graduate level. The factual and conceptual program offers students a foundation in the interdisciplinary nature of human movement. The charge of the program is to prepare students in the primary disciplines of:
The exercise science/human performance major offers student’s excellent preparation for graduate work in adult or corporate fitness, biomechanics, exercise physiology, motor control, sport psychology, or sports medicine. In addition, the exercise science/human performance major may prepare students for graduate level education in physical therapy, occupational therapy, medicine, podiatry, osteopathy, or other professional allied health care fields.

Students planning to enter the job market with an undergraduate major in exercise science/human performance prepare for entry level employment in the areas such as corporate and community fitness venues, personal training, health clubs, and similar fitness-related industries. In addition, the major makes it a suitable option for those students interested in the coaching profession, but not wishing to teach in a secondary education setting.

Students who major in exercise science/human performance may also select from a variety of institutionally offered minor degrees to gain the background necessary for success in adjacent job markets. Examples may include coaching, psychology, business, and chemistry.

**MAJOR IN EXERCISE SCIENCE: HUMAN PERFORMANCE:** 54 credit hours

- BIOL 142 Introduction to Human Physiology
- EXSC 140 Functional Human Anatomy
- EXSC 170 Fundamentals of Athletic Training
- EXSC 180 Lifetime Health Management with Lab
- EXSC 192 Introduction to Exercise Science
- EXSC 200 History, Philosophy and Ethics of Sport
- EXSC 202 Public and Community Health or EXSC 291 Current Health Issues
- EXSC 251 First Aid and Injury Prevention
- EXSC 295 Lower Level Internship in Exercise Science
- EXSC 310 Nutrition
- EXSC 321 Adapted Physical Education
- EXSC 345 Facility and Event Management
- EXSC 350 Biomechanics of Human Motion
- EXSC 351 Motor Learning
- EXSC 352 Exercise Physiology with Lab
- EXSC 360 Physiological Principles of Conditioning
- EXSC 435 Psycho-Social Dimensions of Sport
- EXSC 495 Internship
- EXSC 498 Human Performance Capstone
- PSYC 100 General Psychology or PSYC 102 The Science of Psychology

Exercise Science: Physical Education And Coaching:
The physical education and coaching major specifically allows students to be licensed to teach K-8 and 5-12 physical education and to coach at all grade levels. It is recommended that students with this emphasis complete another teaching endorsement to increase the possibilities of placement.

**MAJOR IN EXERCISE SCIENCE: PHYSICAL EDUCATION AND COACHING (K-8 AND 5-12):** 40 credit hours

- BIOL 142 Introduction to Human Physiology
- EXSC 140 Functional Human Anatomy
- EXSC 170 Fundamentals of Athletic Training
EXSC 180 Lifetime Health Management with Lab
EXSC 181 Lifetime Leisure Activities
EXSC 182 Teaching Team Sports
EXSC 200 History, Philosophy, and Ethics of Sport
EXSC 217 Theory and Ethics of Coaching
EXSC 240 Dance and Rhythms
EXSC 251 First Aid and Injury Prevention
EXSC 321 Adapted Physical Education
EXSC 350 Biomechanics of Human Motion
EXSC 351 Motor Learning
EXSC 432 Measurement and Evaluation in Health/Physical Education
EXSC 435 Psycho-Social Dimensions of Sport

2 courses from:
EXSC 210 Coaching Volleyball
EXSC 211 Coaching Basketball
EXSC 212 Coaching Baseball/Softball
EXSC 213 Coaching Wrestling
EXSC 214 Coaching Soccer
EXSC 215 Coaching Football
EXSC 216 Coaching Track, Field and Cross Country

Plus requirements under secondary education and education core and:
EDUC 360 Elementary Health and Physical Education Methods and Field Experience
TEAC 412 Professional Seminar III: Student Teaching in Elementary Exercise Science (K-8)

Note: A minor is strongly recommended.

MINOR IN EXERCISE SCIENCE HEALTH EDUCATION WITH TEACHING LICENSURE
(K-8 & 5-12): 24 credit hours
Only students seeking education licensure are eligible for a health minor.
EXSC 180 Lifetime Health Management with Lab
EXSC 202 Public and Community Health
EXSC 291 Current Health Issues
EXSC 310 Nutrition
PSYC 100 General Psychology or PSYC 102 The Science of Psychology
SCWK 270 Family Relationships

6 credit hours from:
BIOL 108 Human Reproduction and Development
EXSC 352 Exercise Physiology with Lab
EXSC 435 Psycho-Social Dimensions of Sport
PSYC 201 Child Development or PSYC 210 Developmental Psychology
PSYC 203 Social Psychology
PSYC 239 Abnormal Psychology
PSYC 265 Health Psychology
SCWK 100 Modern Social Problems or SOCI 101 Introduction to Sociology
SCWK 353 Social Intervention with Families

Additional certification for non-exercise science majors:
Select the courses consistent with the level of your teaching endorsement

K-8 TEACHING LICENSURE:
EDUC 360 Elementary Health and Physical Education Methods and Field Experience
TEAC 412 Professional Seminar III: Student Teaching in Elementary Exercise Science (K-8)
5-12 teaching licensure:
SEDU 365 Methods of Reading in the Content Areas and Field Experience
SEDU 431 Methods of Teaching Secondary Health/Physical Education and Field Experience
TEAC 422 Professional Seminar III: Student Teaching in Secondary Exercise Science (5-12)

MINOR IN EXERCISE SCIENCE/COACHING: 24 credit hours
- EXSC 140 Functional Human Anatomy
- EXSC 170 Fundamentals of Athletic Training
- EXSC 217 Theory and Ethics of Coaching
- EXSC 351 Motor Learning

Note: The student must select at least one course from each area below to total 24 credit hours for the coaching minor.
Remaining hours to reach 24 must also come from the courses listed below.

Coaching: (Maximum of two credits will count towards the minor)
- EXSC 210 Coaching Volleyball
- EXSC 211 Coaching Basketball
- EXSC 212 Coaching Baseball/Softball
- EXSC 213 Coaching Wrestling
- EXSC 214 Coaching Soccer
- EXSC 215 Coaching Football
- EXSC 216 Coaching Track, Field and Cross Country
- EXSC 494 Internship in Coaching (Maximum of two credits will count toward the minor.)

Health:
- EXSC 180 Lifetime Health Management with Lab
- EXSC 202 Public and Community Health
- EXSC 291 Current Health Issues
- EXSC 310 Nutrition

General:
- EXSC 350 Biomechanics of Human Motion
- EXSC 352 Exercise Physiology with Lab
- EXSC 435 Psycho-Social Dimensions of Sport

EXERCISE SCIENCE COACHING AUTHORIZATION/ENDORSEMENT: 12 credit hours
This (K-12) coaching authorization meets the minimum state requirements for coaching
- EXSC 140 Functional Human Anatomy
- EXSC 170 Fundamentals of Athletic Training
- EXSC 217 Theory and Ethics of Coaching
- EXSC 351 Motor Learning

1 course from:
- EXSC 210 Coaching Volleyball
- EXSC 211 Coaching Basketball
- EXSC 212 Coaching Baseball/Softball
- EXSC 213 Coaching Wrestling
- EXSC 214 Coaching Soccer
- EXSC 215 Coaching Football
- EXSC 216 Coaching Track, Field, and Cross Country

GENDER AND WOMEN’S STUDIES
The Gender and Women’s Studies (GWST) program at Buena Vista University seeks to enable students to develop an understanding of women and other marginalized perspectives in past, present,
and future society. It focuses on theories and perspectives of traditionally marginalized groups, exploring the forgotten, ignored, or suppressed contributions to knowledge, history, and culture. The program creates a new dimension in education about issues of gender, race, class, sexuality, and ability, a dimension with implications that go well beyond the walls of the university.

The GWST program is interdisciplinary. Courses may be offered across all divisions of the university and are chosen from among existing courses with subject matter appropriate to the area. They also include new, experimental courses developed by faculty who are themselves exploring the contributions of women and other marginalized groups. Theories and perspectives of women and other marginalized groups are explored through these courses with respect to social, psychological, cultural, and biological factors influencing the construction and representation of gender.

As a minor, Gender and Women’s Studies also offers a unique opportunity for interdisciplinary study by exploring how disciplines interact in their treatment of a distinctive area of study. Gender and Women’s Studies is especially appropriate for students who wish to expand their horizons beyond the traditional curriculum divisions.

Gender and Women’s Studies provides students with preparation for a wide range of careers and continued professional training. In addition to providing familiarity with the issues which may be pursued further in graduate study, the program prepares students who intend to work primarily with women or on women-centered issues such as rape, harassment, and discrimination. The minor is an excellent auxiliary study for students wishing to pursue professional careers in areas in which women and/or other marginalized groups are currently making a major contribution as well as public service areas which demand tolerance and familiarity with the changing nature of society. Gender and Women’s Studies is an appropriate minor for careers in health, law, management, government, teaching, science administration, art, and many others requiring new understanding of how gender is transforming social structures.

MINOR IN GENDER AND WOMEN’S STUDIES: 22 credit hours
GWST 110 Introduction to Gender and Women’s Studies
15 credit hours of GWST designated courses from 2 different disciplines. (Students may select from the following course list or consult with the GWST coordinator for additional offerings)
GWST 489 Capstone Proposal
GWST 490 Capstone
Note: Contact the coordinator of gender and women’s studies for current list of approved gender and women’s studies courses or check the course enrollment report for current semester.

Offerings may include:
COMM 302 Intercultural Communication
ENGL 300 Advanced Composition
ENGL 340 Introduction to Literary Theory
ENGL 395/THME 395 Dramatic Literature: Topics, when relevant to Gender or Women’s Studies
ENGL 485 Literature By and About Women
GWST 499 Independent Study
PHIL 321 Feminist Theory
PSYC 329 Psychology of Gender
PSYC 429 Stereotypes and Prejudice
RELI 321 Women in Philosophy and Religion
SCWK 100/SOCI 100 Modern Social Problems
SCWK 270/SOCI 270 Family Relationships
SOCI 361/PHIL 361 Racism and Sexism in American Life
We recommend that students complete GWST 110 and GWST 490 at Buena Vista University to obtain a BVU gender and women’s studies minor.

GRAPHIC DESIGN
See Art and Design for a description of requirements and course listings.
HISTORY

The history major is designed to provide breadth and depth of study in American, world, and European history. Upon completion of the program, history majors should be able to: utilize both a factual and interpretive knowledge of history to help make informed choices about the world around them; understand as well as relate various local, national, and world events, ideas, and beliefs to their historical antecedents; create, verify, or challenge historical interpretations based upon focused reading and research; demonstrate competency in analyzing, synthesizing, and evaluating evidence and interpretations; effectively construct and communicate an argument in a knowledgeable and technically proficient manner; understand and adhere to the ethical standards in the field both as teachers and as practitioners. Combined with their other coursework and experiences at BVU, a student graduating with a degree in history should possess basic intellectual tools to continue developing an historical consciousness and for cultivating the life of the mind after graduation. Courses in the program cover the history and cultures of Asia, the Middle East, Africa, Europe, and the United States. The small size of the major, the diversity of offerings, and flexibility within the requirements allow students to choose courses based on interest and to pursue a second major.

MAJOR IN HISTORY: 30 credit hours

AREA 1: Students must take 12 credit hours at the 100-level in a minimum of 3 fields

  U.S. history field:
  HIST 101 History of the United States to 1877
  HIST 102 History of the United States after 1877

  World history field:
  HIST 111 World Civilizations I
  HIST 112 World Civilizations II

  European history field:
  HIST 121 The Emergence of Western Civilization
  HIST 122 The Revolutions of Western Civilizations

  Asian history field:
  HIST 125 Asian Civilizations

AREA 2: 9 credit hours HIST 300 level or above

AREA 3: 6 credit hours HIST electives

AREA 4: HIST 481 The Historian’s Craft (World) or HIST 482 The Historian’s Craft (US)

MINOR IN HISTORY: 21 credit hours

AREA 1: Students must take 9 credit hours at the 100-level in a minimum of 2 fields.

  U.S. history field:
  HIST 101 History of the United States to 1877
  HIST 102 History of the United States after 1877

  World history field:
  HIST 111 World Civilizations I
  HIST 112 World Civilizations II

  European history field:
  HIST 121 The Emergence of Western Civilization
  HIST 122 The Revolutions of Western Civilization
Asian history field:
HIST 125 Asian Civilizations

AREA 2: 12 credit hours HIST electives (minimum)

MAJOR IN HISTORY WITH TEACHING LICENSURE (5-12): 30 credit hours
HIST 101 History of the United States to 1877
HIST 102 History of the United States after 1877
9 additional credit hours of American history (if taking History 482, then 6 credit hours)
HIST 111 World Civilizations I or HIST 121 The Emergence of Western Civilization
HIST 112 World Civilizations II or HIST 122 The Revolutions of Western Civilizations
HIST 125 Asian Civilizations
6 additional credit hours of World history (if taking History 481, then 3 credit hours)
HIST 481 The Historian’s Craft (World, Counts for elective credit in World history) or HIST 482
The Historian’s Craft (U.S., Counts as elective credit in U.S. history)
Plus requirements for secondary education and education core

MINOR IN HISTORY WITH TEACHING LICENSURE (5-12) AMERICAN HISTORY:
Option 1: 24 credit hours
HIST 101 History of the United States to 1877
HIST 102 History of the United States after 1877
18 credit hours additional American history
Plus requirements for secondary education and education core

Option 2: 30 credit hours
HIST 101 History of the United States to 1877
HIST 102 History of the United States after 1877
9 credit hours additional American history
15 credit hours of social sciences
Plus requirements for secondary education and education core

MINOR IN HISTORY WITH TEACHING LICENSURE (5-12) WORLD HISTORY:
Option 1: 24 credit hours
HIST 111 World Civilizations I and HIST 112 World Civilizations II or HIST 121 The Emergence of Western Civilization and HIST 122 The Revolutions of Western Civilizations
18 credit hours additional world history
Plus requirements for secondary education and education core

Option 2: 30 credit hours
HIST 111 World Civilizations I and HIST 112 World Civilizations II or HIST 121 The Emergence of Western Civilization and HIST 122 The Revolutions of Western Civilizations
9 additional credit hours of world history
15 credit hours of social sciences
Plus requirements for secondary education and education core

HISTORY TEACHING LICENSURE (K-8): 24 credit hours
HIST 101 History of the United States to 1877
HIST 102 History of the United States after 1877
6 additional credit hours of American history
HIST 111 World Civilizations I and HIST 112 World Civilizations II or HIST 121 The Emergence of Western Civilization and HIST 122 The Revolutions of Western Civilizations
6 additional credit hours of world history
Plus requirements for elementary education and education core
HONORS PROGRAM

In order to be enrolled in the honors courses, students must be admitted to the honors program. All transfer and current BVU students, having completed at least one semester of appropriate college coursework consisting of a minimum of 15 credit hours and who have achieved a 3.5 cumulative GPA may apply to the honors program. New first-year students meeting two of the three following standards: ACT 28 or higher, HS rank in top 10 percent or HS GPA of 3.75 are eligible to apply to the honors program. New international students wishing to enroll in the honors program should see the honors program director. Continuing participation requires all honors students to maintain a 3.5 minimum cumulative GPA. Honors students whose GPAs fall below 3.5 will be placed on probationary status relative to the program for a term of one semester, after which they may be re-admitted provided their GPA returns to 3.5. Students who successfully complete the program will receive transcript recognition to that effect.

All college honors with research: 15 credit hours
- HONR 100 Honors Orientation
- 9 hours of Honors Explorations with at least one course from three of these four areas:
  - HONR 200 Honors Fine Arts
  - HONR 210 Honors Social Science
  - HONR 221/222/223 Honors Science
  - HONR 230 Honors Humanities
- HONR 300 Honors Proposal
- HONR 350 Honors Research
- HONR 498 Honors Capstone

Honors research: 6 credit hours
- HONR 100 Honors Orientation
- HONR 300 Honors Proposal
- HONR 350 Honors Project
- HONR 498 Honors Capstone

Students may choose either track for honors distinction. Students on the research track may enroll in honors explorations courses if they wish (and are encouraged to do so), but the “all college honors with research” designation will only appear on the transcripts of those students who have nine honors explorations credit hours. To qualify for All College Honors with Research designation, honors exploration courses must be taken in at least three areas of explorations from among fine arts, science, humanities, or social science.

Students may repeat HONR 210 or HONR 230 for general education credit intellectual explorations provided the repeated courses are from distinct disciplines within a given area. Students seeking to do so must complete an academic action requesting that the repeated course apply toward a specific intellectual explorations requirement.

MATHEMATICS

Mathematics is the discipline that analyzes the quantitative behavior of naturally occurring as well as human-designed systems. Through mathematical analysis we gain a more complete understanding of such diverse areas as motion of objects within systems from planetary to subatomic levels, growth and decline of populations from human to cellular levels, the flow and growth of money within financial systems, the secure dissemination and retrieval of information in communications systems, and many other such applications. With a firm grounding in mathematics, we are better prepared to more thoroughly understand the nature of the world and society in which we live and work, and to predict the future behavior of the systems with which we interact on a daily basis.

Through the study of mathematics at Buena Vista University, students learn the broad array of concepts and techniques required for studying the quantitative behavior of the varied systems of the world in which we live. A major in mathematics can lead to careers in areas such as actuarial science, statistical analysis, computer science, financial analysis, cryptography, a cognate field such as physics or engineering, and teaching.


MAJOR IN MATHEMATICS: 38-39 credit hours

MATH 160 Calculus I: Elementary Applied Calculus
MATH 161 Calculus II: Theory and Applications
MATH 240 Foundations of Advanced Mathematics
MATH 260 Calculus III: Intermediate Calculus
MATH 261 Calculus IV: Multivariable Calculus
MATH 322 Linear Algebra
MATH 361 Differential Equations
MATH 433 Probability and Mathematical Statistics II** or MATH 140 Elementary Applied Statistics
MATH 480 Senior Capstone

**Students interested in actuarial science must elect MATH 433

3 courses from: ***

MATH 320 History of Mathematics
MATH 330 Applied Regression Analysis
MATH 341 Modern Algebra
MATH 352 Elements of Geometry
MATH 371 Numerical Analysis
MATH 432 Probability and Mathematical Statistics I
MATH 460 Complex Variables
MATH 470 Intermediate Analysis

*** For students pursuing secondary teaching licensure, the three courses must be MATH 320, MATH 352 and MATH 432

*** Students interested in actuarial science should choose MATH 330, MATH 371 and MATH 432.

*** Students with a double major in biochemistry, biology, or chemistry may reduce the requirement to one elective from the indicated group.

Recommended support work:

CMSC 181 Computer Science I: Introduction to Computer Science
PHYS 211 General Physics I: Calculus Based

(Credit in these courses may not replace credit in the indicated mathematics courses.)

Note: Mathematics majors pursuing secondary teaching licensure are required to complete CMSC 181 Computer Science I: Introduction to Computer Science as an additional requirement for licensure in mathematics.

MAJOR IN MATHEMATICS: CORPORATE: 55-56 credit hours

ACCT 205 Financial Accounting
ACCT 206 Managerial Accounting
ECON 205 Principles of Microeconomics
ECON 206 Principles of Macroeconomics
ECON 301 Microeconomic Theory or ECON 302 Macroeconomic Theory or any FNBK course with FNBK 306 Managerial Finance as a prerequisite
FNBK 306 Managerial Finance
MATH 160 Calculus I: Elementary Applied Calculus
MATH 161 Calculus II: Theory and Applications
MATH 240 Foundations of Advanced Mathematics
MATH 260 Calculus III: Intermediate Calculus
MATH 261 Calculus IV: Multivariable Calculus
MATH 322 Linear Algebra
MATH 330 Applied Regression Analysis
MATH 361 Differential Equations
MATH 432 Probability and Mathematical Statistics I
MATH 433 Probability and Mathematical Statistics II** or MATH 140 Elementary Applied Statistics
MAT 480 Senior Capstone
MGMT 205 Decision Science Foundations

** Students interested in actuarial science should elect MATH 433.

**Recommended support work:**
CMSC 181 Computer Science I: Introduction to Computer Science
PHYS 211 General Physics I
(Credit in these “recommended” courses may not replace credit in the indicated courses required for the major.)

**MINOR IN MATHEMATICS:** 20 credit hours
MATH 160 Calculus I: Elementary Applied Calculus
MATH 161 Calculus II: Theory and Applications
MATH 240 Foundations of Advanced Mathematics
MATH 260 Calculus III: Intermediate Calculus
MATH 261 Calculus IV: Multivariable Calculus
MATH 361 Differential Equations

**MAJOR IN MATHEMATICS WITH TEACHING LICENSURE (K-8):** 33 credit hours
CMSC 160 Introduction to Computer Programming or CMSC 181 Computer Science I:
Introduction to Computer Science
MATH 130 Mathematical Ideas for the Liberal Arts
MATH 140 Elementary Applied Statistics
MATH 160 Calculus I: Elementary Applied Calculus
MATH 161 Calculus II: Theory and Applications
MATH 240 Foundations of Advanced Mathematics
MATH 260 Calculus III: Intermediate Calculus
MATH 320 History of Mathematics
MATH 352 Elements of Geometry
MATH 480 Senior Capstone
Plus requirements for elementary education and education core

**MAJOR IN MATHEMATICS WITH TEACHING LICENSURE (5-12):** 41-42 credit hours
CMSC 160 Introduction to Computer Programming or CMSC 181 Computer Science I:
Introduction to Computer Science
MATH 160 Calculus I: Elementary Applied Calculus
MATH 161 Calculus II: Theory and Applications
MATH 240 Foundations of Advanced Mathematics
MATH 260 Calculus III: Intermediate Calculus
MATH 261 Calculus IV: Multivariable Calculus
MATH 320 History of Mathematics
MATH 322 Linear Algebra
MATH 352 Elements of Geometry
MATH 361 Differential Equations
MATH 432 Probability and Mathematical Statistics I
MATH 433 Probability and Mathematical Statistics II or MATH 140 Elementary Applied Statistics
MATH 480 Senior Capstone
Plus requirements for secondary education and education core

**MINOR IN MATHEMATICS WITH TEACHING LICENSURE (K-8):** 27 credit hours
CMSC 160 Introduction to Computer Programming or CMSC 181 Computer Science I:
Introduction to Computer Science
MATH 130 Mathematical Ideas for the Liberal Arts
MATH 140 Elementary Applied Statistics
MATH 160 Calculus I: Elementary Applied Calculus
MATH 161 Calculus II: Theory and Applications
MATH 240 Foundations of Advanced Mathematics  
MATH 260 Calculus III: Intermediate Calculus  
MATH 352 Elements of Geometry  
Plus requirements for elementary education and education core

MINOR IN MATHEMATICS WITH TEACHING LICENSURE (5-12): 29 credit hours  
CMSC 160 Introduction to Computer Programming or CMSC 181 Computer Science I: Introduction to Computer Science  
MATH 130 Mathematical Ideas for the Liberal Arts  
MATH 160 Calculus I: Elementary Applied Calculus  
MATH 161 Calculus II: Theory and Applications  
MATH 240 Foundations of Advanced Mathematics  
MATH 260 Calculus III: Intermediate Calculus  
MATH 261 Calculus IV: Multivariable Calculus  
MATH 322 Linear Algebra  
MATH 352 Elements of Geometry  
Plus requirements for secondary education and education core

MEDIA STUDIES
See digital media for a description of requirements and course listings.

MILITARY SCIENCE
The military science program does not offer an academic degree and is a part of the School of Social Science, Philosophy and Religion. The mission of the program is derived directly from the regulations governing the Army Reserve Officers Training Corps (AROTC) which are issued by the Army Cadet Command and Army Training and Doctrine Command and cannot be modified by this program.

Army ROTC is an elective curriculum that students take along with their major program of study through which they will gain an appreciation for ground warfare and doctrine. ROTC is designed to give students tools, training and experiences that will help them succeed in any competitive environment. ROTC courses promote leadership and sound management practices that investigate the military’s role in American domestic and foreign policy, and can be used in any career path.

Enrolling in the Army ROTC basic course does NOT involve a commitment of service to the Army unless students have received a ROTC Scholarship. Students may participate in ROTC as first-year and sophomore students without any obligation to join the Army. Students completing four years of the ROTC program upon graduation will be commissioned as an officer in the Army. At that point, graduates have a wide range of interest areas in which to specialize.

MUSIC
In keeping with Buena Vista University’s tradition of a comprehensive teaching institution, the music department provides a curriculum that prepares students for professional careers and life-long learning.

The Buena Vista University music program offers degree programs in three areas. The music performance degree prepares students for careers in the music performing arts. The music education degree prepares students interested in careers in public and private school education. Core courses for both majors include a study in music theory, music history, conducting and private instruction in the student’s applied area. Other requirements include participation in major ensembles and passing a piano proficiency exam. The performance capstone for music majors and minors is a recital in the final semesters before graduation.

The music production & technology program offers students a broad education in the liberal arts, humanities, social sciences and quantitative reasoning to enable them to function in a diverse and rapidly changing world. Students are presented with opportunities to sharpen their artistic skills and deepen their understanding of art, theatre, or music, while also developing a working understanding of business. Emphasizing the dual importance of a strong arts background and a competent understanding of business theories and procedures, the music production and technology program challenges students to synthesize an understanding of their chosen art field with a comprehension of business foundations.
MAJOR IN MUSIC EDUCATION INSTRUMENTAL WITH TEACHING LICENSURE
(K-12): 41 credit hours
MUSC 100-400 Private Lessons on Major Instrument (7 credit hours)
MUSC 111 Music Theory I
MUSC 112 Music Theory II
MUSC 127 Concert Band (7 semesters)
MUSC 192 Class Piano I for Music Majors
MUSC 193 Class Piano II for Music Majors
MUSC 194 Piano Proficiency
MUSC 203 Instrumental Techniques – Woodwinds
MUSC 204 Instrumental Techniques – Brass
MUSC 207 Instrumental Techniques – Percussion
MUSC 211 Music Theory III
MUSC 212 Music Theory IV
MUSC 307 Music History and Literature I
MUSC 308 Music History and Literature II
MUSC 321 Conducting I
MUSC 322 Conducting II
MUSC 490 Recital
Piano proficiency and recital must be passed prior to the student teaching experience

Plus requirements for secondary education and education core and:
EDUC 403 Methods of Teaching General Music
SEDU 442 Methods of Teaching Secondary Vocal Music
SEDU 443 Methods of Teaching Secondary Instrumental Music
SEDU 405 Field Experience/Methods concurrent with SEDU 443

MAJOR IN MUSIC EDUCATION VOCAL WITH TEACHING LICENSURE (5-12): 43 credit hours
MUSC 100-400 Private Voice Lessons (7 credit hours)
MUSC 111 Music Theory I
MUSC 112 Music Theory II
MUSC 121 Diction in Foreign Languages
MUSC 122 Concert Choir (7 semesters)
MUSC 192 Class Piano I for Music Majors
MUSC 193 Class Piano II for Music Majors
MUSC 194 Piano Proficiency
MUSC 203 Instrumental Techniques – Woodwinds
MUSC 204 Instrumental Techniques – Brass
MUSC 207 Instrumental Techniques – Percussion
MUSC 211 Music Theory III
MUSC 212 Music Theory IV
MUSC 307 Music History and Literature I
MUSC 308 Music History and Literature II
MUSC 321 Conducting I
MUSC 322 Conducting II
MUSC 490 Recital
Piano proficiency and recital must be passed prior to the student teaching experience

Plus requirements for secondary education and education core and:
EDUC 403 Methods of Teaching General Music
SEDU 405 Field Experience/Methods concurrent with SEDU 442
SEDU 442 Methods of Teaching Secondary Vocal Music
SEDU 443 Methods of Teaching Secondary Instrumental Music
MAJOR IN MUSIC EDUCATION VOCAL WITH TEACHING LICENSURE (K-8): 43 credit hours

- MUSC 100-400 Private Voice Lessons (7 credit hours)
- MUSC 111 Music Theory I
- MUSC 112 Music Theory II
- MUSC 121 Diction in Foreign Languages
- MUSC 122 Concert Choir (7 semesters)
- MUSC 192 Class Piano I for Music Majors
- MUSC 193 Class Piano II for Music Majors
- MUSC 194 Piano Proficiency
- MUSC 203 Instrumental Techniques – Woodwinds
- MUSC 204 Instrumental Techniques – Brass
- MUSC 207 Instrumental Techniques – Percussion
- MUSC 211 Music Theory III
- MUSC 212 Music Theory IV
- MUSC 307 Music History and Literature I
- MUSC 308 Music History and Literature II
- MUSC 321 Conducting I
- MUSC 322 Conducting II
- MUSC 490 Recital

Piano proficiency and recital must be passed prior to the student teaching experience

Plus requirements for elementary education and education core and:

- EDUC 403 Methods of Teaching General Music
- EDUC 405 Field Experience/Methods concurrent with EDUC 403
- SEDU 442 Methods of Teaching Secondary Vocal Music
- SEDU 443 Methods of Teaching Secondary Instrumental Music

MAJOR IN MUSIC PERFORMANCE – INSTRUMENTAL: 40 credit hours

- MUSC 100-400 Private Lessons on Major Instrument (12 credit hours)
- MUSC 111 Music Theory I
- MUSC 112 Music Theory II
- MUSC 127 Concert Band (7 semesters)
- MUSC 192 Class Piano I for Music Majors
- MUSC 193 Class Piano II for Music Majors
- MUSC 194 Piano Proficiency
- MUSC 211 Music Theory III
- MUSC 212 Music Theory IV
- MUSC 307 Music History and Literature I
- MUSC 308 Music History and Literature II
- MUSC 321 Conducting I
- MUSC 322 Conducting II
- MUSC 490 Recital

MAJOR IN MUSIC PERFORMANCE - VOCAL: 42 credit hours

- MUSC 100-400 Private Voice Lessons (12 credit hours)
- MUSC 111 Music Theory I
- MUSC 112 Music Theory II
- MUSC 121 Diction in Foreign Languages
- MUSC 122 Concert Choir (7 semesters)
- MUSC 192 Class Piano I for Music Majors
- MUSC 193 Class Piano II for Music Majors
- MUSC 194 Piano Proficiency
- MUSC 211 Music Theory III
- MUSC 212 Music Theory IV
- MUSC 307 Music History and Literature I
MUSC 308 Music History and Literature II
MUSC 321 Conducting I
MUSC 322 Conducting II
MUSC 490 Recital

MINOR IN MUSIC PERFORMANCE: 20 credit hours
MUSC 100-200 Level Private Lessons on Major Instrument or Voice (4 credit hours)
MUSC 111 Music Theory I
MUSC 112 Music Theory II
MUSC 122 Concert Choir or MUSC 127 Concert Band (4 semesters)
MUSC 307 Music History and Literature I
MUSC 308 Music History and Literature II
MUSC 321 Conducting I
MUSC 490 Recital

Courses taken for credit or no credit will appear on student’s permanent record along with an assigned grade. All required course work in the music major and minor must be taken for a letter grade.

MAJOR IN MUSIC PRODUCTION AND TECHNOLOGY - BUSINESS TRACK: 51-57 credit hours
ACCT 205 Financial Accounting
ACCT 206 Managerial Accounting
AMGT 225 Fundamentals of Arts Management
AMGT 490 Portfolio Project
COMM 100 Fundamentals of Communication
ECON 205 Principles of Microeconomics
ECON 206 Principles of Macroeconomics
FNBK 306 Managerial Finance
MGMT 315 Business Law I
MRKT 306 Principles of Marketing
MUSC 106 Music Fundamentals I
MUSC 107 Music Fundamentals II
MUSC 110 Introduction to Digital Recording
MUSC 115 Advanced Digital Recording Techniques
MUSC 122 Major Performance Ensemble – Concert Choir or MUSC 127 Major Performance Ensemble – Concert Band or MUSC 130 Major Performance Ensemble – Jazz Ensemble (6 semesters required for chosen ensemble)
MUSC 188 Class Piano I for Non-Music Majors
MUSC 189 Class Piano II for Non-Music Majors
MUSC 300 Creating Music/Effects for Video Games
MUSC 309 Introduction to Logic Pro X/Cubase Pro 8
MUSC 350 Understanding the Music Industry
MUSC 400 Introduction to Film Scoring
MUSC 495 Internship

DEGREE IN MUSIC PRODUCTION & TECHNOLOGY: FILM SCORING/AUDIO FOR VIDEO GAMES TRACK: 48-54 credit hours
CMSC 181 Computer Science I: Introduction to Computer Science
CMSC 182 Computer Science II: Data Structures
CMSC 351 User Interface Design and Development or CMSC 391 Topics in Computer Science, when topic is related to audio gaming
DIGI 101 Media Studio: Photo
DIGI 102 Media Studio: Video
DIGI 103 Media Studio: Audio
DIGI 104 Media Studio: Web
DIGI 302 Advanced Digital Video
MUSC 106 Music Fundamentals I
MUSC 107 Music Fundamentals II
MUSC 110 Introduction to Digital Recording
MUSC 115 Advanced Digital Recording Techniques
MUSC 120 Introduction to Music Notation Software
MUSC 122 Major Performance Ensemble-Concert Choir or MUSC 127 Major Performance Ensemble-Concert Band or MUSC 130 Major Performance Ensemble-Jazz Ensemble (6 semesters required)
MUSC 188 Class Piano I for Non-Music Majors
MUSC 189 Class Piano II for Non-Music Majors
MUSC 300 Creating Music/Effects for Video Games
MUSC 309 Introduction to Logic Pro X/Cubase Pro 8
MUSC 310 Introduction to Arranging Commercial Music
MUSC 350 Understanding the Music Industry
MUSC 400 Introduction to Film Scoring
MUSC 495 Internship

MINOR IN MUSIC PRODUCTION AND TECHNOLOGY: 23 credit hours
MUSC 106 Music Fundamentals I
MUSC 107 Music Fundamentals II
MUSC 110 Introduction to Digital Recording
MUSC 115 Advanced Digital Recording Techniques
MUSC 188 Class Piano I for Non-Music Majors
MUSC 189 Class Piano II for Non-Music Majors
MUSC 300 Creating Music/Effects for Video Games
MUSC 309 Introduction to Logic Pro X/Cubase Pro 8
MUSC 350 Understanding the Music Industry
MUSC 400 Introduction to Film Scoring

PHYSICS
Physics is the discipline that studies the natural behavior of the physical universe. It considers phenomena as large as clusters of galaxies to smaller than a proton. Some examples of the branches of physics are astronomy, astrophysics, optics, solid state, nanotechnology, computational, nuclear, medical physics and biophysics. Graduates of this program can work in engineering, computer science, and other technical fields. Graduates also go onto graduate programs in any branch of physics, engineering, or computer science. Also, graduates enter professional fields such as medicine or law where problem-solving skills are essential.

At Buena Vista University there are two tracks you can take to a physics degree: physics, and engineering physics. The engineering physics option is only available to students enrolled in the Dual Degree program with Washington University in St. Louis.

MAJOR IN PHYSICS: 51 credit hours
MATH 160 Calculus I: Elementary Applied Calculus
MATH 161 Calculus II: Theory and Applications
MATH 260 Calculus III: Intermediate Calculus
MATH 261 Calculus IV: Multivariable Calculus
MATH 361 Differential Equations
PHYS 211 General Physics I: Calculus Based
PHYS 212 General Physics II: Calculus Based
PHYS 310 Mechanics
PHYS 360 Mathematical Physics
PHYS 370 Quantum Mechanics
PHYS 380 Theoretical Electricity and Magnetism
PHYS 481 Research I
PHYS 482 Research II
Electives from MATH, CMSC, or PHYS at the 300 level

**Recommended support work:**
CMSC 181 Computer Science I: Introduction to Computer Science
CMSC 182 Computer Science II: Data Structures
PHYS 353 Thermodynamics

**MAJOR IN ENGINEERING PHYSICS:** 31 credit hours
This option is available only to the students in the dual degree program. A description of the dual degree program is available in the academic catalog.

- MATH 160 Calculus I: Elementary Applied Calculus
- MATH 161 Calculus II: Theory and Applications
- MATH 260 Calculus III: Intermediate Calculus
- MATH 261 Calculus IV: Multivariable Calculus
- MATH 361 Differential Equations
- PHYS 211 General Physics I: Calculus Based
- PHYS 212 General Physics II: Calculus Based
- 2 courses from PHYS 310, 360, 370, or 380
- Plus completion of engineering curriculum at Washington University in St. Louis, Mo.

**MINOR IN PHYSICS:** 17 credit hours

- PHYS 211 General Physics I: Calculus Based
- PHYS 212 General Physics II: Calculus Based

3 courses from:
- PHYS 310 Mechanics
- PHYS 353 Thermodynamics
- PHYS 370 Quantum Mechanics
- PHYS 380 Theoretical Electricity and Magnetism

**MAJOR IN PHYSICS WITH TEACHING LICENSURE (5-12):** 42 credit hours

- MATH 160 Calculus I: Elementary Applied Calculus
- MATH 161 Calculus II: Theory and Applications
- MATH 260 Calculus III: Intermediate Calculus
- MATH 261 Calculus IV: Multivariable Calculus
- MATH 361 Differential Equations
- PHYS 211 General Physics I: Calculus Based
- PHYS 212 General Physics II: Calculus Based
- PHYS 310 Mechanics
- PHYS 360 Mathematical Physics
- PHYS 370 Quantum Mechanics
- PHYS 380 Theoretical Electricity and Magnetism
- Physics electives at the 300 level
- Plus requirements for secondary education and education core

**Recommended support work:**
- PHYS 353 Thermodynamics

**GENERAL SCIENCE TEACHING LICENSURE (5-12):** Add the following courses:
- BIOL 163 Biological Principles I
- CHEM 151 General Chemistry I

**MINOR IN PHYSICS WITH TEACHING LICENSURE (5-12):** 24 credit hours

- PHYS 211 General Physics I: Calculus Based
PHYS 212 General Physics II: Calculus Based
Physics electives at the 300 level
Plus requirements for secondary education and education core

POLITICAL SCIENCE
The political science program at Buena Vista University offers students a choice among three tracks – politics & policy, legal studies, and public administration. Each program of study equips students with an optimal combination of theoretical awareness, methodological skill, and pre-professional experience. As a result, students completing the political science major are well prepared for employment in the private, non-profit, and public sectors. Many graduates of this program pursue advanced degrees in political science, public administration, public policy, or law.

Students pursuing the politics & policy track entertain the key questions of political life. Beginning political science majors explore in-depth the normative concerns of philosophers of ancient, modern, and contemporary lineage. In addition, beginning political science majors engage in comparative and historical examinations of the American public policy process, focusing on the key institutions, actors, and ideologies that shape outcomes in the policy game. Broad training in international affairs prepares students for focused, advanced coursework and international study opportunities. Upper-division courses develop professional skills and ask students to cull deeply from their liberal arts background as they construct their own, independent contributions to the study of political life. A world class array of internship and international travel opportunities add to the benefits of the politics and policy track.

Students pursuing the legal studies track take courses designed to prepare them for advanced study in the law. This program of study emphasizes substantive knowledge of the law, logical and analytical reasoning, critical thinking, research skills, as well as strong communication skills. Several courses are taught using a modified version of the case method, which is the teaching method used in most U.S. law schools. Students become familiar with preparation of case briefs, legal reasoning and analysis, court cases, legal research and legal writing. Outside the classroom co-curricular opportunities, such as mock trial and BVU’s Innocence Project initiative, are available to enhance the student’s legal education. Buena Vista University’s “3+3” accelerated law school entry program allows BVU undergraduates in their junior year of study to apply for admission to law school and earn both their Bachelor of Arts and Juris Doctor in six years. (See 3+3 program requirements)

The public administration track introduces students to professional-level management and policy analysis skills. Particular emphasis is placed on the development of problem-solving and project planning skills. After completing required support work and core public management courses, students choose an emphasis in either politics or decision making. The latter deepens students’ quantitative reasoning skills and capacities for ethical deliberation. Most students gain valuable experiences in a professional setting by completing an internship assignment in either their third or fourth year of study. Many students choose to participate in BVU’s celebrated Washington Center Internship Program.

MAJOR IN POLITICAL SCIENCE – Politics and Policy Track: 40 credit hours
Required Support Work
  - PSCN 115 Introduction to Politics
  - MATH 140 Elementary Applied Statistics
  - ECON 206 Principles of Macroeconomics

Politics and Policy Core
  - PSCN 205 Introduction to Political Philosophy
  - PSCN 240 Judicial Process OR PSCN 245 Introduction to American Law
  - PSCN 310 Comparative Politics OR PSCN 315 International Relations
  - PSCN 340 Congress and the Presidency
  - PSCN 400 Pre-Professional Seminar
  - PSCN 460 Constitutional Law
  - PSPA 320 State and Local Politics
PSPA 360 Introduction to Public Affairs

**Electives** [Complete Option A or Option B = 6 hours]

**Option A:** (choose two)
- ECON 205 Principles of Microeconomics
- PSCN 465 Civil Liberties
- PSCN 485 Special Topics in Political Science
- PSCN 495 Political Science Internship
- PSPA 380 Administrative Agencies
- One regional history course: HIST 320 History of the Middle East, HIST 360 History of China, OR HIST 362 History of Japan
- Additional PSCN or PSPA course at the 300 level or higher not previously completed to satisfy a PSCN requirement

**Option B:** PSCN 490 Washington Center Internship Program

**MAJOR IN POLITICAL SCIENCE – Legal Studies Track:** 40 credit hours

**Required Support Work:**
- PSCN 110 Introduction to American Government
- PSCN 115 Introduction to Politics
- PHIL 130 Logic

**Legal Studies Core:**
- PSCN 205 Introduction to Political Philosophy
- PSCN 245 Introduction to American Law
- PSCN 370 Legal Research and Writing
- PSCN 400 Pre-Professional Seminar
- PSCN 401 LSAT Preparation
- PSCN 460 Constitutional Law
- PSPA 320 State and Local Politics OR PSPA 360 Introduction to Public Affairs

**Electives** [Complete Option A, B, or C]

**Option A:** (choose four)
- CRIM 371 Criminal Procedure OR CRIM 240 Criminal Law
- MGMT 315 Business Law
- PSCN 240 Judicial Process
- PSCN 465 Civil Liberties
- PSCN 485 Special Topics in Political Science
- PSCN 495 Political Science Internship
- PSCN or PSPA course at 300 level or higher not previously completed to satisfy a PSCN requirement

**Option B:**
- PSCN 490 Washington Center Internship (12 hours)

**Option C**

**Electives** (choose two)
- CRIM 240 Criminal Law OR CRIM 371 Criminal Procedure
- MGMT 315 Business Law
- PSCN 465 Civil Liberties
- PSCN 495 Political Science Internship
- PSCN or PSPA course at 300 level or higher not previously completed to satisfy a PSCN requirement
AND admission to the “3+3” Accelerated Law School Entry Program & successful completion of the first year of full-time study in partner law school’s Juris Doctor program**

** This option is available to students in the “3+3” Accelerated Law School Entry dual degree program.

Buena Vista University 3+3 partners include the University of Iowa College of Law and Creighton University School of Law (“partner law schools”). Eligibility for the “3+3” Accelerated Law School Entry Program is contingent on satisfaction of the following criteria:

- ACT of 24 (or above) or SAT of 1110 (or above) at time of admission to BVU
- Successful completion of:
  - A minimum of 98 credit hours
  - the Legal Studies Track – “Support Work,” “Core Courses,” and “Electives”
  - BVU Foundations and Explorations requirements and IDST 400
- Favorable recommendation from BVU’s designated Pre-Law Advisor.
- Successful admission to a partner law school.
- Successful completion of one year of full-time study (30 semester hours) in the partner law school's Juris Doctor program

A full description of the dual degree program is available from BVU’s designated pre-law advisor and in the academic catalog.

MAJOR IN POLITICAL SCIENCE – Public Administration Track: 36-37 credit hours

Required Support Work:
- PSCN 115 Introduction to Politics
- MATH 140 Elementary Applied Statistics
- ECON 206 Principles of Microeconomics

Public Management Core:
- MGMT 306 Principles of Management
- MGMT 320 Human Resource Management
- PSCN 245 Introduction to American Law
- PSPA 165 Introduction to Public Administration
- PSPA 320 State and Local Politics
- PSPA 360 Introduction to Public Affairs
- PSPA 400 Pre-professional Seminar

Electives [Complete Option A or Option B = 5-6 hours]

Option A Complete either A1 or A2 below:
- A2. Decision Making Emphasis: Choose TWO of the following: ECON 205 Principles of Microeconomics, MGMT 205 Decision Science Foundations, and PHIL 336 Professional Ethics

Option B PSCN 490 Washington Center Internship Program

MINOR IN POLITICAL SCIENCE: 24 credit hours
- PSCN 115 Introduction to Politics
- PSCN 205 Introduction to Political Philosophy
- PSCN 310 Comparative Politics OR PSCN 315 International Relations
- PSCN 340 Congress and the Presidency
- PSCN 460 Constitutional Law
PSPA 360 Introduction to Public Affairs

2 courses from:
   PSCN or PSPA at the 300 level or higher

MAJOR IN POLITICAL SCIENCE WITH TEACHING LICENSURE (5-12):
Political science politics and policy track major (41 credit hours)
Plus requirements for secondary education and education core

MINOR IN POLITICAL SCIENCE WITH TEACHING LICENSURE (5-12):
Students pursuing a licensure minor must complete one of the following options:

Option 1:
   Political science minor (24 credit hours)
   Plus requirements for secondary education and education core

Option 2: 15 credit hours of social science courses and 15 credit hours of political science courses including:
    PSCN 110 Introduction to American Government
    PSCN 115 Introduction to Politics
    PSCN 460 Constitutional Law
    PSCN 465 Civil Liberties
    PSPA 360 Introduction to Public Affairs
    Plus requirements for secondary education and education core

PSYCHOLOGY
Psychology is the scientific study of behavior and mental processes. The psychology major prepares students for graduate training in psychology, counseling, school psychology, and social work. It is also excellent pre-professional training for many other graduate programs such as medicine, law, the ministry, physical therapy, and occupational therapy. The major provides a background for careers in a variety of areas including business, marketing, management, law enforcement, education, personnel, and the helping professions.

MAJOR IN PSYCHOLOGY: 33 credit hours
   Psychology majors must receive a grade of C- or higher in the following courses:
   PSYC 100 General Psychology or PSYC 102 The Science of Psychology
   PSYC 300 Experimental Design and Statistical Analysis I
   PSYC 303 Experimental Design and Statistical Analysis II
   PSYC 498 Capstone in Psychology

3 courses from:
   PSYC 201 Child Development    OR    PSYC 210 Developmental Psychology
   PSYC 203 Social Psychology
   PSYC 220 Behavior Modification
   PSYC 230 Sleep and Dreams (OSG only)
   PSYC 239 Abnormal Psychology
   PSYC 265 Health Psychology
   PSYC 281 Introduction to Biological Psychology
   PSYC 291 Learning and Memory

3 courses from:
   PSYC 305 Introduction to Trauma Advocacy (OSG only)
   PSYC 311 Psychology of Trauma (OSG only)
   PSYC 329 Psychology of Gender
   PSYC 364 Industrial Psychology
PSYC 369 Psychology of Personality
PSYC 379 Forensic Psychology
PSYC 389 Introduction to Counseling
PSYC 415 Sensation and Perception
PSYC 429 Stereotypes and Prejudice
PSYC 440 Cognition
PSYC 470 Psychology of Relationship Violence
PSYC 480 Advanced Research

Electives: Psychology electives (to reach 33 credit hours in psychology)

MINOR IN PSYCHOLOGY: 21 credit hours

Psychology minors must receive a grade of C- or higher in the following course:
PSYC 100 General Psychology or PSYC 102 The Science of Psychology

2 courses from:
- PSYC 201 Child Development OR PSYC 210 Developmental Psychology
- PSYC 203 Social Psychology
- PSYC 220 Behavior Modification
- PSYC 230 Sleep and Dreams (OSG only)
- PSYC 239 Abnormal Psychology
- PSYC 265 Health Psychology
- PSYC 281 Introduction to Biological Psychology
- PSYC 291 Learning and Memory

2 courses from:
- PSYC 305 Introduction to Trauma Advocacy (OSG only)
- PSYC 311 Psychology of Trauma (OSG only)
- PSYC 329 Psychology of Gender
- PSYC 364 Industrial Psychology
- PSYC 369 Psychology of Personality
- PSYC 379 Forensic Psychology
- PSYC 415 Sensation and Perception
- PSYC 429 Stereotypes and Prejudice
- PSYC 440 Cognition
- PSYC 470 Psychology of Relationship Violence
- PSYC 480 Advanced Research

Electives: Psychology electives (to reach 21 credit hours in psychology)

MAJOR IN PSYCHOLOGY WITH TEACHING LICENSURE (5-12): Psychology major (33 credit hours)

Plus requirements listed under secondary education and education core

Note: Because of limited placement options for secondary psychology student teachers, the candidate must complete a second teaching major.

MINOR IN PSYCHOLOGY WITH TEACHING LICENSURE (5-12):

Option 1:
- 24 credit hours in psychology (same as the 21 credit hour minor plus 3 credit hours elective credit)
- Plus requirements for secondary education and education core

Option 2:
- 30 credit hours in the social sciences with 15 hours in psychology, which must include PSYC 100 General Psychology or PSYC 102 The Science of Psychology and PSYC 291 Learning and Memory
Plus requirements for secondary education and education core

**SOCIAL SCIENCE**
The social science minor combines courses in economics, history, political science, and sociology.

**MINOR IN SOCIAL STUDIES WITH TEACHING LICENSURE (K-8):** 27 credit hours
- ECON 205 Principles of Microeconomics
- ECON 206 Principles of Macroeconomics
- GEOG 200 World Regional Geography of the Developed World or GEOG 201 World Regional Geography of the Developing World or GEOG 300 Human Cultural Geography
- HIST 101 History of the United States to 1877 or HIST 102 History of the United States After 1877
- HIST 121 The Emergence of Western Civilization or HIST 122 The Revolutions of Western Civilizations
- PSCN 110 Introduction to American Government or PSPA 320 State and Local Politics
- SOCI 101 Introduction to Sociology or PSYC 100 General Psychology or PSYC 102 The Science of Psychology
- Electives from history, sociology, government or economics

**ALL SOCIAL SCIENCE INTERDISCIPLINARY PACKAGE WITH TEACHING LICENSURE (5-12):**
Upon completion of a teaching major in one of the social science disciplines (history, government, economics or psychology), one can obtain the requirements for all social sciences interdisciplinary endorsement by completing the following:
- **American history: 9 credit hours**
  - HIST 101 History of the United States to 1877
  - HIST 102 History of the United States after 1877
  - Any American history elective, 300 level or above
- **World history:** 9 credit hours
  - HIST 111 World Civilizations I or HIST 121 The Emergence of Western Civilizations
  - HIST 112 World Civilizations II or HIST 122 The Revolutions of Western Civilizations
  - HIST 125 Asian Civilizations
- **Government:** 9 credit hours
  - PSCN 110 Introduction to American Government
  - PSCN 115 Introduction to Politics
  - Any PSCN elective, 300 level or above
- **Psychology (other than educational psychology):** 6 credit hours
  - PSYC 100 General Psychology or PSYC 102 The Science of Psychology
  - Any PSYC elective
- **Sociology:** 6 credit hours
  - SOCI 101 Introduction to Sociology
  - Any SOCI elective
- **Geography:** 6 credit hours
  - GEOG 200 World Regional Geography of the Developed World
  - GEOG 201 World Regional Geography of the Developing World (or an approved course from another institution)
  - GEOG 300 Human and Cultural Geography (or an approved course from another institution)
**Business Economics:** 6 credit hours
   - ECON 205 Principles of Microeconomics
   - ECON 206 Principles of Macroeconomics

*Note: In order to obtain this endorsement, one must complete the entire all social science endorsement program. If one is not choosing to add the all social science endorsement, one may add other social science endorsements to any social science major by completing 15 credit hours in each discipline area. (See social science major).*

**SOCIAL WORK**

Social workers assist people to make positive changes within themselves and their environments. The Social Work Program prepares its students for generalist practice through mastery of ten core competencies provided by the Council on Social Work Education (CSWE). Students in the Social Work Program develop professional knowledge, skills, and values needed to successfully practice generalist social work with individuals, families, groups, organizations, and communities through courses in theory, practice, policy, and research. Coursework is accompanied by practice in the field, the signature pedagogy of social work education. Students complete a 120-hour field observation and a 480-hour field instruction in social work agencies as part of their education.

Students who graduate with a degree in social work may find careers working in the areas of child welfare; residential and community care with children and adolescents, older adults; people with developmental disabilities, mental illness, and substance use disorders; in-home family services; juvenile and adult probation; hospital social work; hospice; case management; policy development and advocacy; community organization; administration; and research.

The Council on Social Work Education (CSWE) accredits the Baccalaureate Social Work Program at Buena Vista University. Upon graduation with a B.A. in Social Work, the student is prepared for entry-level generalist social work practice, state licensure as a social worker, and advanced standing in CSWE accredited graduate schools of social work. Students should be aware that a degree from an accredited social work program is necessary for certain positions within the social welfare field.

**Admissions Policy and Procedure:**

Students may declare a major in social work at any time. Students must apply for formal admission in the fall of their junior year. Students may be admitted conditionally if they have not completed a full semester at Buena Vista University or have not achieved the required grade point averages and have a plan to correct the problem.

Students should plan their social work courses with social work faculty regardless of their official advisor. The social work program manual describes the social work program and is available from the director of the Social Work Program.

**Admission Requirements:**

1. Students should have completed SCWK 200, 211, & 235 prior to admission. *
2. Students must have and maintain a 2.0 GPA in all university coursework.
3. Students must obtain a minimum grade of “C-” or Pass in all required social work courses.
4. Students must abide by the NASW Code of Ethics throughout their social work education at Buena Vista University. A violation of the ethical principles of professional social work could result in removal from the Social Work Program and the major.
5. Admission to the Social Work Program is based on academic preparation. Criteria include academic achievement, knowledge of and adherence to the National Association of Social Worker Code of Ethics, and the development of the knowledge, skills, and values that provide the foundation for professional social work competence.
6. Students must be able to perform the duties of a social work student with or without reasonable accommodations.

* Transfer students will not have had the opportunity to complete these courses before applying for admission. Assuming they meet other criteria, students will be admitted conditionally and admission will be changed to full acceptance upon completion of all requirements.

*Note: The CSWE accredited degree program is offered at the Storm Lake campus only.*
Social work courses must have been taken within a CSWE accredited social work program in order to be considered for transfer into the social work major. In order to have the course considered, the student must submit a copy of the syllabus to the director of the Social Work Program to be reviewed for: 1) equivalence to Buena Vista University's program; and 2) completion in a CSWE accredited social work program.

Students who have not been accepted into the social work major may not take the social work practice classes (SCWK 390 & 410). Students must satisfactorily complete all social work major courses prior to taking Field Instruction (SCWK 440,441,442) and Senior Seminar (SCWK 443).

Application Process:
1. Students must complete and submit the following to the director of the Social Work Program by the due date:
   a. Social Work Program application form
   b. Degree audit from Buena Vista University
   c. Transcripts from previous colleges if any coursework has been transferred to BVU
   d. Two letters of reference
   e. Application essay
   f. Signed statement asserting that they have reviewed and agree to adhere to the National Association of Social Workers (NASW) Code of Ethics
2. Students will complete an interview with social work faculty.
3. Admission to the program is decided by the social work faculty.
4. Students may be accepted, accepted with conditions, or not accepted and will be notified of the decision in writing.
5. Decisions may be appealed by following the appeals process outlined in the Social Work Handbook. Appeals must be made in writing.

MAJOR IN SOCIAL WORK: 60 credit hours

Required support work:
- ECON 205 Principles of Microeconomics
- PHIL/SOCI 361 Racism and Sexism in American Life
- PSCN 110 Introduction to American Government
- PSYC 100 General Psychology or PSYC 102 The Science of Psychology
- SCWK 100 Modern Social Problems or SOCI 101 Introduction to Sociology

3 credit hours from:
- BIOL 104 Cancer and Aging
- BIOL 106 The Brain
- BIOL 107 Human Genetics
- BIOL 108 Human Reproduction and Development
- BIOL 109 Ecology
- BIOL 110 Infectious Diseases

Required courses:
- SCWK 200 Introduction to Social Work and Social Welfare
- SCWK 211 Field Observation
- SCWK 235 Psycho-Social Dimensions of the Human Life Cycle
- SCWK 255 Human Behavior and the Social Environment
- SCWK 350 Social Welfare Programs and Policies
- SCWK 380 Methods of Social Research I SCWK 381 Methods of Social Research II SCWK 390 Social Work Practice I
- SCWK 410 Social Work Practice II SCWK 440 Field Instruction SCWK 441 Field Instruction SCWK 442 Field Instruction SCWK 443 Senior Seminar

1 course from:
- SCWK 351 Aging in American Society
- SCWK 352 Child and Family Welfare
SPANISH

The Spanish department provides a solid foundation in verbal, writing, and reading skills and life-long learning experiences in Spanish. We emphasize the development of a cultural understanding of the Hispanic people through study of culture, literature, foreign travel, and/or a semester abroad. Mastery in Spanish and understanding of the Hispanic culture are our goals. Students majoring in Spanish are required to have an international immersion experience. This can be accomplished through the January interim programs provided by the Spanish department or a semester abroad to a Spanish-speaking country. An international experience is also strongly recommended for students minoring in Spanish. Arrangements for academic credit and Spanish faculty approval must be made prior to the international experience.

The Spanish placement test must be taken before registering for Spanish classes (see Spanish department web page for information on the placement test). Upon recommendation of the department, advanced students who successfully complete an upper-level course with a grade of “B-” or higher may receive up 8 credit hours free of charge for the lower-level classes for which competencies have been demonstrated. For example, a student starting at SPAN 201 typically would receive credit for SPAN 101 and 102. In specific cases, if a student begins in SPAN 302, then he or she would receive credit for SPAN 301 and 202, but should not retake SPAN 201. In this case, the student will take another higher level Spanish class that will then substitute for SPAN 201 unless the instructor otherwise advises the student.

MAJOR IN SPANISH: 34 credit hours
- SPAN 201 Intermediate Spanish I
- SPAN 202 Intermediate Spanish II
- SPAN 301 Advanced Grammar and Conversation
- SPAN 302 Advanced Grammar and Composition
- SPAN 335 Introduction to Hispanic Literature
- SPAN 490 International Experience
- SPAN 498 Senior Seminar

6 to 12 credit hours from:
- SPAN 308 Spanish in the Community
- SPAN 311 Culture and Civilization of Spain
- SPAN 312 Culture and Civilization of Latin America
- SPAN 410 Survey of the Literature of Spain
- SPAN 415 Survey of the Literature of Latin America
- SPAN 430 Spanish Classics
- SPAN 450 Special Topics

MINOR IN SPANISH: 28 credit hours
- SPAN 201 Intermediate Spanish I
- SPAN 202 Intermediate Spanish II
- SPAN 301 Advanced Grammar and Conversation
- SPAN 302 Advanced Grammar and Composition
- SPAN 335 Introduction to Hispanic Literature

9 credit hours from:
- SPAN 308 Spanish in the Community
- SPAN 311 Culture and Civilization of Spain
- SPAN 312 Culture and Civilization of Latin America
- SPAN 410 Survey of the Literature of Spain
- SPAN 415 Survey of the Literature of Latin America
- SPAN 430 Spanish Classics
- SPAN 450 Special Topics
- SPAN 490 International Experience
SPAN 498 Senior Seminar

MAJOR IN SPANISH WITH TEACHING LICENSURE (5-12 or K-12):
Spanish major or minor plus requirements for secondary education and education core
Elementary (K-8) foreign language endorsement may be added to the 5-12 teaching license with
the addition of TEAC 414 Professional Seminar III: Student Teaching in Elementary Foreign
Language (K-6). Other field experiences will include both elementary and secondary placements.

SPECIAL EDUCATION
See education for a description of requirements and course listings.

SPEECH AND DRAMA
See digital media-performance track or theatre and media performance for a description of
requirements and course listings.

STRATEGIC PUBLIC RELATIONS
In an age of information overload and rapid media growth, nearly every commercial or nonprofit
organization relies on expert communicators to get their messages heard, seen and experienced. All
organizations and corporations require strategic communication professionals to manage both internal
and external messages. From data to images to sound to stories and beyond, strategic public relations
is the essential backbone of every organization and corporation. Whether in business, politics, sports,
or the arts, effective communication campaigns are the foundation of success. The strategic public
relations major prepares students to enter this dynamic world of serving as co-creators of the public
story rather than merely being architects of the organization’s persuasion. Students work with cutting
dge technology to craft effective messages, cultivate an entrepreneurial spirit where their passions can
thrive, and develop deep understanding of the shifting nature of public communication. Coursework
includes classroom discussion, practical application, and real-world internships. The program combines
technical skill with liberal arts preparation within a strong commitment to ethical communication
practices. What sets our graduates apart is that they not only learn the latest professional skills, they
learn how to think, and communicate, creatively and strategically.

Students desiring careers as media professionals should consider a major in Digital Media. Those desiring enhanced
leadership and communication competency in their professional and personal lives will want to see the Communication
Studies major.

STRATEGIC PUBLIC RELATIONS MAJOR:
48 credit hours with optional 9 credit hour track
ARTD 190 Art Foundations: Digital Design
COMM 180 Communication Perspectives
COMM 225 Relational Communication
COMM 230 Business and Professional Communication
COMM 355 Conflict Management
COMM 370 Leadership Communication
COMM 432 Communication Theory and Research
DIGI 101 Media Studio: Photo
DIGI 102 Media Studio: Video
DIGI 103 Media Studio: Audio
DIGI 104 Media Studio: Web
DIGI 220 New Media
FNBK 101 Personal Finance Foundations
MRKT 306 Principles of Marketing
STPR 230 Public Relations Strategies
STPR 330 Applied Strategic Communication
STPR 430 Integrated Campaigns
STPR 495 Internship
A minor in Business is strongly encouraged. Additionally, optional 9 Credit Hour Tracks allowing specialization in interest area(s) are advised including:

**Nonprofit and Advocacy Communication Track** (select 3 from list)
- ACCT 205 Financial Accounting
- ACCT 206 Managerial Accounting
- COMM 227 Public Communication
- COMM 340 Civic Communication
- DIGI 300 Legal and Ethical Perspectives *(Prerequisite: DIGI 210)*
- PSCN 115 Introduction to Politics OR PSPA 165 Introduction to Public Administration

**Event Planning Track** (select 3 from list)
- ACCT 205 Financial Accounting
- ACCT 206 Managerial Accounting
- ARTD 280 Business of Art
- COMM 350 Organizational Communication Theory and Practice
- OR MGMT 306 Principles of Management
- EXSC 345 Facility and Event Management
- MRKT 414 Selling *(Prerequisite: MRKT 306)*
- THME 420 Theatre and Production Management

**Creative Design Track** (select 3 from list)
- ARTD 350 Graphic Design
- ARTD 355 Interactive Design
- DIGI 301 Advanced Digital Photography *(Prerequisite: DIGI 101)*
- DIGI 302 Advanced Digital Video *(Prerequisite: DIGI 102)*
- ENGL 320 Creative Writing
- MUSC 110 Introduction to Digital Recording
- THME 170 Production Studio: Scenery and THME 272 Production Studio: Properties

**Sports Communication Track** (select 3 from list)
- COMM 280 Group and Team Communication
- EXSC 345 Facility and Event Management
- EXSC 200 History, Philosophy, and Ethics of Sport
- MRKT 354 Sports Marketing *(Prerequisite: MRKT 306)*

**THEATRE AND MEDIA PERFORMANCE**
The theatre and media performance program provides students with opportunities to acquire and master the artistic problem-solving skills necessary for making, understanding, and communicating about theatre, and for performing in a variety of performance-related settings including musical theatre, animation, televised and streaming video, and live and recorded audio storytelling. Through a combination of focused skills-based courses, including acting, directing, and technical theatre, and active involvement in BVU Theatre and University radio and television productions, students integrate theory and practice. The program teaches life-long skills adaptable to many settings while also providing a firm foundation for careers or further education in theatre and media performance.

**MAJOR IN THEATRE AND MEDIA PERFORMANCE:** 33-53 credit hours

**Core Courses (15-35 hours)**
- THME 190 Portfolio I
- THME 200 Fundamentals of Acting
- THME 242 Theatre Practicum: Cast or Crew
- THME 290 Portfolio II
- THME 300 Fundamentals of Directing
- THME 342 Theatre Practicum: Leadership
THME 390 Portfolio III  
THME 400 Theatre History  
THME 420 Theatre and Production Management  
THME 430 Advanced Directing  
THME 442 Theatre Practicum: Design or Direction  
THME 490 Capstone Portfolio  
THME 495 Internship

6 credit hours from:  
THME 170 Production Studio: Scenery  
THME 171 Production Studio: Lighting  
THME 172 Production Studio: Makeup  
THME 173 Production Studio: Patron Services  
THME 270 Production Studio: Costumes  
THME 271 Production Studio: Painting  
THME 272 Production Studio: Properties  
THME 273 Production Studio: Stage Management

3 credit hours from:  
THME 320 Performance Studio: Voice Acting  
THME 321 Performance Studio: Camera Acting  
THME 322 Performance Studio: Auditioning Technique  
THME 323 Performance Studio: Career Preparation

3 credit hours from:  
THME 350 Shakespeare  
THME 395 Dramatic Literature: Topics  
THME 396 Dramatic Literature: International Topics  
THME 411 Dramatic Literature: Survey

6 credits from:  
THME 330 Musical Theatre  
THME 370 Film Studies: History  
THME 380 Theatre: Topics  
THME 440 Developing New Works  
THME 470 Film Studies: Topics

MINOR IN THEATRE (19.5-27.5 credit hours)  
THME 190 Portfolio I  
THME 200 Fundamentals of Acting  
THME 242 Theatre Practicum: Cast or Crew  
THME 290 Portfolio II  
THME 300 Fundamentals of Directing  
THME 342 Theatre Practicum: Leadership  
THME 390 Portfolio III  
THME 420 Theatre and Production Management  
THME 442 Theatre Practicum: Design or Direction  
THME 490 Capstone Portfolio

7.5 credit hours from:  
THME 170 Production Studio: Scenery  
THME 171 Production Studio: Lighting  
THME 172 Production Studio: Makeup  
THME 173 Production Studio: Patron Services  
THME 270 Production Studio: Costumes  
THME 271 Production Studio: Painting  
THME 272 Production Studio: Properties  
THME 273 Production Studio: Stage Management  
THME 320 Performance Studio: Voice Acting
THME 321 Performance Studio: Camera Acting  
THME 322 Performance Studio: Auditioning Technique  
THME 323 Performance Studio: Career Preparation

3 credit hours from:  
THME 330 Musical Theatre  
THME 350 Shakespeare  
THME 370 Film Studies: History  
THME 380 Theatre: Topics  
THME 395 Dramatic Literature: Topics  
THME 400 Theatre History  
THME 411 Dramatic Literature: Survey  
THME 440 Developing New Works  
THME 470 Film Studies: Topics

MAJOR OR MINOR IN COMMUNICATION STUDIES & THEATRE WITH TEACHING LICENSURE (5-12):  
See communication studies for a description or requirements and course offerings.

WOMEN’S STUDIES  
See gender and women’s studies for a description of requirements and course listings.

WRITING STUDIES MINOR  
The Writing Studies Minor offers students pursuing any course of study other than English the chance to strengthen their writing skills and abilities across a wide range of rhetorical contexts. In the process of studying writing as a dynamic set of habits and practices, students become resourceful communicators capable of adapting these habits and practices to specific situations. The Minor introduces students to the rhetorical tradition, to theoretical approaches to language and literacy, and to disciplinary and genre-specific accounts of the written word. Throughout their course of study, students will use these diverse frameworks to strengthen their readings of texts and the surrounding contexts (historical, cultural, material, technological, etc.), and they will refine their own writing abilities by producing texts for a variety of rhetorical situations, ultimately learning to communicate clearly and effectively in both the classroom and the workplace.

WRITING STUDIES MINOR: 24 credit hours  
ENGL 110 Introduction to Writing Studies  
COMM 230 Business and Professional Communication  
DIGI 240 Digital Journalism  
ENGL 300 Advanced Composition  
ENGL 320 Creative Writing  
ENGL 400 Topics in Writing Studies

6 credits from  
ARTD 240 Visual Literacy and Criticism  
COMM 300 Argumentation  
ENGL 332 Modern English Grammar  
ENGL 440 Advanced Creative Writing  
DIGI 105 Media Studio: Writing for Digital Journalism  
DIGI 106 Media Studio: Information Gathering
ONLINE AND SITE PROGRAMS

ONLINE AND SITE PROGRAMS MAJORS AND MINORS
Requirements and course listings for most of the majors and minors offered through online and site programs are listed alphabetically in the General Majors and Course Listing sections of the catalog. Programs listed below have been modified to accommodate the educational needs and schedule constraints of adult students. Where programs have been redesigned, the major theories, tools, and concepts are unchanged. The same requirements and outcomes comprise the curriculum.

Distributive Majors
Distributive majors are cross-disciplinary programs designed to build on the expertise of the graduates of selected A.S. or A.A.S. degree programs. Course substitutions may be made to meet professional requirements or special interests. (See BVU Online and Site Programs general information section for guidelines.)

Distributive Minors
Distributive minors are cross-disciplinary programs that allow more breadth than traditional minors. Each of these career cluster minors is designed to support professional requirements or special interests. (See BVU Online and Site Programs general information section for rules governing distributive minors.)

AGENCY ADMINISTRATION
DISTRIBUTIVE MINOR: 21 credit hours
The agency administration minor is designed to support the administrative responsibilities of the individual working in a smaller human services agency.

5 courses from:
ACCT 205 Financial Accounting
COMM 230 Business and Professional Communication
ECON 205 Principles of Microeconomics
ECON 206 Principles of Macroeconomics
MGMT 206 Management Science
MGMT 306 Principles of Management
MGMT 315 Business Law I
MGMT 320 Human Resource Management
MGMT 375 Entrepreneurship/Small Business
MRKT 306 Principles of Marketing
Six credit hours of upper division electives from HMSV, PSYC, SCWK, or SOCI

CLIENT CENTERED
DISTRIBUTIVE MINOR: 21 credit hours
The client centered minor is designed for individuals who work directly with clients in human services related agencies.

5 courses from:
EDCO 240 Development of School-Age Child
EDCO 245 Learning and Motivation
EDCO 370 Human Relations
HMSV 351 Aging in American Society
HMSV 352 Child and Family Welfare
HMSV 353 Social Intervention with Families
SCWK 270 Family Relationships
SCCI 361 Racism and Sexism in American Life
PSYC 291 Learning and Memory
PSYC 364 Industrial Psychology
6 credit hours of upper division electives from HMSV, PSYC, SCWK, or SOCI

EDUCATION
See main catalog education listing for more information, requirements and course descriptions regarding elementary education, secondary education, special education, Post Baccalaureate Certification Program, ESL endorsement, PK/K Endorsement, Middle School endorsement, and reading endorsements.

EDUCATION & TRAINING
DISTRIBUTIVE MINOR: 21 credit hours
The education and training minor supports individuals involved in training in human services agencies and related organizations.

5 courses from:
- EDCO 240 Development of the School-Age Child
- EDCO 245 Learning and Motivation
- EDCO 280 History of American Education
- EDCO 370 Human Relations
- EDCO 390 Instructional Technology
- HMSV 351 Aging in American Society
- HMSV 352 Child and Family Welfare
- HMSV 353 Social Intervention with Families
- PSYC 291 Learning and Memory
- PSYC 364 Industrial Psychology
- SOCI 361 Racism and Sexism in American Life

2 courses from:
- 6 credit hours of upper division electives from PSYC, SCWK, or SOCI

ENGLISH
The English department cultivates teachers, scholars, poets, critical thinkers, and lifelong lovers of learning. The major and minor both guide students through surveys and advanced courses in classical and modern literatures, studies of language and various forms of genres of composition, and creative writing. An English major provides for further studies at the graduate level as well as preparation for a broad spectrum of opportunities for careers in public relations, advertising, government, public school teaching, international relations, and law.

MAJOR IN ENGLISH: 37 credit hours
- ENGL 220 Introduction to Literature
- ENGL 250 American Literature
- ENGL 260 British Literature
- ENGL 276 World Literature
- ENGL 300 Advanced Composition
- ENGL 320 Creative Writing
- ENGL 331 Introduction to Linguistics
- ENGL 490 Major Portfolio
- ENGL 491 Senior Seminar or elective above ENGL 400
- 1 elective ENGL 300 or above
- 1 elective ENGL 370 or above
- 2 electives ENGL 400 or above

MINOR IN ENGLISH: 18 credit hours
- ENGL 220 Introduction to Literature
ENGL 250 American Literature  
ENGL 260 British Literature  
ENGL 320 Creative Writing or ENGL 300 Advanced Composition  
ENGL 331 Introduction to Linguistics  
1 elective ENGL 340 or above  

MAJOR IN ENGLISH WITH TEACHING LICENSURE (5-12): 40 credit hours  
ENGL 220 Introduction to Literature  
ENGL 250 American Literature  
ENGL 260 British Literature  
ENGL 276 World Literature  
ENGL 300 Advanced Composition  
ENGL 331 Introduction to Linguistics  
ENGL 332 Modern English Grammar  
ENGL 340 Introduction to Literary Theory  
ENGL 350 Shakespeare  
ENGL 490 Major Portfolio  
ENGL 491 Senior Seminar or elective above ENGL 400  
1 elective ENGL 400 or above  

Support work:  
SEDU 333 Young Adult Fiction and Nonfiction  
SEDU 454 - Reading Strategies and Instructional Methods  
Plus requirements for secondary education and education core.  

MINOR IN ENGLISH WITH TEACHING LICENSURE (5-12): 30 credit hours  
ENGL 220 Introduction to Literature  
ENGL 250 American Literature  
ENGL 260 British Literature  
ENGL 300 Advanced Composition  
ENGL 331 Introduction to Linguistics  
ENGL 332 Modern English Grammar  
ENGL 350 Shakespeare  
1 elective ENGL 370 or above  

Support work:  
SEDU 333 Young Adult Fiction and Nonfiction  
SEDU 454 Reading Strategies and Instructional Methods  
Plus requirements for secondary education and education core  

MAJOR IN ENGLISH WITH TEACHING LICENSURE (K-8): 24 credit hours  
MAJOR IN ELEMENTARY EDUCATION  
ENGL 250 American Literature  
ENGL 260 British Literature  
ENGL 300 Advanced Composition  
ENGL 331 Introduction to Linguistics  
ENGL 332 Modern English Grammar  
ENGL 350 Shakespeare  
THME 200 Fundamentals of Acting or THME 310 Oral Interpretation of Literature  
1 elective ENGL 370 or above  

Support work:  
SEDU 333 Young Adult Fiction and Nonfiction  
Plus requirements for secondary education and education core.
HEALTH SERVICES LEADERSHIP

DISTRIBUTIVE MAJOR: 42 credit hours

Leadership in health fields today is essential in the rapidly changing, highly regulated healthcare field. Graduates of community college nursing and related health fields are often given some management responsibilities within 5 years of graduation. Managers face difficult decisions when managing changing populations, new technologies, and limited resources.

The study of healthcare leadership provides the educational base for effective leadership in healthcare organizations. Tracks can be designed to prepare graduates to qualify for admission to graduate programs in business or hospital administration. The interdisciplinary approach of the Buena Vista University program enhances the competitive edge critical in today’s environment.

The distributive healthcare leadership major is designed to build on the expertise of the graduates of health related A.D.N., A.S., or A.A.S. degree programs. As with all distributive majors, course substitutions may be made to meet professional requirements or special interests. (See guidelines in the academic section.) Selected courses in the major may also be used toward meeting general education requirements.

Please review the academic information section of the catalog for rules governing interdisciplinary (distributive) majors and a complete listing of graduation requirements.

The distributive healthcare leadership major degree plan will include a primary field of 18 credit hours of courses selected from following:

Business:

ACCT 205 Financial Accounting
ACCT 206 Managerial Accounting
ACCT 309 Cost Accounting
ECON 205 Principles of Microeconomics
ECON 206 Principles of Macroeconomics
FNBK 306 Managerial Finance
FNBK 322 Analysis of Financial Statements
FNBK 356 Financial Planning
MGMT 206 Management Science
MGMT 315 Business Law I
MGMT 316 Business Law II
MGMT 320 Human Resource Management
MGMT 375 Entrepreneurship/Small Business
MGMT 380 Social Responsibility of Business
MGMT 492 Business Policy and Strategy
MIS 300 Introduction to Management Information Systems
MRKT 306 Principles of Marketing
Additional management, marketing and finance courses as approved

The degree plan must include 12 credit hours from each of the following 2 categories:

Communication and Behavior:

COMM 100 Fundamentals of Communication
COMM 230 Business and Professional Communication
COMM 302 Intercultural Communication
COMM 330 Messages, Meaning and Society
COMM 355 Conflict Management
COMM 370 Leadership Communication
COMM 374 Interviewing
ENGL 300 Advanced Composition
ENGL 450 Business and Technical Writing
MRKT 355 Consumer Behavior
PSYC 329 Psychology of Gender
STPR 230 Public Relations Strategies
Other related upper division courses as approved
Institutions and Society:
- ARTD 304 Critical Issues in Modern and Contemporary Art
- ENGL 250 American Literature
- ENVS 103 Introduction to Environmental Science
- ENVS 201 Conservation Ecology
- ENVS 312 Environmental Chemistry
- HIST 311 Problems in World History: The Vietnam Wars
- HIST 358 Women around the World
- HIST 390 America and the World Wars
- HIST 397 Recent American History
- HMSV 351 Aging in American Society
- PSCN 465 Civil Liberties
- PSPA 320 State and Local Politics
- PSPA 360 Introduction to Public Affairs
- PSYC 364 Industrial Psychology
- PHIL/RELI 336 Professional Ethics
- SCWK 255 Human Behavior in the Social Environment
- SOCI 302 Deviant Behavior
- SOCI 361 Racism and Sexism in American Life
- THME 411 Dramatic Literature: Survey
- Other related upper division courses as approved

HUMAN SERVICES
The Human Services major is designed to build on the expertise of the graduates of A.S., A.A.S., or A.P.S. degree programs in the human services field. This degree uses an interdisciplinary approach to prepare students to work in the social services industry. The curriculum combines courses in Psychology, Sociology, and Human Services, among others, to create an integrated approach to understanding theory and applying human services concepts. Topics range from aging populations and family issues to addictions and mental health issues. The Human Services major also provides a strong foundation for a masters in mental health counseling or professional school counseling.

MAJOR IN HUMAN SERVICES: 42 credit hours

Recommended Prerequisites:
- PSYC 100 General Psychology or PSYC 102 The Science of Psychology
- PSYC 203 Social Psychology
- PSYC 239 Abnormal Psychology

MAJOR REQUIREMENTS:
- COMM 370 Leadership Communication
- HMSV 301 Human Services in Rural Communities
- HMSV 336 Ethics in Human Services
- HMSV 350 Human Services Programs and Policies
- PSYC 389 Introduction to Counseling
- SOCI 380 Methods of Social Research I

2 courses (6 credit hours) from:
- PSYC 329 Psychology of Gender
- PSYC 333 Adolescent Psychology
- PSYC 364 Industrial Psychology
- PSYC 369 Psychology of Personality
- PSYC 429 Stereotypes and Prejudice

4 courses (12 credit hours) from:
- HMSV 351 Aging in American Society
HMSV 352 Child and Family Welfare
HMSV 353 Social Interventions with Families
HMSV 370 Adoption Services and Counseling Strategies
HMSV 371 Alcohol, Tobacco, Other Drugs and Other Addictions
HMSV 372 Chemical Dependency Issues
HMSV 373 Family Violence
HMSV 374 Group Counseling
HMSV 375 Mental Health Issues
HMSV 376 Social Stratification
HMSV 377 Stress Management Strategies
HMSV 410 Death and Dying
HMSV 450 Selected Topics in Human Services
HMSV 495 Internship

2 courses (6 credit hours) from:
HMSV /PSYC Upper-Level Electives
SOCI 302 Deviant Behavior
SOCI 361 Racism and Sexism in American Life
TRAC 300 Introduction to Trauma Advocacy
TRAC 460 Collaborative Victim Services
TRAC 470 Psychology of Relationship Violence

ORGANIZATIONAL LEADERSHIP
This cross-disciplinary program provides the tools and organizational skills necessary to effectively perform administrative roles within an organization. Course work focuses on general business practices and procedures along with communication skills necessary to interact, problem solve, and lead other members of a working community. This program is best suited for students with work experience and/or strong interest in interdisciplinary studies. Students will need to select an area of emphasis of human services or business.

MAJOR IN ORGANIZATIONAL LEADERSHIP: 45 credit hours
Organizational leadership core:
- ACCT 310 Accounting for Managers**
- COMM 350 Organizational Communication Theory and Practice
- COMM 355 Conflict Management
- COMM 370 Leadership Communication
- COMM 374 Interviewing
- MGMT 306 Principles of Management
- MGMT 315 Business Law I
- MGMT 380 Social Responsibility of Business
- MRKT 306 Principles of Marketing
**ACCT 310 contains both financial and managerial accounting topics. This requirement can be met by having completed both ACCT 205 and ACCT 206, or equivalents.

Select either an emphasis in human services or business

Emphasis in human services:
- HMSV 301 Human Services in Rural Communities
- HMSV 350 Human Services Programs and Policies
- SOCI 380 Methods of Social Research I

3 courses from:
- HMSV 351 Aging in American Society
- HMSV 352 Child and Family Welfare
- HMSV 353 Social Intervention with Families
- PSYC 329 Psychology of Gender
- PSYC 364 Industrial Psychology
SOCI 302 Deviant Behavior
SOCI 361 Racism and Sexism in American Life

Emphasis in business:
  MGMT 320 Human Resource Management
  MGMT 410 Organization Theory
  MRKT 340 Business Marketing
3 courses from:
  MGMT 375 Entrepreneurship/Small Business
  MGMT 420 Advanced Human Resource Management
  MGMT 465 Production and Operations Management
  MRKT 355 Consumer Behavior
  MRKT 415 Sales Management
  PSYC 364 Industrial Psychology

SOCIOLOGY MINOR
Sociology analyzes human social behavior from the humanistic and objective viewpoints. Attitudes, social institutions and social behavior patterns are examined to unveil some of the complexities of modern culture. Sociology encourages the student to see the individual’s role in the larger cultural setting. The sociology minor supplements such fields as personnel management, law enforcement, government service, public relations, community development, market research and sales.

MINOR IN SOCIOLOGY: 20 credit hours
  SOCI 101 Introduction to Sociology
  SOCI 203 Social Psychology
  14 credit hours of electives in sociology

MINOR IN SOCIOLOGY WITH TEACHING LICENSURE (5-12):
Option 1: 24 credit hours
  SOCI 101 Introduction to Sociology
  SOCI 203 Social Psychology
  Electives in sociology
  Plus requirements for secondary education and education core

Option 2: 30 credit hours
  SOCI 101 Introduction to Sociology
  SOCI 203 Social Psychology
  9 credit hours of sociology electives
  Additional 15 credit hours of electives in social science
  Plus requirements for secondary education and education core

NOTE: HMSV 351 Aging in American Society and HMSV 410 Death and Dying may be used as sociology electives

TECHNOLOGY MANAGEMENT
DISTRIBUTIVE MAJOR: 42 credit hours
The distributive technology management major is designed to build on the expertise of the graduates of selected A.S. or A.A.S. degree programs. As with all distributive majors, course substitutions may be made to meet professional requirements or special interests. (See guidelines in the Academic Section.)
  The distributive technology management major will be made up from one primary (18 credit hours) and 2 secondary (12 credit hours) fields selected from the following.

Communication and Behavior:
  COMM 100 Fundamentals of Communication
  COMM 230 Business and Professional Communication
ONLINE AND SITE PROGRAMS

COMM 302 Intercultural Communication
COMM 330 Messages, Meaning and Society
COMM 355 Conflict Management
COMM 370 Leadership Communication
COMM 374 Interviewing
STPR 230 Public Relations Strategies
ENGL 300 Advanced Composition
MRKT 355 Consumer Behavior
PSYC 329 Psychology of Gender
Up to 6 credit hours of other related upper-division courses

Management/Marketing/Finance:
FNBK 306 Managerial Finance
FNBK 322 Analysis of Financial Statements
FNBK 356 Financial Planning
FNBK 405 International Finance
MGMT 206 Management Science
MGMT 306 Principles of Management
MGMT 307 International Business
MGMT 315 Business Law I
MGMT 316 Business Law II
MGMT 320 Human Resource Management
MGMT 375 Entrepreneurship/Small Business
MGMT 492 Business Policy and Strategy
MGMT 495 Internship
MRKT 306 Principles of Marketing
MRKT 407 International Marketing
Up to 6 credit hours of upper division electives from these and related fields such as ag management and marketing

Technology:
CMSC 181 Computer Science I: Introduction to Computer Science (and above)
MATH 143 Discrete Mathematics
MIS 300 Introduction to Management Information Systems (and above)

Institutions and Society:
ARTD 304 Critical Issues in Modern and Contemporary Art
ENGL 250 American Literature
ENVS 103 Introduction to Environmental Science
ENVS 201 Conservation Ecology
ENVS 312 Environmental Chemistry
HIST 311 Problems in World History: The Vietnam War
HIST 358 Women Around the World
HIST 390 America and the World Wars
HIST 397 Recent American History
HMSG 351 Aging in American Society
PSCN 315 International Relations
PSCN 465 Civil Liberties
PSPA 320 State and Local Politics
PSPA 360 Introduction to Public Affairs
PSYC 364 Industrial Psychology
PHIL/RELI 336 Professional Ethics
SCWK 255 Human Behavior in the Social Environment
SOCI 302 Deviant Behavior
SOCI 361 Racism and Sexism in American Life
THME 411 Dramatic Literature: Survey
Up to 6 credit hours of other related upper-division courses

TRAUMA ADVOCACY MINOR
The field of trauma advocacy trains people to serve as liaisons to victims and survivors of relationship abuse, including child abuse, sexual assault, dating violence, stalking, domestic assault, and elder abuse. Trauma advocates often work for the county or state and provide resources, support, and practical guidance through the process of reporting a crime, seeking counseling or legal help, the criminal justice system, and recovery. Being trauma informed is also essential for successful delivery of many related careers. This minor is particularly well suited to pair with majors such as Psychology, Human Services, Criminal Justice, Pre-Law, Business (Human Resources), and Education. The trauma advocacy minor is currently only available in online format.

MINOR IN TRAUMA ADVOCACY: 21 credit hours
  TRAC 300 Introduction to Trauma Advocacy
  TRAC 498 Capstone: Beyond Trauma
  15 credit hours of trauma advocacy electives
Buena Vista University established a graduate program with the Master of Science in Education (M.S.Ed.) degree in 1996. In 2005 it added a Master of Education (M.Ed.) designed to provide working teachers with opportunities to deepen their understanding of current best practices in education and to broaden their knowledge base as educational practitioners. Offerings in the M.Ed. program include two 30-credit hour options - an Effective Teaching and Instructional Leadership (ETIL) track and a Talented and Gifted (TAG) track. The program also includes a 31-credit hour option with a teaching English as a Second Language track (TESL). In addition, teachers have the option of pursuing an Iowa endorsement program in TESL consisting of 19 hours of graduate level coursework or TAG consisting of 12 hours of graduate level coursework. Master of Education degrees in Exceptional Student Services and Instruction programs with emphases in Mild to Moderate Disabilities, Significant Behavioral Disabilities, and Significant Cognitive Disabilities are also available. The Exceptional Student Services and Instruction programs may be completed in a Bachelor’s Plus One time frame.

In 2016, a 30-credit hour Master of Arts degree in Organizational Leadership was added, which will provide the skills and knowledge necessary to effectively lead people in an ever-changing work environment. In today’s competitive job market, the right knowledge and experience as well as an advanced degree distinguishes job applicants. A bachelor’s degree often is no longer sufficient to distinguish oneself from the competition.

MASTER OF SCIENCE IN EDUCATION (M.S.ED.) – COUNSELING WITH AN EMPHASIS IN PROFESSIONAL SCHOOL COUNSELING OR MENTAL HEALTH COUNSELING
The master of science in education program is intended to enhance the skills of practicing professionals that they might become effective professional school counselors or mental health counselors. The Higher Learning Commission of the North Central Association for Colleges and Secondary Schools accredits and the Iowa Department of Education approves the professional school counseling program. The Licensure in professional school counseling includes K-8 and 5-12 levels requiring a minimum of 37 credit hours in the program.

The mental health counseling program is designed to meet the curricular requirements for Iowa professional licensure under section 31.6(2) of the Bureau of Professional Licensure of the Iowa Board of Behavioral Science standards for a content-equivalent program to be evaluated by the Center for Credentialing and Education (see https://www.legis.iowa.gov/docs/ACO/chapter/645.31.pdf) as of April 1, 2014. Licensure in mental health counseling includes options for emphasis in Addictions or Gerontology Counseling and requires a minimum of 60 credit hours in the program.

The mental health counseling program is not accredited by the Council on Accreditation of Counseling and Related Educational Programs (CACREP), though such accreditation may be pursued in the future. Program staff will make every effort to stay abreast of requirements for licensure in Iowa and to assist students in meeting those requirements. However, because the regulations governing Iowa licensure are not under the control of Buena Vista University, graduates’ eligibility for licensure cannot be guaranteed.

The programs can be completed within two years (Professional School Counseling) and three-and-a-half years (Mental Health Counseling), during which the student accumulates graduate credit through course work delivered during evenings or summers, and online. In keeping with the practical orientation of the program, the major involves supervised field experiences within the work setting.

Degree Requirements
Core Coursework (to be completed by all M.S.Ed. candidates in these programs.
Students must earn a final grade of B- or better in all core coursework:
GEDU 519 Professional and Ethical Orientation to Counseling
GEDU 528 Research Methods in Counseling
GEDU 544 Social and Cultural Foundations of Counseling
GEDU 546 Methods and Procedures in Counseling

PROGRAM SCHEDULES
Professional School Counseling coursework degree requirements
GEDU 519 Professional and Ethical Orientation to Counseling
GEDU 527 Developmental Assessment and School Counseling Core Curriculum
GEDU 528 Research Methods in Counseling
GEDU 529 Human Development and Learning Through the Lifespan
GEDU 538 Consultation, Leadership and Advocacy Roles in School Counseling
GEDU 543 Administration of Comprehensive School Counseling Program
GEDU 544 Social and Cultural Foundations of Counseling
GEDU 546 Methods and Procedures in Counseling
GEDU 548 Group Counseling
GEDU 549 Career Development and Assessment
GEDU 551 Practicum I in School Counseling
GEDU 553 Practicum II in Elementary School Counseling
GEDU 554 Practicum II in Secondary School Counseling
GEDU 555 Capstone Professional Portfolio in School Counseling

*Additional practicums for those seeking K-12 licensure are offered on an arranged basis

Courses with a grade lower than “C-” do not count toward the degree and must be repeated.

**Application for School Counseling License**

Upon satisfactory completion of the appropriate program, the Buena Vista University School of Education licensure officer will recommend the student for counseling license from the Iowa Board of Educational Examiners. The recommendation is contingent upon the successful completion of the specific program requirements (K-8, 5-12) and application for licensure and fee submitted by the student to BVU’s Certification Officer. Applications are available on the Iowa Board of Educational Examiners web site (www.state.ia.us/boee) or from the Graduate Office.

**Licensure Only Admissions**

Persons who have completed a Master’s degree may be eligible for licensure in professional school counseling. An analysis of the applicant’s graduate transcript(s) is necessary to determine the courses that are needed to obtain the license. Individuals interested in licensure only may contact the Graduate Office at 800.383.2821 extension 2162 for further information and to arrange for a graduate transcript analysis. Licensure only candidates must take at least six hours of course work from BVU, not including the practicum and capstone experiences, in order to be recommended for licensure. That is, students are not allowed to enroll in only the practicum or capstone experiences in order to be recommended.

**Mental Health Counseling coursework degree requirements**

GMHC 510 Assessment and Appraisal Techniques in Counseling
GMHC 519 Professional and Ethical Orientation to Counseling
GMHC 520 Counseling Couples and Families
GMHC 528 Research Methods in Counseling
GMHC 529 Human Development and Learning Through the Lifespan
GMHC 530 Theories of Counseling
GMHC 535 Program Evaluation and Consultation in Counseling
GMHC 540 Psychopathology and Psychological Disorders
GMHC 544 Social and Cultural Foundations of Counseling
GMHC 546 Methods and Procedures in Counseling
GMHC 548 Group Counseling
GMHC 549 Career Development and Assessment
GMHC 550 Diagnostics and Treatment Planning
GMHC 552 Counseling Children and Adolescents
GMHC 570 Advanced Counseling Practices and Crisis Interventions
GMHC 580 Supervised Practicum in Mental Health Counseling
GMHC 583 Introduction to Perspectives on Aging (elective)
GMHC 590 Internship I in Mental Health Counseling
GMHC 591 Internship II in Mental Health Counseling
GMHC 593 Overview of Substance Abuse and Addictive Disorders
GMHC 598 Capstone: Professional Issues in Mental Health Counseling

Courses with a grade lower than “C-” do not count toward the degree and must be repeated.

**Application for Mental Health License**

Upon satisfactory completion of the appropriate program, the student will be prepared to take the
National Counseling Exam through the National Board for Certified Counselors (NCC). The Iowa Board of Behavioral Science evaluates the qualifications of applicants for licensure and grants licenses to those who qualify.

**MASTER OF EDUCATION (M.ED.) - CURRICULUM & INSTRUCTION WITH EMPHASIS IN EFFECTIVE TEACHING AND INSTRUCTIONAL LEADERSHIP, TALENTED AND GIFTED, OR TEACHING ENGLISH AS A SECOND LANGUAGE**

The master of education in curriculum and instruction program is an online program intended to enhance the skills of practicing professionals. The Higher Learning Commission of the North Central Association of Colleges and Secondary Schools and the Iowa Department of Education accredits the program and courses. Within the program, students choose one of three tracks, effective teaching and instructional leadership, talented and gifted or teaching English as a second language. The program requires 30-31 credit hours of study, and can be completed in as little as two years. In keeping with the practical orientation of the program, the program curriculum involves field experiences and application opportunities within the student’s own work setting.

**Effective Teaching and Instructional Leadership**
GEDU 510 Introduction to Graduate Study and Research
GEDU 512 Learning, Development and Motivation
GEDU 517 Social and Cultural Foundations of Education
GEDU 518 Assessment and Evaluation of Classroom Learning
GECI 501 Principles of Instructional Design and Curriculum Planning
GECI 502 Cognition and Instruction: Research Based Instructional Strategies
GECI 503 Differentiating Instruction for Diverse Learners
GECI 504 Professional Development and Instructional Leadership
GECI 505 Collaborating with Home, School and Community Partners
GEDU 591 Capstone Portfolio: Effective Teaching and Instructional Leadership

Courses with a grade lower than “C-” do not count toward the degree and must be repeated.

**Talented and Gifted**
GEDU 510 Introduction to Graduate Study and Research
GEDU 512 Learning, Development and Motivation
GEDU 517 Social and Cultural Foundations of Education
GEDU 518 Assessment and Evaluation of Classroom Learning
GECI 506 Psychology of the Gifted
GECI 507 Gifted Education Programming
GECI 508 Action Research and Practicum in Gifted Education
GECI 509 Administration and Supervision in Gifted Education
GECI 510 Differentiating Instruction for Gifted Learners

**Talented and Gifted Electives (complete one course listed below)**
GECI 511 Contemporary Issues and Trends in Gifted Education
GECI 512 Creativity
GECI 513 Thinking Skills for Gifted Learners

Courses with a grade lower than “C-” do not count toward the degree and must be repeated.

**Teaching English as a Second Language**
GEDU 510 Introduction to Graduate Study and Research
GEDU 512 Learning, Development and Motivation
GEDU 517 Social and Cultural Foundations of Education
GEDU 518 Assessment and Evaluation of Classroom Learning
GECI 541 Second Language Acquisition for Classroom Teachers
GECI 542 Applied Linguistics
GECI 543 Methods and Curriculum Development in Teaching English as a Second Language
GECI 544 Assessment Issues in Second Language Learning
GECI 545 Differentiating Instruction for Diverse Learners
GECI 546 Assessment Issues in Second Language Learning
GECI 558 Practicum in Teaching English as a Second Language (K-6) or GECI 559 Practicum in Teaching English as a Second Language (7-12)
GEDU 592 Capstone Portfolio: Teaching English as a Second Language

Courses with a grade lower than “C-” do not count toward the degree and must be repeated.
Graduate level endorsements
Students desiring the Iowa endorsement as a Talented and Gifted Teacher Coordinator may complete 12 hours of special coursework. Students desiring an Iowa endorsement only option in TESL may complete 19 hours of special coursework.

TAG Endorsement only option (Iowa endorsement)
The Talented and Gifted Teacher endorsement only option is available to Iowa teachers. The endorsement requires 12 credit hours of study including the following courses:
- GECI 506 Psychology of the Gifted
- GECI 507 Gifted Education Programming
- GECI 508 Action Research and Practicum in Gifted Education
- GECI 509 Administration and Supervision in Gifted Education

TESL Certification only option (Iowa endorsement)
The graduate certification in Teaching English as a Second Language (K-12) is an online program intended to enhance the skills of educators who hold a degree and teaching license in content area. The Higher Learning Commission of the North Central Association of Colleges and Secondary Schools and the Iowa Department of Education accredit the program and courses. Within the program, students earn an ESL (K-12) endorsement from the State of Iowa. The program requires 19 credit hours of study, and can be completed in as little as one year. In keeping with the practical orientation of the program, the program curriculum involves field experiences.

- GECI 503 Differentiating Instruction for Diverse Learners
- GECI 541 Second Language Acquisition for Classroom Teachers
- GECI 542 Applied Linguistics
- GECI 543 Methods and Curriculum Development in Teaching English as a Second Language
- GECI 544 Assessment Issues in Second Language Learning
- GECI 558 Practicum in Teaching English as a Second Language (K-6) or GECI 559 Practicum in Teaching English as a Second Language (7-12)
- GEDU 517 Social and Cultural Foundations of Education

MASTER OF EDUCATION (M.ED.) – EXCEPTIONAL STUDENT SERVICES AND INSTRUCTION WITH EMPHASIS IN MILD TO MODERATE DISABILITIES, SIGNIFICANT BEHAVIORAL DISABILITIES, OR SIGNIFICANT COGNITIVE DISABILITIES
The Master of Education in Exceptional Student Services and Instruction program is intended to advance the skills of practicing professionals. The Higher Learning Commission of the North Central Association of Colleges and Secondary Schools and the Iowa Department of Education accredits the program and courses. Within the program, students choose one of three tracks; Mild to Moderate Disabilities, Significant Cognitive Disabilities, or Significant Behavioral Disabilities. Students may also elect to complete an Exceptional Student Services and Instruction-Comprehensive degree with endorsement in all categories across all grade levels. The program requires 36-51 credit hours of study, and can be completed in as little as two years. Students may also elect to complete the endorsement only, which would require completion of 26-41 hours of coursework. In keeping with the practical orientation of the program, the program curriculum involves field experiences and application opportunities within the student’s own work setting.

Core Coursework (9 credit hours) (to be completed by all M.Ed. candidates in this program, Endorsement only candidates are not required to take these):
- GEDU 510 Introduction to Graduate Study and Research
- GEDU 512 Learning, Development and Motivation
- GEDU 517 Social and Cultural Foundations of Education

Mild to Moderate Disabilities (27 credit hours)
Leading to a K-8, 5-12, or both endorsements *
- ESSI 501 Introduction to Exceptional Learners with Field Experience
- ESSI 510 Special Education Law and Professional Practices with Field Experience
- ESSI 520 Multidisciplinary Assessment and Evaluation
- ESSI 530 Transitions and Self-Determination
- ESSI 603 Curriculum Development and Instruction with Field Experience
ESSI 604 Literacy Methods with Field Experience
ESSI 605 Math Methods with Field Experience
ESSI 610 Behavior Interventions and Supports with Field Experience
ESSI 690 Professional Seminar III: Student Teaching Mild/Moderate – (K-8) OR ESSI 691 Professional Seminar III: Student Teaching Mild/Moderate – (5-12)
-or-
GECI 584 Capstone Portfolio in Special Education

*If seeking K-12 licensure, graduate students will need to evidence distributed experiences across K-12 settings through course field experience as well as through taking either ESSI 690, ESSI 691, or GECI 584.

Courses with a grade lower than “C-” do not count toward the degree and must be repeated.

**SIGNIFICANT SUPPORT NEEDS - Cognitive (30 hours)**
ESSI 502 Introduction to Learners with Significant Cognitive Disabilities with Field Experience
ESSI 510 Special Education Law and Professional Practices with Field Experience
ESSI 520 Multidisciplinary Assessment and Evaluation
ESSI 530 Transitions and Self-Determination
ESSI 603 Curriculum Development and Instruction with Field Experience
ESSI 604 Literacy Methods with Field Experience
ESSI 605 Math Methods with Field Experience
ESSI 606 Methods for Teaching Students with Cognitive Disabilities with Field Experience
ESSI 610 Behavior Interventions and Supports with Field Experience
ESSI 692 Professional Seminar III: Student Teaching Significant Support Needs – Cognitive (K-12)
-or-
GECI 584 Capstone Portfolio in Special Education

Courses with a grade lower than “C-” do not count toward the degree and must be repeated.

**SIGNIFICANT SUPPORT NEEDS - Behavior (30 hours)**
ESSI 503 Introduction to Learners with Significant Behavioral Disabilities with Field Experience
ESSI 510 Special Education Law and Professional Practices with Field Experience
ESSI 520 Multidisciplinary Assessment and Evaluation
ESSI 530 Transitions and Self-Determination
ESSI 603 Curriculum Development and Instruction with Field Experience
ESSI 604 Literacy Methods with Field Experience
ESSI 605 Math Methods with Field Experience
ESSI 607 Methods for Teaching Students with Behavioral Disabilities with Field Experience
ESSI 610 Behavior Interventions and Supports with Field Experience
ESSI 693 Professional Seminar III: Student Teaching Significant Support Needs – Learning/Behavior (K-12)
-or-
GECI 584 Capstone Portfolio in Special Education

Courses with a grade lower than “C-” do not count toward the degree and must be repeated.

**Exceptional Student Services and Instruction – Comprehensive (42 hours)**
ESSI 501 Introduction to Exceptional Learners with Field Experience
ESSI 502 Introduction to Exceptional Learners with Significant Cognitive Disabilities with Field Experience
ESSI 503 Introduction to Learners with Significant Behavioral Disabilities with Field Experience
ESSI 510 Special Education Law and Professional Practices with Field Experience
ESSI 520 Multidisciplinary Assessment and Evaluation
ESSI 530 Transitions and Self-Determination
ESSI 603 Curriculum Development and Instruction with Field Experience
ESSI 604 Literacy Methods with Field Experience
ESSI 605 Math Methods with Field Experience
ESSI 606 Methods for Teaching Students with Cognitive Disabilities with Field Experience
ESSI 610 Behavior Interventions and Supports with Field Experience
ESSI 694 Professional Seminar III: Student Teaching - Elementary ESSI
ESSI 695 Professional Seminar III: Student Teaching - Secondary ESSI
Courses with a grade lower than “C-” do not count toward the degree and must be repeated.

**Endorsement Only**
Students seeking graduate credits for endorsement only should select the appropriate Breadth and Depth coursework without graduate foundations courses. These students will be required to complete the appropriate Student Teaching in Special Education course according to the selected area of endorsement (ESSI 690, 691, 692, 693).

**Plus One Master Degree Option**
The Plus One program in special education is designed to lead students seeking a bachelor’s degree in any teaching field toward achieving a master’s degree within one year of completing undergraduate programming. This is accomplished by completing 9 credit hours of introductory level special education coursework and 9 hours of introduction to graduate studies between junior and senior years of undergraduate studies and then remaining on campus or participating in online courses for an additional year to complete a track in the special education master’s program. This will give teacher candidates a competitive edge in seeking employment, and will provide the opportunity for students in rigorous undergraduate programs to seek a special education endorsement that would otherwise be difficult in the undergraduate timeframe. Special education is a significant shortage area across the United States, making programs such as this highly appealing to both students and schools. Course requirements for the Master of Education degree through a Plus One model are consistent with the standard course requirements of the regular Master of Education in Special Education.

**MASTER OF ARTS IN ORGANIZATIONAL LEADERSHIP**
The Master of Arts in Organizational Leadership provides the skills and knowledge necessary to effectively lead people in an ever-changing work environment. In today’s competitive job market, the right knowledge and experience as well as an advanced degree distinguishes job applicants. A bachelor’s degree often is no longer sufficient to distinguish oneself from the competition.

The field of leadership has witnessed an explosion of advances since the end of World War II. Consequently, mastering leadership requires curricula focusing on theory and application, asking students to understand comprehensively-researched perspectives of leadership to understand the science and skills of leadership as well as apply their knowledge by practicing further leadership skill development. Therefore, the degree prepares professionals for a range of positions from senior management, non-profit administration, various business leadership roles, as well as enhancing individuals’ membership on and leadership of various boards of directors and other community leadership roles. Whether currently in leadership roles or seeking leadership roles, the program augments learners’ abilities for critical and strategic decision making, personal development of leadership strengths, and more effective engagement in the art and science of leadership practices among diverse individuals. The program serves working adults as they focus ethical leadership development on enhancing their ability to inspire innovative, systemic change in their world. With intentionality, the program engages students in creative processes designed to build a bridge between academic theory and real-world application.

The word "leader" is tossed around freely with too few people rising to the challenge and becoming true, effective leaders for their organizations. Our Master of Arts in Organizational Leadership places an emphasis on the awareness and understanding of self and others necessary to become an effective leader regardless of the context of leadership.

The Master of Arts in Organizational Leadership consists of 30 semester hours culminating in the student’s choice of capstone experience. The Master of Arts in Organizational Leadership offers focused coursework to uniquely prepare graduates to excel in leadership. With a strong emphasis on strategic and critical thinking, creative and ethical decision-making, skills assessments, and application of learning, the program develops graduates prepared to lead with character. Graduates experience enhanced discernment of real-life situations as they develop deep understanding of their abilities, talents, and passions for leadership.

**Program Learning Outcomes:**
Through employing critical thinking and reasoning, written communication competency, and appropriate research and data analysis skills,
at the completion of the program, graduates will be able to:

1. Understand foundational leadership principles and theories;
2. Critique models of team-building and group function while improving those skills;
3. Engage ethical questions leaders face; and
4. Evaluate the role of leadership in shaping organizational culture including emphases on diversity, participative management, human resources needs, and reflective practices;

Graduates culminate their programs with a capstone experience reflecting academic discipline and workplace/community application through a critically-analyzed written document.

Master of Arts in Organizational Leadership Coursework Degree Requirements

The program consists of 30 credit hours consisting of the following courses:

- GRAD 400/500 Essentials of Graduate Study; the required first-course in the program
- ORGL 404/504 History and Theory of Leadership Studies
- ORGL 406/506 Managing Team Leadership
- ORGL 408/508 Leading Across Boundaries
- ORGL 510 Leading with a Systems Thinking Mindset
- ORGL 514 Decision Making for Leadership Development
- ORGL 520 Maximizing Ethical Leadership
- ORGL 522 Leadership in Social Contexts
- ORGL 540 Leading Organizational Change
- ORGL 550 Consulting Capstone in Leadership OR
- ORGL 555 Executive Leadership Internship

ORGL 550 or 555 is the final course in the program.

Courses with a grade lower than “C-” do not count toward the degree and must be repeated.

ADMISSION REQUIREMENTS

Admission requirements for each graduate program may differ. Be sure to check the requirements for your specific program.

Master of Science in Education, Professional School Counseling and Mental Health Counseling

- Bachelor of Arts or Bachelor of Science degree, completed prior to start of summer courses
- A minimum undergraduate college grade point average (GPA) of 2.75 (on a 4.0 scale)
- The BVU analytic writing assessment (administered by BVU staff)
- Three letters of recommendation from specified sources
- Official transcripts from all undergraduate or graduate institutions attended
- Access to minimum technology requirements
- Acceptance by the admissions committee into the program

Note: Preference will be given to professional school counseling candidates who have an education background or school based work experience.

Note: Applicants for Iowa Professional School Counseling license are not required to hold a bachelor's degree in education, nor a teaching license. Non-education majors must complete two undergraduate education courses to obtain the counseling license: Exceptional Learner (or an equivalent course in special education) and classroom management. Each course must be a minimum of two credits each. The additional state requirement for human relations is met through GEDU 544.

Master of Education – Curriculum and Instruction, and Exceptional Student Services and Instruction

- Completed application packet
- Completed undergraduate degree from an accredited institution. An official transcript denoting the degree awarded must be submitted as part of the application package
- A minimum cumulative undergraduate college grade point average (GPA) of 2.75 (on a 4.0 scale)*
- Submission of a writing sample/autobiography (see application procedures below)
- Three letters of recommendation from specified sources (see application)
- Official transcripts from all undergraduate or graduate institutions attended
- Copy of a valid K-12 teaching certificate or license. Candidates must have appropriate access to a classroom in order to be successful in this program, due to its practical and application oriented nature
- Access to minimum technology

* A minimum cumulative undergraduate college grade point average (GPA) of 2.75 (on a 4.0 scale)
GRADUATE PROGRAMS

requirements

- Acceptance by the admissions committee into the program

*Applicants who cannot meet this requirement may be considered for probationary admission status and may enroll in up to nine credit hours of graduate study at BVU. These applicants will be reviewed at that time and, pending successful completion of these nine credit hours (at least a “B-” in each course), may be granted full status.

Master of Education – Exceptional Student Services and Instruction Plus One Program

- All potential students must apply directly to and be accepted into the program prior to enrolling. Students seeking enrollment in the Plus One option of the Master of Education in Special Education must fulfill the following minimal requirements:

  - Prospective students who are within 36 hours of completing a Baccalaureate degree at Buena Vista University, in a field leading to teaching licensure, may seek early admission in the Plus One program which allows students to apply up to 9 credits earned while still an undergraduate to the Master of Education in Special Education degree, as well as 6-9 hours of early graduate core work prior to achieving an undergraduate degree. If accepted, the three undergraduate courses are awarded as transfer credit toward the degree completion requirements for graduate credit upon submission of graduate portfolio demonstrations defined in graduate course syllabi.

  - The student must possess a 2.75 GPA in his/her undergraduate major coursework to be granted permission to take the graduate level courses while yet an undergraduate. Such early admission is provisional. See Provisional Admission Status.

  - Submit official transcripts from all institutions of higher learning previously attended.

  - Complete a graduate application form.

  - Submit two letters of recommendation from academic personnel equipped to speak to the candidate’s preparation for graduate study.

  - Submit an essay concerning applicant’s personal and professional directions related to education.

  - Have access to minimum technology requirements.

  - Be accepted. Students will be notified in writing of the decision by the Director of the Master of Education program.

  - Complete the transfer of undergraduate credits contract acknowledging the requirement to submit graduate portfolio items before transfer credit is awarded on the graduate transcript.

Master of Arts – Organizational Leadership

All potential students must apply directly to and be accepted into the program prior to enrolling. Students seeking the Master of Arts in Organizational Leadership must fulfill the following minimal requirements:

- Hold a Baccalaureate degree from a regionally-accredited institution of higher learning. Prospective students who are within 30 hours of completing a Baccalaureate degree at Buena Vista University may seek early admission which allows students to apply up to 12 credits earned while still an undergraduate to the Master of Arts in Organizational Leadership degree. See course descriptions for courses eligible to be taken as an undergraduate.

  - The student must possess a 3.0 GPA in his/her undergraduate major coursework to be granted permission to take the graduate level courses while yet an undergraduate. Such early admission is provisional. See Provisional Admission Status.

  - Have a 2.75 undergraduate grade point average. Students with less than a 2.75 cumulative undergraduate grade point average may apply for admission consideration. To do so all the same materials below are required plus documentation of analytical writing ability (minimum of two samples or a portfolio of writing) or an admission’s interview with one or more members of the Organizational Leadership Program Council.

  - Submit official transcripts from all institutions of higher learning previously attended.

  - Complete a graduate application form, accompanied by a non-refundable application fee.

  - Submit two letters of recommendation from academic personnel equipped to speak to
the candidate’s preparation for graduate study.

- Submit an essay answering the specific prompt provided on the application form.
- Have access to minimum technology requirements.
- Be accepted. Students will be notified in writing of the decision by the Organizational Leadership Program Director.

ADMISSIONS PROCEDURES
Admissions procedures for each graduate program may differ. Be sure to check the requirements for your specific program.

Master of Science in Education, Professional School Counseling and Mental Health Counseling
Apply online at www.bvu.edu/grad. Submitting applications through our web site is preferred, but applications by mail are acceptable.

1. Complete the application form, including auto-biographical statements. The three autobiographical questions are:
   - Describe significant personal experiences that influenced you to pursue the counseling profession.
   - Describe significant professional experiences that influenced you to pursue the counseling profession.
   - Discuss how you would make a contribution as a professional school counselor to the counseling profession, both within a local school district and the profession at large or as a mental health counselor to the counseling profession both within the local community and the profession at large.

2. Obtain 3 letters with supportive endorsement or recommendation from:
   - Your current supervisor
   - A professional colleague, and
   - A person of your choice who has direct knowledge of your professional experience.

Recommendation forms are available online in a pdf (Adobe Acrobat) format or by mail.

3. Request official transcripts be forwarded to the Graduate Program Office.

4. Prepare for and take the BVU analytical writing assessment test, as arranged by the graduate specialist following submission of the application.

Contact Information
Graduate Program, Box 2014
Buena Vista University
610 W. Fourth Street
Storm Lake, Iowa 50588
Toll-Free: 800.383.2821, ext. 2162
Direct: 712.749.2162
Fax: 712.749.1468
E-mail: grad@bvu.edu
Web site: www.bvu.edu/grad

Master of Education – Curriculum & Instruction, and Exceptional Student Services and Instruction
Online applications are available through the “Apply” link at www.bvu.edu/grad. Applications for this program are submitted online. For any assistance with the application process contact the BVU Graduate Programs Office.

The process for successful completion of the application packet is as follows:

1. Complete the application form, including written responses (please limit responses to approximately 250-300 words each) to the following questions:
   - Why are you applying to this program at this time?
   - How do you plan to contribute to this program? What do you expect to take from it?
   - How will you support your own success in this program? That is, what steps will you take to ensure your success in this academically rigorous endeavor?

Candidates are advised that these written responses ought to reflect both depth and breadth of understanding and/or interest in the program. These statements are considered by the admissions committee as a writing sample indicative of the candidate’s command of the English language, ability to engage in graduate level writing both mechanical and conceptual/analytical, and the applicant’s readiness for graduate study.

2. Obtain three letters with supportive endorsement or recommendation from:
   - Your current supervisor
   - A professional peer
   - A person of your choice who has direct knowledge of your professional experience
Recommendation forms are available online in a .PDF (Adobe Acrobat) format.

3. Request official transcripts to be forwarded to the BVU Graduate Programs Office. If you are a graduate of Buena Vista University, we can access those documents for you.

4. Submit a valid K-12 teaching certificate or license to the BVU Graduate Programs Office

Upon receiving ALL application materials, an admissions packet is compiled by the BVU Graduate Programs Office. The completed admissions packet is submitted to the admissions committee for review. The result of the decision is communicated to the applicant in writing. Students must confirm acceptance to BVU Online in response to the acceptance notification.

**Master of Education – Exceptional Student Services and Instruction Plus One Program**

Apply online at www.bvu.edu/grad.

1. Complete the application form, including an autobiographical essay.
2. Obtain 2 letters of recommendation from academic and professional personnel able to comment on applicant’s graduate-study readiness and career goals. Recommendation forms are available online in a pdf (Adobe Acrobat) format or by mail.
3. Request official transcripts be forwarded to the Director of Graduate Programs in Education

**Contact Information**

Office of Graduate Programs in Education
Buena Vista University
610 W. Fourth Street
Storm Lake, Iowa 50588
Toll-Free: 800.383.2821, ext. 2172
Direct: 712.749.2172
Fax: 712.749.2037
E-mail: grad@bvu.edu
Web site: www.bvu.edu/grad

**Application Timeline**

**Master of Science in Education – Professional School Counseling and Mental Health Counseling**

A new cycle for Professional School Counseling program begins January at the start of Term 3. Applicants are encouraged to submit application materials as early as possible, but no later than the November 15, the deadline preceding the first course in the program. The Admissions Committee will review completed applications following the November 15 deadline, and notice regarding the admission decision will be mailed by November 25.

A new cycle for the Mental Health Counseling program begins at the beginning of the school year at the end of August. Applicants are encouraged to submit application materials as early as possible, but no later than the July 1 deadline preceding the first fall course. The Admissions Committee will review completed applications following the July 1 deadline, and notice regarding the admission decision will be mailed by July 10.

The application materials are available online or upon request from:

Buena Vista University
Graduate Studies Office
610 W. Fourth Street
Storm Lake, Iowa 50588
Phone: 800.383.2821, ext. 2162
E-mail: grad@bvu.edu

**Master of Arts – Organizational Leadership**

Apply online at www.bvu.edu/grad.

1. Complete the application form, including the response to the essay prompt. In a response of no more than 400 words, detail the importance of the Master of Arts in Organizational Leadership to your career, professional, and/or personal growth path.

2. Obtain 2 letters of recommendation from academic personnel able to comment on applicant’s graduate-study readiness and career goals. Recommendation forms are available online in a pdf (Adobe Acrobat) format or by mail.

3. Request official transcripts be forwarded to the Organizational Leadership Program Director

**Contact Information**

Office of Graduate Programs
Buena Vista University
610 W. Fourth Street
Storm Lake, Iowa 50588
Toll-Free: 800.383.2821, ext. 2172
Direct: 712.749.2162
Fax: 712.749.2037
E-mail: grad@bvu.edu
Web site: www.bvu.edu/grad
Master of Education – Curriculum & Instruction, and Exceptional Student Services and Instruction

Because most of the offerings are online, there is no specific timeline. However, because classes may fill up, it’s best to apply well in advance of one’s target starting date.

Master of Education – Exceptional Student Services and Instruction Plus One Program

A new cycle for the Plus One program begins Terms 1, 3 and 5 each year. Applicants are encouraged to submit application materials as early as possible, but no later than June 25 (for Term 1 start), November 15 (for Term 3 start), and March 15 (for Term 5 start). The Admissions Committee of the Graduate Programs in Education will review completed applications following each deadline, and notice regarding the admission decision will be mailed within 15 days of the application deadline.

The application materials are available online at www.bvu.edu/grad or upon request from:
Buena Vista University
Graduate Programs in Education
610 W. Fourth Street
Storm Lake, Iowa 50588
Phone: 800.383.2821, ext. 2172

Master of Arts – Organizational Leadership

A new cycle for the organizational leadership program begins each term. Applicants are encouraged to submit application materials as early as possible, but no later than 60 days prior to the start of a term. The Organizational Leadership Program Director will review completed applications, and notice regarding the admission decision will be communicated typically within 48 hours of receiving a completed application.

The application materials are available online at www.bvu.edu/grad or upon request from:
Office of Graduate Programs
Buena Vista University
610 W. Fourth Street
Storm Lake, Iowa 50588
Toll-Free: 800.383.2821, ext. 2172
Direct: 712.749.2162
Fax: 712.749.2037
E-mail: grad@bvu.edu
Web site: www.bvu.edu/grad

Admission Decisions

Master of Science in Education and Master of Education

All students are admitted to the program on a provisional status. Students must earn a grade of “B-” or better in all course work in the completion of the 12 credit hour Core Coursework for the Master of Science in Education. For the Master of Education, students must complete their first nine credits with a grade of B- or higher. Students successfully completing this requirement will be granted full candidacy in the program. Students admitted on a provisional status who do not earn a minimum grade of “B-” or better in all course work while on provisional status will be reviewed by the Graduate Council and may be dismissed from the program. The provisional status agreement is communicated to the applicant in writing.

Master of Education – Exceptional Student Services and Instruction Plus One Program Provisional Admission Status

Students who apply for full admission status and who are deficient in one or more of the requirements for full admission may be granted provisional status. Deficiencies must be removed after 6 credit hours of graduate coursework taken at Buena Vista University to continue in the program. Students will be informed in writing of the decision if provisional status is granted.

Master of Arts – Organizational Leadership Provisional Admission Status

Students who apply for full admission status and who are deficient in one or more of the requirements for full admission may be granted provisional status. Deficiencies must be removed after 9 credit hours of graduate coursework taken at Buena Vista University to continue in the program. Students will be informed in writing of the decision if provisional status is granted.

Special Admissions Status

Students may be allowed to take a single graduate level course from BVU. Candidates must be granted special permission to do so from the director of the specific graduate program, and permission to do so will be only granted if there is course space available, with full admission candidates given first priority for registration in these courses. Candidates interested in this status must submit all previous official transcripts, provide a copy of a valid teaching license (where applicable), and send a request in writing to the director of the specific graduate program for consideration to take courses on this status. Students may be granted special admissions
status for up to 9 credit hours of course work. Students will not be allowed to continue enrollment after this time until full admission is sought and gained.

Admissions Appeal
Students may appeal a negative admission decision. A formal letter of appeal must be written to the Vice President for Academic Affairs and Dean of Faculty at BVU, outlining the concerns regarding the admissions decision. The case is forwarded to the appeals panel comprised of the associate dean of faculty, the Vice President for Enrollment Services, and the Dean of the School of the graduate program. The student may request an interview with the panel. After review of the evidence provided by the applicant, the panel makes a second ruling with regard to admission.

Registration and Tuition
Tuition will be at the rate set annually by the BVU Board of Trustees. Tuition payment is due by the first day of the term/semester. It is the student's responsibility to pay fees and any other financial obligations to the University as they become due. The non-payment of any financial obligation may result in the administrative withdrawal of the student or in legal action. Records (grade and academic transcript) will be held for failure to meet payment deadlines, and the student will not be allowed to register for the next sequenced course. Student accounts may be viewed through Beavernet at any time. Methods of payment include check, MasterCard, Discover, Visa by mail, phone, or in person at the Business Office. Contact the Business Office at 800.383.2821, ext. 2041, or mail to Business Office, Buena Vista University, 610 W. 4th St., Storm Lake, Iowa 50588.

Statements concerning fees are announcements and are not to be regarded as offers to contract. The university reserves the right to change fees and other charges at any time by published notice before the opening of any semester or session.

Registration
Registration for graduate courses is open on a rolling basis. However, space in courses may be limited. We recommend students register for courses at least four weeks prior to the start of a term to ensure availability and to allow time to order books. The schedule of courses is posted on the web at https://beavernet.bvu.edu/ICS/Portal_Homepage.jnz?portlet=Course_Listings&screen=AdvancedCourse+Search&screenType=next.

Deadlines and policies for late registration, adds, drops, and withdraws follow those established for online and site term schedules.

Typical Course Load
The normal class load is three credit hours per eight-week term. The university reserves the right to regulate class size, add, delete, or otherwise alter the published course listings.

Attendance and Absentee Policy
Students are expected to follow the participation parameters set by each instructor. Difficulties or conflicts with this expectation should be addressed through the individual instructor for each course. Students who do not log into an online course for a period of more than 7 consecutive days may be considered as no longer attending. Access to the online course may be blocked for non-attending students and may require instructor permission to reactivate access. Students deemed to be non-attending and blocked from course access are not withdrawn from the course unless they indicate so in writing.

TECHNOLOGY
BVU's graduate program uses computer technology to deliver course information over the internet through e-mail and web sites. Student access, whether at home or school, is essential to graduate study at Buena Vista University. Students are responsible for their own computer access that meets the minimum technical requirements for BVU online as well as internet service of at least 56k or faster speed (high speed recommended).

Recommended Computer Hardware & Software Requirements:
- Windows 7, 8, 8.1 and 10 or Macintosh OS X and up. Nothing below Windows 7 (RT, XP and Vista) and Nothing below OS X. No Linux devices, or devices running the Google Operating System (It is called Chrome, same as the browser).
- High-Speed/Broadband internet connection
- Some courses may require a webcam and microphone
For students who do not have recent versions of Microsoft Office, the Office suite is now included for free for all students via Office 365.

**COURSE DELIVERY AND SCHEDULE**

Masters programs in Counseling, Curriculum and Instruction, and Exceptional Student Services and Instruction are offered in a variety of formats – face to face, hybrids where there are both face to face and online components, and fully online. See the Graduate Director of the specific program for details. The Master of Education – Exceptional Student Services and Instruction Plus One program is offered as a continuation of the Bachelor degree and is available at the Storm Lake campus or through hybrid coursework. Working professionals may choose to pursue the degree while maintaining full- or part-time employment through a series of structured 8-week term offerings via Buena Vista University’s Online, Site and Graduate Program online with face-to-face field components (hybrid). The program is designed to offer flexibility for students, allowing completion within 12 months Post-Baccalaureate, assuming the student maintains consistent enrollment.

The various course formats meet the 45 contact hours required per graduate course.

The Master of Arts in Organizational Leadership is an online degree. Working professionals may pursue the degree while maintaining full- or part-time employment through a series of structured 8-week term offerings via Buena Vista University’s Online, Site and Graduate Program online with face-to-face field components (hybrid). The program is designed to offer flexibility for students, allowing completion within 18 months Post-Baccalaureate, assuming the student maintains consistent enrollment.

As part of undergraduate studies, students may take up to four courses (12 credits) applied toward the Master of Arts in Organizational Leadership degree. See Admission Requirements. Typically, students enroll in one graduate course per 8-week term.

The various course formats meet the 45 contact hours required per graduate course.

**Retention Policies**

If the student fails to enroll for 2 consecutive terms, he or she will be classified as inactive and advisory services will be curtailed.

If, for whatever reason, a student fails to engage in continuous enrollment (as defined above), he or she must petition the graduate council for consideration for re-admittance. The petition must be done formally in writing to the director of the specific graduate program, and must outline the student’s request and plan for program completion. Depending on the circumstances of a student’s departure from the program and the availability of space in the current cohorts, the graduate council may provide varied recommendations and requirements for re-admittance. Students will be notified in writing, of the council’s decision and re-entry requirements.

**Time Limitations**

All requirements submitted in fulfillment of any of the master’s degree programs must be completed within a period of 8 years. These limitations will be extended only for the period of active duty for students entering the military service. The student must submit a petition upon his or her return from military service.

**Graduate Financial Aid**

**Gift Aid**

Federal Teacher Education Assistance for College and Higher Education (TEACH) Grants of up to $4,000/year may be awarded to graduate students who intend to teach and who have been accepted into an eligible program. In exchange, recipients must serve as a full-time teacher in a high-need field, in a school serving low-income students for at least four years within eight years of graduation.

Students who don’t complete their teaching obligation as indicated will be required to repay any funds received as a Federal Direct Unsubsidized Loan, with interest accruing from the time the grant was disbursed. A CGPA of 3.25 is normally required; exception applies to certain graduate students who are currently teaching. Interested students should contact the Office of Financial Assistance for additional guidance.

Eligible graduate programs include majors/tracks within the School of Education/Master of Education that would qualify the student to teach (with student’s desire to teach) in a shortage area as defined by the federal government, state government or a local education agency, and that
are included in ED’s annual Teacher Shortage Area Nationwide Listing.

Not all tracks within the Master’s programs prepare a person to teach in a shortage area so not all are considered Teach Grant eligible.

Loans Available
Federal Direct Loans are available to students who complete a Free Application for Federal Student Aid (FAFSA) and enroll at least half-time in college. The federal government offers loans without an interest subsidy (UNSUBSIDIZED for graduate students. If eligible for an unsubsidized loan, students are responsible for the interest charge upon receipt of the loan, but interest payments may be deferred until a student is no longer enrolled. Borrowers are normally allowed at least ten years to repay.

Graduate student are eligible for Unsubsidized Direct Loan only, with a maximum of $20,500/year (students enrolled in an endorsement only program will be eligible for undergraduate loan limits). The aggregate maximum is $138,500, which includes all direct loan funds received for undergraduate study. The interest rate as of July 1, 2017 is 6 percent.

If a Federal Direct Loan is included in your financial aid award and you have indicated that you would like to take advantage of this aid source, a Master Promissory Note and Entry Counseling may need to be completed during your first term of borrowing. If the promissory note and entry counseling has been completed, the funds will be available to you at the beginning of each term/semester. After signing the Master Promissory Note the first time, a new note will normally not be required for subsequent borrowing. However, previous Master Promissory Notes do expire. The amount of your disbursement will equal the amount you request or are eligible for minus an origination fee. The loan will typically be divided into three disbursements, but will depend on your enrollment plans.

BVU must receive the results of a FAFSA and a Federal Direct Loan must be certified while the student is still enrolled in the enrollment period for which the loan is intended.

Alternative Loans are available to students attending BVU. Loan eligibility is determined by the borrower’s credit worthiness and out-of-pocket expenses. The interest rates vary. The borrower may take up to 20 years to repay. Principal payments may be deferred, in most cases, while the student is enrolled at least half-time. Financial need is not a prerequisite. More information can be found at; www.BVU.edu/loans.

Graduate Student Financial Aid Policies

Enrollment Status
- Fall Semester - Combine Terms 1 & 2 (3 hours = 1/2 time status; 6 hours=full time)
- Spring Semester - Combine Terms 3 & 4 (3 hours = 1/2 time status; 6 hours=full time)
- Summer Semester - Combine Terms 5 & 6 (3 hours = 1/2 time status; 6 hours=full time)

Students are not eligible to receive federal or state aid for coursework that is not required for degree completion. Therefore, students should carefully plan their enrollment.

Repeat Policy
If a student repeats a course for which academic credit was previously earned, that course credit cannot be completed a third time and be counted towards enrollment status for purposes of financial aid eligibility. Passed courses (D- or better) can only count in enrollment status for one additional attempt.

Federally Funded Programs Eligibility Requirements
- Be enrolled at least half-time* and as a regular student.
- Be a U.S. citizen or eligible non-citizen.
- Make satisfactory academic progress.
- Sign various educational statements and submit any required documentation.
- Be current on all previously-borrowed educational loans
- Release FAFSA data to BVU while still enrolled

Validation Policy
Registration for each course must be validated by attending at least one of the first two class sessions for face-to-face courses. Validation of enrollment for hybrid courses must occur within the first week of the course. For online courses, students must be logged into the course and
actively participating (including, but not limited to, submitting an academic assignment whether graded or ungraded; taking an exam, an interactive tutorial or computer-assisted instruction; participating in an online discussion about academic matters; or initiating contact with an instructor to ask a question about the academic subject matter of the course) within the first seven calendar days of the start of the course. To validate enrollment for directed studies, internships, or other non-classroom experiences, students are expected to communicate with the graduate office and the instructor within the first week of the course. If a student is not planning on completing the requirements for directed studies, internships, or other non-classroom experiences, the student must contact the site office in writing via email or by completing an add/drop form within the first week of the term. Permission to start or add a class late requires submission of a special academic action form, which must be signed by the instructor, advisor, and enrollment manager.

Failure to obtain permission for an intentional late start or to validate enrollment in the time frame described above, will result in a student being administratively dropped from the course(s). Being administratively dropped means that no tuition charges will be accrued, and all financial aid will be returned according to regulations and policies.

Students are expected to make payment or make payment arrangements for each term prior to the first day of class.

Withdrawal Process
This policy will assist students who feel the need to completely withdraw from the university after a semester has begun but before its conclusion.

A student is considered to be withdrawn from a credit hour program if the student does not complete all of the days in the payment period that the student was scheduled to complete; the days in the payment period would include all the days in both terms in a semester made up of modules if the student is registered for both at the time of withdrawal.

In addition to withdrawing from a course(s), a student also has the opportunity to drop a course. It is possible to drop a course in which there has been no attendance. It is possible for a student to drop a course(s) or for staff to drop a student through validation. There will be no charge for a dropped course. However, if a student in a modular program drops all hours in a term after having completed a prior term (all in the same semester), a return of federal aid (R2T4) calculation will be required and all days in the semester will be used in their R2T4 calculation.

If a student drops all hours in a subsequent term in a semester during the current term and completes that current term, this is not considered a withdrawal and no R2T4 calculation is required.

If, on the same day, a student withdraws from all courses in the first term of a modular semester and drops all courses in a subsequent term in the same semester, all of the days in the semester will be used in the R2T4 calculation.

If a student who is registered for both terms in a modular semester withdraws from the first term, we will request documentation of the student’s intent to return for the second terms. If the student fails to indicate their intent or indicates they will not return for the second term, the student will be considered as withdrawn from the semester as of the withdrawal date. If the student indicates that they will return for the second term, the student will not be considered to have withdrawn. A return of federal aid calculation will only be required if the student later does not return as indicated.

For a student who officially withdraws, the withdrawal date will be the earlier of the following (unless a later date can be documented):
- The date the student begins the official process mentioned below, or
- The date the student officially notifies the institution of intent to withdraw.

If a student triggers both definitions above of official withdrawal on different dates, we will use the earlier date, unless we can document academically related activity later. Academically related activity is defined as one that has been confirmed by an employee of BVU, such as taking an exam, actively logging into the coursework, turning in a class assignment, attending a study group or class, etc.

Official notification can come in written form, via telephone, in person, or through e-mail and should be made with the Graduate Programs Office. This process must also be followed for withdrawal from online courses.
If a student begins but does not complete coursework for a term/semester, but does not officially withdraw as described above, they will be considered to have unofficially withdrawn. The withdrawal date for a federal or state aid recipient who doesn’t complete any courses will be the later of the midpoint of the payment period or the last day of academic related activity, if documented; this date will be used in determining how much aid must be returned. The withdrawal date will be communicated to the National Student Loan Data Service (NSLDS) and will be used to determine loan repayment when necessary.

No federal or state aid will be returned for a withdrawal that occurs after sixty percent of the payment period (which could be based on one term or two, depending on enrollment at the time of withdrawal).

If a student unofficially withdraws, the student will be fully charged for tuition. If a student left without notification because of circumstances beyond the student’s control, the BVU graduate programs staff might determine a withdrawal date related to those circumstances.

A student can rescind a withdrawal by providing a written request to the graduate programs office.

If disciplinary action results in the loss of any college or college-contracted service for the student, there will be no refund of charges. Federal or state aid may be returned based on the Return of Title IV Funds/State Aid Policy. The Office of Financial Assistance can be contacted with questions concerning the withdrawal process or the refund calculation. A copy of the Return of Title IV Funds/State Aid Policy can be found in the financial assistance section of this catalog and our web site, or can be requested from the Office of Financial Assistance or the Business Office.

Return of Title IV Funds Policy
To calculate the amount of assistance earned by a student, BVU will first determine the percentage of assistance the student earned. The percentage of assistance earned is equal to the percentage of the period of enrollment that was completed as of and including the day the student withdrew, up to the 60 percent point in time. The percentage will be calculated using calendar days completed as of the day the student withdraws divided by the number of days in the enrollment/payment period. All scheduled breaks of five or more days, including Saturdays and Sundays, will be taken out of the calculation. The calculated earned percentage is applied to the total amount of assistance that was disbursed or could have been disbursed to the student (allowable post withdrawal disbursements included), or on the student’s behalf, for the period of enrollment, as of the withdrawal date. If the withdrawal occurs after the 60 percent point, then the percentage of aid earned is 100 percent.

BVU must return the lesser of the unearned amount of Title IV (federal) and state aid, or an amount equal to the total institutional charges the student incurred for the enrollment period, multiplied by the unearned percentage of Title IV and state assistance (which is the complement of the earned percentage). The student is required to return federal funds when the total amount of unearned assistance exceeds the amount the school must return. However, a student is not required to return 50 percent of Title IV grant assistance received. If it is determined that a student must return federal grant assistance, the student will be given 45 days from the day the calculation is performed to submit the owed amount to, or make satisfactory arrangements with, the Buena Vista University Business Office. If payment or an arrangement for payment is not made within 45 days, the Department of Education will be notified of the overpayment and the student may face losing consideration for future financial assistance until payment is received.

The order of the return of Title IV funds will be as follows:
- Unsubsidized Direct Loan
- Direct Graduate PLUS Loan
- Federal Teach Grant
- Other Title IV assistance for which return of funds is required

If a student or parent feels that individual circumstances warrant exceptions from stated policy, the following appeal order can be followed:
1. Accounts Receivable Manager
2. Director of Financial Assistance
3. Assistant Controller
4. Director of Business Services/Controller
5. Vice President for Business Services
6. President of Buena Vista University

Contact the Office of Financial Assistance for an example of a refund calculation.

**Institutional Charges & Aid Policy for Withdrawals**

Students who withdraw completely from a course at Buena Vista University Graduate Programs, will have their tuition reduced on a percentage basis. Correspondingly, a student’s institutional aid/state aid will be returned based on their official date of withdrawal and the same percentage. The Business Office will notify the student of their final billing information after all of the appropriate adjustments have been made. Any additional fees a student accrues will not be adjusted and the student will be fully charged.

The following schedules will determine the calculation for students’ tuition for the particular courses the withdrawal applies to. Refunds are based on the official start date of the term and not the first day of class.

**OSG T1 – T6 courses:**
- Prior to the end of the 4th calendar day of the term: 95% return of charges & institutional aid/state aid
- Prior to the end of the 8th calendar day of the term: 75% return of charges & institutional aid/state aid
- Prior to the end of the 11th calendar day of the term: 50% return of charges & institutional aid/state aid
- Prior to the end of the 15th calendar day of the term: 25% return of charges & institutional aid/state aid

**SATISFACTORY ACADEMIC PROGRESS IN GRADUATE PROGRAMS**

Graduate students are required to establish and maintain an overall program cumulative grade point average (CGPA) of 3.0. To maintain Satisfactory Academic Progress (SAP), graduate students must also continue to complete courses at an appropriate pace. For full-time students in OSG the normal pace of course completion is one course per term or 6 courses (18 credits) per year.

**The Standards for Satisfactory Academic Progress**

1. **Cumulative grade point average**

All courses completed in a graduate program at BVU are included in the analysis of academic standing. Incompletes are not a grading option. If a course is repeated, the repeat(s) will count in the CGPA calculation and the attempted hours for pace calculation. The same is true for courses from which the student withdraws. Up to 9 credits of graduate work may be transferred from other accredited institutions. Only course work with an obtained grade of B- (2.7) or better may be transferred. The student’s CGPA will not include the grades for courses completed elsewhere.

2. **Pace and Duration of Eligibility for Financial Assistance**

Full-time students who fail to complete at least 67% of their attempted hours will be deemed to be progressing at an unsatisfactory pace and will lose eligibility for financial aid, pending a decision on an appeal (see Appeal Process, below). Credits transferred into the BVU program will be included in the SAP pace analysis when the transfer credits are recorded in the Office of the Registrar.

**Review Process**

**Academic Standing**

The Committee on Graduate Academic Standing (CGAS) is composed of the Associate Dean of the Faculty as Chair, the Registrar, the Director of Financial Assistance, one Dean of a school with graduate courses, and one faculty member with Graduate Faculty status. This committee will review students’ progress at the end of each semester (Fall, Spring, Summer or Terms 2,4,6). Students with a CGPA lower than 3.0 will be placed on academic probation for the next semester. Failure to achieve a CGPA of at least 3.0 by the end of the next semester will result in suspension from the program. Students in this situation will be notified in writing by the Academic Standing Committee, as will the Office of Financial Aid and the Registrar's Office. An appeal of suspension process is described below.

At the end of each semester (Terms 2,4,6) the CGAS will also notify, in writing, students who are failing to meet the expected pace of course completion (67% of attempted courses) in their graduate program that they are in danger of being suspended if they fail to meet the required pace by the end of the next semester of attendance. It will direct those students to their academic advisor to develop a written plan to come into full compliance with requirements for SAP.
Financial Aid Eligibility
The satisfactory academic progress review for Title IV aid eligibility will occur annually following the completion of term 6, using the standards previously mentioned. All students, including those who have been enrolled in a program for less than a full year, will be evaluated based on an analysis of courses attempted and completed to date along with CGPA progress. Graduate students who fail to meet either pace or CGPA requirements will lose Title IV (federal) aid eligibility. Students in this situation will be notified in writing. An appeal of suspension process is described below.

Appeal Process
A student who has been suspended and has faced extenuating circumstances such as his/her injury or illness, the death of a relative, or other special circumstances may appeal a suspension. A student who wishes to appeal a suspension must consult with her/his academic advisor to develop an appeal. All appeals must be in writing and received by the chair of the CGAS within one week of notification of suspension because of an unsatisfactory CGPA or failure to maintain a satisfactory pace. The written appeal must include and document the extenuating circumstance(s) that prevented the student from meeting the CGPA and/or pace requirements, what has changed in the student’s situation, and a plan with specific steps that will be taken to ensure future success, including a schedule of classes to be taken, where those classes will be taken, what grades must be earned, and if there will be transfer work.

If the appeal with its plan is approved, the student will be allowed to continue to take classes and receive financial assistance. Students in this situation will continue to be eligible for financial assistance and to continue to take courses as long as they are meeting the standards in the plan. A student whose appeal is unsuccessful will be suspended from the academic program and will have financial aid suspended.

If a student does not appeal or an appeal is not approved, the student will be dropped, without financial liability or academic record, from any class(es) in which he/she is currently enrolled.

If the appeal is not approved and the student has evidence of failure to follow policies or procedures or of arbitrary or capricious treatment in the appeals process, the student may further appeal to the VPAA and Dean of the Faculty. The decision of the VPAA and Dean of the Faculty is final.

Re-establishing SAP
A previously suspended student may apply for readmission to BVU. The application will be reviewed by the CGAS. For an application to be successful it must include documentation of actions the student has taken to assure success upon re-entry into a program. Neither paying for classes nor sitting out any length of time affects a student’s academic standing, so neither is sufficient to re-establish eligibility. The appeal must also include an academic plan that would bring the student back into SAP if it were successfully followed. The previously suspended student is strongly encouraged to consult with an academic program advisor when developing an application for readmission.

If a previously suspended student is readmitted to a graduate program, the student will be allowed to resume taking classes and will be eligible for financial assistance. The readmitted student will be on financial aid probation. The student will continue to be eligible to take classes and receive financial assistance as long as the conditions of the academic plan are being met. Should the student fail to meet the conditions of the academic plan, the review process, above, will determine the student’s standing.

Duration of Eligibility for Financial Assistance
If the attempted program is not completed within 150% of the timeframe shown below, even in situations where there has been a change in course of study, financial aid eligibility will be terminated. Appeals for duration of eligibility for financial assistance will be allowed on a case-by-case basis and must be made to the Office of Financial Assistance.

In addition to the information you can find here, there are a variety of policies and reports available on our website at: www.bvu.edu/about/consumer_information.
You may also find additional information concerning your financial aid rights and responsibilities in the undergraduate section of this catalog.

**Transfer of Graduate Credit**

Only students who are in good standing as graduate students at a regionally accredited institution are eligible to apply as graduate transfer students. Transfer credit guidelines are applicable to both degree-seeking (master’s degree) and non-degree seeking (licensure only) candidates.

**Transfer of credits is limited as follows:**

- No more than 9 semester hours of credit may be transferred into the counseling student’s program. The admissions committee will examine the courses for similarity of content and will approve or disapprove the transfer by a simple majority vote.
- Transfer credit must consist of course work that has been obtained from an accredited graduate program within the past 8 years.
- Only course work with an obtained grade of “B-” (2.7) or above may be transferred.

For the Master of Education, no transfer credit will be granted for the required introductory course, GEDU 510 Introduction to Graduate Study.

The acceptance of the maximum credit hours is conditional on the applicability of the requested credit to the student’s planned degree program. The student must request, in writing, consideration of potential transfer credit to Director of the graduate program. If the student chooses to pursue transfer of credit, he or she must provide the admissions committee with an official transcript along with a catalog description and/or syllabus of the course or courses from the offering institution.

Official transcripts must show that the credit is at the graduate level. Courses may be prescribed in lieu of specific requirements for those who have already completed these requirements at another institution.

After completing graduate courses at Buena Vista University, a student seeking to take a course elsewhere and transfer it to the program must secure the prior approval of the appropriate Graduate Program director.

Buena Vista University has the option of not accepting transfer credit from a regionally accredited institution for courses offered by that institution in a state outside of the state where the institution has its home campus. Graduate course work taken by correspondence will not be accepted.

**Transfer of Undergraduate Credits**

In the Master of Education – Exceptional Student Services and Instruction Plus One program, students may transfer up to 9 credits hours in designated courses but must complete and submit the graduate portfolio items for these courses before credit is awarded. Courses accepted for transfer include:

- Characteristics courses (ESSI 101, ESSI 102 or ESSI 103)
- Curriculum Development & Instruction (ESSI 303)
- Multidisciplinary Assessment & Evaluation (ESSI 220)

Students may also substitute the following courses for transfer credit if undergraduate scheduling prevents the student from completing the above courses

- Transitions & Self-determination (ESSI 230)
- Behavior Interventions & Supports (ESSI 310)

**Graduate Student Appeals Process**

Graduate students having concerns in the academic area are encouraged to resolve these concerns through direct communication with the professor or administrative office involved, with the assistant dean of education and graduate studies, the dean of the School of Education or the vice president for academic affairs. Often these concerns will involve a dispute over a grade. On those rare occasions when disagreements may not be resolved directly, the appeals process detailed below may be used.

Students having academic related concerns should first consult with the faculty member involved. In the case of a grade, no grade may be changed after it has been filed in the Registrar’s Office except by action of the faculty member or the decision of an appeal by the vice president.
for academic affairs. If a grade remains uncontested for a period of six weeks into a subsequent semester/term following the date published as the official end of the semester/term, it will be assumed to be correct and will not be eligible for change.

Prior to a formal appeal, the student should discuss his/her questions with the faculty member involved. The appeal process is intended for those rare occasions when students and faculty cannot come to understanding of the faculty member’s assessment of the student’s work.

**Steps students must take in this process must include:**

1. In writing, the student identifies his/her concerns by drafting a letter indicating the course, instructor, the grade received, the grade the student believes he/she should have received, and the reasons why a grade different from the one assigned is more appropriate in his/her judgment.
2. The letter must include the student’s signature and is delivered or mailed to the assistant dean of education.
3. Generally, within a week’s time, the assistant dean of education will meet with the student. The student should bring any related course materials from the course in question with him/her to this meeting.
4. The assistant dean of education will meet with the faculty person involved with the grade challenge. At this point, the faculty member may also have documents for review (papers, final exams, etc. for which the student does not have ownership).
5. Based on the materials and information from the student and faculty member, assistant dean of education resolves the question(s) identified in the appeal. The assistant dean of education may choose to ask for a meeting with the student and faculty member or consult with others as appropriate; the assistant dean of education’s decision of the appeal will be communicated in writing to the student and faculty person involved within two weeks of receiving the request for appeal from the student. If a change of grade is warranted, appropriate paperwork for a change of grade will be initiated by the assistant dean of education.
6. The student or faculty member in the graduate program may appeal the assistant dean of education’s decision to the dean of the School of Education. Such an appeal must state the reason(s) and be presented in writing within two (2) class days after receiving the decision from the assistant dean of education and includes forwarding the paperwork the assistant dean of education received to the dean of the School of Education who reviews the materials and may ask for meetings with the student and/or faculty member involved. The dean of School of Education may also need to confer with appropriate school deans or others. The dean of the School of Education communicates her/his decision in writing within two weeks of receiving the request for appeal.
7. The student or faculty member may appeal the dean of the School of Education’s decision to the vice president for academic affairs (VPAA). Such an appeal must state the reason(s) and be presented in writing within two (2) class days after receiving the decision from the dean of the School of Education and includes forwarding the paperwork the dean received to the VPAA. The VPAA reviews the materials and may ask for meetings with the student and/or faculty member involved. The VPAA communicates her/his decision in writing within two weeks of receiving the request for appeal. The decision of the VPAA is final.

Student concerns which are for issues other than grades should be handled similarly. Because of the specific nature of a concern a student may have about how the interaction with a faculty member is occurring, it may be most appropriate for the student to meet with the assistant dean of education initially rather than first speaking to the faculty member.
BUENA VISTA UNIVERSITY COURSES (OBVU)

OBVU 100 University Seminar  
F, S  
3 CR
University seminar is a small section course that emphasizes the development and exercise of academic skills essential for success in college. This course enhances critical thinking skills while improving students’ abilities to write, speak, listen, and conduct research. University Seminar is also intended to assist students in the transition to life in a learning community, and to facilitate understanding of the privileges, responsibilities, and expectations that accompany membership in such a community. Registration in this course in the first semester of enrollment is required of all new BVU students who have completed fewer than 30 credit-hours at the time of matriculation. This course is offered only on a letter graded basis and may not be repeated.

OBVU 190 Interim Travel Preparation  
AN  
0 or 1 CR
Travel preparation course for all interim travel courses. Pass/Fail only. Repeatable for credit. Prerequisite: Consent of instructor.

OBVU 200 Transfer Seminar  
F, S  
1 CR
Transfer seminar is designed to assist in the successful transition of transfer students from their previous college or university to BVU. Transfer seminar focuses on developing the academic skills and understanding the academic expectations necessary to achieve success at BVU. Registration in this course in the first semester (or two terms for online or site students) of enrollment is required of all new transfer students who have earned between 30 and 87 college credit hours at the time of matriculation. This course is offered only on a letter-graded basis and may not be repeated on the Storm Lake campus.

OBVU 210 Exploring American Culture  
F, S  
3 CR
A general overview and exploration of the characteristics generally associated with being an American. This course is specifically designed to introduce the student to the characteristics of life in northwest Iowa within the general concept of American culture. Emphasis is given to understanding traditions, holidays, values, and general aspects of everyday life associated with the region, with consideration to the diversity of American culture in various other regions as well. This course includes field-based activities to assist students in experiencing first hand a variety of aspects associated with living in northwest Iowa. Enrollment is limited to international students, with priority given to those who are coming to Buena Vista University for one or two semesters with the primary intent of working on their...
expressive and receptive English skills. P/F grading. Not repeatable for credit. 
Prerequisite: Permission of instructor.

**OBVU 301 Art and Culture**

This course will examine the role of fine and applied arts in culture, both historically and in contemporary society. Emphasis will be placed on aesthetic values, the role of the artist, the value of creativity, and the function of the arts in quality of life and community economic development. Subjects may include visual art, architecture, decorative arts, industrial and graphic design, and public art. Where possible, course will include appropriate site visits to museums, important buildings, or other opportunities for direct experience of art, and offerings will be tailored to the specific community in which the course is offered. *Currently offered at specific sites and/or online only.*

**ACCOUNTING (ACCT)**

**ACCT 205 Financial Accounting**

An introduction to financial accounting that includes the purpose of each financial statement, fundamentals of transaction analysis, accrual accounting, accounting for a merchandising entity, inventory systems and cost flow assumptions, internal controls over cash, reporting and analyzing receivables, long-lived assets, liabilities, stockholders’ equity and investments, and financial statement analysis. *General education—business course*

**ACCT 206 Managerial Accounting**

A study of the use of accounting information for managerial decision-making that includes determining the cost of cost objects, ABC costing, CVP relationships, budgets, responsibility, standard costs and performance evaluation, incremental analysis, capital budgeting, and pricing decisions. *Prerequisite: ACCT 205.*

**ACCT 210 Basic Excel Spreadsheets**

A study of the basic features and functions of Excel. Topics include formulas, functions, formatting techniques, producing and modifying charts, and analyzing data.

**ACCT 211 Intermediate Excel Spreadsheets**

A study of the intermediate features and functions of Excel. Topics include managing workbook data, using tables and analyzing table data, automating worksheet tasks, enhancing charts, and performing what-if analysis. *Prerequisite: ACCT 210.*

**ACCT 212 Advanced Excel Spreadsheets**

A study of the advanced features and functions of Excel. Topics include pivot tables, customizing excel and advanced worksheet management. *Prerequisite: ACCT 211.*

**ACCT 300 Accounting Information Systems**

A study of accounting information systems and their roles in the accounting environment. Includes emphasis on the design, operation and control of accounting information systems and the processing of accounting data. *Prerequisite: ACCT 206.*

**ACCT 301 Intermediate Accounting I**

A study of financial accounting and reporting issues, including the conceptual framework, accounting information system, balance sheet and income statement
COURSE DESCRIPTIONS

preparation, cash and receivables, inventories, plant assets, intangible assets, current liabilities, and long-term liabilities. Prerequisite: ACCT 205.

ACCT 302 Intermediate Accounting II  S  4 CR
A continuation of ACCT 301. A study of financial accounting and reporting issues, including stockholders’ equity, dilutive securities, earnings per share, investments, revenue recognition, accounting for income taxes, pensions, leases, accounting changes, error analysis, and statement of cash flows. Prerequisite: ACCT 301.

ACCT 309 Cost Accounting  F  3 CR
A study of fundamental cost accounting concepts, budgets, inventory costing and management issues, relevant information in non-routine decision making, pricing decisions, and an introduction to strategic analysis. Prerequisite: ACCT 306.

ACCT 310 Accounting for Managers  AN  3 CR
An introduction to accounting as the means for recording, summarizing, and communicating events of the business enterprise. Basic accounting fundamentals and concepts which underlie the preparation, analysis, and interpretation of financial statements will be explored. The use of accounting information by business management in planning and controlling operations will also be emphasized. Exposure will be given to such topics as budgeting, performance evaluation, relevant decision making, cost behavior, and cost accumulation techniques.

ACCT 390 Volunteer Income Tax Assistance  S  0-3 CR
Students will participate in the IRS Volunteer Income Tax Assistance program. Involves preparation of Federal and Iowa tax returns free of charge to low and moderate-income individuals in the community. May be repeated one time for maximum of 6 credit hours. P/F grading. Prerequisite: ACCT 205, completion of IRS certification exams to advanced level, and permission of instructor.

ACCT 403 Advanced Accounting  F  4 CR
A study of advanced accounting techniques and theory. Prerequisite: ACCT 302.

ACCT 405 Auditing  S  3 CR
A study of what constitutes a strong internal control system for insuring quality financial information. Also includes a study of the collection of evidence and preparation of the auditor’s opinion on the quality of reported financial information. Introduces the student to auditing as a profession in both private and public settings. Prerequisite: ACCT 302 or ACCT 308.

ACCT 413 Advanced Accounting I  F  3 CR
A study of advanced accounting techniques and theory. Prerequisite: ACCT 302.

ACCT 414 Advanced Accounting II  3 CR
A continuation of ACCT 413, includes governmental and not-for-profit accounting. Prerequisite: ACCT 413. Offered only at specific sites.

ACCT 415 Individual Taxation  F  3 CR
A study of the federal income tax laws governing the taxation of individuals. Includes tax research, writing of research memorandums and preparation of tax returns using software applications. Prerequisite: ACCT 205.
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<th>Course Code</th>
<th>Course Title</th>
<th>Type</th>
<th>Credits</th>
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<tr>
<td>ACCT 416</td>
<td>Business Taxation</td>
<td>S</td>
<td>3 CR</td>
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<td></td>
<td>A study of the federal income tax laws governing</td>
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<td>the taxation of corporations, partnerships, S</td>
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<td>corporations, estates and trusts. Also includes</td>
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<td></td>
<td>a study of gift and estate tax. Includes tax</td>
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<td></td>
<td>research, writing of research memorandums and</td>
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<td></td>
<td>preparation of tax returns using software</td>
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<td>applications. Prerequisite: ACCT 415.</td>
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<tr>
<td>ACCT 428</td>
<td>Governmental/Nonprofit Accounting</td>
<td>AN</td>
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<td>This course is intended to provide comprehensive</td>
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<td>coverage of accounting and financial reporting</td>
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<td>standards for governmental and not-for-profit</td>
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<td>organizations. Prerequisite: ACCT 302.</td>
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<td>ACCT 430</td>
<td>Current Accounting Issues</td>
<td>AN</td>
<td>3 CR</td>
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<td>A study of the ethical responsibilities an</td>
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<td>accountant has to the public, exposure to some</td>
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<td>of the research tools and computer programs</td>
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<td>currently used by the professional accountant</td>
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<td>and discussion of current domestic and</td>
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<td>international accounting issues. Prerequisite:</td>
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<td>ACCT 302.</td>
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<td>ACCT 465</td>
<td>Auditing and Attestation</td>
<td>AN</td>
<td>3 CR</td>
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<td>A systematic study program, successful</td>
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<td>examination strategies, and an intensive review</td>
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<td>of auditing concepts to prepare students for</td>
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<td>the Auditing &amp; Attestation part of the CPA</td>
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<td>examination. Prerequisite: ACCT 405.</td>
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<td>ACCT 466</td>
<td>Financial Accounting and Reporting</td>
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<td>A systematic study program, successful</td>
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<td>the Financial Accounting &amp; Reporting part of the</td>
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<td>CPA examination. Prerequisite: ACCT 403.</td>
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<td>ACCT 495</td>
<td>Accounting Internship</td>
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<td>Variable CR</td>
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<td>The business internship is an intensive work</td>
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<td>experience which is related to the student’s</td>
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<td>academic major. Students will be placed in</td>
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<td>selected businesses which are willing to help</td>
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<td>students become involved in day-to-day</td>
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<td>operations. P/F grading. Repeatable for credit.</td>
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<td></td>
<td>Prerequisite: Accounting major with 70 credit</td>
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<td>hours and consent of instructor.</td>
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**ACADEMIC ENRICHMENT (AEXL)**

AEXL courses are offered from the Center for Academic Excellence and are considered developmental courses. See page 24 for listing of courses available.

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Type</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ART (ARTD)</td>
<td>Art Appreciation</td>
<td>F, S</td>
<td>3 CR</td>
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<tr>
<td>ARTD 100</td>
<td>This course is designed to provide students with</td>
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<td>a basic knowledge of the principles involved in</td>
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<td>understanding, creating, and analyzing the visual</td>
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<td>arts. Does not apply for major or minor credit in</td>
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<td>art. General education explorations - fine arts</td>
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<td>course.</td>
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<td>ARTD 180</td>
<td>Art Foundations: Drawing</td>
<td>F</td>
<td>3 CR</td>
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<td>This course will familiarize students with the</td>
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<td>elements and principles of two-dimensional</td>
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<td>design through the application of art theory to</td>
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<td>specific assigned problems. Students will learn</td>
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<td>specific ways to think creatively and develop</td>
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<td>original, innovative ideas. The assignments in</td>
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<td>this course will involve specific aspects of</td>
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<td>design and will teach students both the vocabulary</td>
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<td>and concepts of 2-dimensional design. General</td>
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<td>education explorations - fine arts course.</td>
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ARTD 185  Art Foundations: 3D Design  S  3 CR
This course is an introduction to three-dimensional concepts, critical and formal vocabulary, and production of dimensional art and design. Students will explore the language of visual, physical, and functional 3D art and design through investigation, analysis, and problem solving. This is a studio course, so students will be introduced to a range of tools, materials, processes, and techniques. General education explorations - fine arts course.

ARTD 190  Art Foundations: Digital Design  S  3 CR
This studio course will introduce students to digital design concepts and methodologies. Students will explore the language of visual design through the ideation process, concept development, and various projects.

ARTD 195  Portfolio Review  F, S  0 CR
The portfolio review is required for students at the end of their first year and new transfer students pursuing any major within the Art and Design department. Students should not enroll in upper level studio ARTD (200 or higher) courses without passing the portfolio review. Pass/Fail only.

ARTD 240  Visual Literacy and Criticism  F  3 CR
This course explores the physical, perceptual, affective, and cognitive modes of interacting, viewing, interpreting, and assessing designed visual information.

ARTD 250  Life Drawing  S  3 CR
This course is an introduction to drawing the human figure using classical and contemporary materials, techniques, and approaches. Emphasis will be placed on achievement of accurate proportion, achievement of naturalism, and gaining an in-depth understanding of the body's underlying anatomical structure. Prerequisite: ARTD 195 or permission of the instructor.

ARTD 260  Typography  F  3 CR
Students are introduced to typography and its role in the visualization of language, historically and presently through an assortment of applications. Students are introduced to readability, legibility, color and appropriate application in both traditional and new media. Prerequisite: ARTD 195 or permission of the instructor.

ARTD 270  Illustration and Storyboards  ALT F  3 CR
Traditional drawing skills used in illustration and storyboarding to communicate ideas with visual images. Emphasis on applying effective composition, design, color and conceptualization to creative and expressive imagery. This course will focus on problem-solving methods that use analogy, metaphor, and semiotics along with the production of storyboard and illustration as an art form. Prerequisite: ARTD 180 or permission of the instructor.

ARTD 280  Business of Art  S  3 CR
The purpose of this course is to build professional skill sets critical to students entering a broad spectrum of the for-profit and nonprofit arts, creative, and innovation industries. Topics include business basics, product development, pricing, branding, audience development, budget, planning, and representation. Prerequisite: sophomore standing.
ARTD 290  Scientific Illustration  ARR  1 CR
This course provides instruction in various aspects of scientific illustration under the guidance of a faculty member from Visual Art and Design and a faculty member from Biology. This course should result in a portfolio of scientific illustrations designed to accompany a published work or educational display.

ARTD 301  Ancient through Roman Art History  ALT F  3 CR
This course explores the art of ancient peoples throughout the evolution of western civilization. Major artworks, production methods, and beliefs from the earliest primitive cultures through the medieval times will be studied. Artwork will be examined from critical and historical perspectives, with regard to formal visual elements of style and the social context of the societies, values, and ideas that gave birth to Western art.

ARTD 302  Early Christian through Mannerism Art History  ALT F  3 CR
This course examines the art and architecture from the 3rd Century to the 17th Century in Europe. The main focus of the course is the Early Renaissance in Italy and Northern Europe, the groundbreaking works of the Italian High Renaissance, and Mannerism in Italy. The course will also look at the how the Byzantine Style developed into the work of the Renaissance, and how Italian Mannerism influenced and grew to be the Baroque, Romanticism, and Rococo.

ARTD 303  Baroque to Modern Art  ALT S  3 CR
This class will focus primarily on major artists, designers and developments in western European painting, sculpture, and architecture from Baroque to the Surrealism. In addition to the nature and development of individual, regional and period styles, we will consider shifting relationships between the arts and political, religious, social, and economic developments.

ARTD 304  Critical Issues in Modern and Contemporary Art  ALT S  3 CR
This course investigates the critical theory, art history and cultural revolutions that shaped the art of the 1940's through today. Students will debate and clarify issues through verbal and written analysis, interpretation and comparison of the visual material and the readings. General education explorations - fine arts course.

ARTD 310  Painting  ALT F  3 CR
This course will provide the foundation for both traditional and contemporary painting methods. Topics include tools, building canvas and wood panels, color theory, subject matter, varnishes, pigments, solvents, painting procedures and framing. Individual expression will be encouraged through in-class assignments evolving into approved independent explorations. Experimentation in different painting media will be encouraged. Group and individual critiques are required. Outside work will be assigned. Prerequisite: ARTD 195 or permission of the instructor.

ARTD 320  Sculpture  ALT S  3 CR
This course is an introduction to sculptural media and theory. Fundamental issues in sculpture such as site, context, process, psychology and aesthetics of the object, and the object's relation to the body will be explored. Interpretation and audience interaction will also be explored. Introductions to a variety of materials and techniques both traditional (clay, wood, metal, plaster) as well as non-traditional (resins, found objects, rubber, etc.) will be emphasized. Prerequisite: ARTD 195 or permission of the instructor.
ARTD 330 Ceramics  F  3 CR
This course is an introduction to clay forming, tools, and manipulative skills necessary to create both utilitarian and aesthetic three-dimensional ceramic art forms. Ceramic literacy will be developed through a study and application of the elements of design by creating wheel thrown projects, utilizing various techniques of decorating and glazing, and evaluating student work. The class will consider techniques of trimming, decorating, and firing. Prerequisite: ARTD 195 or permission of the instructor.

ARTD 340 Introduction to Printmaking  ALT S  3 CR
This course provides a survey of traditional and non-traditional printmaking techniques, introducing students to a variety of basic printmaking processes including fundamentals of paper, inks, presses, printing and editioning. Students will use intaglio, relief, lithography and screen-printing to create a cohesive body of work, highlighting both additive and subtractive mark making. Prerequisite: ARTD 195 or permission of the instructor.

ARTD 342 Experimental Printmaking  ALT S  3 CR
This course surveys a range of low-tech printmaking processes with the aim of broadening the student’s range of mark-making skills and experimenting with new visual effects with which to create engaging images. The course is fast-paced, giving the students exposure to methods such as monotype, relief, drypoint, collagraph, digital printing, and silkscreen. Rather than emphasizing disciplined editioning, assignments will utilize printmaking methods for producing multiples that explore variations in color, compositional emphasis and tonal adjustment. Simple hand-made books will be introduced. Prerequisite: ARTD 195 or permission of the instructor.

ARTD 350 Graphic Design  S  3 CR
Through hands-on implementation of design concepts, students are introduced to the designer’s role in visualizing complex projects across multiple media. Students build upon professional design methods and strategies of problem-solving as they learn to visualize dynamic ideas. Students develop strategies for managing design solutions across multiple communication media outlets. Prerequisite: ARTD 195 or permission of the instructor.

ARTD 355 Interactive Design  ALT F  3 CR
Interactive design focuses on creative concepts of design problem solving for human-centered interaction design across a range of contexts: screen, product, game, and environments. Students learn to use the principles of graphic design: interactivity and usability for design, development, implementation, testing and updating. Prerequisite: ARTD 195 or permission of the instructor.

ARTD 360 Motion Graphics  ALT F  3 CR
This studio course introduces students to the vocabularies and fundamental principles of time-based media design. Students are introduced to the concepts of movement; transition; sequence; time and rhythm; pace; and editing. Prerequisite: ARTD 195 or permission of the instructor.

ARTD 365 2D Animation  ALT F  3 CR
This course is an introduction to principles of animation. Students explore the basic principles of animation to develop an understanding of character and
performance. Students will develop skills in traditional 2D animation and 2D computer animation.

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<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Type</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ARTD 367</td>
<td>3D Animation</td>
<td>ALT S</td>
<td>3 CR</td>
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<td>Building on animation principles, students are introduced to animating in 3D, with an emphasis on weight, pose and the mechanics of character movement. Emphasis on the principles of designing and producing 3D computer animation. Prerequisites: Studio course above ARTD 300 or permission of the instructor.</td>
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<td>ARTD 369</td>
<td>Character Development</td>
<td>ALT S</td>
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<td>The basics of character design are introduced. Students learn how to take a hand-drawn character sketch and build a 3D model. Develop skills in: character development; character movement; facial expressions; vocal sound and movement. Prerequisites: ARTD 250.</td>
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<td>ARTD 380</td>
<td>Applications of Art Therapy</td>
<td>ARR</td>
<td>1-3 CR</td>
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<td></td>
<td>The therapeutic use of art with special populations through brief field assignments in various settings. Through observation of a working professional and participation, the student will gain skill in using the therapeutic art experience. Prerequisite: junior standing. May be repeated for credit.</td>
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<td>ARTD 390</td>
<td>Scientific Illustration II</td>
<td>ARR</td>
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<td>In this course, students will create an advanced client-based illustrative project that includes a final public presentation. Students will be guided by a faculty member from art and design and a faculty member from biology with the development, production, and completion of the project.</td>
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<td>ARTD 410</td>
<td>Studio Production I</td>
<td>ALT F</td>
<td>3 CR</td>
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<td>The first of a two semester sequence. Students work in teams to create a short animated artifact, design materials, and audio track. Students write a project proposal and production schedule as they develop an animated short film that will be completed in Studio Production II. Students proceed through the filmmaking process: concept development, storyboards, animatics, layouts, audio, and production scheduling. Prerequisite: Junior standing or permission of instructor.</td>
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<td>ARTD 415</td>
<td>Studio Production II</td>
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<td>Continuation of Studio Production I. Production of animated short artifact begun in Studio Production I. Final animated project along with expanded final proposal is completed. Students assemble a finished demo reel, graphic design materials, audio, and associated materials. Prerequisite: junior standing or permission of instructor.</td>
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<td>ARTD 440</td>
<td>Advanced Topics in Art</td>
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<td>This course focuses on specific topics, techniques, media, or concepts within art and design. Topics are selected based upon student and faculty interests, current trends in art. This course may be repeated for credit. Prerequisite: studio course ARTD 200 or permission of instructor.</td>
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<td>ARTD 465</td>
<td>Senior Directed Research</td>
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<td>Senior Directed Research provides the Art History minor with an opportunity to design and pursue a substantial research project in the field. Intensive independent work is required, culminating in a major paper and formal presentation. Prerequisite: approval of supervising faculty member.</td>
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ARTD 470  Advanced Studio I  AN  3 CR
Advanced practice in media and methods for upper division students. Emphasis will be placed upon technique, concept, and contemporary practice within a proposed studio area. This course requires the submission of a final portfolio and a final solo exhibition or presentation. **Prerequisite: studio course above ARTD 200 or permission of instructor.**

ARTD 472  Advanced Studio II  AN  3 CR
Advanced practice in media and methods for upper division students. Emphasis on development of a personal practice informed by awareness of contemporary issues. This course requires the submission of a final portfolio, a final exhibition of the work produced or presentation, and a final thesis paper. **Prerequisite: studio course above ARTD 200 or permission of instructor.**

ARTD 380  Applications of Art Therapy  ARR  1-3 CR
The therapeutic use of art with special populations through brief field assignments in various settings. Through observation of a working professional and participation, the student will gain skill in using the therapeutic art experience. **Prerequisite: junior standing. May be repeated for credit.**

ARTD 492  Art and Design Capstone  F  2 CR
The course will be a culmination of the skills and theoretical issues of the BVU Art and Design program. It will cover the practical concerns relevant to working as a professional along with current issues pertinent to the contemporary art and design world. Simultaneously it will act as a starting point for a more refined awareness of the applied skills and critical thinking processes necessary for success either in graduate school or as a professional visual artist. This course is designed to complement and work in conjunction with your preparations for the ARTD Practicum. **Prerequisite: senior standing. Same as AMGT 492.**

ARTD 493  Art and Design Practicum  F, S  1 CR
This course is focused on the creation of a focused body of work based on independently conducted research, writing and studio production. Course components include periodic faculty/peer critique, an exhibition of work created, and a public presentation regarding the research conducted. **Prerequisite: permission of the instructor and ARTD 492.**

ARTD 495  Internship  F, S  1 - 3 CR
The internship is an intensive work experience and will give the student the opportunity to use knowledge and theory gained in the classroom and apply it in a professional environment. Students can explore potential career paths, start a professional network, and gain related experience that employers will expect after graduation. P/F grading. Repeatable for credit. **Prerequisite: Approval of supervising faculty member.**

ARTD 496  Gallery Practicum  F, S  1 CR
The involvement in the gallery practicum offers an investigation of the many characteristics of museum and gallery management including hands-on participation in the ongoing production of the BVU Art Gallery', University Collection and/or Local Gallery. Students will gain experience with exhibition research, design, development, and management. The practicum requires a significant commitment of time and responsibility and may be repeated for credit. A student may apply a total of 6 practicum credits to their program of study. P/F grading. **Prerequisite: Permission of supervising faculty member.**
ARTS MANAGEMENT (AMGT)

AMGT 225  Fundamentals of Arts Management  S  3 CR
This course will explore the intersections of art and business by providing an overview of the conceptual and practical structures of arts management for not-for-profit organizations with attention paid to the for-profit marketplace. Emphasis will be on developing arts leaders for communities. Overview of concepts, policies, and practices related to the business of managing nonprofit arts organizations and people working in arts-related professions. Topics include leadership, planning, organizational and financial controls, marketing, public policy and advocacy, and vocational planning.

AMGT 425  Topics in Arts Management  AN  3 CR
This course focuses on specific trends or issues within the field of arts management. Topics are selected based on student and faculty interest, as well as current developments in the discipline and may include, but are not limited to cultural policy and advocacy, grant-making and application writing, funding sources and strategies, contracts and negotiations, educational outreach, marketing and audience development, and programming. This course may be repeated for credit.

AMGT 490  Portfolio Project  F, S  1 CR
A collection of the student’s work across the major in preparation for job searches and demonstration of intellectual and creative growth. Individual presentations of portfolio required. Prerequisite: Senior standing.

AMGT 492  Art and Design Capstone  F  2 CR
The course will be a culmination of the skills and theoretical issues of the BVU Art and Design program. It will cover the practical concerns relevant to working as a professional along with current issues pertinent to the contemporary art and design world. Simultaneously it will act as a starting point for a more refined awareness of the applied skills and critical thinking processes necessary for success either in graduate school or as a professional visual artist. This course is designed to complement and work in conjunction with your preparations for the ARTD Practicum. Prerequisite: senior standing. Same as ARTD 492

AMGT 495  Internship in Arts Management  Variable CR
Intensive work experience that is related to the student’s major interest. Students will be placed in selected organizations that are willing to help them become involved in their chosen career path. P/F grading. Repeatable for credit. Prerequisite: Approval of supervising faculty member.

ATHLETIC TRAINING
See listings under exercise science.

BACHELOR OF APPLIED SCIENCE (BASc)

BASC 492  BASc Applied Management Capstone  AN  3 CR
This is a capstone course drawing on the subject matter covered in prerequisite courses. Emphasis is on the formulation and implementation of corporate, business and functional strategies designed to achieve organizational objectives. Specific topics may include experience curve cost reductions, portfolio analysis and management, and the fit between strategy and structure and ethical perspectives. Case studies and research reports may be used extensively. It is
strongly recommended that this course be taken during the student’s final semester. Offered only at specific sites and online.

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<th>Course Code</th>
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<tr>
<td>BASC 495</td>
<td>BASc Internship</td>
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<tr>
<td>BCHM 401</td>
<td>Biochemistry</td>
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<td>BCHM 495</td>
<td>Biochemistry Internship</td>
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<td>BIOL 103</td>
<td>Biology of Bats</td>
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<td>BIOL 104</td>
<td>Cancer and Aging</td>
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<td>BIOL 106</td>
<td>The Brain</td>
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<td>BIOL 107</td>
<td>Human Genetics</td>
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<td>BIOL 108</td>
<td>Human Reproduction and Development</td>
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<td>BIOL 109</td>
<td>Ecology</td>
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<td>BIOL 110</td>
<td>Infectious Diseases</td>
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<td>BIOL 112</td>
<td>Evolution</td>
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<td>BIOL 113</td>
<td>Biology of Birds</td>
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<td>BIOL 114</td>
<td>Aquatic Biology</td>
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<td>BIOL 115</td>
<td>Introduction to Biological Science Lab</td>
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<td>BIOL 120</td>
<td>Life Science with a Human Focus</td>
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<tr>
<td>BIOL 142</td>
<td>Introduction to Human Physiology</td>
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the human body in a dynamic state. General education – life science course. Prerequisite: EXSC 140.

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<th>Course</th>
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<tr>
<td>BIOL 163</td>
<td>Biological Principles I</td>
<td>F</td>
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<tr>
<td>BIOL 164</td>
<td>Biological Principles II</td>
<td>S</td>
<td>4 CR</td>
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<td>BIOL 200</td>
<td>Biology Research Experience I</td>
<td>S</td>
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<td>BIOL 206</td>
<td>Introduction to Basic and Translational Research</td>
<td>S</td>
<td>1 CR</td>
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<tr>
<td>BIOL 207</td>
<td>Introduction to Clinical Research</td>
<td>F</td>
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<tr>
<td>BIOL 208</td>
<td>Biomedical Research Experience</td>
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<tr>
<td>BIOL 210</td>
<td>Zoology</td>
<td>S</td>
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<tr>
<td>BIOL 222</td>
<td>Botany</td>
<td>ALT F</td>
<td>4 CR</td>
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<tr>
<td>BIOL 240</td>
<td>Microbiology</td>
<td>F</td>
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immunology, and host-pathogen interactions in the context of human disease. Three lecture hours plus two hours of laboratory per week. Prerequisite: BIOL 163 and BIOL 164 or permission from instructor.

**BIOL 260 Genetics**  
Principles of heredity in animals and plants with applications to human disease, agriculture, biochemistry, and evolution. Synthesis of classical Mendelian and modern molecular perspectives is emphasized. Three lecture hours plus two hours of laboratory per week. Prerequisite: BIOL 163 and BIOL 164 or permission from instructor.

**BIOL 270 Evolution**  
A study of the historical development of evolutionary thinking and the processes and results of organic evolution. BIOL 163 and BIOL 164 or permission from instructor.

**BIOL 300 Biology Research Experience II**  
Junior biology majors work closely with faculty and other students to complete a hands-on primary research project of their design. P/F grading. Prerequisite: BIOL 200.

**BIOL 303 Ecology and Society**  
This course, intended for Online, Site and Graduate Program students wishing to complete a science general education requirement, will address interactions between organisms and their environments and how these interactions cause change in the world. Specifically, this course will consider how the demographics of populations change in response to environmental phenomena, how organisms of different species have evolved to interact in many ways, how energy flow and nutrient cycling cause ecosystems to have different structure and how humans continue to cause significant biological change. The course will consider biological evidence of these phenomena and how human societies have responded to this understanding. This course cannot be used to fulfill the requirements of the biology major. General education explorations – life science course.

**BIOL 305 Cell and Molecular Biology**  
A study of biological organization and function at the cellular and molecular level with an emphasis on how research informs our understanding of these topics. Four lecture hours per week. Prerequisite: BIOL 164 and CHEM 152 or permission from instructor.

**BIOL 311 Developmental Biology**  
A study of basic processes of embryogenesis in a variety of vertebrate organisms. Cellular and molecular mechanisms that underlie cell fate determination, cell differentiation, and organogenesis are emphasized. Three lecture hours per week. Prerequisite: BIOL 163 and BIOL 164 or permission from instructor.

**BIOL 325 Endocrinology**  
An introduction to the fundamentals of endocrinology. Topics include production and effect of hormonal chemical messengers from secretory glands; emphasis on cell signaling in vertebrate systems; actions of hormones in regulating growth, physiology, and reproduction; organ to molecular levels. Three lectures hours per week. Prerequisite: BIOL 163 and BIOL 164 or permission from instructor.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Schedule</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIOL 360</td>
<td>Biology</td>
<td>ALT F</td>
<td>4 CR</td>
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<td>Study of the relationship between organisms and their environment, interrelations in the species, population and community. Three lecture hours plus two hours of laboratory per week. <strong>Prerequisite:</strong> BIOL 163 and BIOL 164 or permission from instructor.</td>
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<td>BIOL 365</td>
<td>Freshwater Ecology</td>
<td>ALT F</td>
<td>4 CR</td>
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<td>A study of scientific concepts related to the physico-chemical and biological environment as well as problems and issues of freshwater systems. Students are introduced to methods of freshwater investigations within a combination of three different lotic and lentic systems. Three lecture hours plus two hours of laboratory per week. <strong>Prerequisite:</strong> BIOL 163 and BIOL 164 and CHEM152 or permission from instructor.</td>
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<tr>
<td>BIOL 380</td>
<td>Human Physiology</td>
<td>S</td>
<td>4 CR</td>
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<td>Critical study of the biochemical and biophysical processes emphasizing integrated body functions. Topics include respiration, circulation, contractility, osmoregulation, endocrinology, and neurophysiology. Three lecture hours plus two hours of laboratory per week. <strong>Prerequisite:</strong> BIOL 163 and BIOL 164 or permission from instructor.</td>
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<tr>
<td>BIOL 385</td>
<td>Neuroscience</td>
<td>F</td>
<td>3 CR</td>
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<td>The study of the biology of the nervous system and its relationship to behavior and disease. A range of topics including neuronal structure and function, synaptic communication, autonomic regulation, and higher order functions are covered at an introductory level. Three lecture hours per week. <strong>Prerequisite:</strong> BIOL 163 and BIOL 164 or permission from instructor.</td>
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<td>BIOL 400</td>
<td>Biology Research Capstone</td>
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<td>1 CR</td>
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<td>Senior biology majors complete their research project and present their findings in a formal setting. P/F grading. <strong>Prerequisite:</strong> BIOL 300.</td>
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<td>BIOL 405</td>
<td>Biomedical Journal Club</td>
<td>F</td>
<td>1 CR</td>
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<td>A study of biomedical research through student-led analyses, presentation and discussion of primary research articles. <strong>Pre-requisites:</strong> Successful completion of BIOL 206 or 207 or permission from the instructor.</td>
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<tr>
<td>BIOL 420</td>
<td>Immunology</td>
<td>ALT S</td>
<td>3 CR</td>
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<td>An introduction to the immune system with an emphasis on innate immunity, structure and function of the lymphatic system, hematopoiesis, cellular and humoral adaptive responses, and immune function in the context of disease. <strong>Prerequisite:</strong> BIOL 240 or BIOL 305 or permission from instructor.</td>
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<tr>
<td>BIOL 422</td>
<td>Virology</td>
<td>AN</td>
<td>3 CR</td>
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<td></td>
<td>A study of animal viruses with an emphasis on viral replication, pathogenesis, and epidemiology. <strong>Prerequisite:</strong> BIOL 240 or BIOL 305 or permission from instructor.</td>
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<tr>
<td>BIOL 424</td>
<td>Parasitology</td>
<td>ALT S</td>
<td>4 CR</td>
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<td>A study of representative parasitic protozoa, helminthes, and arthropods with consideration of the interaction of host and parasite. Three lecture hours plus two hours of laboratory per week. <strong>Prerequisite:</strong> BIOL 210 or BIOL 380 or permission from instructor.</td>
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</tbody>
</table>
BIOL 426  Ornithology  ALT F  3 CR
This course introduces students to basic bird biology, the major groups of birds worldwide, and the families and species of birds of Iowa. Birdwatching, capturing birds for observation, and studying preserved specimens are significant components of the course. Upon completing the course successfully, students will be able to identify local birds in the field and in the laboratory, recognize major anatomical structures, and discuss the ecology and evolution of major groups of birds. Two lecture hours plus two hours of laboratory per week. Prerequisite: BIOL 210 or BIOL 270 or permission from instructor.

BIOL 428  Mammalogy  ALT F  3 CR
Study of the taxonomy, ecology, and anatomical or physiological adaptations of mammals with special emphasis given to mammals of Iowa. Two lecture hours plus two hours of laboratory per week. Prerequisite: BIOL 210 or BIOL 270 or permission from instructor.

BIOL 430  Human Anatomy  F  4 CR
A survey of human anatomy taught from a regional perspective. The lecture portion of the course includes skeletal, muscular, vascular, and nervous system components of all body regions. The lab portion of the course will include the dissection, prosection, and study of human cadavers. This course is designed primarily for biology majors, athletic training majors, and pre-professional students. Prerequisites: Junior or Senior standing and either BIOL 210, or BIOL 380, or both EXSC 140 and BIOL 142, or permission from the instructor.

BIOL 450  Special Topics in Biology  AN  1-4 CR
A special topics course designed for biology majors to explore a biological topic not currently in the permanent curricular offerings. Topics will be determined by the faculty member teaching the course. Repeatable for credit. BIOL 163 and BIOL 164 or permission from instructor.

BIOL 495  Internship  AN  Variable CR
This course involves an internship in which the student works closely with a professional in his/her field. Repeatable for credit, although only one credit may count toward the Biology major. P/F grading. Prerequisite: Approval of supervising faculty member.

BIOL 498  Senior Capstone Seminar  F  1 CR
Designed as a final course in biology. This seminar considers philosophical perspectives of science and the role of the scientist in society. Repeatable for credit.

BUSINESS (BUSN)

BUSN 100  Contemporary Business and Free Enterprise  F, S  3 CR
This introductory business course is designed to excite students and introduce them to the multiple and interwoven areas of business. Potential topics will cover: today’s business environment; challenges businesses face; why businesses fail; challenges of earning a profit; myth busting the business world; the Free Enterprise system; teamwork; decision-making issues; constraints that businesses operate within; and the history of the Harold Walter Siebens School of Business. Students will learn about these topics through business simulations, classroom lectures, external readings, internal discussion groups, and interactions with members of BVU’s business community. General education business course.
BUSN 496  Business Practicum  F, S  0-15 CR
This course is designed to complement students’ classroom learning. It is an experiential learning engagement that is customized by the mutual consent of supervising faculty and the student. Typical examples of such learning engagements include, but are not limited to, internships, consultancy projects, research projects, relevant travel courses and study abroad, and business project implementations. Prerequisites: Junior standing; P/F grading.

BUSINESS ECONOMICS
See listings under economics.

BUSINESS EDUCATION (BUED)
BUED 320  Technical Applications in Business  Online  1 CR
This web-based course familiarizes business education majors with a number of the commonly used software programs employed in the 5-12 business curriculum.

CHEMISTRY (CHEM)
CHEM 110  Everyday Chemistry  AN  3 CR
This course is designed to introduce the non-science major to the concepts and basic principles of chemistry by contextually integrating today's technological issues and the chemical principles imbedded within them. General education—physical science course.

CHEM 115  Chemistry In Art  AN  3 CR
This course is designed to teach the non-science major basic principles and theories of chemistry as applied to art. Students will explore the scientific principles behind sculpture, metallurgy, colorants, and paint while learning about practical applications of each of these principles to the field of art. General education—physical science course.

CHEM 151  General Chemistry I  S  4 CR
A study of chemical elements and compounds, their structure and properties. An introduction to the natural laws, theories, and principles of matter as affected by temperature, pressure, and concentration. Three lectures and one two-hour laboratory period. General education—physical science course. Prerequisite: MATH 100 or equivalent.

CHEM 152  General Chemistry II  S  4 CR
The lectures and laboratories of CHEM 151 are continued to include equilibrium, solution properties, kinetics, acid-base chemistry, electrochemistry and fundamental concepts of thermodynamics. Three lectures and one two-hour laboratory period. Prerequisite: CHEM 151.

CHEM 200  Chemistry Research Methods  S  1 CR
Individuals will learn the fundamentals of research while developing, proposing, and beginning an independent research project. P/F grading option only. Prerequisite: CHEM 261.

CHEM 261  Organic Chemistry I  F  4 CR
First in a two-semester sequence introducing the chemistry of carbon compounds. Emphasis on structure, spectroscopic analysis, synthesis, reaction mechanisms, and properties. Laboratory emphasizes technique and synthesis. Three lectures and one three-hour laboratory period. Prerequisite: CHEM 152.
<table>
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<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Type</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CHEM 262</td>
<td>Organic Chemistry II</td>
<td>S</td>
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<td>This course covers more complex syntheses and functional groups, including the chemistry of carbonyl compounds. Expansion and application of organic manipulations to biologically relevant and pharmaceutical compounds is addressed. Laboratory continues organic synthesis and includes qualitative analysis of organic compounds. Three lectures and one three-hour laboratory. <strong>Prerequisite:</strong> CHEM 261.</td>
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<tr>
<td>CHEM 263</td>
<td>Organic Chemistry II</td>
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<td>3 CR</td>
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<td></td>
<td>Continuation of CHEM 261 concurrent lecture with existing course, CHEM 262 (4 hours), but with no laboratory. <strong>Prerequisite:</strong> CHEM 261.</td>
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<tr>
<td>CHEM 300</td>
<td>Chemistry Research</td>
<td>S</td>
<td>Variable CR</td>
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<td>Individuals will continue to participate in a chemistry research project begun in CHEM 200, directed by a member of the chemistry faculty. Research findings will be presented in written form, and orally in chemistry seminar (CHEM 400). Participants will be encouraged to present their research at other on campus events, and at off campus meetings. P/F grading option only. Repeatable for credit. <strong>Prerequisite:</strong> CHEM 200.</td>
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<tr>
<td>CHEM 311</td>
<td>Analytical Chemistry</td>
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<td>4 CR</td>
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<td>Introduction to the theory and practice of standard techniques of chemical analysis, especially in the areas of gravimetry, titration, electrochemistry, and chromatography. Three lectures and one three-hour laboratory period. <strong>Prerequisite:</strong> CHEM 152.</td>
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<td>CHEM 312</td>
<td>Analytical Chemistry II</td>
<td>ALT S</td>
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<td>Presents the basic theories underlying spectroscopy while incorporating modern viewpoints of practical utility in spectroscopy research. Also includes the theory and practice of chromatography and extractions as applied to organic, inorganic, biochemical, and environmental problems. GC, HPLC, ion exchange, size exclusion affinity chromatography, SPE and SPME methods will be studied. Three lectures and one three-hour laboratory period. <strong>Prerequisite:</strong> CHEM 311.</td>
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<tr>
<td>CHEM 321</td>
<td>Spectroscopy</td>
<td>ALT F</td>
<td>2 CR</td>
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<td></td>
<td>Presents the basic theories underlying spectroscopy while incorporating modern viewpoints of practical utility in spectroscopy research. Two lectures. <strong>Prerequisite:</strong> CHEM 262</td>
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<tr>
<td>CHEM 322</td>
<td>Chemical Separations</td>
<td>ALT S</td>
<td>2 CR</td>
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<td></td>
<td>Theory and practice of chromatography and extractions as applied to organic, inorganic, biochemical, and environmental problems. GC, HPLC, ion exchange, size exclusion affinity chromatography, SPE and SPME methods will be studied. Two lectures. <strong>Prerequisite:</strong> CHEM 262.</td>
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<tr>
<td>CHEM 323</td>
<td>Kinetics</td>
<td>AN</td>
<td>2 CR</td>
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<td>A study of the mechanisms and rates of chemical reactions including their dependence on experimental parameters such as concentration, temperature and catalysts. One lecture and one three-hour laboratory period. <strong>Prerequisite:</strong> CHEM 311.</td>
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<tr>
<td>CHEM 353</td>
<td>Physical Chemistry: Thermodynamics</td>
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<td>3 CR</td>
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<td>A study of the laws and principles of chemistry with an emphasis on thermodynamics.</td>
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</table>
Same as PHYS 353. Prerequisite: PHYS 202 or 212, and MATH 160.

**CHEM 354**  
**Physical Chemistry: Quantum Mechanics**  
**ALT S**  
3 CR  
An introductory study of quantum mechanics and their use in understanding chemical processes at the molecular level. Prerequisite: CHEM 353, PHYS 212, and MATH 161.

**CHEM 355**  
**Physical Chemistry Laboratory**  
**ALT S**  
2 CR  
Illustrates principles of physical chemistry, techniques of measurement, analysis and interpretation of data. 1 lecture and 1 three-hour laboratory. Prerequisite: CHEM 353.

**CHEM 381**  
**Inorganic Chemistry**  
**AN**  
3 CR  
A basic course on theoretical and descriptive inorganic chemistry. Prerequisite: CHEM 262.

**CHEM 400**  
**Chemistry Seminar**  
**S**  
1 CR  
Designed for advanced students, this course develops written and oral presentation communication skills and literature research abilities. Students will present results of their research or internship. Prerequisite: CHEM 300 or CHEM 495, senior status.

**CHEM 495**  
**Chemistry Internship**  
Variable CR  
An intensive, supervised work experience in a discipline-related work environment. Repeatable for credit. P/F grading. Prerequisite: Approval of supervising chemistry faculty member.

**CHINESE (CHIN)**  
**CHIN 490**  
**International Experience**  
**AN**  
3-9 CR  
Credit may be obtained by students who have the opportunity to study abroad or who can apply living experiences abroad to academic disciplines. Arrangements for academic credit and faculty approval must be made prior to the international experience. The experience will be approved and evaluated on the same basis as an on-campus course. P/F grading.

**COMMUNICATION STUDIES (COMM)**  
**COMM 100**  
**Fundamentals of Communication**  
**F, S**  
3 CR  
This course is a study and application of basic elements and processes essential to effective oral communication. With an emphasis placed upon practical speaking experiences that are relevant to individuals and groups, students will be able to demonstrate an understanding of the foundations of human communication, such as the self and communication, the listening process, verbal and nonverbal messages, interpersonal communication, public speaking, and group presentation dynamics. Must earn a grade of “C-” or better to complete foundation requirement. General education foundations course.

**COMM 180**  
**Communication Perspectives**  
**F**  
3 CR  
This course is an introduction to the oral communication discipline including its theory, practice, career paths and career preparation. Employers consistently cite communication as the most important knowledge and skill-set their employees need in the 21st century noting that a person’s value is determined often by his/her success in communicating with others. This course lays the foundation of communication studies and examines a variety of communication situations.
through critical analysis and applications of discussion and practical experiences.

General education—humanities course.

COMM 225 Relational Communication \(F\) 3 CR
This course focuses on communicating one-on-one and examines the importance of relational communication in a variety of contexts or relationships such as within families, in romantic relationships, among friends, in the work-place, etc. Emphases are on the roles of self, the other, perception, listening, and culture in the use of verbal and nonverbal communication that enhances and challenges relationships.

COMM 227 Public Communication \(S\) 3 CR
This course is an introduction to communication in the public sphere. Students will gain an appreciation for American traditions of public address and develop their own skills in applied rhetoric. Coursework is attentive to historical developments and is grounded in theoretical perspectives, but emphasis is on the preparation and delivery of oral presentations through a unity of substance and style.

COMM 230 Business and Professional Communication \(S\) 3 CR
This course focuses on the development of oral and written communication skills for business and professional contexts. Students write business letters, deliver professional presentations (persuasive proposals, technical presentations, and crisis briefings), and work in teams to complete projects. Students also explore issues of conflict, diversity, and technology as they relate to communication in the workplace. Prerequisite: COMM 100 or permission of instructor.

COMM 280 Group and Team Communication \(AN\) 3 CR
This course focuses on the theory, research, and practice in communicating in groups and teams. Among the topics addressed are analyzing problems in group discussion, decision-making techniques, effective group and team designs, compliance gaining and team-building strategies. Students apply course concepts by participating in a team project. General education—social science course.

COMM 300 Argumentation \(AN\) 3 CR
This course explores the theories, research and practice in developing and presenting arguments emphasizing reasoning skills, sound communicative strategies, and the use of language for argumentative purposes. Focusing on the analysis, evaluation and production of argumentation, students learn the importance that argumentation plays in everyday life. Our conversations with friends, exposure to the media, as well as our social and political lives are wrapped in arguments making it essential each of us is able to understand, criticize, and respond to the arguments we hear and see. Prerequisite: 45 credit hours or permission of instructor.

COMM 302 Intercultural Communication \(S\) 3 CR
This course is a culture-general overview of how people communicate. Students learn to communicate more competently with people from other cultures by understanding how cultural factors inform how people approach communication. Prerequisite: 45 credit hours or permission of instructor.

COMM 330 Messages, Meaning and Society \(AN\) 3 CR
This course considers the major approaches to human creation and transmission of meaning introducing students to the nature of language and communication as
it relates to the social construction of reality. Concepts such as attitude formation and change are explored via how language and communication help define who we are, why we think and act as we do and the ways in which society contributes to our ways of knowing. An emphasis is placed on speech communication as a force in the process of social influence.

COMM 340 Civic Communication

This course examines the role that public communication and civic engagement play in the maintenance of a healthy democratic society. Students are introduced to basic issues, perspectives, and theories regarding civic discourse; develop skills necessary to communicate ethically and effectively in the public sphere; and experience the challenges and rewards of active civic engagement through a group project.

COMM 350 Organizational Communication

This course focuses on communication research, theory, and practice relevant to the organizational context. Topics such as the changing world of work, globalization, organizational culture, identity, teams and networks, community, leadership, integrity, and strategic alignment are addressed. Prerequisite: 45 credit hours or permission of instructor.

COMM 355 Conflict Management

This course examines the role of communication in the effective management of conflict. The course examines conflict in various contexts: intrapersonal, interpersonal, group, organizational, national, and international. Students are also introduced to basic mediation topics, gendered communication, intercultural communication, and nonverbal communication. General education—social science critical thinking and writing (CTW) course. Prerequisite: 45 credit hours or permission of instructor.

COMM 370 Leadership Communication

This course is a survey of issues associated with effective leadership and effective communication among leaders and followers. An emphasis is placed on communication dynamics essential for effective leadership including topics such as styles and types of leadership, leader versus leadership qualities, diversity enhancement, ethics, building credibility, and power and influence among leaders and followers. Students are asked to evaluate themselves as leaders or potential leaders based on the concepts included during the term. Prerequisite: 45 credit hours or permission of instructor.

COMM 374 Interviewing

This course is an in-depth study of various organizational interviews, including informational gathering, employment, performance appraisals, disciplinary, grievance, panel, and exit interviews. Interviews are examined from the perspective of both the interviewer and interviewee. A series of transition to the workplace issues are also addressed including salary negotiation, benefit packages and the influence of social media on the interview process. Prerequisite: Junior standing or permission of instructor.

COMM 380 Topics in Communication Studies

This course focuses on a specific topic related to the study of oral communication. Topics are selected based on student and faculty interest, as well as current developments in the discipline or the community-at-large. Potential topics may be
related to rhetorical theory, family communication, consulting and training, gender communication, religious communication, and listening among others. **Prerequisite:** 45 credit hours or permission of instructor. Repeatable for credit.

**COMM 432 Communication Theory and Research**  
S 3 CR  
This course integrates major theories of communication and provides approaches for the linkage of theory and research in the communication world. It provides students with a survey of foundational theories in the field and an introduction to communication scholarship and research approaches. The course focuses on the research process and the role of theory in it. An emphasis is placed on learning and evaluating research, argument, design, and measurement for diverse target audiences. **Prerequisite:** senior standing or permission of instructor.

**COMM 442 Human Communication Theory**  
F 3 CR  
This course is designed as the first course in a two-course series that serve as the capstone experience. The course concentrates on the foundational theories and research that ground and extend our understanding of the communication discipline. **Prerequisite:** senior standing or permission of instructor.

**COMM 462 Communication Research Methods**  
S 3 CR  
This course is designed as the second course in a two-course series that serve as the capstone experience. The course examines a variety of means by which communication research is conducted. Students continue their work from COMM 442 by selecting appropriate methodologies to investigate a topic of their choosing. An emphasis is placed on learning and evaluating research, argument, design, and measurement. **Prerequisite:** COMM 442.

**COMM 495 Internship**  
I Variable CR  
The communication internship is an intensive work experience that is related to the student’s major interest. Students will be placed in selected organizations that are willing to help students become involved in their chosen career paths. P/F grading. Repeatable for credit. **Prerequisite:** Approval of supervising faculty member.

**COMPUTER SCIENCE (CMSC)**

**CMSC 160 Introduction to Computer Programming**  
S 3 CR  
Introduction to computer programming using a high-level computer programming language. Emphasis on the fundamentals of structured design, development, testing, implementation, and documentation. Includes language syntax, data and file structures, input/output devices, and files. **General education computational science course.**

**CMSC 181 Computer Science I: Introduction to Computer Science**  
F, S 3 CR  
The course covers basic principles of computer science such as machine organization and representation of data, as well as an introduction to programming in a high-level language. **General education computational science course.**

**CMSC 182 Computer Science II: Data Structures**  
S 3 CR  
A continuation of CMSC 181 Computer Science I with emphasis on data structures and their implementation. **Prerequisite:** CMSC 181.

**CMSC 190 Introduction to Information Technology**  
ALT S (odd years) 3 CR  
The course is an introduction to the role of information technology (IT) in society and in business. Students will study organizational structures, the history of IT,
information management, e-commerce/e-business, current and emerging technologies, and the social and ethical context of computing. **Prerequisite: CMSC 160 or CMSC 181.**

**CMSC 280**  
**Computer Architecture**  
This course introduces students to computer organization and architecture. Topics covered include digital logic, instruction set architecture, assembly language, pipelining, memory, and busses. RISC and parallel architectures will be investigated as time allows. **Prerequisite: CMSC 182.**

**CMSC 291**  
**Programming Language Study**  
An in-depth study of a selected programming language. Students may repeat this course when a different language is offered. **Prerequisite: permission of the instructor.**

**CMSC 310**  
**Algorithms**  
In this course, students study the methods and strategies for the analysis and design of efficient algorithms. Topics include asymptotic analysis, sorting, searching, string processing, algorithm design strategies, heaps, hash tables, binary search trees, self-balancing trees, greedy algorithms, graph algorithms, numerical algorithms, dynamic programming, and NP-completeness. **Prerequisite: CMSC 182.**

**CMSC 321**  
**Database Management Systems ALT F (even years)**  
An examination of topics relevant to database management systems including entity-relationship models, normalization, database query language, data warehousing, and transactions. **Prerequisite: CMSC 182.**

**CMSC 331**  
**Web Application Development ALT S (odd years)**  
Students will build dynamic, database-driven, real-world Web applications using standard and emerging technologies. Emphasis will be placed on scalability, managing users, MVC, N-tiered design, Ajax, REST, and “full stack” Web frameworks. **Prerequisite: CMSC 182.**

**CMSC 351**  
**User Interface Design and Development ALT S (even years)**  
Students will learn to build user interfaces that meet the needs of a user population by exploring topics from user interface design and human-computer interaction theory. **Prerequisite: CMSC 182.**

**CMSC 360**  
**Software Engineering ALT F (odd years)**  
A survey of modern software engineering practices and theory. Emphasis on software development lifecycle models and processes, software specification, software design, agile methods, modeling, object orientation, frameworks, APIs, testing, project management, risk mitigation, and ethics. Special attention will be paid to software reliability and maintainability. **Prerequisite: CMSC 182.**

**CMSC 390**  
**Computational Science**  
An introduction to the technique of applying computers, both serial and parallel, and numerical methods to the solving of physical problems in science and engineering. Specific topics include finite difference methods, Monte Carlo simulations, boundary value problems, and N-body simulations. This course is useful to the physicist, engineer, and computer scientist. Same as PHYS 390. **Prerequisites: CMSC 182 and MATH 160.**
### CMSC 391  Topics in Computer Science  AN  3 CR
This course is designed for focused exploration of a subfield or topic within computer science. Possible topics include computer graphics, video game programming, bioinformatics, advanced algorithms, parallel programming, network administration, mobile device programming, and other subjects depending on student interest. Students may repeat this course as new topics are offered. **Prerequisite:** permission of the instructor.

### CMSC 405  Artificial Intelligence  ALT F (even years)  3 CR
Artificial intelligence is the art and science of creating computer programs that perceive and interact intelligently with their environment. This course explores the logical, philosophical, linguistic, psychological, and engineering foundations of this rapidly evolving field. **Prerequisite:** CMSC 310.

### CMSC 420  Programming Languages and Compilers  ALT F (even years)  3 CR
This course covers programming language constructs and their implementation. Topics examined include parsing, formal specification of languages, type systems, type inferencing, scope, storage management, binding time, and garbage collection. Case studies of selected functional, declarative, imperative, and object-oriented languages will be included. **Prerequisites:** CMSC 280 and CMSC 310.

### CMSC 431  Networks and Distributed Systems  ALT S (odd years)  3 CR
A coverage of the theory, technologies, and protocols which support the transmission of information over digital communication mediums. Students will also be exposed to and will design large-scale network software systems (both centralized and decentralized) and cover topics regarding scalability, high-availability, and fault tolerance while considering metrics based on throughput and latency. **Prerequisite:** CMSC 182.

### CMSC 432  Operating Systems  ALT F (odd years)  3 CR
A survey of operating systems concepts including processes/threads, synchronization, scheduling, cache, memory, file systems, protection, security, processors, interrupts, virtual machines, and networks. **Prerequisite:** CMSC 182.

### CMSC 440  Theory of Computation  ALT S (odd years)  3 CR
This course covers topics from the theory of computation, including finite automata, formal languages, Turing machines, computability, and computational complexity. **Prerequisites:** CMSC 182 and MATH 143.

### CMSC 452  Computer Security  ALT S (even years)  3 CR
A survey of computer and network security topics including Web security, cryptography, protocol vulnerabilities, protection, denial-of-service attacks, and overflows. **Prerequisite:** CMSC 280.

### CMSC 480  Computer Science Capstone Proposal  F  1 CR
In this course, students begin by exploring recent computer science literature, then design and propose a capstone project to be completed in CMSC 481. P/F grading. **Prerequisite:** At least 37 hours toward the major and permission of instructor.

### CMSC 481  Computer Science Capstone  S  2 CR
A continuation of CMSC 480 in which students complete their capstone project and give a formal presentation to an audience. P/F grading. **Prerequisite:** CMSC 480 and permission of instructor.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Type</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>CMSC 491</td>
<td>Topics in Computer Science</td>
<td>AN</td>
<td>3 CR</td>
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<tr>
<td></td>
<td>This course is designed for focused exploration</td>
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<td>of a subfield or topic within computer science.</td>
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<td>Possible topics include computer graphics,</td>
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<td>video game programming, bioinformatics,</td>
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<td>advanced algorithms, parallel programming,</td>
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<td>network administration, mobile device</td>
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<td>programming, and other subjects depending on</td>
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<td>student interest. Students may repeat this</td>
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<td>course as new topics are offered. Prerequisite:</td>
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<td>permission of the instructor.</td>
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<tr>
<td>CMSC 495</td>
<td>Computer Science Internship</td>
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<td>Variable CR</td>
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<td></td>
<td>An intensive experience with an approved</td>
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<td>organization for the purpose of obtaining</td>
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<td></td>
<td>practical experience in the field of computer</td>
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<td></td>
<td>science. Repeatable for credit. P/F grading.</td>
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<td>Prerequisite: Permission of the instructor.</td>
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<tr>
<td>CRIM 101</td>
<td>Criminal Justice Systems</td>
<td>F</td>
<td>3 CR</td>
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<td></td>
<td>An introduction to the field of criminal</td>
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<td>justice, this course examines the main components</td>
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<td>of the criminal justice system. It provides the</td>
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<td>students with a broad overview of the history</td>
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<td>and functions of the police, courts, and</td>
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<td>correctional system in the United States.</td>
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<td>General education– social science course.</td>
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<td>CRIM 102</td>
<td>Survey of Criminology</td>
<td>S</td>
<td>3 CR</td>
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<td>An overview of the discipline of criminology,</td>
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<td>this course examines major theoretical</td>
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<td>perspectives, basic assumptions, and definitions.</td>
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<td></td>
<td>Crime typologies and measurement of crime are</td>
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<td></td>
<td>an integral part of this course. General</td>
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<td>education critical thinking and writing (CTW)</td>
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<td></td>
<td>social science course.</td>
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<td>CRIM 220</td>
<td>Introduction to Law Enforcement</td>
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<td></td>
<td>As an introduction to law enforcement in society,</td>
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<td>this course will examine the historical and</td>
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<td></td>
<td>contemporary role of law enforcement, the</td>
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<td></td>
<td>politics of law enforcement practice, law</td>
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<td>enforcement administration and discretion.</td>
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<td>Prerequisite: CRIM 101 with a C- or better.</td>
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<tr>
<td>CRIM 230</td>
<td>Survey of Criminal Courts</td>
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<td></td>
<td>This course will provide a comprehensive</td>
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<td>understanding of the theory and practice of the</td>
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<td>United States criminal court system. It will</td>
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<td>explore the structure and function of the</td>
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<td>courts as well as the process and politics of</td>
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<td></td>
<td>the state and federal judicial systems.</td>
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<td>Prerequisite: CRIM 101 with a C- or better.</td>
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<td>CRIM 240</td>
<td>Criminal Law</td>
<td>AN</td>
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<td></td>
<td>This course discusses the goals and rationale</td>
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<td>of criminal law. Students will learn the basic</td>
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<td>elements of crimes and criminal defenses. An</td>
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<td>exploration of the fundamental issue of the</td>
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<td>relationship of the individual to the state is</td>
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<td>also reviewed. Prerequisite: CRIM 101 with a C-</td>
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<td>or better.</td>
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<td>CRIM 276</td>
<td>Topics in Offender Populations</td>
<td>AN</td>
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<td>Current issues in adult and juvenile offender</td>
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<td>populations will be examined. Possible topics</td>
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<td>include, but are not limited to, the life and</td>
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<td>times of offenders, offender characteristics</td>
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<td>and typologies, mental health and substance</td>
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<td>abuse issues of offenders, offender</td>
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<td>classification and treatment, offender</td>
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<td>management in both institutions and the</td>
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<td>community, special populations, and correctional</td>
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<td>administration. Prerequisite: CRIM 101 with a C-</td>
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<td>or better.</td>
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<td>CRIM 290</td>
<td>Institutional Corrections</td>
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<td>The history, organization, and functions of correctional settings are examined. Students will explore the purpose and procedures of these institutions at the local, state, and federal levels. Prerequisite: CRIM 101, CRIM 102, &amp; CRIM 220 all with a C- or better or permission of instructor.</td>
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<td>CRIM 291</td>
<td>Community Corrections</td>
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<td>This course is an in depth analysis of alternatives to incarceration such as intermediate sanctions and probation. Other programs reviewed include parole, community correctional centers, half-way houses, and restorative justice programs. The prevalence of private interests in community-based corrections is also examined. Prerequisite: CRIM 101 with a C- or better.</td>
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<td>CRIM 302</td>
<td>Deviant Behavior</td>
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<td>An analysis of causes and forms of deviant behavior from the sociological perspective. Focus is on sociological theories and processes by which behaviors are defined as deviant and how such definitions affect the individual. We will also study the social reactions to these forms of deviant behavior. This course focuses on criminal as well as non-criminal deviance. Same as SOCI 302. Prerequisite: CRIM 102 or SOCI 101.</td>
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<td>CRIM 320</td>
<td>Criminal Justice and Trauma</td>
<td>OSG/Online Only</td>
<td>3 CR</td>
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<td>Trauma advocates play a critical role in navigating victims through the complex and often overwhelming world of the criminal justice system. Advocates must be able to assist individuals through the multitude of processes and procedures so they are not traumatized a second time by the system itself. This class is designed to provide the trauma advocate an overview of the criminal justice system and the role in which they play in it. Students will learn how trauma advocates' roles change in relation to these players as they serve as invaluable liaisons between the system and the victim. Same as TRAC 320. This course is only available in online format. Prerequisite: TRAC 300.</td>
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<td>CRIM 330</td>
<td>Victimology</td>
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<td>This course examines victim-offender relationships, the interactions between victims and the criminal justice system, and the connections between victims and other social groups and institutions (such as the media, social movements, advocacy groups, legislatures, and the state). This course will address the theory, history, research, legislation, and policy implications related to the social construction of the victim. In addition, this course will explore current trends concerning the victim in the criminal justice system, victim rights and compensation, measurement of victimization, and the impact of victimization on the individual Prerequisite: CRIM 101 with a C- or better and CRIM 102 with a C- or better.</td>
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<td>CRIM 343</td>
<td>Juvenile Justice Systems</td>
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<td>This course traces the historical, philosophical and legal development of the juvenile justice system in the United States and examines the various stages of the juvenile justice process and critical issues currently facing the system. Prerequisite: CRIM 290 with a C- or better and junior standing.</td>
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CRIM 350 Organization and Management in Criminal Justice  
This course covers contemporary concepts, principles and theories of organization and administration in criminal justice agencies including issues of budgeting, forecasting, human resource management, and project implementation. Prerequisite: CRIM 101 with a C- or better.

CRIM 371 Criminal Procedure  
Constitutional development of the law of criminal procedure including search and seizure, arrest, interrogation, trial, and post-conviction proceedings are reviewed in this course. Prerequisite: CRIM 101 with a C- or better.

CRIM 375 Criminal Investigation  
The procedures of crime investigations, the preservation of evidence, and courtroom preparation is studied in this course. Prerequisite: CRIM 101 with a C- or better.

CRIM 376 Advanced Topics in Policing  
This course will focus on specific issues related to the practice of law enforcement including but not limited to: problem oriented policing, police use of force, racial profiling, and police corruption. Prerequisite: CRIM 220 with a C- or better.

CRIM 398 Criminological Research Methods  
Basic criminological research methods are examined to assist the student in understanding both the qualitative and quantitative paradigms. The development and organization of a research proposal is an integral part of this course. A review of ethical considerations in research design is also discussed. Prerequisite: CRIM 290 with a C- or better and junior standing.

CRIM 430 Death Penalty  
An examination of the legal and social issues associated with the death penalty, including an in-depth analysis of the use of capital punishment as a criminal sanction throughout the world. The class will focus on the historical origins, methods, purposes, costs, and other issues associated with the use of this criminal sanction. Special attention will be given to the use of capital punishment in the United States. Additionally, the class will explore the arbitrary and discriminatory administration of the death penalty, as well as miscarriages of justice that have been associated with the use of capital punishment in our society. Prerequisite: CRIM 101 with a C- or better and CRIM 102 with a C- or better.

CRIM 440 Drugs, Crime, and Criminal Justice  
This course looks at the socially constructed nature of drugs and drug policy, focusing on the variety of ways drugs and crime are connected and the socio-historical context of contemporary U.S. drug policy. Prerequisites: CRIM 101 with a C- or better and CRIM 102 with a C- or better.

CRIM 470 Criminological Theory  
Major criminological theories are examined and critiqued. Emphasis is placed on connecting theory to practice by focusing on the empirical validity as well as the practical and policy implications of the major theoretical perspectives. New and emerging criminological theories will also be examined. Prerequisite: CRIM 343 with a C- or better, CRIM 398 with a C- or better, and junior standing.
CRIM 476  Seminar in Contemporary Issues in Criminology  AN  3 CR
Current issues in criminology will be explored. Possible topics include, but are not limited to, environmental crime, terrorism, organized crime, economic and corporate crime, ethical and legal issues, and alternative approaches for dealing with criminological issues. With permission of the instructor, students may repeat this course once. Prerequisite: CRIM 101 with a C- or better and CRIM 102 with a C- or better.

CRIM 477  Seminar in Contemporary Issues in Criminal Justice  AN  3 CR
Current issues in criminal justice will be explored. Possible topics include, but are not limited to, treatment interventions in correctional facilities, special populations in criminal justice, comparative criminal justice, policy and planning in criminal justice, and technological advances in criminal justice. With permission of the instructor, students may repeat this course once. Prerequisite: CRIM 101 with a C- or better and CRIM 102 with a C- or better.

CRIM 477  Seminar: Criminal Justice in the Community  AN  3 CR
The history of criminal justice in America and its effect on communities. Topics include community oriented policing, citizen involvement in the judicial process, and the evolution of community based corrections. Offered only at specific sites.

CRIM 477  Seminar: Probation and Parole  AN  3 CR
Procedures, practices and personnel which constitute probation, parole and other community-based sanctions, presented in the historical, philosophical, theoretical and legal contexts. Offered only at specific sites.

CRIM 495  Internship  Variable CR
The criminology and criminal justice internship provides students with an opportunity to apply theoretical concepts learned in the classroom to real world practice through supervised experience in criminal justice or a related field. P/F grading. Repeatable for credit. Prerequisite: Permission of instructor, minimum 2.5 GPA (both cumulative and within major/ minor), and junior standing.

CRIM 498  Capstone in Criminology and Criminal Justice  F  3 CR
This seminar is meant to be taken as a final course in criminology and criminal justice. The course will focus on connecting criminological theories, policy implications, and practice in the criminal justice field. Additionally, students will cultivate professional development skills. Prerequisite: CRIM 470 with a C- or better and senior standing.

DATA SCIENCE AND ANALYTICS (DATA)
DATA 100  Data Science in Society  F  3 CR
Technological advances in the 21st century have allowed companies and organizations to inexpensively gather vast amounts of raw data. Organizations have been quick to realize that this data represents an extremely valuable asset, and the question of how to efficiently mine useful information from these massive data sets has given rise to the new field of data science and analytics. This course examines the role played by “big data analysis” in areas as diverse as business, management, marketing, social media research, sports analytics, genomics, environmental studies, etc., and introduces some of the special techniques and
considerations at the heart of big data analysis. General Education – Computational Science course.

**DATA 200**  **Introduction to Data Science and Analytics**  **S**  **3 CR**
An introduction to data science analytics. Topics include the identification and acquisition of pertinent data, ETL (extraction, transformation, and loading) preparation of data, query processing and optimization, visualization of data for exploration and presentation, and effective communication of findings. **Prerequisites:** MATH 100 and CMSC 181.

**DATA 201**  **Big Data Analytics**  **F**  **3 CR**
This course prepares students to explore large datasets which include data warehouses, key-value stores, temporal databases, and data streams. Students will leverage a variety of industry tools and instrument parallel and distributed data processing frameworks to perform analyses on these datasets. **Prerequisites:** DATA 200 and CMSC 182.

**DATA 300**  **Machine Learning I**  **F**  **3 CR**
An examination of supervised learning methods including parametric and non-parametric algorithms, artificial neural networks, support vector machines, and kernels. Students will apply these methods to modern problems throughout the course. **Prerequisite:** CMSC 310, DATA 201, MATH 322. **Co/Pre-requisite:** MATH 432.

**DATA 301**  **Machine Learning II**  **S**  **3 CR**
A continuation of DATA 300 in which students will delve into unsupervised learning methods such as dimensionality reduction, clustering, deep learning, and recommender systems. Special attention will be paid to modern applications. **Prerequisite:** DATA 300.

**DATA 305**  **Data Mining**  **F**  **3 CR**
This course features knowledge discovery from large datasets through exploratory data analysis. Topics will include anomaly detection, clustering, association rule mining, and summarization. **Prerequisite:** CMSC 310, DATA 201, MATH 322. **Co/Pre-requisite:** MATH 432.

**DATA 400**  **Data Science and Analytics Capstone**  **S**  **3 CR**
This course is designed to complement the experience and knowledge gained in data analytics. This capstone requires students to develop a project to extract meaning and present an understanding from a real-world dataset. Students will work with supervising faculty to investigate, develop, and refine their methods. The results of their analysis will be presented in a public forum. **Pre/Co-requisite:** DATA 301.

**DATA 495**  **Internship**  **AN**  **Variable credit**
An intensive experience with an approved organization for the purpose of obtaining practical experience in the field of Data Analytics. Repeatable for credit. **P/F grading.** **Prerequisite:** Consent of instructor.
DIGITAL MEDIA (DIGI)

DIGI 101  Media Studio: Photo  F  1.5 CR
Introduction to photo storytelling, including digital capture, manipulation, and
distribution to the web of still images. This course is organized around a single
seven-week project. Seven-week course.

DIGI 102  Media Studio: Video  S  1.5 CR
Introduction to digital video storytelling, including the principles of professional
production techniques with an emphasis on basic shooting, lighting, editing and
distribution to the web. This course is organized around a single seven-week
project. Seven-week course.

DIGI 103  Media Studio: Audio  S  1.5 CR
Introduction to digital audio storytelling, including capture, manipulation, and
distribution to the web. This course is organized around a single seven-week
project. Seven-week course.

DIGI 104  Media Studio: Web  F  1.5 CR
Introduction to distributing multimedia to the web through a variety of existing
platforms. Using basic HTML and WYSIWYG editors, students will manipulate
these platforms to create publishing sites appropriate for their media stories. This
course assumes students have skills in one or more of the areas of digital
storytelling – photo, video, or audio – and focuses on the publication of digital
stories to the world wide web with consideration given to delivery platforms and
user interaction. Seven-week course.

DIGI 105  Media Studio: Writing for Digital Journalism  S  1.5 CR
In an age when consumers actively seek multiple platforms and sources for vital
information, strong writing skills have never been so important. This course
develops digital journalists’ writing muscles by focusing on: organizing complex
information, layering primary and secondary sources, developing leads that hook,
structuring narrative and teasing out tension, and developing a credible voice.
Students will also advance their understanding of grammar and editing and refine
their creative thinking and language skills. Seven-week course.

DIGI 106  Media Studio: Information Gathering  S  1.5 CR
Most journalists would say that the toughest – but most exciting – part of the job
is finding the story. Stories are the result of locating, verifying, and expertly
assembling individual facts, voices and pieces of information. This course
develops digital journalists’ research muscles by focusing on: differentiating
between primary and secondary sources; designing and executing interviews;
public records and legal access issues, structuring and teasing out narrative
tension, and developing a credible voice. Students will also advance their
understanding of follow-up inquiry; analysis of numeric data; ethics; and
attribution. Seven-week course.

DIGI 210  Media and Society  F, S  3 CR
Students trace and describe the historical development of communication media
while identifying, discussing and debating current communication media issues.
Students articulate and analyze the cultural impact of representations of media
messages. Students apply key theories, knowledge of history, and methods of
critical inquiry in creative media projects. General education humanities course.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Term</th>
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<tr>
<td>DIGI 220</td>
<td>New Media</td>
<td>F</td>
<td>3 CR</td>
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<td>Students will survey the newest practices</td>
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<td>and tools in the rapidly changing media</td>
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<td>landscape and their implications and</td>
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<td>possibilities for media creation and</td>
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<td>promotion. Course content will include an</td>
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<td>examination of how individuals,</td>
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<td>organizations, and businesses strategically</td>
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<td>use new media as well as a critical look</td>
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<td>at the cultural importance of these new</td>
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<td>practices. Students will build analytical</td>
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<td>and practical skills in these new media</td>
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<td>and awareness of the changes they bring to</td>
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<td>the traditional media industry. Topics</td>
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<td>may include social networking, media</td>
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<td>sharing tools, viral media, digital</td>
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<td>community building, podcasts, blogging/</td>
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<td>vlogging, and interactive media.</td>
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<td>DIGI 240</td>
<td>Digital Journalism</td>
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<td>This course is project-driven and</td>
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<td>challenges students to use multimedia</td>
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<td>platforms as they identify, research and</td>
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<td>tell vital stories to specific</td>
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<td>communities. Students hone the research,</td>
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<td>writing, design, video and audio skills</td>
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<td>they have learned in the foundations</td>
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<td>100-level media studios as they create and</td>
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<td>distribute original stories. To</td>
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<td>contextualize the use of those skills,</td>
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<td>students will also study the use of digital</td>
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<td>technology in contemporary journalism,</td>
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<td>the distribution of information and</td>
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<td>importance of social responsibility.</td>
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<td>Recommended Prerequisites: DIGI 105 and</td>
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<td>DIGI 106.</td>
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<td>DIGI 300</td>
<td>Legal and Ethical Perspectives</td>
<td>S</td>
<td>3 CR</td>
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<td>An introduction to current legal and</td>
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<td>ethical issues regarding the rights and</td>
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<td>responsibilities of media professionals.</td>
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<td>Students study the range of ethical values</td>
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<td>and legal regulations guiding and</td>
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<td>controlling media practices. Prerequisite:</td>
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<td>DIGI 210.</td>
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<td>DIGI 301</td>
<td>Advanced Digital Photography</td>
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<td>3 CR</td>
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<td>A continuation of DIGI 101 Media Studio:</td>
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<td>Photo. Advanced digital capture,</td>
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<td>manipulation and publication. Emphases</td>
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<td>include such commercial applications as</td>
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<td>documentary, commercial, and portrait</td>
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<td>photography with output in an array of</td>
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<td>formats including digital prints, slide</td>
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<td>shows, and the web. Prerequisite: DIGI 101.</td>
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<td>DIGI 302</td>
<td>Advanced Digital Video</td>
<td>ALT F</td>
<td>3 CR</td>
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<tr>
<td></td>
<td>This is a production-based course where</td>
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<td></td>
<td>students work to develop a critical</td>
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<td></td>
<td>attitude towards the profession of media</td>
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<td></td>
<td>storytelling. It is an exploration of</td>
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<td></td>
<td>advanced video production techniques,</td>
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<td></td>
<td>including lighting, sound, editing,</td>
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<td></td>
<td>visual/sound effects, CGI and composition.</td>
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<td></td>
<td>Students produce and direct in all</td>
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<td>aspects of video. Students gain professional</td>
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<td>production skills using the “effect-to-</td>
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<td>cause” model for effective storytelling. Pr</td>
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<td></td>
<td>requisite: DIGI 102.</td>
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<tr>
<td>DIGI 303</td>
<td>Advanced Digital Audio</td>
<td>ALT S</td>
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<td></td>
<td>A continuation of DIGI 103 Media Studio:</td>
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<td>Audio. Advanced digital audio capture,</td>
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<td>manipulation and publication. Emphases</td>
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<td></td>
<td>include such commercial applications as</td>
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<td>radio, podcasting, and sound tracking with</td>
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<td>output in an array of formats including</td>
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<td></td>
<td>broadcast radio, slide shows, and the web.</td>
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<td></td>
<td>Alternates with DIGI 103 every other</td>
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<td>spring semester. Prerequisite: DIGI 103.</td>
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<td>DIGI 400</td>
<td>Media Theory and Representation</td>
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<td>3 CR</td>
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<td>This course introduces students to</td>
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<td>theoretical approaches to the study of</td>
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<td>media. Students will survey a range of</td>
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<td>media and cultural theorists and critics,</td>
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<td>with a particular focus on the critical</td>
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<td>study of representations of race, class,</td>
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<td>gender and sexuality in popular media.</td>
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<td>They will develop the ability to analyze</td>
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<td>media texts and</td>
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critically discuss meaning production in popular culture especially as they relate to issues of culture, ideology, hegemony, privilege, and power. *Prerequisite: DIGI 210.*

**DIGI 410 Media Project**  
A capstone experience that aims to synthesize both practical and theoretical learning in the major and prepare students for professional work or further study in the rapidly changing media landscape. Media Project explores personal and professional development, personal branding, media portfolio, industry/career investigation, job prospects and searches. Media Project focuses on student development of a comprehensive media project/media business founded in research of current developments and distributed/launched via the web. *Prerequisite: Senior standing or permission of the instructor.*

**DIGI 490 Disney Experience**  
The Disney Experience provides students the opportunity to participate in a Disney College course at the Walt Disney World Resort in Orlando, Florida. Possible course options are Corporate Communication, Creativity & Innovation, Marketing You and Corporate Analysis. Students wishing to take part in the Experience must first apply for the Disney College Program. After acceptance by Walt Disney World into the Disney College Program, students will take an on-site communication course at Disney. P/F grading.

**DIGI 495 Media Internship**  
Variable CR

Students will work in a professional media area of their interest to develop and articulate career goals and develop the necessary career preparation to achieve those goals. At least one three-credit internship is required for the application of theory to practice. P/F grading. Repeatable for credit. *Prerequisites: Junior standing or permission of the instructor.*

**DIGI 496 Digital Media Intraship**  
3 CR

The involvement of the digital media student in the Digital Media Intraship is designed to provide the student with in-depth study and application in one of three specific co-curricular programs with digital media while working hand in hand with media advisors. The intraship requires a significant commitment of time and responsibility in the weekly planning and production of media programming. This course is a comprehensive lesson offering the development of knowledge and skills under the oversight of the digital media faculty and staff. The intraship may be repeated once for credit in each of the 3 separate campus media. P/F grading. A student may apply a total of 15 internship/intraship credits to their program of study. *Prerequisite: Permission of co-curricular media advisor.*

**ECONOMICS (ECON)**

**ECON 110 Introduction to International Political Economy**  
AN 3 CR

An exploration of the politics, economics, culture, and history of a particular world region as determined by the instructor. A variety of countries will be examined in these facets, allowing for comparisons of their pasts and prospects for their futures both economically and politically. Repeatable for credit if different topic.

**ECON 205 Principles of Microeconomics**  
F,S 3 CR

A study of supply and demand in the context of consumer preferences and the theory of the firm. *Prerequisite: University math foundational skills. General education social science course.*
ECON 206  Principles of Macroeconomics  F,S  3 CR
A study of the aggregate economic variables including determination of Gross Domestic Product, fiscal policy, monetary policy, growth and stagnation theory. Prerequisite: University math foundational skills. General education social science course.

ECON 301  Microeconomic Theory  AN  3 CR
A study of intermediate theory of consumer demand, production and cost; analysis of various market structures and income distribution. Prerequisite: ECON 205 and ECON 206.

ECON 302  Macroeconomic Theory  AN  3 CR
A study of intermediate theory concerning national income determination models, measurement of Gross National Product, and fiscal policy decisions based on this aggregate theory. Prerequisite: ECON 205 and ECON 206.

ECON 306  Managerial Economics  AN  3 CR
An advanced course in applied economics. Students explore the economics of management, incentives, advertising, promotion, and organization applied to businesses. The vertical and horizontal boundaries of firms, profit maximizing and cost minimizing decisions, cost relationships and behaviors in firms, economies of scale, economies of scope, and quantitative demand analysis are studied. Managerial responses to government in the marketplace are evaluated. Prerequisite: ECON 206 and MGMT 205 or MGMT 206.

ECON 340  Econometrics  AN  3 CR
Review and application of univariate and multiple variable linear regression; ANOVA procedure in research/control/treatment settings; estimation and prediction of cost, revenue, profit and utility functions from relevant data; exploration of data patterns, correlation and covariance examinations; analysis of cross-classification and contingency tables (proportion testing using the $\chi^2$ distribution); and analysis of qualitative, rank, and likert-scale data using non-parametric methods. Prerequisite: MATH 140, ECON 205 and ECON 206.

ECON 391  Economics for Elementary/ Middle Level Teachers  AN  1 CR
Study of basic concepts in economics, consistent with Iowa state guidelines for economics content.

ECON 392  Economics for Secondary Level Teachers  AN  2 CR
Study of basic concepts in economics, consistent with Iowa state guidelines for economics content.

ECON 405  International Economics  AN  3 CR
A view of international economic activity including trade theory and policy, exchange rates, and economic growth. Prerequisite: ECON 205 and ECON 206.

ECON 420  Money and Credit Institutions  AN  3 CR
Same as FNBK 420. Prerequisite: ECON 205 and ECON 206 and either FNBK 301 or 306.

ECON 485  Topics in Economics  AN  3 CR
Upper level courses with foci and content fitting students and faculty preferences. Prospective offerings include, but are not limited to: economics and law;
agricultural finance and policy; public finance and public choice; history of economic thought; general equilibrium and welfare economics; economies of scale, scope, and market regulation; economics of sports. Repeatable for up to 6 credit hours. Prerequisite: ECON 205 and ECON 206.

**ECON 495**
**Economics Internship**  
Variable CR  
The business internship is an intensive work experience which is related to the student’s academic major. Students will be placed in selected businesses which are willing to help students become involved in day-to-day operations. Repeatable for credit. P/F grading. Prerequisite: Business Economics major with 70 credit hours and consent of instructor.

**EDUCATION CORE (EDCO)**

**EDCO 240**  
**Human Development: School-Age Children**  
F 3 CR  
This course introduces human growth and development of children and adolescents, associated with how students learn and relate, physically, cognitively, socially, and behaviorally, to include how students differ in their approaches to learning, within these developmental frameworks. It will include an introduction to instructional strategies that are equitable and adaptable to diverse learners, through addressing emotional, physical, and mental characteristics of elementary-age children.

**EDCO 241**  
**Human Development: Adolescents**  
S 3 CR  
This course introduces human growth and development from childhood through adolescence, associated with how students learn and relate, physically, cognitively, socially, and behaviorally, to include how students differ in their approaches to learning, within these developmental frameworks. Particular emphasis will be placed on introducing instructional strategies that are equitable and adaptable to diverse learners, through addressing emotional, physical, and mental characteristics of secondary-age youth.

**EDCO 245**  
**Learning and Motivation: School-Age Children**  
S 3 CR  
A study of school-aged classroom behavior with emphasis on motivation and promotion of learning. This course explores the nature and theories of learning and instructional strategies for school-aged children that are based on learning needs, classroom management, motivational processes in the classroom and assessment of student learning. It will include exploration of various contributions to theories of learning and motivation, overt classroom management and instructional strategies based on developmental theory aimed at school-age children, and an understanding of the value of professional practices addressing reflection, ethics, and relationships. Teacher education program candidates need to take this course in conjunction with EDCO 255. General Education social science course.

**EDCO 246**  
**Learning and Motivation: Adolescents**  
F 3 CR  
A study of adolescent classroom behavior with emphasis on motivation and promotion of learning. This course explores the nature and theories of learning and instructional strategies for adolescents that are based on learning needs, classroom management, motivational processes in the classroom and assessment of student learning. It will include exploration of various contributions to theories of learning and motivation, overt classroom management and instructional strategies based on developmental, psychological, and social theories aimed at adolescents, and an understanding of the value of professional practices addressing reflection, ethics, and relationships. Teacher education program
candidates need to take this course in conjunction with EDCO 255. General Education social science course.

EDCO 255  **Professional Seminar I and Field Experience: Learning and Motivation**  
F, S  
1 CR  
An initial field experience in a classroom setting for a minimum of 15 hours per semester/term. Taken in conjunction with EDCO 245 or EDCO 246 where students relate clinical experiences to the concepts of the course. The directed observation and related seminar expects participant observers to make connections between theoretical concepts and actual classroom practices, focusing on learning and motivation, and classroom management and instructional strategies based on developmental theory. Through classroom experience and professional seminar participation, students will begin to focus on principles of learning as seen in the effective practices of planning and teaching which are expected as exit outcomes for the Teacher Education Program. Additionally, this course emphasizes the development of reflective skills related to observation experiences. P/F grading.

EDCO 280  **History of American Education**  
F, S  
3 CR  
History of American Education is a survey course that provides an awareness of the development of American education in respect to social, historical, and philosophical foundations. In the process of addressing the foundation areas particular attention will be given to the education of all populations and their respective backgrounds, contributions and rights, the legal and ethical foundations of schooling and teaching, and the organizational structure of schooling in America. The topics covered will provide beginning educators, future tax payers, and potential school board members with a broad picture of education and schooling in the United States, and give them a framework in which to make informed decisions in a complicated educational environment. EDCO 280 satisfies the Iowa Department of Education requirement of knowledge in the broad areas of foundations of education and related issues, and in conjunction with EDCO 290 and EDCO 301 fulfills the human relations coursework requirements. General education humanities writing intensive (HWI) course.

EDCO 281  **Legal Issues and Professional Ethics**  
1 CR  
Legal responsibilities of the teaching profession are explored. This course is offered only to those students who transfer in coursework equivalent to EDCO 280 History of American Education without the legal component being addressed.

EDCO 290  **Professional Seminar II and Field Experience: Human Relations**  
I  
2 CR  
A clinical experience in an appropriate classroom setting for a minimum of 80 hours per semester/term. Supervised participation provides students with an opportunity to demonstrate practical applications of educational theory in actual classroom settings. Throughout the field experience and related seminar, students will focus on implementation of a variety of instructional strategies, individual and group motivational factors, characteristics of effective instruction, and working with diverse learners. EDCO 290 in conjunction with EDCO 280 and EDCO 301 fulfills the Iowa Department of Education human relations coursework requirements. This field experience also provides students with an opportunity to observe and to continue development of skills of the reflective practitioner. P/F Grading. Prerequisite: Must have passed Teacher Education Program Checkpoint II.
EDCO 291  Professional Seminar II and Field Experience: Human Relations  AN  1 CR
A clinical experience in an appropriate classroom setting for a minimum of 40 hours. Supervised participation provides students with an opportunity to demonstrate practical applications of educational theory in actual classroom settings. Throughout the field experience and related seminar, students will focus on implementation of a variety of instructional strategies, individual and group motivational factors, characteristics of effective instruction, and working with diverse learners. EDCO 291 in conjunction with EDCO 280 and EDCO 301 fulfills the Iowa Department of Education human relations coursework requirements. This field experience also provides students with an opportunity to observe and to continue development of skills of the reflective practitioner. Course limited to those students who have completed sufficient previous experiences and can provide documentation and other evidence that would verify those experiences to have included a minimum of 60 hours in an appropriate classroom in an aiding capacity. Qualified students must apply for and submit appropriate documentation to the director of field experiences (or appropriate personnel) for consideration. P/F Grading. Prerequisite: Must have passed Teacher Education Program Checkpoint II.

EDCO 301  Introduction to Exceptional Learners  F, S  2 CR
This course in an introduction to key concepts and issues related to the characteristics of learners with a variety of exceptionalities. It includes a brief overview of special education history, policy, and practices, and presents a comprehensive overview of high and low prevalence disabilities within the context of the Individuals with Disabilities Education Improvement act and other associated Exceptionalities related to students who are at-risk, English language learners, or talented and gifted are also presented. Teacher candidates seeking ESSI Strategist I K-8 or Strategist I 5-12 must take ESSI 405 Field Experience/Methods in conjunction with this course.

EDCO 303  Differentiated Instruction for Diverse Learners  F, S  2 CR
In this course, students explore and employ a variety of methods to teach diverse learners in inclusive settings. A foundation for decision making surrounding differentiation will be established before developing understandings and application of specific strategies for differentiation. Specific strategies covered include co-teaching, differentiating for the five classroom elements and three student characteristics, and addressing content, process, and products. Teacher candidates seeking ESSI Strategist I K-8, Strategist I 5-12, Strategist II K-12 Cognitive or Strategist II K-12 Learning/Behavioral must take ESSI 407 Field Experience/Methods in conjunction with this course. Prerequisites: EDCO 301: Introduction to Exceptional Learners and must have passed Teacher Education Program Checkpoint I.

EDCO 370  Human Relations  Online  3 CR
A study of the issues related to cultural pluralism, individual and group learning, exceptionality, second language acquisition, and human motivation in education. Satisfies state of Iowa requirements in human relations.

EDCO 390  Instructional Technology and Innovative Teaching  F, S  3 CR
This course provides foundational learning regarding the integration of digital and interactive technologies in order to provide instruction and assessment that maximizes learning for all students. Determining how to select which technologies best meet instructional purposes is an ongoing focus. Attention will be given to
how the varying content, inquiry processes, and global perspectives of each discipline impact the use of instructional technologies. In addition, the course will address the professional use of technology as part of analyzing learner data and self-assessment through reflective practice. Ethical use of technology will be emphasized throughout the course. Prerequisite: Must have passed Teacher Education Program Checkpoint I.

**EDCO 401** Classroom Management and Evaluation Techniques  
*Online*  
3 CR  
A study of the comprehensive research-based framework on cognition and learning in relation to classroom applications and management. The practical framework will provide K-12 educators with a basis to improve the quality of teaching and learning in any content area. The premise of this course will be to explore how educators organize curriculum and instruction in order to optimize effective management issues. In addition, this course will examine a full array of assessment procedures (observation strategies, formal and informal assessment strategies) as well as current trends and issues of assessment and evaluation of student performance.

**EDCO 495** Educational Studies Internship  
*Variable Credit*  
The educational studies internship is an intensive work experience that is related to the student’s major interest. Students will be placed in selected organizations that are willing to help students become involved in their chosen career paths. P/F grading. Repeatable for credit. Prerequisite: Approval of supervising faculty member.

**EDUCATION (EDUC)**  

**EDUC 317** Foundations of Literacy  
F  
3 CR  
This course is a theoretical study of how the interconnected components of a comprehensive literacy program (phonemic awareness, word study, vocabulary, comprehension, fluency, writing) have been taught throughout history including the changing perspectives, practices, and laws related to teaching students with diverse needs, interests, motivation, and backgrounds. Topics also include management of the literacy classroom to support all learners and the psychological, sociocultural, and linguistic foundations of reading, writing, and instructional methods.

**EDUC 335** Development of Oral Communications  
*Online*  
2 CR  
This course is a study of building and sharing meaning in oral communication (speaking and listening) through the use of spoken and unspoken messages in a variety of communication contexts. Understanding of aligning progressive learning goals, assessments, and instructional strategies considering the content and the individual needs of all students is developed throughout the course. Language differences among diverse learners are studied with an emphasis on strategies to develop critical and creative thinking, problem solving, and Standard English by all learners. Selecting and integrating digital and interactive technologies as part of oral communication are also investigated. This course is cross-listed as SEDU 335. Prerequisites: EDUC 317 and must have passed Teacher Education Program Checkpoint I.

**EDUC 342** Methods of Written Communications  
F  
3 CR  
This course develops understanding of the connections between oral and written language, and also the writing process. Focus is on designing aligned progressive learning goals, assessments, and differentiated instructional strategies considering the content (genres, purposes for writing, audience, conventions of writing) and the individual needs of all students. The unique needs in written communication
for students of diverse languages and backgrounds are examined with an emphasis on developing strategies for all learners to develop critical and creative thinking, problem solving, and Standard English. Selecting and integrating digital and interactive technologies as part of written communication and writing instruction are also investigated. This course is cross-listed as SEDU 342. **Prerequisite: EDUC 317 and must have passed Teacher Education Program Checkpoint I.**

**EDUC 360 Elementary Health and Physical Education Methods and Field Experience**

This course is a study of the history, theory and practice of health and wellness, games and sports, rhythms and assessment activities for kindergarten through sixth grade. Student will learn how to recognize and deal with biases, diversity and issues of innate ability to create favorable learning environments. Students will also learn the importance of developing strategies for diverse learners, communication, and collaboration with others. Students will demonstrate their content knowledge by sharing lesson plans, incorporating technology, and practicing classroom management skills and appropriate teaching strategies to the class and elementary students. This course includes a minimum 10 hour field experience. **Prerequisite: Must have passed Teacher Education Program Checkpoint II; or passed Checkpoint I and have permission from the instructor.**

**EDUC 362 Methods of Physical Education and Health for Elementary Teachers**

This course is a study of the history, theory and practice of health and wellness, emphasizing personal and social development, using movement to integrate academic concepts, brain break activities, rhythms, and assessment activities for kindergarten through sixth grade. Student will learn how to recognize and deal with biases, diversity and issues of innate ability to create favorable learning environments. Students will also learn the importance of developing strategies for diverse learners, communication, and collaboration with others. Students will demonstrate their content knowledge by sharing lesson plans, incorporating technology, and practicing classroom management skills and appropriate teaching strategies. **Prerequisite: Must have passed Teacher Education Program Checkpoint I.**

**EDUC 363 Methods of Visual Arts Online**

This course is a study of instructional methods that promote students’ development of visual arts integrated into the elementary classroom. Focus is on designing learning goals, assessments, and instructional strategies aligned to the content and the individual needs of all students. **Prerequisite: Must have passed Teacher Education Program Checkpoint I.**

**EDUC 371 Methods of Data-Driven Literacy Instruction**

This course is a foundational study of using analysis of literacy assessment data to make instructional decisions based on knowledge of the subject matter, individual differences of diverse students including English Language Learners, the community, and local and state curriculum goals. Current research-based approaches to literacy instruction will provide Response to Intervention options for developing critical thinking and problem solving. Participants will act as consumers of research throughout the course and specifically to investigate elementary reading programs, including, but not limited to, reading recovery. **Prerequisite: EDUC 317 or SEDU 365 and must have passed Teacher Education Program Checkpoint I.**
EDUC 380  Language Development and Methods  Online  3 CR
This course includes an examination of the development of communication and
language styles and processes across the lifespan. Students will explore a variety of
theoretical beliefs of language development, as well as language’s basic building
blocks. Participants will learn to recognize the existence of language development
and usage problems, to improve their ability to provide appropriate strategies to
enhance development for all K-8 students, and to enhance their ability to
differentiate between language differences and disorders for the language referral
process. Course participants will explore variations related to cultural and linguistic
development in order to provide effective differentiated instruction in reading and
writing. This course is cross-listed as SEDU 380. Prerequisite: EDUC 317 and must have
passed Teacher Education Program Checkpoint I.

EDUC 393  Elementary Math Methods and Field Experience  F, S  3 CR
A study of instructional strategies that promotes elementary students’
development of critical thinking, problem solving, and performance skills in
mathematics; a constructivist approach to teaching and learning; teaching
strategies that encourage students to think mathematically. This course also
addresses classroom management, assessment, and technology within the content
area of mathematics. This course includes a minimum of 10 hours of clinical
experience promoting the integration of methods and field experience. In both
classroom and field experience participants will demonstrate understanding of
theory into practice (including an understanding of human growth and
development, differentiated instruction, and creative thinking). Prerequisite: Must
have passed Teacher Education Program Checkpoint I.

EDUC 403  Methods of Teaching General Music  ALT S  3 CR
A study of the methods, material, and problems of teaching general music in the
elementary schools. EDUC 405 or SEDU 405 will be required with one of the
following courses: EDUC 403, SEDU 442 or SEDU 443. Prerequisite: Must have
passed Teacher Education Program Checkpoint II; or passed Checkpoint I and have permission
from the instructor.

EDUC 405  Field Experience/Methods  AN  0 CR
This 10-hour clinical experience promotes the integration of methods and field
experiences. It is available for students who have taken an equivalent methods
course, but are missing a related field experience. P/F Grading. Prerequisite: Must
have passed Teacher Education Program Checkpoint II; or passed Checkpoint I and have permission
from the instructor.

EDUC 410  Elementary Curriculum/ Social Studies Methods  F  3 CR
This course is a study of backwards curriculum design including conceptual
learning goals with essential questions, assessment, and instructional strategies.
Participants will develop and use their knowledge of the concepts of the discipline,
curriculum goals, tools of inquiry, instructional technology, classroom
management, and students’ diversity to develop meaningful social studies learning
experiences for all students. A unit will be designed using the Understanding by
Design framework and integrating cross-curricular learning including literacy
development and writing for learning. A focus of the course will be designing
instruction that recognizes different perspectives and takes learning beyond the
classroom by studying culturally relevant content in the context of authentic local,
national, and global issues. Prerequisite: Must have passed Teacher Education Program
Checkpoint II.
EDUC 415  Reading Strategies and Instructional Methods: Fiction  F  4 CR
A study of quality fiction appropriate for elementary and middle school students, this course also includes research-based strategies for teaching reading comprehension, fluency, conceptual vocabulary, and methods of performing arts. Participants develop plans that maximize learning opportunities for all students including English Language Learners, use assessment for learning to modify instruction, utilize appropriate instructional technology, and consider the learning environment to actively and equitably engage learners. Gradual release of responsibility as teachers vary their role is an emphasis in this course. This course is designed to be taken concurrently with EDUC 443, the literacy field experience. Prerequisite: EDUC 317 required and EDUC 371 strongly suggested, and must have passed Teacher Education Program Checkpoint II.

EDUC 420  Reading Strategies and Instructional Methods: Informational Text  S  4 CR
A study of quality informational text appropriate for elementary and middle school students, this course also includes research-based strategies for teaching reading comprehension, fluency, and conceptual vocabulary with an emphasis on content-area reading. Participants develop plans that maximize learning opportunities for all elementary students, use assessment for learning to modify instruction, utilize appropriate instructional technology, and consider the learning environment to actively and equitably engage learners. Prerequisite: EDUC 317 and must have passed Teacher Education Program Checkpoint I.

EDUC 425  Adolescent Growth and Development  3 CR
Surveys theories and research about development during the period from late childhood to early adolescence. Addresses the rapid physical, cognitive, social, personality, and emotional changes which are unique to this age group. This course will provide the requisite knowledge of middle school growth and development. Offered only at specific online and site locations.

EDUC 426  Methods and Materials for Teaching Middle School  3 CR
Compares the traditional junior high with current middle school development and examines characteristics of exemplary middle school programs, including disciplinary and interdisciplinary trends. Students participate in a number of hands-on activities which explore a variety of teaching methods both group and individually based. This course will provide the requisite middle school methodology, curriculum design, and instructional knowledge needed for teaching in a middle school. Offered only at specific online and site locations. Prerequisite: Must have passed Teacher Education Program Checkpoint I.

EDUC 443  Literacy Field Experience  F  2 CR
In this field experience the BVU student participates in supervised observation and practice in teaching reading strategies and developing reading materials for K-8 students with reading difficulties. Forty hours are required in this placement, with a minimum of ten and maximum of 20 of those hours spent working with colleagues and parents in support of reading and writing development. A diagnostic individual case study and the development of reading instruction and assessments, along with feedback regarding knowledge, dispositions, and implementation are the major assignments for this reading field experience. This course is designed to be taken concurrently with EDUC 415. This course is cross-
listed with SEDU 455. Prerequisite: EDUC 317 and 371 with a grade of C- or better and must have passed Teacher Education Program Checkpoint II.

**EDUC 451**  
**K-8 Art Methods and Field Experience**  
ALT F  
3 CR  
The theory of contemporary art education, teaching methods, and training in the use of media suitable for work with elementary children. This course includes a minimum of 10 hours of clinical experience promoting the integration of methods and field experience. If a student is completing an endorsement at the elementary and secondary levels, 5 hours are completed at each level. This course is designed for art majors/minors. Prerequisite: Must have passed Teacher Education Program Checkpoint II or with permission from the instructor.

**ENGLISH (ENGL)**  
**ENGL 050**  
**Basic Written Communication**  
F  
3 CR  
English 50 presents writing as a process and focuses on the mechanics of written expression, combining sentences, and paragraph building. May not be taken P/F option. Must earn a grade of “C-” or better.

**ENGL 100**  
**Written Communication I**  
F, S  
3 CR  
English 100 emphasizes writing as a process of learning and focuses on student skills in the preparation, organization, and development of articulate short essays. Appropriate documentation within essays will be included. May not be taken P/F option. Must earn a grade of “C-” or better. General education foundations course.

**ENGL 110**  
**Introduction to Writing Studies**  
Alt Interims  
3 CR  
An intensive course designed to introduce students to the range of scholarly and creative approaches taken to writing as a practice, a product, and a way of knowing. Drawing on material from a range of disciplines, this course explores how the written word functions to create relationships among individuals and communities, to structure and express human experience, to stabilize bodies of knowledge, and to sustain systems of power in governments, schools, and the workplace. Students will analyze texts using theoretical frameworks that account for an author’s goals, audience, community, chosen genres, and material resources. Students will construct texts of their own based on similarly analytical assessments of their specific rhetorical contexts. This course functions as an introduction to the Writing Studies Minor.

**ENGL 200**  
**Written Communication II**  
F, S  
3 CR  
English 200 is a continuation of English 100 emphasizing appropriate documentation of opinion in persuasive essays designed to satisfy the needs of a variety of writing situations. May not be taken P/F option. Must earn a grade of “C-” or better. General education foundations course.

**ENGL 220**  
**Introduction to Literature**  
F, S  
3 CR  
This introduction to literary study explores a variety of writers from around the world and surveys genres including the short story, novel, poetry, and drama. General education humanities course.

**ENGL 250**  
**American Literature**  
F  
3 CR  
A one-semester survey of American literature, from its colonial roots to the present, emphasizing literary movements, historical context, and cultural diversity. General education humanities course.
ENGL 260  British Literature  S  3 CR
A one-semester survey of British literature emphasizing literary movements, historical context, and cultural diversity. General education humanities writing intensive (HWI) course.

ENGL 276  World Literature  F, S  3 CR
A survey of world literature that explores a range of themes, styles and genres from storytellers from around the globe. It focuses on analysis of the forces and thoughts that influenced the works, and helps develop students’ understanding of the intellectual, moral, and spiritual dimensions of human life in an international context. General education humanities global perspective (HGP) course. No prerequisite; students from all disciplines welcome.

ENGL 300  Advanced Composition  ALT F (odd years)  3 CR
A course devoted primarily to expository writing in academic, professional, and reflective genres. The course is designed to advance students’ independent, collaborative, and service writing and is intended for all students looking forward to professional careers. Prerequisites: ENGL 100 and ENGL 200.

ENGL 305  Writing for Work  AN  3 CR
An intensive course designed to enhance students’ skills in all aspects of workplace writing. Emphasis will be placed on argument, tone and audience, as well as technical matters such as formatting, style and grammar. A variety of workplace genres such as memoranda, business letters, reports, and e-mail correspondence will be included. Particular attention will be paid to strategies for effective electronic communication. Offered only at sites and online. Prerequisite: ENGL 100 or equivalent. General education foundations course.

ENGL 311  Theory and Practice of Tutoring Writing  F  0-1 CR
An introduction to the theory and practice of tutoring writing, including research-based tutoring strategies for working with a diverse student population (e.g., ESOL, non-traditional, and first-generation college students). Topics will include tutoring writing across disciplines, helping students avoid plagiarism, and working with students with disabilities. This course is to be taken during the first semester of tutoring writing in the CAE. P/F grading.

ENGL 320  Creative Writing  ALT S (odd years)  3 CR
An introduction to the theory and practice of creative writing, with an emphasis on short fiction and poetry. Students will produce a portfolio of original work. Prerequisite: ENGL 100.

ENGL 331  Introduction to Linguistics  S  3 CR
A structural linguistics approach to the study of human language and its origins, development, varieties, and function in society. Emphasis is placed on the history, phonetics, phonology, syntax, and morphology of Indo-European languages, including standard English and its dialects. Secondary emphasis is placed on sociolinguistics (language change) and psycholinguistics (language and behavior). The course is designed to help students understand the organizational structures and uses of language.

ENGL 332  Modern English Grammar  ALT F (even years)  3 CR
A pedagogical approach to grammar, emphasizing analysis of, and critical thinking about, the forms and functions of language structures. Both constitutive rules (describing how grammar operates) and regulative rules (prescribing standard...
American usage) will be studied. The course integrates orientations from both structural linguistics and transformational grammar. Reed-Kellogg diagrams and phrase structure trees will be employed as means of visualizing analysis. The goal of the course is to enable students to articulate what they already know about the English language, to add to that knowledge, and to be able to teach others.

Prerequisite: ENGL 331 or permission of instructor.

ENGL 340 Introduction to Literary Theory $ 3 CR
An introduction to the major approaches in contemporary literary theory, including feminist, Marxist, psychoanalytic, post-structuralist, and post-colonial.

Prerequisite: ENGL 220.

ENGL 350 Shakespeare $ 3 CR
The study of selected plays by Shakespeare, combined with examples of the most important critical and interpretive thought; attention to the Bard’s life, era and theatre; designed to benefit future teachers of English, as well as students merely wishing to gain an appreciative knowledge of Shakespeare’s poetic and dramatic art. Same as THME 350. General education humanities writing intensive (HWI) course.

ENGL 370 Literary Movement AN 3 CR
An intensive study of literature from a single period in literary history, such as the Middle Ages, Renaissance, British or American Romantic Period, Victorian Age, or Postmodernist Era, focusing upon common characteristics of the literature produced during a specific period or “movement.” Subject will be announced each time the course is given. May be repeated for a total of six credit hours. Prerequisite: ENGL 220 or permission of instructor.

ENGL 373 Literary Movement – British AN 3 CR
An intensive study of literature from a single period in literary history, such as the Middle Ages, Renaissance, Romantic Period, Victorian Age, or Postmodernist Era, focusing upon common characteristics of the literature produced during a specific period or “movement.” Subject will be announced each time the course is given. May be repeated for a total of six credit hours. Prerequisite: ENGL 220 or permission of instructor.

ENGL 374 Literary Movement – American AN 3 CR
An intensive study of literature from a single period in literary history, such as the Romantic Period or Postmodernist Era, focusing upon common characteristics of the literature produced during a specific period or “movement.” Subject will be announced each time the course is given. May be repeated for a total of six credit hours. Prerequisite: ENGL 220 or permission of instructor.

ENGL 375 Literary Movement – World AN 3 CR
An intensive study of literature from a single period in literary history, such as the Middle Ages, Renaissance, Romantic Period, Victorian Age, or Postmodernist Era, focusing upon common characteristics of the literature produced during a specific period or “movement.” Subject will be announced each time the course is given. May be repeated for a total of six credit hours. Prerequisite: ENGL 220 or permission of instructor.

ENGL 395 Dramatic Literature: Topics ALT 4 S 3 CR
This course focuses on a specific topic of study in dramatic literature. Topics are selected based on student and faculty interest, as well as current developments in the discipline or the community-at-large and may include but are not limited to
studies of specific playwrights' works, plays by and about women, LGBTQ Drama, and the work of emerging playwrights. Repeatable for credit if different focus. Same as THME 395. General education humanities course. Prerequisite: ENGL 220 or permission of instructor.

ENGL 396 Dramatic Literature: International Topics ALT 4 S 3 CR
This course focuses on a specific topic of study in dramatic literature. Topics are selected based on student and faculty interest, as well as current developments in the discipline or the community-at-large and may include but are not limited to plays from various regions of the world, New Translations of Dramatic Literature, and the dramatic writing of specific international playwrights. Repeatable for credit if different focus. Same as THME 396 General education humanities global perspectives (HGP) course. Prerequisite: ENGL 220 or permission of instructor.

ENGL 400 Topics in Writing Studies AN 3 CR
An intensive study of a rhetorical genre, context, or subject significant within the field of writing studies. Possible topics include travel writing, rhetorics of protest and social movements, women's rhetorics, and discourse ethics, among others. This course functions as a capstone to the minor, and work for the course will include a significant final project that draws on the students' cumulative knowledge and experience. Repeatable for credit up to 6 hours if different topic. Prerequisites: ENGL 110 & junior or senior status

ENGL 411 Dramatic Literature: Survey ALT S 3 CR
A study of significant plays representing various periods and styles in the development of drama, from the Golden Age of Greece to the modern era. Production histories, as well as literary values of plays, are examined. Same as THME 411. General education humanities global perspective (HGP) course.

ENGL 425 Literary Genre AN 3 CR
An intensive study of a single genre by British and/or American and/or world authors: poetry, the novel, the short story, or drama. Specific attention will be given to similarities and dissimilarities in technique, style and form, as well as to content. Repeatable for credit if different topic up to 6 credit hours. Prerequisites: ENGL 220 and either ENGL 250, 261 or 262.

ENGL 426 Literary Genre – British AN 3 CR
An intensive study of a single genre by British authors: poetry, the novel, the short story, or drama. Specific attention will be given to similarities and dissimilarities in technique, style and form, as well as to content. Repeatable for credit if different topic up to 6 credit hours. Prerequisites: ENGL 220 and either ENGL 250, 261 or 262.

ENGL 427 Literary Genre – American AN 3 CR
An intensive study of a single genre by American authors: poetry, the novel, the short story, or drama. Specific attention will be given to similarities and dissimilarities in technique, style and form, as well as to content. Repeatable for credit if different topic up to 6 credit hours. Prerequisites: ENGL 220 and either ENGL 250, 261 or 262.

ENGL 428 Literary Genre – World AN 3 CR
An intensive study of a single genre by world authors: poetry, the novel, the short story, or drama. Specific attention will be given to similarities and dissimilarities in technique, style and form, as well as to content. Repeatable for credit if different
topic up to 6 credit hours. Prerequisites: ENGL 220 and either ENGL 250, 261 or 262.

**ENGL 430 Major Figures**

An intensive study of the work produced by one, two, or several major writers, e.g. Chaucer and Milton, Hawthorne and Melville, Hemingway, Faulkner, or Eliot. Specific writers will be announced each time the course is offered. Repeatable for credit if different topic for up to 6 credit hours. Prerequisite: ENGL 220 and either ENGL 250, 261, or 262.

**ENGL 431 Major Figures – British**

An intensive study of the work produced by one, two, or several major writers, e.g. Chaucer and Milton. Specific writers will be announced each time the course is offered. Repeatable for credit if different topic for up to 6 credit hours. Prerequisite: ENGL 220 and either ENGL 250, 261, or 262.

**ENGL 432 Major Figures – American**

An intensive study of the work produced by one, two, or several major writers, e.g. Hawthorne and Melville, Hemingway, Faulkner, or Eliot. Specific writers will be announced each time the course is offered. Repeatable for credit if different topic for up to 6 credit hours. Prerequisite: ENGL 220 and either ENGL 250, 261, or 262.

**ENGL 433 Major Figures – World**

An intensive study of the work produced by one, two, or several major writers, e.g. Rushdie and Murakami. Specific writers will be announced each time the course is offered. Repeatable for credit if different topic for up to 6 credit hours. Prerequisite: ENGL 220 and either ENGL 250, 261, or 262.

**ENGL 440 Advanced Creative Writing**

An intensive study of creative writing in a particular genre or genres (i.e., fiction, poetry, dramatic writing, creative non-fiction), with genres offered according to the discretion of the instructor, in which students can fine tune their creative writing skills and work toward the completion of a major project. Prerequisite: ENGL 320 or permission of the instructor.

**ENGL 485 Literature By and About Women**

An intensive study of women authors from the Greek poet Sappho to the present. All genres – poetry, novel, short story, essays, letters, biographies – will be considered, as well as works by authors from around the world. Prerequisite: GWST 110, ENGL 220 and ENGL 370 or permission of the instructor.

**ENGL 490 Major Portfolio**

A selection of your best work across your years at BVU and across disciplines. All work from Senior Seminar (ENGL 491) must be included. Also included will be a table of contents, your resume, an evaluation of your experience in the English Program, and any letters of reference or recognition you may wish to include. A graduation requirement. A corequisite with ENGL 491, to be registered concurrently.

**ENGL 491 Senior Seminar**

A senior capstone course offered to English and English education majors. Emphasis is placed on literary theories and criticism, as well as on aesthetics. Various theorists may be considered, from Plato to Postmodernists. In-depth analysis of specific works from specific theories will be expected. A final project will include a paper and presentation to the entire English Department and an external assessor. Both paper and presentation should demonstrate a solid
background in literary terms and discourse. Taken concurrently with ENGL 490. 
Prerequisite: Completion of all other English major requirements.

**ENGL 495 Internship**  
Variable CR  
An intensive, supervised work experience, over Interim or a semester, in a 
discipline-related work environment. Such internships may include working in a 
publishing house, teaching English in a foreign setting, or working on a foreign 
newspaper. All require the guidance of an English faculty supervisor. Repeatable 
for credit. Grading is P/F. Prerequisite: Approval of faculty sponsor, GPA 3.0 and 
minimum of sophomore standing.

**ENGLISH AS A SECOND LANGUAGE (ESL)**  
ESL courses address remedial reading, writing, listening and speaking needs that 
are required to bring the student’s English language proficiency up to the level 
required for admission to the academic program. Grading is P/F only. Students 
have the option of enrolling in these courses for a maximum of two semesters.

**ESL 050 Listening and Speaking – Beginning**  
AN 6 CR  
This course aims at developing students’ ability to handle a variety of basic social 
situations (introductions, ordering meals, asking directions, making purchases, 
taking and leaving simple messages, etc.). Students will learn to tell simple stories 
and describe pictures in simple sentences, and to understand simple narratives. 
They will also increase their vocabulary. The course includes an introduction to 
North American vowels and consonants as well as basic intonation patterns. ESL 
courses do not apply toward graduation. P/F grading. Prerequisite: Permission of 
ESOL director.

**ESL 051 Reading and Writing – Beginning**  
AN 6 CR  
This course focuses on developing basic reading and writing skills. After 
completing the course, students are expected to be able to write short messages 
and descriptions; fill out simple forms; apply basic principles of capitalization and 
punctuation; read simplified short texts on familiar topics and answer factual 
questions about the reading; scan to locate information in text; categorize 
vocabulary (synonyms, antonyms). Students will also increase their vocabulary. 
ESL courses do not apply toward graduation. P/F grading. Prerequisite: Permission of 
ESOL director.

**ESL 052 Listening and Speaking – Low-Intermediate**  
AN 6 CR  
This course focuses on developing students’ oral communication skills, including 
their ability to make simple oral presentations, retell simple stories, participate in 
face-to-face conversations on topics going beyond the most immediate needs, and 
identify the main ideas and factual information in level-appropriate listening 
passages. This course includes a review of English sounds, word-level stress, and 
reduction, linking, and contractions. ESL courses do not apply toward graduation. 
P/F grading. Prerequisite: Permission of ESOL director.

**ESL 053 Reading and Writing – Low-Intermediate**  
AN 6 CR  
This course will help students improve their reading comprehension skills and 
begun to learn how to write well-structured paragraphs. Students will learn to use a 
variety of pre-reading strategies to become more effective readers, to identify main 
and supporting ideas of a text, and to identify pronoun antecedents. In addition, 
students will learn the organization of a well-developed paragraph and write, edit, 
and format written assignments. ESL courses do not apply toward graduation. 
P/F grading. Prerequisite: Permission of ESOL director.
ESL 054   **Listening and Speaking – Intermediate**   AN   6 CR
This course focuses on developing students’ oral communication skills, including their ability to make simple oral presentations, retell simple stories, participate in face-to-face conversations on topics going beyond the most immediate needs, and identify the main ideas and factual information in level-appropriate listening passages. This course includes a review of English sounds, word-level stress, and reduction, linking, and contractions. ESL courses do not apply toward graduation. P/F grading. **Prerequisite: Permission of ESOL director.**

ESL 055   **Reading and Writing – Intermediate**   AN   6 CR
In this course, students will further improve their reading comprehension and writing skills. Specifically, students will learn: (1) to use a variety of pre-reading strategies to become more effective readers, to identify main and supporting ideas of a text; (2) to identify pronoun antecedents. In addition, students will conduct basic internet searches and use word-processing software to write, edit, and format written assignments. ESL courses do not apply toward graduation. P/F grading. **Prerequisite: Permission of ESOL director.**

ESL 056   **Listening and Speaking – Low-Advanced**   AN   6 CR
This course is designed to help develop academic listening and speaking skills needed for academic success in undergraduate study in the United States. Students will be able to: (1) develop effective note-taking skills on academic lectures/presentations; (2) comprehend the main idea and supporting details; (3) recognize mode and organizational patterns; (4) make valid inferences; (5) discuss in group settings; (6) prepare and give 5-minute speeches/presentations in expository or persuasive mode; and (7) express and defend viewpoint. ESL courses do not apply toward graduation. P/F grading. **Prerequisite: Permission of ESOL director.**

ESL 057   **Reading – Low-Advanced**   AN   3 CR
This course is designed to help students become familiar with authentic and selected academic reading passages of several pages. Students will learn to: (1) recognize main idea of lengthy passages and supporting details; (2) recognize which arguments or facts support a particular argument; (3) determine the viewpoint; (4) make inferences; (5) summarize a lengthy passage; and (6) summarize the pros and cons of an argument. ESL courses do not apply toward graduation. P/F grading. **Prerequisite: Permission of ESOL director.**

ESL 058   **Writing – Low-Advanced**   AN   3 CR
This course is an introduction to compositions. Students will learn to produce a composition, based on an assigned writing task, with an objective point of view, demonstrating level-appropriate word choice and control of mechanics and grammar. Students will be able to: (1) write compositions of exemplification, classification (logical division of ideas), process, comparison/contrast, cause/effect; (2) organize the composition; (3) support the topic; (4) express point of view; (5) construct compound and complex sentences; and (6) summarize a passage. ESL courses do not apply toward graduation. P/F grading. **Prerequisite: Permission of ESOL director.**

ESL 059   **Listening and Speaking – Advanced**   AN   6 CR
This course is designed to help develop academic listening and speaking skills for advanced level students interested in undergraduate study in the United States. Students will be able to: (1) comprehend the main ideas and supporting details of complex but abbreviated academic lectures and instructions spoken naturally; (2)
develop effective note-taking skills; (3) recognize mode and organizational patterns; (4) comprehend academic vocabulary; (5) apply concepts and information from the listening materials to other contexts, problems, and questions; (6) prepare and give 5 to 7-minute speeches/presentations in expository or persuasive mode; and (7) express and defend viewpoint. ESL courses do not apply toward graduation. P/F grading. Prerequisite: Permission of ESOL director.

ESL 060  Reading – Advanced AN 3 CR
This course will introduce students to authentic and selected academic reading passages of several pages. Students will be able to: (1) recognize main idea of lengthy passages and supporting details; (2) recognize which arguments or facts support one theory/thesis or another; (3) determine the viewpoint; (4) make inferences; (5) summarize an article; and (6) summarize the pros and cons of an argument. ESL courses do not apply toward graduation. P/F grading. Prerequisite: Permission of ESOL director.

ESL 061  Writing – Advanced AN 3 CR
This course is designed to help students comprehend the organizational structures of various types of academic essays. Students will be able to: (1) write well-developed essays of exemplification, classification (logical division of ideas), process, comparison/contrast, cause/effect, and argumentation; (2) organize the essay; (3) support the topic; (4) express point of view; (5) construct compound and complex sentences; (6) paraphrase; (7) summarize a reading; and (8) use sources appropriately without plagiarizing. ESL courses do not apply toward graduation. P/F grading. Prerequisite: Permission of ESOL director.

ESL 062  TOEFL iBT Preparation AN 1-3 CR
Students will learn effective test-taking strategies and extensively practice completing all types of exercises found on the TOEFL iBT. This is an elective course. ESL courses do not apply toward graduation. P/F grading. Prerequisite: Permission of ESOL director.

ESL 063  Introduction to Debate AN 3 CR
This course focuses on helping students build strong conversation skills through a variety of problem-solving activities and discussion of controversial issues. This is an elective course. ESL courses do not apply toward graduation. P/F grading. Prerequisite: Permission of ESOL director.

ESL 064  Introduction to American Culture AN 3 CR
This is a content-based course covering various aspects of American culture, such as famous people and places, important historical events, and traditions. The linguistic component of the course focuses on vocabulary and reading skills. The course will culminate with individual oral presentations or exhibits focusing on specific aspects of American culture. This is an elective course. ESL courses do not apply toward graduation. P/F grading. Prerequisite: Permission of ESOL director.

ESL 065  English Grammar I AN 3 CR
This course includes a review of basic sentence types and simple tense forms and introduces the students to a variety of higher-level grammatical constructions, with a particular focus on developing the students’ ability to use simple, continuous and perfective forms; modal verbs; comparative constructions; and quantifiers. This is an elective course. ESL courses do not apply toward graduation. P/F grading. Prerequisite: Permission of ESOL director.
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
<th>Description</th>
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<tbody>
<tr>
<td>ESL 066</td>
<td>English Grammar II</td>
<td>AN 3 CR</td>
<td>This course includes a thorough review of the English tense and aspect system as well as basic principles of capitalization and punctuation. The course focuses on complex and compound sentences (including relative clauses and embedded questions), conditional forms; passive, gerunds, infinitives, and perfective forms with modal verbs. This is an elective course. ESL courses do not apply toward graduation. P/F grading. Prerequisite: Permission of ESOL director.</td>
</tr>
<tr>
<td>ESL 067</td>
<td>English Pronunciation</td>
<td>AN 3 CR</td>
<td>In this course, students will engage in listening and speaking activities to develop clear speech and appropriate intonation. The course includes a review of the sound system and focuses on the patterns of English stress, intonation, and timing. This is an elective course. ESL courses do not apply toward graduation. P/F grading. Prerequisite: Permission of ESOL director.</td>
</tr>
<tr>
<td>ESOL 100</td>
<td>International Student Seminar</td>
<td>F, S 1 CR</td>
<td>This class is designed to assist new international students with the transition to student life at Buena Vista University. Course materials and assignments are intended to assist students with developing positive study habits, time management skills, stress management and healthy student life decisions. We will also spend time learning about our different cultures and personal interests. P/F grading. Prerequisite: Permission of ESOL director.</td>
</tr>
<tr>
<td>EAP 155</td>
<td>Integrated Skills</td>
<td>F, S Variable CR</td>
<td>This course is designed for international exchange students who require additional instruction to improve their specific academic language skills or need additional instruction in combined areas of listening, speaking, reading, or writing. This course can be repeated for credits. Prerequisite: Permission of ESOL director.</td>
</tr>
<tr>
<td>EAP 160</td>
<td>Listening and Speaking for International Students I</td>
<td>F, S 3 CR</td>
<td>In this course, students will improve their academic listening and speaking skills. Students will learn various note-taking strategies and will be able to: (1) become an active listener; (2) listen to various academic lectures and identify the main points and supporting details; and (3) actively participate in group or in-class discussions. In addition, students will give short structured presentations and improve their ability to comprehend and analyze academic discourse. The course includes an accent-reduction component that focuses on helping students speak clearly and with appropriate intonation patterns. Prerequisite: Permission of ESOL director.</td>
</tr>
<tr>
<td>EAP 161</td>
<td>Listening and Speaking for International Students II</td>
<td>F, S 3 CR</td>
<td>This course is a continuation of EAP160 and is designed to provide additional instruction to help students further develop their academic listening and speaking skills. Students will: (1) listen to more challenging academic lectures or news reports and summarize the information orally; (2) prepare and deliver structured technology-assisted presentations on mutually-agreed topics; (3) participate in and orally summarize the outcome of group discussions; and (4) develop an ability to support opinions, explain in detail, and hypothesize. Conditionally-admitted</td>
</tr>
</tbody>
</table>
COURSE DESCRIPTIONS

students must complete Level II courses successfully to meet the requirement of full admission. Prerequisite: Permission of ESOL director.

EAP 170  
**Reading and Academic Vocabulary for International Students I**  
F, S  
3 CR  
In this course, students will work with a variety of academic reading materials to develop basic academic reading skills (skimming for main ideas and scanning for specific information) as well as higher-level skills (making inferences and distinguishing between fact and opinion). Students will also learn to deduce the meaning of unfamiliar words from contextual and structural clues. Prerequisite: Permission of ESOL Director.

EAP 171  
**Reading and Academic Vocabulary for International Students II**  
F, S  
3 CR  
This course is a continuation of EAP170 and is designed to provide additional instruction to improve academic reading skills. Students will develop their reading skills in the interpretation, analysis, summarization, and criticism of ideas encountered in academic reading, including newspapers, such as Wall Street Journal. Students will also learn to deduce the meaning of unfamiliar words from contextual and structural clues. The course includes a review of effective strategies for understanding unfamiliar academic vocabulary and a remedial needs-based review of higher-level grammatical constructions. Conditionally-admitted students must complete Level II courses successfully to meet the requirement of full admission. Prerequisite: Permission of ESOL Director.

EAP 180  
**Writing for International Students I**  
F, S  
3 CR  
In this course, students will review the basic principles of paragraph organization, formatting, and revision, and will learn to write five-paragraph essays. In addition, the course includes a review of punctuating complex and compound sentences, fixing run-ons and avoiding fragments. Prerequisite: Permission of ESOL director.

EAP 181  
**Writing for International Students II**  
F, S  
3 CR  
This course is a continuation of EAP180 and is designed to provide additional instruction to improve academic writing skills. Students will learn the various types of essays, as well as research paper formatting, such as APA style. Additionally, students will be required to write a 5-7-page research paper. Conditionally-admitted students must complete Level II courses successfully to meet the requirement of full admission. Prerequisite: Permission of ESOL director.

ENVIRONMENTAL SCIENCE (ENVS)

ENVS 102  
**Environmental Science Laboratory**  
F  
1 CR  
Designed as an introductory laboratory course for Environmental Science majors. Students will have the opportunity to apply basic field and laboratory assessments to the investigation of human impacts on natural systems.

ENVS 103  
**Introduction to Environmental Science**  
F  
3 CR  
This course provides an introduction to the biological and physical processes that occur in the environment and examines the role that humans play in various environmental systems. The format consists primarily of lectures and student led discussions. General education life science course.
ENVS 105 Stream Conservation/Fly Fishing ALT F 3 CR
The biological and chemical attributes of streams and their influence on insect and fish populations is the focus of this course. Rehabilitation of streams through subtle means or significant construction activity will be studied. The connection between a conservation ethic and sport is demonstrated through the techniques, equipment, and activity of fly fishing. General education life science course.

ENVS 110 Physical Geology ALT F 4 CR
Physical Geology is the study of the structure of the earth’s surface in relation to composition, geologic age, and the forces of nature. The course consists of three hours of lecture and two hours of laboratory weekly. General education physical science course.

ENVS 115 Historical Geology ALT S 3 CR
The climate, environment, and flora and fauna of past geologic times will be studied. Emphasis will be placed on: the role of life in altering the Earth, the role of geological processes in influencing biogeography, and the factors involved in the preservation of the fossil record.

ENVS 201 Conservation Ecology ALT S 3 CR
Loss of natural habitat and biodiversity are among the most pressing issue in natural resource management. This course is a survey of the biodiversity crisis, its causes, and efforts to achieve a sustainable relationship between biotic resources and human activities. Prerequisite: ENVS 103 or instructor’s consent. General education life science course.

ENVS 210 Global Climate Change ALT F 3 CR
This course examines historic patterns in global climate associated affects upon flora and fauna of the world, and analysis of current climatic change. Factors contributing to current global included in course discussions. Prerequisite: ENVS 102, ENVS 103 and ENVS 110 or instructor’s consent.

ENVS 215 Agriculture and the Environment ALT F 3 CR
This course examines the role of agricultural practices in an ecosystem context, including issues of water use, influences on weather and climate, the globalization of food production, the sustainability of agriculture, and the relationships between humans and the land. Prerequisite ENVS 102, ENVS 103, CHEM 151 or instructor’s consent.

ENVS 305 Introduction to Soil Science ALT F 4 CR
The soils of Iowa have a large impact on the state’s economic wellbeing and on its natural environment. Soil types, the factors that lead to their formation and evolution, influences on soil nutrient content, and issues of soil erosion will be discussed. A laboratory component offers a hands-on understanding of soil types. The course consists of three hours of lecture and two hours of laboratory weekly. Prerequisite: ENVS 102 ENVS 103 ENVS 110, and CHEM 152 or instructor’s consent.

ENVS 312 Environmental Chemistry ALT S 4 CR
Environmental problems associated with the atmosphere, pesticides, toxic industrial materials and the contamination of natural waters will be studied from a chemical viewpoint. Students will work on a variety of real-life environmental projects while utilizing using various chemical assessment tools. The course consists of three hours of lecture and two hours of laboratory weekly. Prerequisite: CHEM 151, and CHEM 152.
ENVS 315 Environmental Policy and Regulation AN 3 CR
National, state and county governmental agencies have oversight for the creation, protection and management of natural resources. This course will focus on government jurisdiction and regulation of these entities. Prerequisite: PSPA 380. Offered only at specific online and site locations.

ENVS 317 Environmental Hydrology ALT S 4 CR
The movement of water in natural, agricultural, and urban areas is critical to proper land management. The processes involved in the flow and movement of surface water and groundwater are examined in this course. The course consists of three hours of lecture and two hours of laboratory weekly. Prerequisite: ENVS 103 and ENVS 110 MATH 145 or instructor’s consent.

ENVS 320 Remote Sensing and Geographic Information Systems (GIS) ALT S 4 CR
Technology enables the collection of vast amounts of global information that are used to help solve spatial and temporal problems through the analysis of that data. This course provides an introduction to ArcGIS, which allows for the analysis, storing, organizing, retrieving, and presenting of multiple forms of data. The course consists of three hours of lecture and two hours of laboratory weekly.

ENVS 325 Water Treatment and Laboratory Methods ALT S 4 CR
The science behind the treatment of our water resources is an important issue in human interactions with the environment. This course discusses the chemical reactions and methods involved in water treatment. The course consists of three hours of lecture and two hours of laboratory weekly. Prerequisite: ENVS 103, and CHEM 152, or instructors consent

ENVS 400 Supervised Project AN Variable CR
The student engages in a supervised research project that is appropriate for his/her background and interests within environmental science. P/F grading. Prerequisite: Junior standing, approval of supervising faculty, and ENVS 103.

ENVS 495 Internship AN 0- 3 CR
Students will complete research or an internship on or off campus in order to gain valuable educational experiences. The number of credits that a student will receive must be approved by Environmental Science faculty before registration. Repeatable for credit with approval by Environmental Science faculty. P/F grading. Repeatable for credit. Prerequisite: approval of supervising faculty.

ENVS 498 Senior Capstone Seminar 1 CR
This seminar is meant to be taken as a final course in environmental science. It considers the connections among the various constituent disciplines of environmental science. Students may elect to take a senior seminar in social science or science as an alternative to this course. Prerequisite: Junior standing, approval of supervising faculty, and ENVS 103.

EXCEPTIONAL STUDENT SERVICES AND INSTRUCTION (ESSI)

ESSI 101 Introduction to Exceptional Learners F,S 2 CR
This course in an introduction to key concepts and issues related to the characteristics of learners with a variety of exceptionalities, with a focus on
mild/moderate needs impacting learning. It includes a brief overview of special education history, policy, and practices, and presents a comprehensive overview of high and low prevalence disabilities within the context of the Individuals with Disabilities Education Improvement act and other associated legislation and litigation. Exceptionalities related to students who are at-risk, English language learners, or talented and gifted are also presented. This course will include 10 hours of field observations.

ESSI 102  
Introduction to Learners with Significant Cognitive Disabilities  
S  2 CR
In this course, pre-service special educators will explore key concepts and issues related to the characteristics of learners with cognitive significant support needs and related physical needs. A focus is placed on understanding the characteristics, development, and learning needs of this unique population within the context of learning environments. This course will include 10 hours of field observations.

ESSI 103  
Introduction to Learners with Significant Behavioral Disabilities  
S  2 CR
In this course, pre-service special educators will explore key concepts and issues related to the characteristics of learners with learning and behavioral significant support needs. A focus is placed on understanding the characteristics, development, and learning needs of this unique population within the context of learning environments. This course will include 10 hours of field observations.

ESSI 210  
Special Education Law and Professional Practices with Field Experience  
F  3 CR
This course emphasizes pre-service special educators’ awareness of the sources of unique services, networks, and organizations for individuals with disabilities from the context of special education law. Knowledge of IDEA and the special education process is a primary focus. Professional practices related to family dynamics, parent rights, advocacy, multicultural issues, and communication are additional key topics. Practice in implementing and communicating aspects of the individualized education program (IEP) and legal understandings are central to this course. This course will include 10 hours of field observations.

ESSI 220  
Multidisciplinary Assessment and Evaluation  
S  3 CR
Pre-service special educators will understand legal provisions, regulations and guidelines regarding unbiased assessment, Response to Intervention, and use of psychometric instruments and instructional assessment measures with individuals with disabilities. Application of assessment results to individualized program development and management, and the relationship between the use of multiple assessment sources and placement decisions will be central tasks in this course.

ESSI 230  
Transitions and Self-Determination  
ALT F  3 CR
Pre-service special educators will identify and work with sources of services, organizations, and networks for individuals with mild and moderate disabilities, including career, vocational and transitional support to post-school settings with maximum opportunities for decision making and full participation in the community. This will include a focus on increasing Self-Determination skills across the academic experience.

ESSI 240  
American Sign Language  
F, S  3 CR
This performance based course serves as an introduction to the fundamentals of American Sign Language including sign formation, grammar, and syntax. The
course has a balance of receptive and expressive language while exploring the interplay of deaf culture with language development. No prior experience with signed language is required. Sophomore status or higher, or special permission of the instructor, is required.

**ESSI 291**

**Professional Seminar II: Supervised Participation in Special Education**  
F, I, S  
1 CR  
This field experience includes 40 hours in an appropriate special education classroom setting. Pre-service special educators may perform duties typically assigned to a teacher aide and may have the opportunity to engage in targeted instruction under cooperating teacher guidance. P/F grading. Prerequisite: Must have passed Teacher Education Program Checkpoint II.

**ESSI 303**

**Curriculum Development and Instruction with Field Experience**  
F, S  
3 CR  
In this course, pre-service special educators explore and employ a variety of instructional strategies for the development of cognitive, academic, social, language and functional life skills in inclusive and intervention settings. A foundation for decision making surrounding curriculum development and differentiation will be established before developing understandings and application of specific strategies for differentiation. Specific strategies covered include co-teaching, differentiating for the five classroom elements and three student characteristics, and addressing content, process, and products. This course includes a 10-hour field experience. Prerequisite: Must have passed Teacher Education Program Checkpoint I.

**ESSI 304**

**Literacy Methods with Field Experience**  
ALT F  
3 CR  
In this course, pre-service teachers will learn and apply intervention strategies for literacy skills for a variety of purposes including language arts and other content area classes using a developmental approach that spans elementary through secondary pedagogy, including decoding and understanding fiction and non-fiction texts. Pre-service teachers will participate in a 10-hour field experience where they implement targeted differentiation and intervention related to literacy. Prerequisite: Must have passed Teacher Education Program Checkpoint II.

**ESSI 305**

**Mathematics Methods with Field Experience**  
ALT S  
3 CR  
In this course, pre-service teachers will learn and apply intervention strategies for academic and life-based mathematics skills using a developmental approach that spans elementary through secondary pedagogy. Pre-service teachers will participate in a 10-hour field experience where they implement targeted differentiation and intervention related to mathematics. Prerequisite: Must have passed Teacher Education Program Checkpoint II.

**ESSI 306**

**Methods for Teaching Students with Cognitive Disabilities with Field Experience**  
ALT F  
3 CR  
Pre-service teachers will develop effective instructional strategies for meeting the needs of learners with significant support needs related to cognitive disabilities in inclusive and self-contained settings in order to promote increased independence and academic and social proficiency with a focus on individual needs in home, school, and community settings with a focus on life-long needs. This course includes a 10-hour field experience. Prerequisite: Must have passed Teacher Education Program Checkpoint II.
ESSI 307  Methods for Teaching Students with Behavioral Disabilities with Field Experience  
F  3 CR  
Pre-service teachers will develop effective instructional strategies for meeting the needs of learners with significant support needs related to learning and behavior disorders in inclusive and self-contained settings in order to promote increased independence and academic and social proficiency with a focus on individual needs in home, school, and community settings with a focus on life-long needs. This course includes a 10-hour field experience. Prerequisite: Must have passed Teacher Education Program Checkpoint II.

ESSI 310  Behavior Interventions and Supports with Field Experience  
ALT S  3 CR  
This course focuses on preparation in research-based assessment and intervention practices including: applied behavior analysis (ABA), behavior intervention planning (BIP), cognitive behavioral strategies, de-escalation technique, functional behavioral assessment (FBA), and positive behavior interventions and supports (PBIS), in order to increase or promote language and communication development; emotional and social health; positive social interaction, personal satisfaction, Self-Determination; decision-making skills and independent functioning at school, home, and in the community. This course includes a 10-hour field experience. Prerequisite: Must have passed Teacher Education Program Checkpoint II.

ESSI 320  Characteristics of Learners with Autism Spectrum Disorders  
AN  3 CR  
Pre-service special educators who elect to specialize in Autism Spectrum Disorders will complete a 3 credit hour in depth study of the characteristics of related disabilities including how to recognize common and abstract representations of disorders. Topics of exploration will include understanding the evolution of the diagnosis and treatment as well as how to educate other staff, administrators, parents, and peers to create more positive learning atmospheres for learners with related disabilities. Prerequisite: Must have approval from the instructor.

ESSI 321  Assessments of Learners with Autism Spectrum Disorders  
AN  3 CR  
Pre-service special educators who elect to specialize in Autism Spectrum Disorders will complete a 3 credit hour in depth study of assessment practices related to Autism Spectrum Disorders including assessments for academics, communication, behaviors, transitions, and adaptive skills. Issues related to accurate assessment, data-based decisions, and quality of life will be explored. Prerequisite: Must have approval from the instructor.

ESSI 322  Instructional Strategies for Learners with Autism Spectrum Disorders  
AN  3 CR  
Pre-service special educators who elect to specialize in Autism Spectrum Disorders will complete a 3 credit hour in depth study of instructional strategies unique to working with students with autism spectrum disorders. Topics of exploration will include inclusion, targeted interventions, and research-based programs specifically designed for teaching students with ASD. Prerequisite: Must have approval from the instructor.
ESSI 323  Transition and Self-Determination for Learners with Autism Spectrum Disorders  AN  3 CR  
Pre-service special educators who elect to specialize in Autism Spectrum Disorders will complete a 3 credit hour in depth study of transition and Self-Determination issues as they relate to post-school outcomes. Topics of exploration will include independent living, access skills, employability, and social skills required for increased independence. This will include understanding and developing networks for community resources. Prerequisite: Must have approval from the instructor.

ESSI 324  Field Experience and Portfolio in Working with Learners with Autism Spectrum Disorders  AN  3 CR  
Pre-service special educators who elect to specialize in Autism Spectrum Disorders will complete a 3 credit hour culminating research project. A topic of interest will be selected and thoroughly explored in order to demonstrate cohesive understanding of characteristics, assessments, instruction, and transition planning for learners with Autism Spectrum Disorders. Pre-service special educators will present their findings to a panel of professionals and/or community members. 40 hours field experience. Prerequisite: Must have approval from the instructor.

ESSI 330  Characteristics of Learners with Emotional and Behavioral Disorders  AN  3 CR  
Pre-service teachers who elect to specialize in Emotional and Behavioral Disorders will complete a 3 credit hour in depth study of the characteristics of related disabilities including how to recognize common and abstract representations of disorders. Topics of exploration will include understanding the evolution of the diagnosis and treatment as well as how to educate other staff, administrators, parents, and peers to create more positive learning atmospheres for learners with related disabilities. Prerequisite: Must have approval from the instructor.

ESSI 331  Assessments of Learners with Emotional and Behavioral Disorders  AN  3 CR  
Pre-service special educators who elect to specialize in Emotional and Behavioral Disorders will complete a 3 credit hour in depth study of assessment practices related to such disorders including assessments for academics, behaviors, and transitions. Issues related to accurate assessment, data-based decisions, and quality of life will be explored. Prerequisite: Must have approval from the instructor.

ESSI 332  Instructional Strategies for Learners with Emotional and Behavioral Disorders  AN  3 CR  
Pre-service special educators who elect to specialize in Emotional and Behavioral Disorders will complete a 3 credit hour in depth study of instructional strategies unique to working with students with related disorders. Topics of exploration will include inclusion, targeted interventions, and research-based programs specifically designed for teaching students with EBD. Prerequisite: Must have approval from the instructor.

ESSI 333  Transition and Self-Determination for Learners with Emotional and Behavioral Disorders  AN  3 CR  
Pre-service special educators who elect to specialize in Emotional and Behavioral Disorders will complete a 3 credit hour in depth study of transition and Self-Determination issues as they relate to post-school outcomes. Topics of exploration will include independent living, access skills, employability, and social skills required for increased independence. This will include understanding and
essi 334 field experience and portfolio in working with learners with emotional and behavioral disorders  

pre-service special educators who elect to specialize in emotional and behavioral disorders will complete a 3 credit hour culminating research project. a topic of interest will be selected and thoroughly explored in order to demonstrate cohesive understanding of characteristics, assessments, instruction, and transition planning for learners with emotional and behavioral disorders. pre-service special educators will present their findings to a panel of professionals and/or community members. this course includes 40-hours of field experience. prerequisite: must have approval from the instructor.

essi 340 characteristics of learners with intellectual disabilities  

students who elect to specialize in intellectual disabilities will complete a 3 credit hour in depth study of the characteristics of related disabilities including how to recognize common and abstract representations of disorders. topics of exploration will include understanding the evolution of the diagnosis and treatment as well as how to educate other staff, administrators, parents, and peers to create more positive learning atmospheres for learners with related disabilities. prerequisite: must have approval from the instructor.

essi 341 assessments of learners with intellectual disabilities  

pre-service special educators who elect to specialize in intellectual disabilities will complete a 3 credit hour in depth study of assessment practices related to cognitive disorders including assessments for academics, intelligence, communication, behaviors, transitions, and adaptive skills. issues related to accurate assessment, data-based decisions, and quality of life will be explored. prerequisite: must have approval from the instructor.

essi 342 instructional strategies for learners with intellectual disabilities  

pre-service special educators who elect to specialize in intellectual disabilities will complete a 3 credit hour in depth study of instructional strategies unique to working with students with cognitive deficits. topics of exploration will include inclusion, targeted interventions, life skills instruction and research-based programs specifically designed for teaching students with intellectual disabilities. prerequisite: must have approval from the instructor.

essi 343 transition and self-determination for intellectual disabilities  

pre-service special educators who elect to specialize in intellectual disabilities will complete a 3 credit hour in depth study of transition and self-determination issues as they relate to post-school outcomes. topics of exploration will include independent living, access skills, employability, and social skills required for increased independence. this will include understanding and developing networks for community resources. prerequisite: must have approval from the instructor.
ESSI 344  Field Experience and Portfolio in Working with Learners with Intellectual Disabilities  
AN  3 CR  
Pre-service special educators who elect to specialize in Intellectual Disabilities will complete a 3 credit hour culminating research project. A topic of interest will be selected and thoroughly explored in order to demonstrate cohesive understanding of characteristics, assessments, instruction, and transition planning for learners with Intellectual Disabilities. Pre-service teachers will present their findings to a panel of professionals and/or community members. This course includes 40-hour field experience. Prerequisite: Must have approval from the instructor.

ESSI 350  Characteristics of Learners with Learning Disabilities  
AN  3 CR  
Students who elect to specialize Learning Disabilities will complete a 3 credit hour in depth study of the characteristics of related disabilities including how to recognize common and abstract representations of disorders. Topics of exploration will include understanding the evolution of the diagnosis and treatment as well as how to educate other staff, administrators, parents, and peers to create more positive learning atmospheres for learners with related disabilities. Prerequisite: Must have approval from the instructor.

ESSI 351  Assessments of Learners with Learning Disabilities  
AN  3 CR  
Pre-service special educators who elect to specialize in Learning disabilities will complete a 3 credit hour in depth study of assessment practices related to such disabilities including assessments for academics, communication, behaviors, and post-school outcomes. Issues related to accurate assessment, data-based decisions, and quality of life will be explored. Prerequisite: Must have approval from the instructor.

ESSI 352  Instructional Strategies for Learners with Learning Disabilities  
AN  3 CR  
Pre-service special educators who elect to specialize in Learning Disabilities will complete a 3 credit hour in depth study of instructional strategies unique to working with students with disabilities related to reading, writing, spelling, mathematics, attending, listening or speaking as defined by IDEIA. Topics of exploration will include inclusion, targeted interventions, and research-based programs specifically designed for teaching students with learning disabilities. Prerequisite: Must have approval from the instructor.

ESSI 353  Transition and Self-Determination for Learners with Learning Disabilities  
AN  3 CR  
Pre-service special educators who elect to specialize in Learning Disabilities will complete a 3 credit hour in depth study of transition and Self-Determination issues as they relate to post-school outcomes. Topics of exploration will include independent living, access skills, employability, and social skills required for increased independence. This will include understanding and developing networks for community resources. Prerequisite: Must have approval from the instructor.

ESSI 354  Field Experience and Portfolio in Working with Learners with Learning Disabilities  
AN  3 CR  
Pre-service special educators who elect to specialize in Learning Disabilities will complete a 3 credit hour culminating research project. A topic of interest will be selected and thoroughly explored in order to demonstrate cohesive understanding of characteristics, assessments, instruction, and transition planning for learners.
with learning disabilities. Pre-service special educators will present their findings to a panel of professionals and/or community members. This course includes 40-hours of field experience. \textit{Prerequisite: Must have approval from the instructor.}

**ESSI 360**  
**Characteristics of Learners with Multiple Disabilities**  
\textbf{AN} \hspace{1cm} 3 CR  
Students who elect to specialize in Multiple Disabilities will complete a 3 credit hour in depth study of the characteristics of related disabilities including how to recognize common and abstract representations of disorders. Topics of exploration will include understanding the evolution of the diagnosis and treatment as well as how to educate other staff, administrators, parents, and peers to create more positive learning atmospheres for learners with related disabilities. \textit{Prerequisite: Must have approval from the instructor.}

**ESSI 361**  
**Assessments of Learners with Multiple Disabilities**  
\textbf{AN} \hspace{1cm} 3 CR  
Pre-service special educators who elect to specialize in Multiple Disabilities will complete a 3 credit hour in depth study of assessment practices related to such disabilities including assessments for academics, communication, motor skills, behaviors, transitions, and adaptive skills. Issues related to accurate assessment, data-based decisions, and quality of life will be explored. \textit{Prerequisite: Must have approval from the instructor.}

**ESSI 362**  
**Instructional Strategies for Learners with Multiple Disabilities**  
\textbf{AN} \hspace{1cm} 3 CR  
Pre-service special educators who elect to specialize in Multiple Disabilities will complete a 3 credit hour in depth study of instructional strategies unique to working with students with multiple disabilities impacting both cognitive and physical abilities. Topics of exploration will include inclusion, targeted interventions, and research-based programs specifically designed for teaching students with multiple disabilities. \textit{Prerequisite: Must have approval from the instructor.}

**ESSI 363**  
**Transition and Self-Determination for Learners with Multiple Disabilities**  
\textbf{AN} \hspace{1cm} 3 CR  
Pre-service special educators who elect to specialize in Multiple Disabilities will complete a 3 credit hour in depth study of transition and Self-Determination issues as they relate to post-school outcomes. Topics of exploration will include independent living, access skills, employability, and social skills required for increased independence. This will include understanding and developing networks for community resources. \textit{Prerequisite: Must have approval from the instructor.}

**ESSI 364**  
**Field Experience and Portfolio in Working with Learners with Multiple Disabilities**  
\textbf{AN} \hspace{1cm} 3 CR  
Pre-service special educators who elect to specialize in Multiple Disabilities will complete a 3 credit hour culminating research project. A topic of interest will be selected and thoroughly explored in order to demonstrate cohesive understanding of characteristics, assessments, instruction, and transition planning for learners with multiple disabilities. Pre-service special educators will present their findings to a panel of professionals and/or community members. This course includes 40-hours of field experience. \textit{Prerequisite: Must have approval from the instructor.}
ESSI 370  Characteristics of Learners with Physical Disabilities  AN  3 CR
Students who elect to specialize in Physical Disabilities will complete a 3 credit hour in depth study of the characteristics of related disabilities including how to recognize common and abstract representations of disorders. Topics of exploration will include understanding the evolution of the diagnosis and treatment as well as how to educate other staff, administrators, parents, and peers to create more positive learning atmospheres for learners with related disabilities. Prerequisite: Must have approval from the instructor.

ESSI 371  Assessments of Learners with Physical Disabilities  AN  3 CR
Pre-service special educators who elect to specialize in Autism Spectrum Disorders will complete a 3 credit hour in depth study of assessment practices related to such disabilities including assessments for academics, communication, motor skills, behaviors, transitions, and adaptive skills. Issues related to accurate assessment, data-based decisions, and quality of life will be explored. Prerequisite: Must have approval from the instructor.

ESSI 372  Instructional Strategies for Learners with Physical Disabilities  AN  3 CR
Pre-service special educators who elect to specialize in Physical Disabilities will complete a 3 credit hour in depth study of instructional strategies unique to working with students with physical limitations that impact learning and post-school outcomes. Topics of exploration will include inclusion, targeted interventions, self-advocacy and research-based programs specifically designed for teaching students with physical limitations. Prerequisite: Must have approval from the instructor.

ESSI 373  Transition and Self-Determination for Learners with Physical Disabilities  AN  3 CR
Pre-service special educators who elect to specialize in Physical Disabilities will complete a 3 credit hour in depth study of transition and Self-Determination issues as they relate to post-school outcomes. Topics of exploration will include independent living, access skills, employability, and social skills required for increased independence. This will include understanding and developing networks for community resources. Prerequisite: Must have approval from the instructor.

ESSI 374  Field Experience and Portfolio in Working with Learners with Physical Disabilities  AN  3 CR
Pre-service special educators who elect to specialize in Physical Disabilities will complete a 3 credit hour culminating research project. A topic of interest will be selected and thoroughly explored in order to demonstrate cohesive understanding of characteristics, assessments, instruction, and transition planning for learners with physical disabilities. Pre-service special educators will present their findings to a panel of professionals and/or community members. This course includes 40-hours of field experience. Prerequisite: Must have approval from the instructor.

ESSI 405  Field Experience/Methods  F, S  0 CR
This clinical experience includes 10 hours of field observations within a special education or co-taught setting. It is required for students who are seeking an ESSI endorsement. This course is designed to be taken concurrently with EDCO 301. P/F grading.
ESSI 406  Field Experience/Methods  F, S  0 CR
This 10-hour clinical experience promotes the integration of methods and field experiences. It is available for students who have taken an equivalent ESSI 210 course but are missing a related field experience. P/F grading.

ESSI 407  Field Experience/Methods  F, S  0 CR
This 10-hour clinical experience promotes the integration of methods and field experiences. It is available for students who have taken an equivalent ESSI 303 course but are missing a related field experience. P/F grading. **Prerequisite: Must have passed Teacher Education Program Checkpoint I.**

ESSI 408  Field Experience/Methods  F, S  0 CR
This 10-hour clinical experience promotes the integration of methods and field experiences. It is available for students who have taken an equivalent ESSI 310 course but are missing a related field experience. P/F grading. **Prerequisite: Must have passed Teacher Education Program Checkpoint II.**

EXERCISE SCIENCE (EXSC)

EXSC 100  Individual Sport  AN  1 CR
Instruction and practice in the fundamental skills and knowledge of the history, rules, strategy, and games of individual sports.

EXSC 140  Functional Human Anatomy  F, S  3 CR
A study of the essential features of human anatomy with special reference to structure of the skeletal, muscular, nervous, and circulatory systems as they pertain to human movement. Includes lecture and laboratory.

EXSC 160  Athletic Training Observation  F, S  0 CR
Orientation to a variety of intercollegiate sports, participation in the controlled setting of the athletic training room and in field settings under the supervision of full-time staff. **Enroll concurrently with EXSC 170.**

EXSC 170  Fundamentals of Athletic Training  F, S  3 CR
Instruction and practice in fundamental athletic training skills. Includes a historical perspective of athletic training as a career and familiarizes the student with basic terminology of athletic injuries, injury prevention, taping and immediate care of athletic injuries. Includes lecture and laboratory. Lab fee.

EXSC 173  Introductory Techniques in Athletic Training  S  2 CR
This course is designed to present the practical study of procedures for injury prevention and acute athletic injury management. Topics include the application of taping, splinting, padding, and environmental evaluation techniques. This course also involves an introduction to palpable anatomy as it relates to injury evaluation.

EXSC 180  Lifetime Health Management with Lab  F, S  4 CR
A study of those health-related components necessary to maintain physical fitness. An emphasis is on the knowledge and self-assessment of muscular strength, muscular endurance, body composition, cardiovascular health, stress management, special populations and how they relate to a healthy lifestyle. Three lecture hours plus one two-hour laboratory period.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Term(s)</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EXSC 181</td>
<td>Lifetime Leisure Activities</td>
<td>F</td>
<td>2 CR</td>
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<td></td>
<td>Practice in the fundamental skills and knowledge of the history, rules, strategy, and general methods of play and teaching lifetime leisure activities. Examples of activities presented are golf, tennis, and archery.</td>
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<td>EXSC 182</td>
<td>Teaching Team Sports</td>
<td>S</td>
<td>2 CR</td>
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<td>Practice in the fundamental skills and knowledge of the history, rules, strategy, general methods of play and teaching team sports and games. Examples of activities presented are softball, soccer, and volleyball.</td>
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<tr>
<td>EXSC 192</td>
<td>Introduction to Exercise Science</td>
<td>F, S</td>
<td>2 CR</td>
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<td></td>
<td>This is an introductory course in the area of Exercise Science. The course will cover different career possibilities in the Exercise Science field. The course will also cover basic issues in sports administration.</td>
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<tr>
<td>EXSC 200</td>
<td>History, Philosophy and Ethics of Sport</td>
<td>F</td>
<td>3 CR</td>
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<td>This course will study the history of modern sport, the philosophical foundation of sport, and the ethical and moral issues in the sport industry. Students will develop a personal philosophy outlining their ethical values when confronted with difficult issues or decisions that often arise in the world of sport.</td>
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<td>EXSC 202</td>
<td>Public and Community Health</td>
<td>S</td>
<td>3 CR</td>
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<td>Designed to enrich the student’s understanding of public and community health programs, school health, self care, and hygiene in relation to the environment.</td>
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<tr>
<td>EXSC 205</td>
<td>Clinical Experiences in Athletic Training I</td>
<td>F</td>
<td>1 CR</td>
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<td>with lab</td>
<td>This course is the first in a series of 6 which focuses around the supervised clinical experiences with procedures for the prevention, evaluation, management, and rehabilitation of athletic injuries. Coursework relates to the development of taping, bracing, and bandaging skills, risk management and injury prevention techniques, use and fitting of protective equipment, utilization of an emergency action plan, wound care, and management of environmental concerns. It is a hands-on class that requires one two-hour laboratory period each week. <strong>Prerequisite:</strong> Formal acceptance to the ATP and completion of EXSC 173 with a C or better.</td>
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<tr>
<td>EXSC 210</td>
<td>Coaching Volleyball</td>
<td>F</td>
<td>1 CR</td>
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<td></td>
<td>This course covers rules, offensive and defensive strategies, and techniques of volleyball.</td>
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<tr>
<td>EXSC 211</td>
<td>Coaching Basketball</td>
<td>F</td>
<td>1 CR</td>
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<td>This course covers rules, offensive and defensive strategies, and techniques of basketball.</td>
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<td>EXSC 212</td>
<td>Coaching Baseball and Softball</td>
<td>S</td>
<td>1 CR</td>
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<td></td>
<td>This course covers rules, offensive and defensive strategies, and techniques of baseball and softball.</td>
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<td>EXSC 213</td>
<td>Coaching Wrestling</td>
<td>S</td>
<td>1 CR</td>
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<td>This course covers rules, strategies, and techniques of wrestling.</td>
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<td>EXSC 214</td>
<td>Coaching Soccer</td>
<td>AN</td>
<td>1 CR</td>
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<tr>
<td></td>
<td>This course covers rules, offensive and defensive strategies, and techniques and practices of soccer.</td>
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EXSC 215  Coaching Football  S  1 CR
This course covers rules, offensive and defensive strategies, and techniques of football.

EXSC 216  Coaching Track, Field and Cross Country  S  1 CR
This course covers rules and techniques of track and field.

EXSC 217  Theory and Ethics of Coaching  F, S  2 CR
This course will focus on the basic concepts of coaching team and individual sports including the appropriate theories, techniques, and ethics which must be taken into consideration. This course will pay special attention to strategies which are relevant for student athletes ages 10 to 22.

EXSC 240  Dance and Rhythms  ALT F  2 CR
A course designed to introduce the student to dance and basic elementary movement. This course will cover several different areas of dance including square, folk, and modern.

EXSC 251  First Aid and Injury Prevention  F, S  2 CR
Standard first aid and CPR/AED for the professional rescuer are presented along with basic care and prevention of athletic injuries. These are presented in lecture and laboratory format.

EXSC 272  Therapeutic Modalities in Athletic Training  S  3 CR
This course is designed to provide students with underlying theories that support the use of physical agents and electrotherapeutic modalities. Basic principles of tissue trauma, wound healing, pain theories, and pain management will be explored. Students will demonstrate a mastery of clinical application of the following contemporary therapeutic modalities: cryotherapy, thermotherapy, electrotherapy, ultrasound, traction, intermittent compression, and massage.  
Prerequisite: EXSC 140 and 170.

EXSC 273  Therapeutic Exercise and Reconditioning  S  3 CR
This course will provide the athletic training student with a foundation of the most current trends in injury rehabilitation. A systematic approach to exercise development and evaluation, techniques, indications, contraindications, and exercise progression will be detailed. Students will be exposed to the specificity of exercise for the physically active, the use of exercise in prevention, rehabilitation, and recondition of the physically active. In addition, psychosocial issues as they are related to injury to the physically active will be addressed.  
Prerequisite: EXSC 272.

EXSC 291  Current Health Issues  F  3 CR
Course designed to acquaint the prospective teacher with current health topics that are relative to teaching and working with school age children. Topics will include consumer health and substance abuse.

EXSC 295  Lower Level Internship in Exercise Science  AN  Variable CR
Field Experience in EXSC is an opportunity to gain hands on experience while exploring the different domains and/or careers related to Exercise Science. P/F grading. Repeatable for credit.  
Prerequisite: EXSC 192 or Permission of EXSC Internship Coordinator.
EXSC 304 Clinical Experiences in Athletic Training II with lab F 1 CR
This course focuses around the supervised clinical experiences with procedures for the prevention, evaluation, management, and rehabilitation of athletic injuries. Coursework relates to competencies and clinical proficiencies in therapeutic modalities. It is a hands-on class that requires one two-hour laboratory period each week. Prerequisite: Completion of ATP Level 1, completion of ATP Checkpoint #3 and EXSC205 and EXSC 272 with a C or better.

EXSC 305 Clinical Experiences in Athletic Training III with lab ALT S 1 CR
This course focuses around the supervised clinical experiences with procedures for the prevention, evaluation, management, and rehabilitation of athletic injuries. Coursework relates to the competencies and clinical proficiencies associated with assessment and evaluation of the lower body. It is a hands-on class that requires one two-hour laboratory period each week. Prerequisite: Formal acceptance to the ATP, EXSC205, and EXSC 333 with a C or better.

EXSC 306 Clinical Experiences in Athletic Training IV with lab ALT S 1 CR
This course focuses around the supervised clinical experiences with procedures for the prevention, evaluation, management, and rehabilitation of athletic injuries. Coursework relates to competencies and clinical proficiencies associated with assessment and evaluation of the upper body. It is a hands-on class that requires one two-hour laboratory period each week. Prerequisite: Formal acceptance to the ATP, EXSC205, and EXSC 334 with a C or better.

EXSC 309 Health, Safety, and Nutrition in Early Childhood Education 3 CR
This course will explore current concepts relating to health, safety, and nutrition in the early childhood setting. Topics presented will include current issues, promotion of children’s health, components of a healthy lifestyle, basic concepts of food and nutrients, and providing safe environments for children. Offered only at specific sites and online.

EXSC 310 Nutrition S 2 CR
A course to introduce the basic nutritional aspects of health, fitness, and human physical performance. Topics presented include the body’s nutrient needs, the nutrient density concept, diet planning, energy balance, dietary supplements, ergogenic aid, and the relationship between fitness, exercise, and nutrition.

EXSC 321 Adapted Physical Education ALT F 2 CR
Deals with the methods used in teaching students unable to participate in regular physical education and those special students who are mainstreamed in regular physical education classes.

EXSC 333 Lower Extremity Evaluation ALT F 3 CR
This course provides the student with information and basic skills used to evaluate athletic orthopedic injuries and other special problems of the lower body in a clinical and on field setting. Skill acquisition will be developed in palpation methods, range of motion assessments, manual muscle exams, neurological evaluations, and special tests.
EXSC 334  Upper Extremity Evaluation  ALT F  3 CR
This course provides the student with information and basic skills used to evaluate athletic orthopedic injuries, general medical conditions, and other special problems of the upper body in a clinical and on field setting. Skill acquisition will be developed in palpation methods, range of motion assessments, manual muscle exams, neurological evaluations, and special tests.

EXSC 345  Facility and Event Management  S  3 CR
This course focuses on the guidelines and principles of managing sport and recreation events and facilities. Topics include event logistics, critical planning techniques, crowd control, liability, funding, contracts, personnel and programming, facility design, operation, and maintenance.

EXSC 350  Biomechanics of Human Motion  F  2 CR
A study of the mechanical principles applicable to human motion. Emphasis is on the application of these principles to the analysis of fundamental movement and sport skills. Recommended prerequisite: EXSC 140.

EXSC 351  Motor Learning  F, S  3 CR
Designed to develop the student’s understanding of the process by which children learn movement skills and how the teacher takes students beyond this stage by helping them consolidate positive gains, by adding new insights, and by teaching to higher levels of achievement. Prerequisite: EXSC 140.

EXSC 352  Exercise Physiology with Lab  S  4 CR
A course designed to acquaint students with the functional responses and adaptation which accompany single and repeated prescribed exercises. Three lecture hours plus one two-hour laboratory period. Prerequisite: BIOL 142 or permission of instructor.

EXSC 360  Physiological Principles of Conditioning  F  3 CR
An entry-level study into the fundamental principles of conditioning and their application to conditioning for specific skill or sport. The course will introduce current scientific principles in order to create evidence-based individual-person training plans and periodized team workout programs with an emphasis on the training of the body’s energy systems. Prerequisites: EXSC 140, EXSC 180 or instructor’s approval.

EXSC 405  Clinical Experiences in Athletic Training V with lab  F  1 CR
This course focuses around the supervised clinical experiences with procedures for the prevention, evaluation, management, and rehabilitation of athletic injuries. Coursework relates to competencies and clinical proficiencies associated with body composition, therapeutic exercise, psychosocial aspects of athletic training, nutrition, and organization and administration of athletic training. It is a hands-on class that requires one two-hour laboratory period each week. Prerequisite: Completion of ATP Level II, completion of ATP Checkpoint #3, EXSC205, EXSC304, EXSC 273, EXSC 333, & EXSC 334 with a C or better.

EXSC 406  Clinical Experiences in Athletic Training VI with lab  S  1 CR
This course focuses around the supervised clinical experiences with procedures for the prevention, evaluation, management, and rehabilitation of athletic injuries. Coursework relates to competencies and clinical proficiencies associated with
EXSC 432  **Measurement and Evaluation in Health/Physical Education**  
ALT S  2 CR  
Course designed to effectively implement measurement evaluation techniques in school and non-school settings.

EXSC 435  **Psycho-Social Dimensions of Sport**  
S  3 CR  
This course will seek to identify and understand the psychological theories and techniques that can be applied to sport to enhance the performance and personal growth of athletes. Students will be able to recognize that sport is a microcosm of society and is influenced by cultural traditions, social values, and psycho social experiences. Issues such as violence in sport, sport aggression, gender, race, and professionalization of sport will be topics for discussion.

EXSC 444  **Organization and Administration of Athletic Training**  
F  3 CR  
This course is designed to provide the student with an understanding of the principles and techniques associated with the managerial aspects of athletic training programs. Students shall demonstrate knowledge of health care management concepts including facility development, fiscal management, insurance, and billing concerns, pharmacological related issues, licensure and personal management. *Prerequisite: Formal acceptance to the ATP.*

EXSC 446  **Pharmacology**  
S  2 CR  
This course is designed to provide the student with information related to pharmacological issues commonly seen in active populations. Students will receive instruction on the recognition, physiological effects, and management of common medications.

EXSC 472  **General Medical Conditions**  
S  2 CR  
This course is designed to provide the student with information related to general medical conditions commonly seen in active populations. Skill acquisition for proper evaluation, treatment, or referral of general medical conditions will be developed.

EXSC 494  **Internship in Coaching**  
AN  1 CR  
The Internship in Coaching is an intensive experience in coaching team and individual sports. P/F grading. Repeatable for Credit. *Prerequisites: EXSC 217, course associated with sport, and permission of Instructor and EXSC Internship Coordinator.*

EXSC 495  **Internship**  
Variable CR  
The exercise science internship is an intensive work experience which is related to the student’s academic major. P/F grading. Repeatable for credit. *Prerequisite: EXSC 352 or EXSC 360 or Permission of EXSC Internship Coordinator.*

EXSC 496  **Athletic Training Clinical Intraship**  
Variable CR  
The involvement of the athletic training student in the Athletic Training Clinical Intraship is designed to provide the student with in-depth study and application in one of seven specific programs within athletic training while working hand in...
hand with athletic health care professionals. This course is a comprehensive lesson offering the development of knowledge and skills under the oversight of the athletic training program faculty and staff. P/F grading. Repeatable for credit. Maximum 12 credits applied toward graduation.

EXSC 498 Human Performance Capstone S 2 CR
This seminar is meant to be taken as a final course in exercise science. It will focus on the connections in the various domains of EXSC through a culminating project. This course will also focus on exam preparation. Prerequisite: Junior standing, EXSC 352 or EXSC 360, and approval of supervising faculty.

FINANCE AND BANKING (FNBK)

FNBK 101 Personal Foundations Finance F, S 3 CR
An introduction to the study of personal economic and financial planning. Topics include effects of macroeconomic performance and government policies on financial well-being, financial budgeting, time value of money, tax planning, use of credit, risk management and insurance, investing, mutual funds and planning for life events. General education business course. Prerequisites: University math foundations.

FNBK 301 Personal Finance F 3 CR
An introduction to the study of personal financial planning. Topics include budgeting, time value of money, tax planning, use of credit, risk management and insurance, investing, mutual funds, and planning for life cycle events. Course not open to FNBK majors. Does not count as part of the FNBK major. Prerequisite: Junior or senior status.

FNBK 306 Managerial Finance F, S 3 CR
An introduction to fundamental concepts financial managers use in making decisions. Topics include the analysis of financial statements, time value of money, risk/return tradeoffs, investment decisions, and valuation methods for stocks and bonds. Prerequisite: ACCT 206, ECON 205 and ECON 206.

FNBK 310 Finance for Managers AN 3 CR
An introduction to fundamental concepts and techniques business managers use in making decisions. Topics include the project analysis and evaluation, financial break-even analysis, cost-benefit analysis, discounted cash flow valuation, short-term finance and planning. Prerequisite: ACCT 310 (Accounting for Managers). Offered only at specific sites and online.

FNBK 316 Corporate Finance F 3 CR
Examines the decisions firms make regarding financing and investment, both in the short-run and long-run. Topics include debt versus equity financing decisions, short-term financial decisions, capital structure and dividend policy, mergers & acquisitions, ethical financial decision making, and basic risk management techniques. Prerequisite: FNBK 306.

FNBK 322 Analysis of Financial Statements S 3 CR
Exploration of how to perform credit and equity analysis of firms using financial statements. Discussion also centers on the motivation of the corporations who self-report, the inside and outside analysts, and what further information is needed beyond the statements to conduct thorough analyses. Prerequisite: FNBK 306.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Term</th>
<th>Credit Hours</th>
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<tr>
<td>FNBK 356</td>
<td>Financial Planning</td>
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<td>3 CR</td>
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<td>A broad-based study of the financial planning process. Specific emphasis will be on tax planning and the use of mutual funds to facilitate college planning, retirement planning, estate planning, and other life cycle issues. <strong>Prerequisite:</strong> FNBK 306.</td>
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<tr>
<td>FNBK 405</td>
<td>International Finance</td>
<td>S</td>
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<td>An examination of the financial difficulties and opportunities firms face when conducting business internationally. Topics include exchange rate behavior, types of exchange rate risk and risk management, and capital budgeting decisions for multinational companies. <strong>Prerequisite:</strong> FNBK 306.</td>
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<tr>
<td>FNBK 420</td>
<td>Money and Credit Institutions</td>
<td>F</td>
<td>3 CR</td>
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<td>A study of the medium of exchange, the institutions which perform the financing functions, and the underlying principles by which the economy is regulated through the banking system. Cross-listed with ECON 420. <strong>Prerequisite:</strong> FNBK 306.</td>
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<tr>
<td>FNBK 430</td>
<td>Investments</td>
<td>F</td>
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<td>An investigation of the fundamentals of capital markets, security analysis and valuation, investment strategies, and portfolio management. Special attention will be given to random walk theory, fundamental and technical analysis, and the role of the institutional investor. <strong>Prerequisite:</strong> FNBK 306.</td>
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<tr>
<td>FNBK 440</td>
<td>Insurance and Real Estate</td>
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<td>3 CR</td>
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<td>A broad-based study of risk management and insurance vehicles from an introductory, consumer viewpoint. In addition, an introduction to the basics of real estate law, markets, and financing. <strong>Prerequisite:</strong> FNBK 306.</td>
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<td>FNBK 460</td>
<td>Enterprise Risk Management</td>
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<td>3 CR</td>
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<td>This course will examine the various risk management tools and techniques to deal with the various risk exposures of the enterprise. <strong>Prerequisite:</strong> FNBK 306.</td>
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<tr>
<td>FNBK 465</td>
<td>Advanced Financial Management</td>
<td>F</td>
<td>3 CR</td>
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<td>This course will examine the various financial management tools and techniques used in more complex business settings. <strong>Prerequisite:</strong> FNBK 306.</td>
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<td>FNBK 495</td>
<td>Internship</td>
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<td>Variable CR</td>
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<td>The business internship is an intensive work experience which is related to the student’s academic major. Students will be placed in selected businesses which are willing to help students become involved in day-to-day operations. <strong>P/F grading. Repeatable for credit. Prerequisite:</strong> Finance and Banking major with 70 credit hours and consent of instructor.</td>
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**GENDER AND WOMEN’S STUDIES (GWST)**

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<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>GWST 110</td>
<td>Introduction to Gender and Women’s Studies</td>
<td>S</td>
<td>3 CR</td>
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<td>The foundation course for gender and women’s studies, this course offers students an opportunity to deal with concepts through feminist perspectives in such fields as women in history, women in society, and women in literature. The focus will be on connecting information from several different disciplines and discussing ideas and approaches which can help describe and cultivate a better understanding of women’s experiences. <strong>General education humanities global perspective (HGP) course.</strong></td>
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GWST 489  Capstone Proposal  AN  1 CR
This course is intended to assist students in accomplishing the following: 1) developing a topic; 2) conducting a literature review, in the process of which they will build a reading list for their GWST 490 syllabus; and 3) generating a formal proposal for the capstone project they will complete in GWST 490. P/F grading. Prerequisite: Approval of supervising faculty member.

GWST 490  Capstone  AN  3 CR
The capstone course requires the student to create a project that connects theory to practice. Feminist theory will guide all projects and provide a framework for one of three foci: (1) an empirical research project, (2) an artistic and/or creative project, or (3) a community activism or civic engagement project. Regardless of which focus a student chooses, the project requires engagement of people beyond the BVU community. The capstone project also requires a public presentation of the student’s work.

GWST 495  Internship  Variable CR
Intensive experiential opportunity related to student’s interest in Gender and Women’s Studies. Placement arranged with approval of gender and women’s studies coordinator and supervising faculty member. P/F grading. Repeatable for credit.

GWST 499  Independent Study  Variable CR
To be arranged in consultation with gender and women’s studies coordinator. Permission of instructor required.

GENERAL SCIENCE (GENS)

GENS 115  Atmosphere, Weather and Climate  S  3 CR
This course is an introduction to meteorology, the study of the atmosphere, weather and climate and consists of lectures, discussions, and laboratory work. General education physical science course.

GENS 125  Oceanography  F, S  3 CR
This course is a multi-disciplinary introduction to the basic workings of the ocean. Laboratory exercises and internet environmental investigations will encourage understanding and highlight the relevance of this knowledge.

GENS 130  Introduction to Forensic Science  AN  3 CR
This course is an introduction to forensic science. Students will learn about the history of forensic science and explore a variety of forensic science techniques including chromatography, spectroscopy, and analysis of fingerprints, glass, soil, hair, and fiber. General education physical science course.

GENS 320  Physical Geography  S  3 CR
Physical Geography, a course in landscape appreciation or understanding, examines the various components of the natural environment, the nature and characteristics of the physical elements, the processes involved in their development, their distribution over the Earth, and their basic inter-relationships. Typical components include geological processes, rocks and minerals, landforms, hydrology, climate, soils, flora, and fauna. General education physical science course.
GENS 391  Chemistry for Elementary/Middle Level Teachers  
This course will focus on introductory chemistry consistent with Iowa state guidelines for chemistry content.

GENS 392  Physics for Elementary/Middle Level Teachers  
This course will focus on introductory physics consistent with state guidelines for physics content.

GEOGRAPHY (GEOG)  
GEOG 200  World Regional Geography of the Developed World  
This course surveys the world’s major developed regions and their physical and human characteristics from a geographic perspective. The physical environment includes landforms and climate while the human landscape is characterized by language, religion, population characteristics, and economic development.

GEOG 201  World Regional Geography of the Developing World  
This course surveys the world’s major developing regions and their physical and human characteristics from a geographic perspective. The physical environment includes landforms and climate while the human landscape is characterized by language, religion, population characteristics, and economic development.

GEOG 300  Human and Cultural Geography  
This course introduces the distinguishing features of human cultures including language and religion as well as occupational and political characteristics. The course includes case studies involving competition for limited resources in an increasingly urbanized and interdependent world.

GEOG 391  Geography for Elementary/Middle Level Teachers  
Study of basic concepts in geography, consistent with Iowa state guidelines for geography content.

GERMAN (GERN)  
GERN 490  International Experience  
Credit may be obtained by students who have the opportunity to study abroad or who can apply living experiences abroad to academic disciplines. Arrangements for academic credit and faculty approval must be made prior to the international experience. The experience will be approved and evaluated on the same basis as an on-campus course. P/F grading.

HISTORY (HIST)  
HIST 101  History of the United States to 1877  
This course studies the origins and development of the United States from colonization through the Civil War and reconstruction eras. General education humanities course.
HIST 102  History of the United States After 1877  S  3 CR
This course examines the political, economic, and social forces that have shaped modern America from 1877 to the present. General education humanities course.

HIST 111  World Civilizations I  ALT F  3 CR
This course studies the cultures and peoples of the world from the classical eras to 1500 and focuses on Egypt, India, China, Greece, and Rome. General education humanities global perspective (HGP) course.

HIST 112  World Civilizations II  ALT S  3 CR
This course examines the forces that have shaped the cultural diversity of the modern world from 1500 to the present and emphasizes industrialization, imperialism, nationalism, and the world wars. General education humanities global perspective (HGP) course.

HIST 121  The Emergence of Western Civilization  AN  3 CR
This course examines the cultures and people of western civilization from the classical era until the emergence of the modern nation state.

HIST 122  The Revolutions of Western Civilizations  AN  3 CR
This course examines the forces that have shaped western industrialized society, focusing on the scientific, French and industrial revolutions, from their origins to their effects on the 20th century.

HIST 125  Asian Civilizations  ALT S  3 CR
This course is an overview of Asia from cultural, social, and political viewpoints. General education humanities global perspective (HGP) course.

HIST 222  The History of Iowa  AN  3 CR
This course studies the social, political, and economic developments in Iowa from the 17th century to the present.

HIST 223  History of American Indians  ALT 3 S  3 CR
This course examines the economic, social, and cultural lives of Native Americans and their encounters with European-Americans and the policies of the United States government.

HIST 227  Topics in World History  AN  3 CR
This course focuses on an important topic in world history. Topics will vary in response to both faculty and student interest. Repeatable for credit.

HIST 228  Topics in American History  AN  3 CR
This course focuses on an important topic in American history. Topics will vary in response to both faculty and student interest. Repeatable for credit.

HIST 230  The Vietnam Wars  ALT 3 F  3 CR
This course examines the history of Vietnam including the wars for independence from the Chinese and French and the war with the United States. General education humanities global perspective (HGP) course.

HIST 235  The American Civil War  ALT S  3 CR
A survey of the American Civil War and reconstruction period from cultural, social, political, and military perspectives. General education humanities writing intensive (HWT) course.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Attribute</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HIST 240</td>
<td>The History of the American West</td>
<td>ALT F</td>
<td>3 CR</td>
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<td>A survey of the American west from the late 1700s to the present, this course examines the American west as both a region and an image in the American historical consciousness, emphasizing how historians and Americans in general have viewed the region and interpreted its past as part of the American experience. General education humanities writing intensive (HWT) course.</td>
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<tr>
<td>HIST 241</td>
<td>History of World War II</td>
<td>ALT F</td>
<td>3 CR</td>
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<td>This course is a survey of World War II, the most catastrophic war in human history. Throughout the semester we will examine the causes of the conflict, the allies and axis powers, the buildup and outbreak of fighting in Europe and the Pacific, the conduct and outcome of major campaigns, the Holocaust, and the end of the war and its aftermath. We will also focus on moral judgments made during the stress of war and on the ideological and racial dimensions of the conflict and their impact on how the war began, the brutal nature in which it was waged, and its legacies. General education humanities global perspective (HGP) course.</td>
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<td>HIST 242</td>
<td>The Holocaust</td>
<td>ALT 3 F</td>
<td>3 CR</td>
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<td>The Holocaust refers to the period between 1939 and 1945 when between 13 and 15 million people, 6 million of them Jews, were murdered by the German Nazi Party. This class will explore Jewish life before World War II, the rise of Adolf Hitler and the Nazi Party, the planning and execution of the so-called “final solution” to the “Jewish problem,” life and death in the ghettos and camps, liberation, and the aftermath of the war years. General education humanities writing intensive (HWT) course.</td>
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<td>HIST 245</td>
<td>Renaissance and Reformation</td>
<td>AN</td>
<td>3 CR</td>
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<td>This course is an exploration of the great cultural, intellectual, and spiritual transformations wrought in the overlapping eras of the renaissance and reformation in Europe, ca. 1300-1648.</td>
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<td>HIST 284</td>
<td>Empires: The Colonial Experience</td>
<td>ALT 3 S</td>
<td>3 CR</td>
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<td>This course is an examination of modern European imperialism and focuses on the response of colonial peoples and emphasizes nontraditional sources such as novels and films. General education humanities writing intensive (HWT) course.</td>
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<tr>
<td>HIST 304</td>
<td>Military History of the U.S.</td>
<td>ALT S</td>
<td>3 CR</td>
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<td>This course examines Americans at war from the colonial period to the present day, focusing on the origins, conduct, and consequences of the wars fought during this time, the creation and development of American military institutions, the development and perpetuation of the citizen-soldier ideal, the impact of warfare on American society, and the role and consequences of our martial past in our development as a world power.</td>
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<tr>
<td>HIST 311</td>
<td>Problems in World History</td>
<td>AN</td>
<td>3 CR</td>
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<td>This course focuses on an important problem in the field of world history. Topics vary in response to faculty and student interests. Repeatable for credit.</td>
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<tr>
<td>HIST 312</td>
<td>Problems in American History</td>
<td>AN</td>
<td>3 CR</td>
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<tr>
<td></td>
<td>This course focuses on an important problem in the field of American history. Topics vary in response to faculty and student interests. Repeatable for credit.</td>
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**HIST 315**

**History of Immigration in the U.S.**

This course is an exploration of individual beliefs about ethnicity, culture, and race in the U.S. It will allow an exploration of the U.S. immigration from colonial American to the present. *General education humanities writing intensive (HWI) course. This course is only offered at specific sites and online.*

**HIST 320**

**History of the Middle East**

This course examines the history of West Asia from the time of Mohammed in the seventh century through the current difficulties confronting the region.

**HIST 342**

**Exploring the Holocaust**

The Holocaust refers to the period between 1939 and 1945 when between 13 and 15 million people, 6 million of them Jewish, were murdered by Nazi Germany and its accomplices. This course will explore pre-war anti-Semitism, the growth of the Nazi Party, the planning and execution of the Final Solution to the so-called Jewish Problem, life and death in the ghettos and camps, liberation and the aftermath of the war years. All students will engage in independent research using both primary and secondary sources. *General education humanities global perspective (HGP) course.*

**HIST 349**

**Modern Europe**

This course examines the cultural, political, military, and social forces that have shaped 20th century Europe.

**HIST 358**

**Women Around the World**

This course is an examination of how individual women and groups of women have significantly influenced their communities and countries, as well as helped define their various roles in their families and societies.

**HIST 360**

**History of China**

This course explores the history of China from cultural, social, and political viewpoints, with an emphasis on the continuity of Confucianism and the modern communist state.

**HIST 362**

**History of Japan**

This course surveys the history of Japan from cultural, social, and political perspectives, stressing the Japanese feudal, Meiji, and post-World War II periods.

**HIST 364**

**History of India**

This course concentrates on the development of India’s “Great Tradition,” including Hinduism, the caste system, and civilization which existed in India dating from 2-600 BCE.

**HIST 375**

**American Revolution and Early Republic, 1763-1848**

This course investigates the causes, conduct and consequences of the American Revolution from political, social, and military perspectives and then examines the Founding and development of the new American Republic from the Confederation through the War with Mexico.

**HIST 390**

**America and the World Wars**

This course examines the role of the United States in World War I and World War II in social, political, and military contexts. It will focus not only on the impact of the wars of the U.S., but also on the United States’ impact on the world as it
emerged from these global conflicts and became a prominent power on the world stage.

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<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HIST 397</td>
<td>Recent American History</td>
<td>ALT 3 S</td>
<td>3 CR</td>
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<td>This course is an examination of the</td>
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<td>American people from 1945 to the</td>
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<td>present, including the McCarthy</td>
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<td>era, the Cold War (especially the</td>
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<td>Vietnam War), the New Left, the</td>
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<td>Civil Rights Movement, the Feminist</td>
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<td>Movement, and the Green Revolution.</td>
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<th>Course Code</th>
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<th>Credit</th>
<th>Description</th>
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<tr>
<td>HIST 481</td>
<td>The Historian's Craft (World)</td>
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<td>3 CR</td>
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<td>This course is the senior seminar for</td>
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<td>history majors who are emphasizing</td>
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<td>world history and focuses on</td>
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<td>historiography and on independent</td>
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<td>research and writing in the field.</td>
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<td>For history education majors, this</td>
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<td>course can count for elective credit</td>
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<td></td>
<td>in world history. Prerequisite: Junior</td>
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<td>standing or above.</td>
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<th>Course Code</th>
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<tr>
<td>HIST 482</td>
<td>The Historian's Craft (U.S.)</td>
<td>F</td>
<td>3 CR</td>
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<td></td>
<td>This course is the senior seminar for</td>
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<td>history majors who are emphasizing US</td>
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<td>history and focuses on historiography</td>
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<td>and on independent research and</td>
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<td>writing in the field. For history</td>
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<td>education majors, this course can</td>
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<td>count for elective credit in U.S.</td>
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<td>history. Prerequisite: Junior standing</td>
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<tr>
<td>HIST 495</td>
<td>Internship</td>
<td>Variable CR</td>
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<td>An intensive, supervised work</td>
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<td>experience in a discipline related</td>
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<td>work environment. P/F grading.</td>
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<td>Repeatable for credit. Prerequisite:</td>
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<td>Approval of supervising faculty</td>
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**HONORS (HONR)**

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<tr>
<td>HONR 100</td>
<td>Honors Orientation</td>
<td>AN</td>
<td>1 CR</td>
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<td></td>
<td>A seminar intended to introduce all</td>
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<td>students admitted to the honors</td>
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<td>program to the demands and features</td>
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<td>of honors work. P/F grading.</td>
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<tr>
<td>HONR 200</td>
<td>Honors Fine Arts</td>
<td>AN</td>
<td>3 CR</td>
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<tr>
<td></td>
<td>The fine arts explorations seminar</td>
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<td></td>
<td>for honors students. Examines one</td>
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<td>topic in depth via cross-disciplinary</td>
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<td>methods of inquiry employing diverse</td>
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<td>ways of knowing grounded in the fine</td>
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<td></td>
<td>arts. Topics vary. Repeatable for</td>
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<td></td>
<td>credit. May not be taken P/F.</td>
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<td></td>
<td>General education fine arts course.</td>
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<tr>
<td>HONR 210</td>
<td>Honors Social Science</td>
<td>AN</td>
<td>3 CR</td>
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<tr>
<td></td>
<td>The social science explorations</td>
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<td></td>
<td>seminar for honors students.</td>
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<td>Examines one topic in depth via</td>
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<td>cross-disciplinary methods of inquiry</td>
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<td>employing diverse ways of knowing</td>
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<td>grounded in the social sciences.</td>
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<td>Topics vary. Repeatable for credit.</td>
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<td>May not be taken P/F. General</td>
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<td>education social science course.</td>
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<td>HONR 221</td>
<td>Honors Computational Science</td>
<td>AN</td>
<td>3 CR</td>
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<td>The science explorations seminar for</td>
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<td>honors students. Examines one topic</td>
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<td>sciences. Topics vary. Repeatable for</td>
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<td>credit. General education</td>
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<td>computational science course.</td>
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<td>Prerequisite: Admission to the honors</td>
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HONR 222  Honors Life Science  AN  3 CR
The science explorations seminar for honors students. Examines one topic in depth via cross-disciplinary methods of inquiry employing diverse ways of knowing grounded in the sciences. Topics vary. May not be taken P/F. Repeatable for credit. General education life science course. Prerequisite: Admission to the honors program or permission of the honors program director.

HONR 223  Honors Physical Science  AN  3 CR
The science explorations seminar for honors students. Examines one topic in depth via cross-disciplinary methods of inquiry employing diverse ways of knowing grounded in the sciences. Topics vary. May not be taken P/F. Repeatable for credit. General education physical science course. Prerequisite: Admission to the honors program or permission of the honors program director.

HONR 230  Honors Humanities  AN  3 CR
The humanities explorations seminar for honors students. Examines one topic in depth via cross-disciplinary methods of inquiry employing diverse ways of knowing grounded in the humanities. Topics vary. May not be taken P/F. Repeatable for credit. General education humanities course. Prerequisite: Admission to the honors program or permission of the honors program director.

HONR 300  Honors Proposal  AN  1 CR
The honors proposal hour is intended to help students develop a topic, recruit a faculty member to serve as a research mentor, write a proposal, and create a research plan for a final honors research project. P/F grading. Prerequisite: HONR 100 and permission of the honors program director.

HONR 350  Honors Project  AN  1.5 or 3 CR
The purpose of the honors research course is the completion of the project proposed and passed in HONR 300. Allowable to register for credit over two consecutive semesters of 1.5 hours a piece for a total of 3 hours. P/F grading. Repeatable for credit up to 3 hours total. Students must register for 3 credit hours of HONR350. Prerequisite: HONR 300 and permission of the honors program director.

HONR 498  Honors Capstone  AN  1 CR
Students enrolled in HONR 498 will make any required revisions to the project completed in HONR 350, prepare parts or the whole for public presentation (conference, Scholars Day, etc.) and defend the finished work before the honors committee. P/F grading. Prerequisite: HONR 350 and permission of the honors program director.

HUMAN SERVICES (HMSV)

HMSV 301  Human Services in Rural Communities  3 CR
This course is an examination of rural problems, services, and skills needed for effective social intervention, planning, and activities in rural areas. The demand for services and the funding for programs are examined. Offered only at specific sites and online.

HMSV 336  Ethics in Human Services  3 CR
An examination of the varied theories of moral rules used in constructing codes of ethical behavior followed in human services. The course assists in the development of a familiarity with the discipline of human services ethics. It also assists the learner in appreciating the personal, organizational, and societal benefits
of behavioral regulation within a human services setting. **Offered only at specific sites and online.**

**HMSV 350 Human Services Programs and Policies** 3 CR

Students examine the historical roots and creation of the human services profession, as well as the historical and current legislation affecting services delivery. How public and private attitudes influence legislation and the interpretation of policies related to human services will be examined in this course. Students will discuss the differences between systems of governance and economics, in addition to being exposed to a spectrum of political ideologies in the human services framework. Students analyze and interpret historical data for application in advocacy and social change in this course. **Offered only at specific sites and online.**

**HMSV 351 Aging in American Society** 3 CR

Human services programs with this increasingly significant population in society are examined along with the range of settings in which these services are offered. Students apply knowledge of human behavior and the social environment as it applies to older adults, respond to contexts that shape practice with older adults; and engage, assess, intervene, and evaluate practice with older adults and their families as well as the groups, organizations, and communities with which they interact. **General education explorations – social science. Offered only at specific sites and online.**

**HMSV 352 Child and Family Welfare** 3 CR

Human services programs with this population are examined along with the range of settings in which children and their families may receive services. Students apply knowledge of human behavior and the social environment as it applies to children and families, respond to contexts that shape practice with families and children; and engage, assess, intervene, and evaluate practice with children and their families as well as the groups, organizations, and communities with which they interact. **Offered only at specific sites and online.**

**HMSV 353 Social Interventions with Families** 3 CR

This course examines and assesses dynamics of behavior within family relationships. Theories of human behavior, family strengths, and coping styles are emphasized in the development of intervention strategies. **Offered only at specific sites and online.**

**HMSV 370 Adoption Services and Counseling Strategies** 3 CR

Policies within the field of adoption will be examined along with various types of adoptions and state laws regulating adoption. Various mental health and counseling issues related to adoption will also be explored. Students will increase their awareness of their attitudes and biases pertaining to adoption along with their sensitivity to the members of the adoption triad. Students will also examine various counseling skills and techniques that apply to working with triad members. **Offered only at specific sites and online.**

**HMSV 371 Alcohol, Tobacco, Other Drugs and Other Addictions** 3 CR

Alcohol, Tobacco, Other Drugs, and Other Addictions (ATODOA) presents the basic facts and the major issues concerning drug-taking behavior in modern American society. The course content is designed to show the great diversity among drugs that impact the mind and body, both illicit and legally available drugs. Recognition of the problems surrounding drug misuse and abuse and the
personal responsibility each person has in making such choices are also explicit parts of this course. Offered only at specific sites and online.

**HMSV 372 Chemical Dependency Issues** 3 CR
Chemical Dependency Issues in health/human services professions provides students with knowledge of the issues involved in practice with clients who have alcohol or other drug problems. The ecological framework will be utilized for studying the disease of alcoholism and its treatment. Offered only at specific sites and online.

**HMSV 373 Family Violence** 3 CR
Family Violence is an examination and analysis of family violence in America from historical, social, legal and medical perspectives, with an emphasis on applicability to the human service professions. Offered only at specific sites and online.

**HMSV 374 Group Counseling** 3 CR
Group Counseling provides students with information regarding group dynamics in a counseling setting. The course will discuss the stages of a developing group and the group counseling process. The major structures and processes groups utilize for effective counseling will also be examined. Potential issues and complications are explored. Ethical and cultural issues are considered, as well. Offered only at specific sites and online.

**HMSV 375 Mental Health Issues** 3 CR
Mental Health Issues will examine the evolution of social work practices in the field of mental health. The Diagnostic and Statistical Manual will be examined from creation to current time. Specific mental health diagnostic categories will be explored. Competency-based assessment, eco-systems approach, systems theory and other dimensions of mental health assessment will also be explored. Stigmatizing patterns that exist in the United States and advocating for social justice will also be examined. Offered only at specific sites and online.

**HMSV 376 Social Stratification** 3 CR
This course is designed to analyze the major dimensions of social stratification – class, status, power – and to evaluate the impact of inequalities on the institutions and individuals of society. Offered only at specific sites and online.

**HMSV 377 Stress Management Strategies** 3 CR
This course investigates the stress management process for those in the helping professions. Recognition of the factors surrounding endogenous and exogenous stress and the personal responsibility each person has in developing methods of managing stress are also explicit parts of this course. Offered only at specific sites and online.

**HMSV 410 Death and Dying** 3 CR
The purpose and primary goal of the course is to examine the relationship of death and death concerns to the process of living well and dying well. Demographic trends and related cultural developments in our society today add importance to the need for heightened awareness and understanding when viewing death and death issues in a multi-cultural world. Mortality is a basic condition of life and we must view death as a natural part of the life cycle. Offered only online and at specific sites.
HMSV 450  Selected Topics in Human Services  3 CR
Topics courses are offered periodically as they are needed. Courses that are offered under special topics include but are not limited to the following: case management; oppression; and health. Repeatable for credit.

HMSV 495  Internship  Variable CR
This experience will familiarize students with the applied aspects of human services as a profession. The student will be placed in a human service agency. The specifics of the student experience will vary with the site, but generally will include observation and contact with professionals in a work setting. Students will spend approximately 40 on-site contact hours for each credit hour awarded. P/F grading. Repeatable for credit. Prerequisites: Senior standing and approval of supervising faculty member.

INTERDISCIPLINARY STUDIES (IDST)
IDST 400  Challenges for the 21st Century  F, S  3 CR
IDST400 serves as a culminating seminar experience in the general education component of the BVU curriculum. Required of all students who seek a baccalaureate degree, IDST400 is an interdisciplinary investigation of the most vexing issues facing human beings, their societies, and their planet. Particular attention is paid to emerging technologies, new paradigms for learning, changing conceptions of community, and the opportunities of living in a globalized world. IDST400 emphasizes problem solving skills, the habits of integrative learning, and effective communication. Prerequisite: students who enter BVU without an approved associate’s degree and seek the B.A., B.S., or B.A.S. degree must complete all Intellectual Foundations requirements and a minimum of 24 of the required Intellectual Explorations credit hours prior to enrolling in IDST400. Students seeking the BASc degree must have completed ENGL 100, ECON 206 (or an equivalent course), ACCT 205, and at least 15 credit hours of the BASc core prior to enrolling in IDST 400.

INTERIM (INTM)
INTM courses are offered during the January interim session and are intended to be elective hours toward graduation. INTM courses do not count as major/minor credit.

JAPANESE (JAPN)
JAPN 490  International Experience  F, I, S  3-9 CR
Credit may be obtained through study abroad. Arrangements for academic credit and faculty approval must be made prior to the international experience. The experience will be approved and evaluated on the same basis as an on campus course. P/F grading.

MANAGEMENT (MGMT)
MGMT 120  Business in Society  AN  3 CR
An exploratory course for anyone considering the possibility of a business career. Subject matter includes the goals, structure, and culture of business organizations. Restricted to first year business majors, business minor students, and other non-business majors for major and elective credit. No credit given to upper-class business majors.
MGMT 205  Decision Science Foundations  F, S  2 CR
This course is focused on the development of quantitative decision-making tools, techniques, and methods. Emphasis is on understanding the business context and problems to which these analytical techniques and methods should be applied. Prerequisite: MATH 140.

MGMT 206  Management Science  3 CR
The development of quantitative decision-making tools, techniques, and methods, and their managerial applications. Topics include fundamental business models; probability theory and applications; basic forecasting methods; formal decision models; applied game-theoretic decision strategies; graphical sensitivity and risk analyses; indicator information and efficiency; utility theory and applications; and linear programming decision models. Prerequisite: MATH 140 or MATH 432. Offered only at specific sites and online.

MGMT 306  Principles of Management  F, S  3 CR
A course emphasizing the skills and knowledge needed to become a successful manager. It examines basic management functions, including planning, organizing, staffing, directing, and controlling, as well as decision making, communication, and problem solving. Ethical behavior, operations management, and international management will also be covered.

MGMT 307  International Business  F  3 CR
An introduction to the field of international business, this course provides a survey of the key factors, including cultural, geographic, economic, financial, political, legal, technological, and social influences, which affect all aspects of doing business globally. Prerequisite: ECON 206.

MGMT 315  Business Law I  F, S  3 CR
A study of legal principles as they impact business. Topics include legal environment of business, contracts, business organizations, Uniform Commercial Code, government regulation of business and international law. Prerequisite: Junior standing.

MGMT 316  Business Law II  ALT S  3 CR
Continuation of MGMT 315. Prerequisite: MGMT 315.

MGMT 320  Human Resource Management  F  3 CR
A study of the responsibility of personnel directors and managers in the selection, training, and supervising of employees. Emphasis on leadership techniques is stressed. Prerequisite: MGMT 306.

MGMT 375  Entrepreneurship/Small Business  F  3 CR
A study of the process of starting a new business through managing the business after the initial (start-up) phase has been completed. Specific topics include developing a business plan, financing, competitive analysis, and problems encountered by small businesses. Prerequisite: MGMT 306.

MGMT 380  Social Responsibility of Business  F  3 CR
The identification and assessment of forces which have shaped the relationships between business and society. Specific topics include moral and ethical questions in business, stakeholder concepts and issues, and the application of philosophical models of ethics to business situations, and decision-making. Prerequisite: MGMT 306 or permission of the instructor.
MGMT 390  Sports Management  S  3 CR
A course emphasizing the knowledge, skills and abilities needed to successfully manage in the sports field. Students will learn the relevance of legal, cultural, political and psychological concepts and theories to the management of sports. Students will research current trends in the sports industry, develop strategies and formulate business solutions in response to ever-changing forces. Prerequisites: MGMT 306 and MRKT 306.

MGMT 410  Organization Theory  AN  3 CR
The course surveys relationship(s) of organizations to the environment surrounding the organization. Topics include the similarity in structure of companies operating in particular industry (e.g., oil refining, chemicals) and the implications of structure for managerial responsibilities and power (e.g., how organizational structure affects the behavior of individuals and groups working in an organization). Prerequisite: MGMT 306.

MGMT 420  Advanced Human Resource Management  S  3 CR
Designed to study the sub-set of topics/issues in the human resource management area. Some of these topics/issues may include compensation and benefits, performance appraisal, motivation, job satisfaction, retention, absenteeism, grievance handling. Prerequisite: MGMT 320 and senior standing, or by permission of instructor.

MGMT 465  Production and Operations Management  F, S  3 CR
This course studies the management of production and operations functions in service and manufacturing industries with an emphasis on building competitive advantage for the business organization. Core concepts include inventory management, productivity, process analysis, supply chain and logistics. Prerequisite: MATH 140.

MGMT 475  Advanced Entrepreneurship  F  3 CR
This course provides students with the opportunity to study advanced topics/issues in the entrepreneurship/small business management area. Topics include social trend analysis, sustainability, social entrepreneurship, science/technology-oriented entrepreneurship, public entrepreneurship, and part-time entrepreneurship. Prerequisite: MGMT 306 and MGMT 375.

MGMT 492  Business Policy and Strategy  F, S  3 CR
An integrative application of the theories and tools of functional business areas to decision-making in organization-wide situations using case analysis. Specific topics include experience curve cost reductions, portfolio analysis and management, and the fit between strategy and structure. Prerequisite: FNBK 306, MGMT 205 or 206, MGMT 306, MGMT 315 and MRKT 306.

MGMT 495  Management Internship  Variable CR
An intensive experience in which the student is placed in a selected business and becomes involved in day-to-day operations. Repeatable for credit. P/F grading. Prerequisites: MGMT 306, MRKT 306 and consent of the instructor.

MANAGEMENT INFORMATION SYSTEMS (MIS)
MIS 300  Introduction to Management Information Systems  F S  3 CR
The purpose of the course is to make students aware of the need to understand the change that computer usage has brought about in our society. Focus is on
hardware, software, personnel in CMSC, and a brief look at systems development using the life cycle concept. Special emphasis is also given to E-Business and E-Commerce. Case studies are used where appropriate. Offered only at specific sites and online.

MARKETING (MRKT)

MRKT 306  Principles of Marketing  F, S  3 CR
An introduction to the vocabulary, theories, and practices of the business functional area of marketing, including segmentation, target marketing, and positioning. It emphasizes developing and implementing marketing strategies and deciding appropriate product distribution, price, and promotion strategies for identified target markets.

MRKT 340  Business Marketing  F  3 CR
A course designed to develop a managerial perspective regarding the marketing of goods and services to organizations. The text, lectures, cases, and assigned readings will provide a foundation from which to achieve this purpose; the student must actively participate to gain this perspective. Prerequisite: MRKT 306.

MRKT 350  Retailing  ALT S  3 CR
A managerially-oriented course in retailing with an emphasis on practical applications of retailing policies, methods, and procedures for both small and large operations. These fundamental retail management concepts are presented using a conceptual, theoretical, and strategic framework consistent with the dynamics of both the practitioner environment and current academic thought. Prerequisite: MRKT 306.

MRKT 353  Field Experiences in Sports Marketing and Management  I  3 CR
During this two-week field experience in Phoenix, Ariz., students will meet with marketing and management professionals at organizations such as the Phoenix Suns, Mercury, Rattlers, Coyotes, the Phoenix Open, and the Greater Phoenix Convention and Visitors Bureau. P/F grading. Prerequisite: MRKT 306 and MGMT 306.

MRKT 354  Sports Marketing  ALT S  3 CR
This course is designed to introduce students to the world of sports marketing, including event marketing and management, strategic planning, hospitality and protocol, sales and negotiations, celebrity sponsorships, advertising, and media choices. To apply their new-found knowledge, students will complete a strategic market analysis for a major sport or event of their choice. Prerequisites: MRKT 306.

MRKT 355  Consumer Behavior  S  3 CR
The course provides a foundation for analyzing the consumer-buying decision process, consumer lifestyles and behavior patterns, and influences on those patterns. Special attention will be given to predictive techniques and implications for marketing strategy. Prerequisite: MRKT 306.

MRKT 400  Practicum in Marketing Problems/ Small Business Institute (SBI)  AN  3 CR
A course designed to provide the student with a chance to observe and participate in the “real world.” (SBI projects are application-based, faculty-led experiences offered at the discretion of the marketing faculty.) Working in teams of 3 or 4, students will be paired with an actual small business as consultants. Depending on
the client’s needs, the consulting team will complete a marketing/business plan for
the business. Although supervised by the instructor, team members will need to
work independently with their client to complete the project. Repeatable for
credit. Prerequisite: 12 credit hours of marketing and junior standing, or permission of
instructor.

MRKT 407  International Marketing  ALT F  3 CR
An investigation of the influence of global economic, cultural, political, and
infrastructural forces on marketing strategy for the international, multinational, or
global firm. A case approach will be used to study the problems and techniques of
international marketing strategy development and implementation. Prerequisite:
MRKT 306 and MGMT 307.

MRKT 410  E-Commerce  AN  3 CR
The Internet promises to change the way we do business. Certainly, the internet
has been a stimulus to adoption of the information highway. Practitioners of e-
commerce are claiming that they are doing tomorrow’s business today. This class
considers where the internet is today and where it is going tomorrow. It provides
the student with an opportunity to analyze web sites of both marketing and e-
commerce entities. These analyses will provide the student with a foundation on
which to build a web site for an existing profit/non-profit organization.
Prerequisite: MRKT 306.

MRKT 414  Selling  ALT S  3 CR
The course covers general sales techniques from the initial introduction stage to
closing the sale. This includes such topics as knowing and understanding your
market, how to establish the relevant decision makers in an organization, call
techniques, and how to introduce yourself and the company you represent. It
covers the general sales cycle and associated sales skills such as closing and how to
overcome objections plus how to build ongoing relationships and establishing a
rapport with the client. The course includes role-plays to aid the learning process.
Prerequisite: MRKT 306.

MRKT 415  Sales Management  ALT S  3 CR
The purpose of this course is to help the student become familiar with the various
aspects of professional selling and the sales management process (i.e., planning,
staffing, administering, and controlling the selling function). The text, lectures,
cases, and current literature will be used to accomplish this goal. Prerequisite: MRKT
306.

MRKT 418  Market Research  F  3 CR
This course is designed to introduce students to fundamental marketing research
design issues encompassing the conceptualization of research problems, the
design of appropriate research methodologies, statistical analysis, the
communication of results, and the discussion of managerial implications. The
ethical considerations of collecting data and presenting research findings will also
be discussed. Prerequisite: MRKT 306 and MGMT 205 or 206.

MRKT 432  Strategic Marketing  S  3 CR
Designed to involve students in the problems, decisions and decision-making
process of marketing managers as they seek to develop effective marketing
strategies in an ever-changing, challenging environment. Prerequisite: MRKT 306, at
least two other marketing courses, and senior standing.
MRKT 495  Marketing Internship  Variable CR
This experiential learning activity adds a resume-building, real-world experience to a marketing student’s list of accomplishments. Internship experiences often lead to full-time employment at the end of the internship. Repeatable for credit. P/F grading. Prerequisite: MRKT 306 and junior standing.

MRKT 496  Sales Internship  Variable CR
This internship specifically focuses on sales. In this internship students will experience cold-calling, prospecting, relationship building, and/or other pertinent steps in the selling process as directed by their internship employer. P/F grading. Prerequisite: MRKT 306, at least junior standing, and consent of the instructor.

MATHEMATICS (MATH)

MATH 050  Basic Mathematics  F, S  3 CR
This course covers basic mathematics topics such as arithmetic of fractions, decimals, and signed numbers; percents, ratios, and proportions; elementary geometry including area and perimeter; and basic algebra. Enrollment by university placement. Must earn a grade of “C-” or better.

MATH 100  Algebra Review  F, S  3 CR
This course covers concepts and techniques of algebra and geometry which are fundamental to understanding the role of mathematics in a variety of application areas. Topics include rules and techniques for manipulation of algebraic symbols and expressions (including exponents and radicals), solution methods and applications of linear and quadratic equations, graphs of equations with special emphasis on linear equations, geometric concepts and applications, and solution techniques and applications of systems of equations. General education foundations course. Must earn a grade of “C-” or better to complete foundations requirement. Prerequisite: MATH 050 or university placement.

MATH 123  Mathematics for Elementary Education I  F  3 CR
In this course, future educators focus on a conceptual understanding of K-8 mathematics, the basis for mathematical processes taught in the elementary classroom, and methods suitable for enhancing their future students’ understanding of mathematics. Topics include: problem solving, reasoning and proof, algebraic thinking, number patterns, number systems and bases, whole number operations, fractions, and number theory. Prerequisite: MATH 100 or university placement. Open only to Elementary Education majors, or by consent of instructor. A passing score on the mathematics portion of Praxis 1 is strongly recommended prior to enrollment in this course.

MATH 124  Mathematics for Elementary Education II  S  3 CR
This course builds on conceptual constructs established in MATH 123. Topics include: integers, decimals, proportional reasoning, percents, data analysis, probability, geometry, and measurement. Prerequisite: MATH 123, and MATH 100 or university placement. Open only to Elementary Education majors, or by consent of instructor. A passing score on the mathematics portion of Praxis 1 is strongly recommended prior to enrollment in this course.

MATH 130  Mathematical Ideas for the Liberal Arts  F, S  3 CR
This course emphasizes the nature of mathematical thought and the role played by mathematics in modern society. Topics such as graphs, social choice and decision making, geometry and patterns, and elementary probability and descriptive statistics will be used to demonstrate the role played by mathematics in
contemporary settings. General education computational science course. Prerequisite: MATH 100 or university placement.

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<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>MATH 140</td>
<td>Elementary Applied Statistics</td>
<td>F, S</td>
<td>4 CR</td>
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<td>Descriptive statistics, probability and probability distributions, confidence intervals, hypothesis testing, correlation and bivariate regression, analysis of variance. Applications involving the use of microcomputer software are an integral part of the course. Generally taken in the sophomore year. General education computational science course. Prerequisite: MATH 100 or university placement; and also either completion of the technology skills foundational requirement or consent of instructor.</td>
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<tr>
<td>MATH 141</td>
<td>Business Calculus</td>
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<td>This course for business and economics students develops the appropriate conceptual and computational calculus background for future study and use in business environments. The course emphasizes business applications involving single-variable calculus (derivatives and integrals, including exponential and logarithmic functions) and introductory multivariable calculus (partial derivatives and local extrema). General education computational science course. Prerequisite: MGMT 205 or 206.</td>
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<tr>
<td>MATH 143</td>
<td>Discrete Mathematics</td>
<td>F</td>
<td>3 CR</td>
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<td>This course covers basic sets, relations, functions, logic, proofs, induction, recurrences, matrices, counting, and graphs. Special attention will be paid to general problem solving with applications in computer science. General education computational science course. Prerequisite: MATH 100 or university placement.</td>
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<tr>
<td>MATH 145</td>
<td>Elementary Functions</td>
<td>F, S</td>
<td>3 CR</td>
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<td>This course covers concepts and techniques relating to functions, and specifically addresses the study of exponential, logarithmic, and trigonometric functions. General education computational science course. Prerequisite: MATH 100 or university placement.</td>
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<tr>
<td>MATH 160</td>
<td>Calculus I: Elementary Applied Calculus</td>
<td>F, S</td>
<td>4 CR</td>
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<td>This course develops the basic concepts and techniques of calculus. Topics include limits, differentiation, basic integration, and applications. General education - computational science class. Prerequisite: MATH 145, or high school precalculus.</td>
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<tr>
<td>MATH 161</td>
<td>Calculus II: Theory and Applications</td>
<td>F, S</td>
<td>4 CR</td>
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<td>This course is a continuation of MATH 160, with a more thorough study of differentiation and integration theory, techniques of integration, further applications of integration, and an introduction to differential equations. General education - computational science class. Prerequisites: MATH 160, or one semester of college calculus.</td>
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<tr>
<td>MATH 215</td>
<td>Formal Logic</td>
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<td>3 CR</td>
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<td>This course covers basic sentential logic, first- and higher- order predicate logic, and proof techniques for establishing validity and invalidity of arguments within these frameworks. Specific topics include truth tables, basic rules of inference, conditional and indirect proof, Venn diagrams, basic syllogisms, and quantification. Not recommended for first year students.</td>
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<tr>
<td>MATH 240</td>
<td>Foundations of Advanced Mathematics</td>
<td>F</td>
<td>3 CR</td>
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<td>Topics central to all higher mathematics including proofs, logic, sets, relations and functions, and abstract systems. Pre/Co-requisite: MATH 161.</td>
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<tr>
<td>MATH 260</td>
<td>Calculus III: Intermediate Calculus</td>
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<td>3 CR</td>
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<td>This course covers infinite sequences and series, Taylor polynomials, Taylor series and general power series, polar coordinates, parametric equations, and basic vector algebra. Prerequisite: MATH 161.</td>
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<td>MATH 261</td>
<td>Calculus IV: Multivariable Calculus</td>
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<td>This course covers the calculus of functions of several variables. Topics include basic vector review, partial derivatives, multiple integrals, line integrals, vector calculus, and applications. Prerequisite: MATH 260.</td>
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<tr>
<td>MATH 320</td>
<td>History of Mathematics</td>
<td>ALT F (odd years)</td>
<td>3 CR</td>
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<td>In this course students examine historical developments and trends in mathematics, their broader scientific and societal contexts, and the lives and contributions of major figures in the field of mathematics from antiquity through the twentieth century. Prerequisite: MATH 240.</td>
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<td>MATH 322</td>
<td>Linear Algebra</td>
<td>ALT S (even years)</td>
<td>3 CR</td>
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<td>A study of Euclidean space and abstract vector spaces. Topics include subspaces, bases, eigenvalues, eigenvectors, determinants, and linear transformations. Applications of linear algebra to systems of equations, differential equations, and difference equations may be covered if time permits. Prerequisite: MATH 161 and MATH 240, or permission of instructor.</td>
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<tr>
<td>MATH 330</td>
<td>Applied Regression Analysis</td>
<td>ALT S (even years)</td>
<td>3 CR</td>
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<td>Applied statistical analysis techniques including multiple regression and associated topics, categorical variables, and logistic regression. Applications involving the use of microcomputer software and cross-disciplinary datasets are an integral part of the course. Not recommended for first year students. Prerequisite: MATH 140 or MATH 433.</td>
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<tr>
<td>MATH 341</td>
<td>Modern Algebra</td>
<td>ALT S (even years)</td>
<td>3 CR</td>
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<td>A study of algebraic systems, including groups, rings, integral domains, and fields. Prerequisite: MATH 240.</td>
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<td>MATH 352</td>
<td>Elements of Geometry</td>
<td>ALT S (odd years)</td>
<td>3 CR</td>
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<td>Geometry from an advanced viewpoint, including topics in Euclidean and non-Euclidean geometries. Prerequisite: MATH 240.</td>
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<td>MATH 361</td>
<td>Differential Equations</td>
<td>S</td>
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<td>A study of differential equations of the first, second, and higher orders, linear equations with constant coefficients, series techniques, numerical techniques, and Laplace transforms. Prerequisite: MATH 161.</td>
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<td>MATH 371</td>
<td>Numerical Analysis</td>
<td>ALT F (odd years)</td>
<td>3 CR</td>
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<td>The basic numerical methods used in solving algebraic and differential equations. Computer use and error analysis are integral parts of the course. Knowledge of computer programming language is helpful. Prerequisite: MATH 161.</td>
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<td>MATH 391</td>
<td>Topics in Pure Mathematics</td>
<td>AN</td>
<td>3 CR</td>
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<td>Depending on students’ needs and interests, topics such as number theory, topology, theory of rings, measure theory, and mathematical logic and foundations may be included. Prerequisite: Permission of instructor.</td>
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MATH 392  Topics in Applied Mathematics  AN  3 CR
Depending on students’ needs and interests, topics such as Fourier series techniques and applications, numerical analysis techniques for algebraic and differential equations, biomathematics, and advanced topics in probability, statistics, or differential equations may be included. Prerequisite: Permission of instructor.

MATH 432  Probability and Mathematical Statistics I ALT F (even years)  3 CR
The course examines probability from an advanced (calculus based) point of view. Topics include the theory and application of discrete and continuous probability distribution and density functions, mathematical expectation, moment generating functions, several specific probability distributions (binomial, normal, poisson, exponential, geometric, hypergeometric, negative binomial, gamma, chi-square, etc.), and the central limit theorem. Calculus is used throughout. Prerequisite: MATH 161 and MATH 240.

MATH 433  Probability and Mathematical Statistics II ALT S (odd years)  3 CR
A continuation of MATH 432 which examines the theory and application of statistical inference techniques including confidence intervals, hypothesis testing, regression, correlation, and analysis of variance. Prerequisite: MATH 432.

MATH 460  Complex Variables  AN  3 CR
A study of complex numbers, analytic functions, complex integration, power series, residues and poles, and conformal mapping. Prerequisites: MATH 240 and MATH 260, or permission of instructor.

MATH 470  Intermediate Analysis ALT S (odd years)  3 CR
A rigorous study of the fundamental concepts of higher mathematics including the real numbers, limits and continuity, integration and differentiation, elementary topology of Euclidean spaces, and aspects of the foundations of mathematics. Prerequisite: MATH 240.

MATH 480  Senior Capstone  F  3 CR
This capstone course will be an interactive seminar developed around a selected topic in advanced mathematics. Significant student presentation and interaction, engagement with current literature in mathematics, and a formal paper will be central to the course. Prerequisites: Senior standing, a declared mathematics major, and completion of a minimum 24 hours of MATH courses (including MATH 240 and Math 261) that count toward the student’s mathematics major; or consent of instructor.

MATH 495  Internship  Variable CR
An intensive, supervised work experience in a discipline related work experience. P/F grading. Repeatable for credit. Prerequisite: Approval of supervising faculty member.

MILITARY SCIENCE (MILS)
MILS 101  Introduction to Military Science  F  1 CR
This course explores how the Army’s values and the goals of its officers drive the development of leadership in the Officer Corps. Hands-on activities enable students to gain the skills and abilities required of cadets and officers to succeed as leaders. Prerequisite: Student must be concurrently enrolled in MILS 102.
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<tr>
<td>MILS 102</td>
<td>Lab – Basic Military Skills I</td>
<td>F</td>
<td>1 CR</td>
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<td>Leadership lab designed to provide hands on training on individual tasks such as basic rifle marksmanship, land navigation and on complex tasks such as battle drills, field leadership reaction course, and combat water survival training. Students assume a followership learning role. Labs will focus on leadership at the individual and team levels. <strong>Prerequisites:</strong> Student must be concurrently enrolled in MILS 101.</td>
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<td>MILS 103</td>
<td>Military Communication Skills</td>
<td>S</td>
<td>1 CR</td>
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<td>Students will develop an understanding of the role that morals and ethics play in becoming an Army officer and leading American Soldiers. Introduction to basic officer/soldier skills will expound upon the complex role of the officer in the modern Army. <strong>Prerequisite:</strong> Student must be concurrently enrolled in MILS 104.</td>
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<tr>
<td>MILS 104</td>
<td>Lab – Basic Military Skills I</td>
<td>S</td>
<td>1 CR</td>
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<td>Leadership lab designed to provide hands on training such as but not limited to individualized tasks like basic rifle marksmanship, land navigation and complex tasks like battle drills, field leadership reaction course, and combat water survival training. Students assume a followership learning role. Lab will focus on collective training. <strong>Prerequisites:</strong> Student must be concurrently enrolled in MILS 103.</td>
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<tr>
<td>MILS 160</td>
<td>Military Physical Training</td>
<td>F, S</td>
<td>0-1 CR</td>
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<td>This lab is designed to use basic military training skills and instruction to develop confidence, leadership, and physical fitness. The team approach is utilized in the instruction and application of Army physical fitness requirements. Students will learn various Army physical fitness techniques, how to conduct physical fitness sessions, and proper nutrition. Full participation in all events will be determined based on student’s physical and medical eligibility. Repeatable for credit for a maximum of 8 credits.</td>
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<tr>
<td>MILS 201</td>
<td>Basic Principles of Leadership</td>
<td>F</td>
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<td>Uses basic military training, missions and scenarios to provide a hands-on method of developing confidence and leadership skills. Learn to communicate effectively and work as a team. Students increase professional knowledge in areas such as first aid, water survival, personal physical fitness, and land navigation. <strong>Prerequisite:</strong> Student must be concurrently enrolled in MILS 202.</td>
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<td>MILS 202</td>
<td>Lab – Basic Military Skills II</td>
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<td>1 CR</td>
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<td>Leadership lab designed to provide hands on training such as but not limited to individualized tasks like basic rifle marksmanship, land navigation and complex tasks like battle drills, field leadership reaction course, and combat water survival training. Lab will focus on performance as a team leader or as part of a specialty team. Students may assume learning or team leader role. <strong>Prerequisite:</strong> Student must be concurrently enrolled in MILS 201.</td>
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<tr>
<td>MILS 203</td>
<td>Basic Military Planning</td>
<td>S</td>
<td>2 CR</td>
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<td>This is a leadership based class. In class students will learn how to utilize troop leading procedures and communicate with operation orders. Students will also learn how to navigate from place to place using different techniques. <strong>Prerequisite:</strong> Student must be currently enrolled in MILS 204.</td>
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<tr>
<td>MILS 204</td>
<td>Lab – Basic Military Skills II</td>
<td>S</td>
<td>1 CR</td>
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<tr>
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<td>Leadership lab designed to provide hands on training such as the individualized tasks of basic rifle marksmanship, land navigation and the complex tasks of battle</td>
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drills, field leadership reaction course, and combat water survival training. Lab will focus on performance as a squad leader, platoon or company leadership. Students may assume role of team leader, staff or learning role. **Prerequisite:** Student must be concurrently enrolled in MILS 203.

**MILS 260**  
***Basic Military Study***  
F, S  
1-3 CR  
Students authorized to take MILS 260 will meet with the MILS supervisor within 72 hours of enrollment. The MILS supervisor will assign specific projects designed to develop their skills in military administration, logistics, training, and/or leadership. This course is specifically designed to educate students through a “hands-on” approach to project planning, time management, and project completion. This course may be taken twice. For students adding this course after the formal add/drop period, a special academic action must be completed.

**MILS 301**  
***Advanced Principles of Leadership***  
F  
3 CR  
This class prepares students for positions of greater responsibility by building self-confidence, developing communications skills and broadening their knowledge of leadership responsibilities and duties. Students are expected to plan, resource, validate, and execute laboratory training for the cadet company. **Prerequisite:** Student must be concurrently enrolled in MILS 302 lab and hold cadet status.

**MILS 302**  
***Lab – Advanced Military Skills I***  
F  
1 CR  
This lab prepares Students for positions of greater responsibility by building self-confidence, developing communications skills and broadening their knowledge of leadership responsibilities and duties. Students are expected to plan, resource, validate, and execute laboratory training for the cadet company. **Prerequisite:** Student must be concurrently enrolled in MILS 301 and hold cadet status.

**MILS 303**  
***Advanced Military Planning***  
S  
3 CR  
Develop student’s proficiency in communicating plans through the use of operations orders and the use of troop leading procedures. Students are placed in leadership roles throughout the semester and evaluated on their leadership potential. Students must be contracted with the program to attend the classes. **Prerequisite:** MILS 301, 302, be concurrently enrolled in MILS 304, and hold cadet status.

**MILS 304**  
***Lab – Advanced Military Skills I***  
S  
1 CR  
This lab prepares Army ROTC advanced program cadets for positions of greater responsibility by building self-confidence, developing communications skills, and broadening their knowledge of leadership responsibilities and duties. Advanced cadets are expected to plan, resource, validate, and execute laboratory training for the cadet company in unique ways from MILS 302. **Prerequisite:** MILS 301, MILS 302, be concurrently enrolled in MILS 303, and hold cadet status.

**MILS 401**  
***The Military Team***  
F  
3 CR  
Develops student proficiency in analyzing and evaluating leadership behaviors, values, attributes, skills, and actions. Students will assess and provide feedback to other students placed in leadership roles, communicate thoughts and ideas orally, develop and execute a plan, and evaluate the planning and execution of complex operations within a military organizational structure. **Prerequisite:** Permission of professor of military science.

**MILS 402**  
***Lab – Advanced Military Skills II***  
F  
1 CR  
The lab compliments the instruction from class by demonstrating the indelible link between personal values and successful leadership. On-the-job training and
evaluation provided by the ROTC cadre. Students will develop training programs, structure laboratories, present classes, plan various events, and accept responsibility for the leadership labs in unique ways from MILS 402. **Prerequisite:** Permission of professor of military science and hold cadet status.

**MILS 403**  
**Seminar: The Professional Officer**  
3 CR  
Explores the dynamics of leading in the complex situations of current military operations in a contemporary world. Students will examine the differences in customs, courtesies and operational principles in the face of international terrorism using case studies, scenarios, and practical exercises, which prepare the student to face complex ethical and practical demands of leading soldiers within a multifaceted military organizational structure. **Prerequisite:** Permission of professor of military science and hold cadet status.

**MILS 404**  
**Lab – Advanced Leadership Laboratory**  
1 CR  
The lab complements the instruction from class by demonstrating the indelible link between personal values and successful leadership. On-the-job training and evaluation provided by the ROTC cadre. Students will be in charge of developing training programs, structuring laboratories, presenting classes, planning various events, and accepting responsibility for the leadership labs. **Prerequisite:** Permission of assistant professor of military science and hold cadet status.

**MILS 410**  
**Practicum: Advanced Military Skills**  
F, S  
1 CR  
An annual 72-hour military field training exercise designed for the advanced ROTC student in preparation for being commissioned as an officer in the U.S. Army. Conducted as a weekend exercise requiring the student to develop and execute a plan, organize tasks, and manage people and resources. **Prerequisite:** Permission of assistant professor of military science and hold cadet status.

**MILS 460**  
**Advanced Military Study**  
AN  
1 CR  
Investigation of an approved topic. Must result in a professional journal-worthy paper on ethics, current military issues, interpersonal communications, or leadership development. **Prerequisite:** Permission of assistant professor of military science and hold cadet status. Repeatable twice for credit.

**MILS 490**  
**International Experience**  
0-6 CR  
Credit may be obtained by ROTC cadets who have been accepted to study abroad as part of the Cultural Understanding and Language Proficiency (CULP) program during Interim or Summer. This includes language and cultural immersion both prior to departure and in the host country. Cadets will gain an appreciation and understanding of their host culture as well as greater awareness of international perspectives. P/F grading. May be repeated for credit up to a total of 6 credit hours. **Prerequisites:** ROTC and formal acceptance into the CULP program.

**MILS 495**  
**Military Science Internship**  
0-3 CR  
An intensive, supervised work experience in a discipline related work environment. P/grading. Repeatable for credit. **Prerequisite:** Approval of supervising faculty member.

**MUSIC (MUSC)**  
**MUSC 101**  
**Music Appreciation**  
F  
3 CR  
An introductory course encouraging increased understanding of all types of music in relation to historical changes and societal developments. Students gain
experience listening to significant literature and examining the basic components that contribute to creating compositions. *General education fine arts course.*

**MUSC 103**  
**Jazz Appreciation**  
S  3 CR  
An introductory course which gives the student the tools for creative listening. It encourages an appreciation and enjoyment of jazz with an emphasis on understanding through listening. *General education fine arts course.*

**MUSC 106**  
**Music Fundamentals I**  
F  2 CR  
An introductory course that places particular emphasis on the basic skills of reading and writing music. Areas covered include: notation, time and rhythm reading. It is geared to the student with little or no prior knowledge of music. Music production majors will take a diagnostic exam to determine their music theory knowledge for possible consideration to waive this course requirement in their major.

**MUSC 107**  
**Music Fundamentals II**  
S  2 CR  
A continuation of MUSC 106. More advanced skills of reading and writing music are studied. Basic ear training is also introduced. *Prerequisite: MUSC 106 with a grade of “C-” or better.*

**MUSC 110**  
**Introduction to Digital Recording**  
F (even years)  4 CR  
The student will learn the basic principles needed to complete recording projects using Avid Pro Tools, from initial setup to mix-down. Whether the project involves multi-track recordings of live instruments, MIDI sequencing/software synthesizers, or audio looping, the student will learn real-world examples with frequent hands-on assignments designed to teach the student how to record, edit, and mix on a basic level.

**MUSC 111**  
**Music Theory I**  
F  4 CR  
A study of the fundamental principles of traditional harmony which include time, rhythms, notes/values, intervals, scales, key signatures, and triads. The ear training component will study intervals recognition and rhythm dictation. *General education fine arts course.*

**MUSC 112**  
**Music Theory II**  
S  4 CR  
A continuation of MUSC 111. Principles covered will include four-part writing and analysis, non-chord tones, and modulations. The ear training component will study chord recognition, harmonic progressions, and sight-singing. *Prerequisite: MUSC 111 with a grade of “C-” or better.*

**MUSC 115**  
**Advanced Digital Recording Techniques**  
S  3 CR  
The purpose of this course is for the student to gain a greater understanding of two key elements of production by learning mixing and mastering. Essential knowledge for engineers, producers, or hobbyists who have their own home studio up and running, this course presents concepts that go beyond basic EQ and panning. Students will be exposed to more advanced mixing and mastering techniques including parallel compression, understanding reverb parameters as well as discussing compression techniques in mastering. By the end of the course the student will have acquired a thorough understanding of the entire mixing and mastering process using Avid Pro Tools. *Prerequisite: MUSC 110.*
**MUSC 120**  
**Introduction to Music Notation Software**  
F (even year)  
2 CR  
Students will learn to write, arrange, and publish music using music notation software. Through hands-on lessons and activities, they will learn proven methods and techniques to enter, edit, and modify music notation including single and multiple staff scores. Students will create lead sheets, choral, and instrumental scores, drum maps, and guitar notation, and explore many other ways to use the software for their own personal and professional needs. Upon completing this course, the student will have learned to use music notation software to create scores and parts including professional-looking lead sheets, arrangements, and worksheets; enter notation with and without a MIDI instrument, enter multiple verses of lyrics, chord symbols, articulations, expressions, and a wide variety of text styles; master dozens of shortcuts to dramatically speed up music entry and editing. **Prerequisite:** MUSC 106, 107, 188, 189, or consent of instructor.

**MUSC 121**  
**Diction in Foreign Languages**  
ALT S  
2 CR  
A study in pronunciation and basic vocabulary using IPA phonetics for German, Italian, Latin, and French.

**MUSC 122**  
**Concert Choir**  
F, S  
0-1 CR  
Open to all students interested in singing in large ensemble. Rehearsals or sectionals five days per week; two performances per semester. Wide range of literature performed. Admission by permission of director. May be repeated for credit.

**MUSC 123**  
**Vista Chamber Singers**  
F, S  
0-.5 CR  
Meets three times per week. First semester: Madrigal Dinner presentation. Second semester: Jazz Show presentation. May be repeated for credit. **Co-requisite:** MUSC 122 and vocal audition or permission of director.

**MUSC 127**  
**Concert Band**  
F, S  
0-1 CR  
Open to all students who play band instruments. Three rehearsals per week with two performances. Traditional to contemporary band literature performed. Admission by audition or permission of director. May be repeated for credit.

**MUSC 129**  
**Instrumental Ensemble**  
F, S  
0-.5 CR  
For small group ensembles as organized by music faculty. Admission by audition or permission of director. May be repeated for credit.

**MUSC 130**  
**Jazz Band**  
F, S  
0-.5 CR  
Study and performance of various jazz idioms and styles. May be repeated for credit. **Co-requisite:** MUSC 127, and permission of director.

**MUSC 136**  
**Class Voice**  
F  
1 CR  
A group voice experience for non-major beginning singers. The technical considerations of breath, range, and appropriate repertoire for those desiring more individual vocal experience will be studied.

**MUSC 139**  
**Jazz Improvisation**  
F  
0-1 CR  
An introductory course which gives the student tools for creative improvisational concepts. Major, minor, whole tone, and blues scales will be covered during the course. Also included will be melodic minor and melodic major, and bebop, jazz scales. Basic format for solo building will be discussed. The students will actively participate by playing their instruments in the class. May be repeated for credit. **Prerequisite:** Consent of instructor.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Term</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 188</td>
<td>Class Piano I for Non-Music Majors</td>
<td>F</td>
<td>1 CR</td>
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<tr>
<td></td>
<td>A piano lab class designed for the non-music</td>
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<tr>
<td></td>
<td>major having had no piano background who wants</td>
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<td>to learn the basics of keyboard playing.</td>
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<tr>
<td>MUSC 189</td>
<td>Class Piano II for Non-Music Majors</td>
<td>S</td>
<td>1 CR</td>
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<td></td>
<td>A continuation of MUSC 188. Prerequisite:</td>
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<td></td>
<td>MUSC 188.</td>
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<tr>
<td>MUSC 192</td>
<td>Class Piano I for Music Majors</td>
<td>F</td>
<td>2 CR</td>
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<tr>
<td></td>
<td>The piano lab class is geared to help the</td>
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<td></td>
<td>student pass the required piano proficiency</td>
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<td></td>
<td>exam. A diagnostic piano exam will be given the</td>
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<td>first week. Depending on the results of the</td>
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<td></td>
<td>exam, students will remain in MUSC 192 or be</td>
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<td></td>
<td>placed in MUSC 193 or MUSC 194. This course is</td>
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<tr>
<td></td>
<td>required for all first semester music majors.</td>
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<td></td>
<td>Must earn a grade of “C-” or better.</td>
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<tr>
<td>MUSC 193</td>
<td>Class Piano II for Music Majors</td>
<td>S</td>
<td>2 CR</td>
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<tr>
<td></td>
<td>A continuation of MUSC 192. Students will</td>
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<td>register for this course in the semester</td>
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<td>immediately following completion of MUSC 192.</td>
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<td></td>
<td>Must earn a grade of C- or better. Prerequisite:</td>
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<td>MUSC 192 with a grade of “C-” or better or</td>
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<td>placement as determined by a diagnostic exam.</td>
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<td>Students will complete MUSC 194 immediately</td>
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<td></td>
<td>upon completion of MUSC 193.</td>
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<tr>
<td>MUSC 194</td>
<td>Piano Proficiency</td>
<td>F, S</td>
<td>0 CR</td>
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<tr>
<td></td>
<td>Piano Proficiency is required of all music</td>
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<td></td>
<td>majors. Skills tested include: major/minor</td>
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<td></td>
<td>scales, harmonization, transposition and solo</td>
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<td></td>
<td>literature. Vocal majors will also be</td>
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<td></td>
<td>required to accompany and play voice parts from</td>
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<td>a vocal score. Students are expected to</td>
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<td>complete this requirement in the second</td>
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<td></td>
<td>semester as a music major.</td>
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<tr>
<td>MUSC 203</td>
<td>Instrumental Techniques - Woodwinds</td>
<td>ALT S</td>
<td>2 CR</td>
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<tr>
<td></td>
<td>Class instruction in the fundamentals of</td>
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<tr>
<td></td>
<td>playing and teaching flute, clarinet,</td>
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<td>saxophone, oboe, and bassoon.</td>
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<tr>
<td>MUSC 204</td>
<td>Instrumental Techniques - Brass</td>
<td>ALT S</td>
<td>2 CR</td>
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<tr>
<td></td>
<td>Class instruction in the fundamentals of</td>
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<td></td>
<td>playing and teaching trumpet, horn,</td>
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<tr>
<td></td>
<td>trombone, tuba, and other related brass</td>
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<tr>
<td></td>
<td>instruments.</td>
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<tr>
<td>MUSC 207</td>
<td>Instrumental Techniques - Percussion</td>
<td>ALT F</td>
<td>2 CR</td>
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<tr>
<td></td>
<td>Class instruction in the fundamentals of</td>
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<tr>
<td></td>
<td>playing and teaching snare drum, mallets,</td>
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<td></td>
<td>timpani, trap set, and other related percussion</td>
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<td></td>
<td>instruments.</td>
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<tr>
<td>MUSC 211</td>
<td>Music Theory III</td>
<td>F</td>
<td>3 CR</td>
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<tr>
<td></td>
<td>The study of the advanced principles of</td>
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<td></td>
<td>harmonic progression. Areas covered will</td>
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<td></td>
<td>include fugue style of J. S. Bach, harmonic</td>
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<td></td>
<td>practices of the classical period, 18th Century</td>
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<td></td>
<td>variation techniques, Neapolitan 6th and</td>
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<td></td>
<td>augmented chords, mode mixture, and chromatic</td>
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<td></td>
<td>3rd relationships. Prerequisite: MUSC 112 with a</td>
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<td>“C-” or above grade.</td>
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<td>MUSC 212</td>
<td>Music Theory IV</td>
<td>S</td>
<td>3 CR</td>
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<td></td>
<td>A continuation of MUSC 211. Areas covered will</td>
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<tr>
<td></td>
<td>include expanded tonicization &amp; harmonic</td>
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<tr>
<td></td>
<td>sequence of classical and romantic periods,</td>
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<td></td>
<td>early 20th Century tonal music, intervallic</td>
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<td>organization, serial procedures, set theory,</td>
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<td>and an introduction to Schenkerian analysis.</td>
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<td>Prerequisite: MUSC 211 with a “C-” or</td>
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<td>above grade.</td>
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</tbody>
</table>
**MUSC 300**  *Creating Music/Effects for Video Games*  
F  
3 CR  
This course will introduce the student to creating audio for video games using a variety of techniques and software. The student will learn about the history of the development of video games as well as kinds of software platforms that are currently being used in the gaming industry today. The student will learn how to create basic video games on multiple platforms as well as learn how to create music from Avid Pro Tools (and other DAW platforms) and imbed it into the games. The focus will be learning how to create the various styles of music and Foley effects needed in video games. The primary DAW will be the Avid Pro Tools platform using Reason, Komplete, and other software engines as plug-ins. 

*Prerequisite:* MUSC 110, 115.

**MUSC 307**  *Music History and Literature I*  
F  
3 CR  
A study of the chronological development of music from Greek origins to classical period using sequential introduction of significant music literature and composers. Survey material and listening identification will augment student research and presentations on genre, styles, and context.

**MUSC 308**  *Music History and Literature II*  
S  
3 CR  
Continuation of study into chronological development of music from classical period to present with focus on styles of music literature and listening. 

*Prerequisite:* MUSC 307.

**MUSC 309**  *Introduction to Logic Pro X/Cubase Pro 8*  
S  
2 CR  
The student will explore and learn all facets and have a working knowledge of both Logic Pro X and Cubase Pro 8 as it is used in a recording studio environment. The student will learn how to use Logic’s extensive software instruments, and learn to record, edit, and mix using it. With Cubase Pro 8 the student will learn how to use audio loops in his/her productions, including creating custom loops from their original recorded material. By the end of the course, the student will be able to configure a personal production workspace and use software instruments and audio recordings from either recording software to produce music. 

*Prerequisite:* MUSC 110, 115, or consent of instructor.

**MUSC 310**  *Introduction to Arranging Commercial Music*  
F (odd years)  
2 CR  
The student will learn how to write and arrange for the rhythm section (drums, percussion, bass, guitar, keyboards and melody) in a number of styles including: rock, pop, soul, R’n’B, funk, and hip-hop. The focus will be on arranging needed for the recording studio such as for strings, horn section, vocal groups, etc. Emphasis will be placed on styles that are currently used in the industry today. 

*Prerequisite:* MUSC 106, 107, 120 or consent of instructor.

**MUSC 321**  *Conducting I*  
ALT F  
2 CR  
The art of conducting is one of the most complex and demanding activities in the realm of music. This class is designed to give the student technical tools necessary to be a success on the podium. Conducting fundamentals learned include beat patterns, cuing, and baton technique.

**MUSC 322**  *Conducting II*  
ALT S  
2 CR  
Expansion of conducting experiences with emphasis on performance preparation. Concentrations include musical expressiveness, rehearsal organization, and score study related to choral, instrumental, and combined ensembles. 

*Prerequisite:* MUSC 321.
MUSC 350  Understanding the Music Industry  S  2 CR
This course presents a broad overview of the recording and music industry, and explains how the various segments operate on a day-to-day basis: where monies are generated, who the key players are, how deals are made and broken, how to protect your interests, new developments in digital technology, and career planning and preparation.

MUSC 400  Introduction to Film Scoring  S (even year)  3 CR
This course guides the student through the process of creating music to accompany a visual medium using Avid Pro Tools as the DAW. The course begins by focusing on the aesthetics, terminology, procedures, and technical aspects of film scoring. The student becomes an active participant by creating numerous projects producing both the film as well as the audio. By using a broad range of techniques including click tracks, spotting, scoring under dialogue, free timing, and the creative use of overlap cues, the student will learn how to develop a dramatic concept for the music score and how to synchronize it seamlessly to visual events. This course will progress with ever more complex film/scoring music projects. For the final project, the student will create a short film and write and record all the music, voice overs, and Foley effects. Prerequisite: MUSC 110, 115.

MUSC 490  Recital  F, S  0 CR
The recital is designed as the capstone performance for music majors and minors. Students may elect to perform two half-recital programs over a two semester period or one full recital.

MUSC 495  Internship  Variable CR
An intensive, supervised work experience in a discipline related work environment related to music performance. P/F grading. Repeatable for credit. Prerequisite: Approval of supervising faculty member.

PRIVATE LESSONS  F, S  1 CR
Individual instruction for music majors and non-music majors. 100-400 level in the following applied areas: woodwind, brass, strings, percussion, organ, voice, piano, organ. Course numbering is dependent on the student’s number of semesters of study in that area. For example, a student in the first semester of study in woodwind would register for 141, in the fourth semester of study would register for 242. This numbering does not necessarily reflect the semester of the student’s study in the university (i.e., a senior-level student taking woodwind for the first time would register for 141).

Woodwind:
MUSC 141 - 1st semester, MUSC 142 - 2nd semester, MUSC 241 - 3rd semester, MUSC 242 - 4th semester, MUSC 341 - 5th semester, MUSC 342 - 6th semester, MUSC 441 - 7th semester, MUSC 442 - 8th semester

Brass:
MUSC 143 - 1st semester, MUSC 144 - 2nd semester, MUSC 243 - 3rd semester, MUSC 244 - 4th semester, MUSC 343 - 5th semester, MUSC 344 - 6th semester, MUSC 443 - 7th semester, MUSC 444 - 8th semester

Strings:
MUSC 145 - 1st semester, MUSC 146 - 2nd semester, MUSC 245 - 3rd semester, MUSC 246 - 4th semester, MUSC 345 - 5th semester, MUSC 346 - 6th semester, MUSC 445 - 7th semester, MUSC 446 - 8th semester
Percussion:
MUSC 147 - 1st semester, MUSC 148 - 2nd semester, MUSC 247 - 3rd semester,
MUSC 248 - 4th semester, MUSC 347 - 5th semester, MUSC 348 - 6th semester,
MUSC 447 - 7th semester, MUSC 448 - 8th semester

Organ:
MUSC 151 - 1st semester, MUSC 152 - 2nd semester, MUSC 251 - 3rd semester,
MUSC 252 - 4th semester, MUSC 351 - 5th semester, MUSC 352 - 6th semester,
MUSC 451 - 7th semester, MUSC 452 - 8th semester

Voice:
MUSC 161 - 1st semester, MUSC 162 - 2nd semester, MUSC 261 - 3rd semester,
MUSC 262 - 4th semester, MUSC 361 - 5th semester, MUSC 362 - 6th semester,
MUSC 461 - 7th semester, MUSC 462 - 8th semester

Piano:
MUSC 171 - 1st semester, MUSC 172 - 2nd semester, MUSC 271 - 3rd semester,
MUSC 272 - 4th semester, MUSC 371 - 5th semester, MUSC 372 - 6th semester,
MUSC 471 - 7th semester, MUSC 472 - 8th semester

PHILOSOPHY (PHIL)
PHIL 100 Introduction to Philosophy F 3 CR
A survey of the perennial problems of human thought, using texts from a wide
variety of traditions and historical periods, in order to think about philosophy as a
kind of method or practice, not merely for thinking well, but for living the best
sort of human life. General education humanities course.

PHIL 110 Ethics S 3 CR
A study of the many forms in which human beings encounter or conceive of the
Good. Includes discussions about the nature of values, attempts to imagine
solutions to contemporary and historical moral problems across various cultures,
and visions of social transformation by reflection and action. General education
humanities course.

PHIL 130 Logic S 3 CR
 Deals with the order of reason in human languages, the structure of arguments,
and the methods used to determine the strengths and weaknesses of our reasoning
processes. Course may include both formal (symbolic) and informal elements.
General education humanities course.

PHIL 230 Studies in Philosophy AN 3 CR
Focus on a single problem or subject of central concern to philosophy. Topics will
vary, possibly including human self and animal other; the good and the beautiful;
knowledge and reality; language, mind, and meaning; morality and the law. May be
repeated for credit if a different topic.

PHIL 240 Philosophy of Religion ALT S 3 CR
An introduction to the central metaphysical, epistemological, linguistic, ethical,
and logical problems that confront the philosopher who studies religion. Attention
will be paid to such issues as the nature and existence of the divine, the possibility
and character of faith, the relationship between reason and religious belief, evil
and suffering, and what it means to be human and to live well. General education
humanities writing intensive (HWI) course.
### PHIL 321  Women in Philosophy and Religion  ALT F  3 CR
Subtitles will vary. An in-depth study of figures, works, or movements focused on women’s engagement with the world. Possible topics include feminist theory; woman spirit; women in world religions; women in religious literature; women in philosophy; and feminist theology. May be repeated for credit if a different topic. May be cross-listed with RELI 321, depending on course content. General education humanities writing intensive (HWT) course.

### PHIL 335  Topics in Ethics  AN  3 CR
Subtitles will vary. An in-depth study of ethical perspectives or a selected area of moral concern. Possible topics include bioethics; business ethics; queer ethics; science, technology, and society; sexual ethics; and comparative religious ethics. May be repeated for credit if a different topic. May be cross-listed with RELI 335, depending on course content. General education humanities writing intensive (HWT) course.

### PHIL 336  Professional Ethics  3 CR
An examination of the varied theories of moral rules used in the construction of codes of ethical behavior followed in a variety of areas including business, medical and legal professions, human and social services, and education. The course assists in development of a familiarity with the discipline of professional ethics and assists the learner in appreciating the personal, organizational and societal benefits of behavioral regulation within a professional setting. General education humanities writing intensive (HWT) course.

### PHIL 340  Environmental Ethics  ALT S  3 CR
An in-depth study of ethical problems related to the environment, including global warming, ozone depletion, overpopulation, overconsumption, pollution and toxic wastes, etc. This class will examine the history of philosophical and religious thinking about the environment; biocentric, ecocentric, deep ecology, and ecofeminist perspectives; obligations to future generations; animal rights; non-western perspectives; economic growth, global justice and sustainability. May be cross-listed with RELI 340, depending on course content. General education humanities writing intensive (HWT) course.

### PHIL 350  Major Figures in Philosophy  AN  3 CR
Focus on individual philosophers whose thought remains central to philosophy. The course involves close reading of primary texts. Possible thinkers/subjects include Plato; Kant; Hegel and After; Kierkegaard; Nietzsche; Wittgenstein; Simone de Beauvoir and Simone Weil; and the Frankfurt School. May be repeated for credit if a different topic.

### PHIL 361  Racism and Sexism in American Life  F  3 CR
An examination of the problems of racial oppression, the quest of women and minorities for equality, the structural arrangements of our society. Same as SOCI 361. General education humanities writing intensive (HWT) course.

### PHIL 380  Topics in the History of Philosophy  ALT F  3 CR
Focus on a particular historical period or movement in philosophy and its unique philosophical questions. Topics vary, and may include ancient Greek philosophy; medieval philosophy; early modern philosophy (from Descartes to Kant); 19th century philosophy; existentialism; 20th century analytic or continental philosophy; and postmodernism. May be repeated for credit if a different topic.
PHIL 495  Internship  Variable CR
An intensive, supervised work experience in a discipline related work environment. P/F grading. Repeatable for credit. **Prerequisite: Approval of supervising faculty member.**

PHIL 497  Capstone Proposal  F  1 CR
This course is intended to assist students in accomplishing the following: 1) developing a topic; 2) conducting a literature review, in the process of which they will build a bibliography; and 3) generating a formal proposal for the research project they will complete in PHIL 498. P/F grading. **Prerequisite: Approval of supervising faculty member.**

PHIL 498  Senior Capstone  S  3 CR
Advanced philosophy and religion students will reflect upon and integrate several different subfields in the discipline. Requirements involve the reading of original sources, examining historical developments, writing critically, development of a portfolio, and oral presentations. **Prerequisite: Successful completion of PHIL 497.**

**PHYSICAL EDUCATION**
See listings under exercise science.

**PHYSICS (PHYS)**

PHYS 101  Every Day Physics  AN  3 CR
This course introduces the non-science major to how concepts of physics affect our everyday lives. Topics include: Engines, rockets, cell phones, MRIs, and black holes. **General education explorations physical science course.**

PHYS 110  Introduction to Astronomy  F  3 CR
This course provides the student with an introduction to the field of astronomy. Topics include the historical development of astronomy, the evolution and structure of astrophysical systems such as the solar system, stars, and galaxies, and modern cosmological views. During the semester there will be several opportunities to observe the universe with a telescope. Observations may be required by the instructor. **General education physical science course.**

PHYS 115  Environmental Physics  S  3 CR
Humans use an enormous amount of energy, at the rate of 18 terawatts. Where does this energy come from and how long will it last? What are the consequences to our energy requirements on the environment? This course looks at the role that energy plays in our society and environment. We will first explore the physics of energy in its various forms, learning how to calculate/estimate the energy content of a wide variety of systems. Then we will look at our sources of energy, addressing present and future limitations and crises. **Prerequisite: Math 100. Three lectures. General education physical science course.**

PHYS 201  General Physics I: Trigonometry-Based  F  4 CR
A treatment of mechanics, waves, and thermodynamics for premedical, chemistry, math, and computer science majors. Three lectures and one two-hour laboratory period. **General education physical science course. Prerequisite: Knowledge of algebra and trigonometry.**
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Prerequisites</th>
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</thead>
<tbody>
<tr>
<td>PHYS 202</td>
<td>General Physics II: Trigonometry-Based</td>
<td>S 4 CR</td>
<td>Continuation of PHYS 201. Three lectures and one two-hour laboratory period. Prerequisite: PHYS 201.</td>
</tr>
<tr>
<td>PHYS 211</td>
<td>General Physics I: Calculus-Based</td>
<td>F 4 CR</td>
<td>A treatment of mechanics, waves, and thermodynamics for physics, engineering, chemistry, math, and computer science majors. Three lectures and one two-hour laboratory period. General education physical science course. Prerequisite: MATH 160 or concurrent enrollment in MATH 160.</td>
</tr>
<tr>
<td>PHYS 212</td>
<td>General Physics II: Calculus-Based</td>
<td>S 4 CR</td>
<td>A treatment of electricity, magnetism, light, and a survey of modern physics. Three lectures and one two-hour laboratory period. Prerequisite: PHYS 211, MATH 161 or concurrent enrollment in MATH 161.</td>
</tr>
<tr>
<td>PHYS 310</td>
<td>Classical Mechanics</td>
<td>ALT F 3 CR</td>
<td>An applied mathematics course employing calculus in the study of kinematics, force, motion of particles, work, energy, and related topics. 3 lectures. Prerequisite: PHYS 212 and MATH 161.</td>
</tr>
<tr>
<td>PHYS 353</td>
<td>Thermodynamics</td>
<td>F 3 CR</td>
<td>This course is the same as CHEM 353 Physical Chemistry I. See CHEM 353 for a description. Prerequisite: PHYS 212 and MATH 161.</td>
</tr>
<tr>
<td>PHYS 360</td>
<td>Mathematical Physics</td>
<td>ALT F 3 CR</td>
<td>Mathematical physics is the application of mathematics to problems in physics and the development of mathematical methods suitable for such applications and for the formulation of physical theories. Topics include matrices, vector spaces, complex variables, and special functions. Prerequisite: MATH 161.</td>
</tr>
<tr>
<td>PHYS 370</td>
<td>Quantum Mechanics</td>
<td>ALT S 3 CR</td>
<td>An introduction to the study of modern physics topics utilizing the methods of quantum mechanics. Topics include wave functions, operators, the Schrodinger equation, the harmonic oscillator, the hydrogen atom, angular momentum, and perturbation theory. Prerequisite: PHYS 212, MATH 361 or concurrent enrollment in MATH 361.</td>
</tr>
<tr>
<td>PHYS 380</td>
<td>Theoretical Electricity and Magnetism</td>
<td>ALT S 3 CR</td>
<td>A theoretically rich course dealing with the nature of electricity and magnetism. Prerequisite: PHYS 212, MATH 361 or concurrent enrollment in MATH 361.</td>
</tr>
<tr>
<td>PHYS 390</td>
<td>Computational Physics</td>
<td>ALT S 3 CR</td>
<td>An introduction to the technique of applying computers, both serial and parallel, and numerical methods to the solving of physical problems in science and engineering. Specific topics include finite difference methods, Monte Carlo simulations, boundary value problems, and N-body simulations. This course is useful to the physicist, engineer, and computer scientist. Prerequisite: PHYS 212 and CMSC 181. Same as CMSC 390.</td>
</tr>
<tr>
<td>PHYS 481</td>
<td>Research I</td>
<td>F 3 CR</td>
<td>An intensive emersion into an applied or theoretical physics research project. Prerequisite: Permission of instructor.</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Term</td>
<td>Credits</td>
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<tr>
<td>PHYS 482</td>
<td>Research II</td>
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<td>2 CR</td>
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<td>Continuation of PHYS 481. Students are required to write a paper based on their research and present it to an audience. <strong>Prerequisite:</strong> PHYS 481.</td>
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<tr>
<td>PHYS 495</td>
<td>Internship</td>
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<td>Variable CR</td>
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<td>An intensive, supervised work experience in a discipline related work environment. P/F grading. Repeatable for credit. <strong>Prerequisite:</strong> Approval of supervising faculty member.</td>
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<td><strong>POLITICAL SCIENCE (PSCN)</strong></td>
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<tr>
<td>PSCN 110</td>
<td>Introduction to American Government</td>
<td>F, S</td>
<td>3 CR</td>
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<td>A survey of the institutions, actors, ideologies, and processes characterizing the American polity. Course readings include selections from a standard American government text and, typically, classic works of 18th and 19th century political thinkers. Debates, discussions, and simulations are employed routinely to enhance rhetorical skills and increase familiarity with contemporary political issues. <strong>General education social science course.</strong></td>
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<tr>
<td>PSCN 115</td>
<td>Introduction to Politics</td>
<td>ALT F</td>
<td>3 CR</td>
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<td>Involves carefully structured examinations of political life in its various dimensions. Particular attention is paid to non-traditional modes of political participation. The final phase of the course includes introductory lectures on the major streams of scholarly inquiry in contemporary political science and an initial consideration of various methodologies employed in the study of political life. The majority of classroom sessions follow a seminar format. <strong>General education social science critical thinking and writing (CTW) course.</strong></td>
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<tr>
<td>PSCN 205</td>
<td>Introduction to Political Philosophy</td>
<td>ALT F</td>
<td>3 CR</td>
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<td>Students undertake a survey of key writings in the ancient, medieval, and modern bibliographies. Course readings are selected from the works of Plato, Aristotle, St. Augustine, St. Thomas Aquinas, Machiavelli, Hobbes, Locke, Rousseau, Mill, Marx, Hayek, and Rawls. Readings are selected for their potential to produce enlightened answers to the normative question “How ought persons to live together?” Course readings and discussions are especially useful to students seeking familiarity with basic principles of formal logic. Most classroom sessions are highly interactive and follow a seminar format.</td>
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<tr>
<td>PSCN 240</td>
<td>Judicial Process</td>
<td>ALT S</td>
<td>3 CR</td>
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<td>A detailed examination of the structure and processes that characterize American state and federal judicial systems. Significant attention is directed to America’s common law heritage and decision making in common law courts. In-depth examination of the role of the United States Supreme Court in American politics precedes several lectures dedicated to comparative analysis of civil law systems.</td>
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<tr>
<td>PSCN 245</td>
<td>Introduction to American Law</td>
<td>ALT F</td>
<td>3 CR</td>
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<td>A survey of the law of civil procedure, torts, property, contracts, employment, and domestic relations. Also included are brief introductions to administrative law, criminal law, criminal procedure, and legal research and writing. Several discussions address the development of the law of equity and various common law remedies. Students also examine the role of the bench and bar in shaping public policy. <strong>General education social science critical thinking and writing (CTW) course.</strong></td>
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<td>Course Code</td>
<td>Course Title</td>
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<tr>
<td>PSCN 310</td>
<td>Comparative Politics</td>
<td>AN</td>
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<td>A survey of global variations in political culture, policy making processes, and institutional structure as each accounts for differences in internal development and domestic policy making. Particular attention is paid to the uneven pace of democratic transitions in the international community. Students enjoy an optimal combination of lecture sessions, discussions, and student presentations. This course is especially rewarding to students planning foreign travel or study.</td>
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<tr>
<td>PSCN 315</td>
<td>International Relations</td>
<td>ALT S</td>
<td>3 CR</td>
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<td>A survey of major theoretical perspectives in the international relations field. Significant effort is directed toward the concept of security in the 21st century. Additional objects of inquiry include China and the developing economies of Asia, the role of non-governmental organizations (NGOs) in shaping international affairs, and economic globalization. Some attention is directed to the issues of inter-state conflict over natural resources and threats to international stability posed by pandemic infectious diseases.</td>
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<td>PSCN 340</td>
<td>Congress and the Presidency</td>
<td>ALT S</td>
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<td>A survey of key theoretical perspectives on congressional–presidential interactions and their implications for domestic and foreign policy making. Historical, institutional, and behavioral viewpoints are emphasized along with close examination of the forces shaping the trajectory of American national elections.</td>
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<tr>
<td>PSCN 370</td>
<td>Legal Research and Writing</td>
<td>ALT F</td>
<td>3 CR</td>
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<td>This course teaches students basic techniques of legal research, writing and analysis. Students are trained in legal research methods and complete research, writing and citation exercises. Writing projects are designed to teach students how to identify and research legal issues, analyze and frame legal arguments and draft legal documents.</td>
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<tr>
<td>PSCN 400</td>
<td>Pre-Professional Seminar</td>
<td>ALT F</td>
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<td>This seminar-format, capstone course is taken by all political science majors during their third or fourth year of baccalaureate study. This course deepens students’ awareness of the major streams of scholarly inquiry in the political science discipline and enhances methodological and research skills. Each student prepares a unique, original contribution to the enterprise of understanding political life, public policy, or the law. Prerequisite: Political science major and senior status or permission of instructor.</td>
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<tr>
<td>PSCN 401</td>
<td>LSAT Preparation</td>
<td>ALT S</td>
<td>1 CR</td>
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<td>This course is intended for juniors and seniors who plan to take the Law School Admission Test (LSAT). Students will enhance test-taking strategies by focusing on logical reasoning, analytical reasoning, reading comprehension, and writing skills. Students will take several practice tests during the course of the semester. P/F grading.</td>
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<tr>
<td>PSCN 460</td>
<td>Constitutional Law</td>
<td>ALT F</td>
<td>3 CR</td>
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<td>Using the case-analysis method of instruction, this course involves in-depth examination of important historical shifts in constitutional doctrine as applied to the subjects of judicial review, legislative power, executive authority, federalism, and separation of powers. Particular attention is directed at 19th and early 20th century U.S. Supreme Court decisions regarding economic and property rights. A principle feature of the course is a full exploration of the various modes of constitutional interpretation and the ways in which each is employed to justify</td>
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votes on the merits in key decisions. *Prerequisite: PSCN 110 or permission of the instructor.*

**PSCN 465 Civil Liberties**

A focused consideration of U.S. Supreme Court decisions in the areas of free speech, assembly, press, and religion. In-depth analysis of key decisions concerning the right to privacy and equal protection are followed by examinations of voting rights. Using the case analysis method, students enjoy opportunities to draft their own original judicial opinions and develop argumentation skills via a Supreme Court simulation. *Prerequisite: PSCN 110 or consent of the instructor.*

**PSCN 485 Special Topics in Political Science**

Offered on a periodic basis, this course is designed for focused exploration of one or more subfields in the political science discipline. Possible course topics include political psychology, women and politics, legislative behavior, the American presidency, judicial politics, U.S. Supreme Court decision making, advanced research methods, advanced topics in American law, and other subjects depending on student interest. Students may repeat course as new topics are offered. *Prerequisite: PSCN 110.*

**PSCN 485 Special Topics: Legal Reasoning**

An analysis of the nature of reasoning and legal reasoning, with emphasis upon developing critical thinking abilities. Topics include the nature and elements of reasoning, statutory, common law, and constitutional reasoning and reasoning by example with precedent. *Offered only at specific online and site locations.*

**PSCN 485 Special Topics: Debtor/Creditor**

Explore the laws of debtor/creditor and bankruptcy. Topics will also include collection, fair debt, and collection practices. *Offered only at specific online and site locations.*

**PSCN 485 Special Topics: Legal Ethics**

Legal Ethics is primarily a readings course focusing on application of ethical doctrines to the American legal system. *Offered only at specific BVU Online, Site and Graduate Programs locations.*

**PSCN 485 Special Topics: American Political Institutions**

The origins and development of American Political Institutions in their historical context as well as by custom, legal change and usage. Students will examine the various institutions, critically analyze and evaluate past and present application, and develop hypotheses regarding the prospects for the 21st century. *Offered only at specific BVU Online, Site and Graduate Programs locations.*

**PSCN 490 Washington Center Internship Program**

The Washington Center internship program provides students with a professional development opportunity in Washington, D.C. Students wishing to participate in the Washington Center program may apply for internship openings in a variety of professional settings. Following admission to the Washington Center, participating students register for 12 hours of BVU credit. P/F grading. Not repeatable for credit. *Prerequisite: Consent of the political science department liaison to the Washington Center.*
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<th>Course Code</th>
<th>Course Title</th>
<th>Term(s)</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PSCN 495</td>
<td>Political Science Internship</td>
<td>F, S</td>
<td>Variable CR</td>
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</table>

In consultation with political science faculty, students engage in a closely supervised, experiential learning opportunity in a private, not-for-profit, or public organization. Students are called upon to demonstrate communication, analytical, and problem-solving skills acquired in the political science major. P/F grading. Not repeatable for credit. Prerequisite: Political science major, junior status, and consent of the instructor.

**PREKINDERGARTEN/KINDERGARTEN (PRKK)**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PRKK 300</td>
<td>Home, School, and Community Relations Online</td>
<td>3 CR</td>
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</tbody>
</table>

This course is designed to allow students to become effective leaders and collaborators with a variety of constituents and stakeholders in their school community. Students will examine different aspects of home, school and community relations used to create and maintain positive and mutually supportive relationships with families, communities and within schools to promote student growth, development and learning. Best practices in culturally responsive family engagement are addressed.

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<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PRKK 330</td>
<td>Guidance and Instructional Methods in Preschool and Kindergarten Education Online</td>
<td>3 CR</td>
</tr>
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</table>

This course is designed to develop an understanding of the impact positive relationships and to examine the impact of the teacher’s relationships in guiding young children in their learning activities. Topics will include developmentally appropriate practices, instructional strategies, and methods for promoting positive learning outcomes. Prerequisite: Must have passed Teacher Education Program Checkpoint I.

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<th>Course Code</th>
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<tbody>
<tr>
<td>PRKK 405</td>
<td>Preschool and Kindergarten Curriculum Development and Organization Online</td>
<td>3 CR</td>
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</tbody>
</table>

This course is designed to explore curriculum and underlying theories utilized in planning, instruction, and implementation of early childhood curriculum for all learners. Exploration of academic disciplines will include language and literacy, the arts (music, drama, dance, and visual arts), mathematics, science, social studies, physical activity, and health. An overview of the foundations and current trends of early childhood education will be included. Prerequisite: Must have passed Teacher Education Program Checkpoint II.

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<tbody>
<tr>
<td>PRKK 410</td>
<td>Early Childhood Assessment for Learning and Field Experience Online</td>
<td>3 CR</td>
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</tbody>
</table>

This course is designed to develop an understanding of assessment appropriate for young children and the use of data to inform instruction. Topics will also include knowledge about ethical and early professional standards, engagement in continuous collaborative learning to inform practice, reflective and critical perspectives on early childhood education, and informed advocacy for young children and the profession. As a part of this class, students will complete a 40 hour field experience where they will engaging in planning, teach a series of developmentally appropriate lessons, and use data to inform instruction. Prerequisite: Must have passed Teacher Education Program Checkpoint II.

**PSYCHOLOGY (PSYC)**

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<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>PSYC 100</td>
<td>General Psychology</td>
<td>F, S</td>
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</table>

A broad introduction to the field of psychology with an emphasis on the experimental study of behavior. The course will focus on theories, methods, and
phenomena along with the history of the discipline. General education social science course.

**PSYC 102**  
**The Science of Psychology**  \( F, S \)  \( 3 \) \( CR \)  
This course offers a broad introduction to the science of psychology with an emphasis on the application of scientific methods to the understanding of human behavior and mental processes. The focus is on theories of and methods for investigating psychological phenomena at the interface of biology, psychology, and sociology. This course is recommended for biology and/or health sciences majors who aspire to graduate training in biology, medicine and related fields. General education social science course. This course should be treated as equivalent to PSYC 100 for purposes of program requirements and course prerequisites.

**PSYC 201**  
**Child Development**  \( \text{Online Only} \)  \( 3 \) \( CR \)  
Theoretical and empirical perspectives on development from the prenatal period through adolescence will be addressed. The practical application of theory and research will also be stressed. Prerequisite: PSYC100 or PSYC 102.

**PSYC 203**  
**Social Psychology**  \( S \)  \( 3 \) \( CR \)  
This course is an introduction to theories and research methods in the field of social psychology. Classical and contemporary theories pertaining to self, person, and group perceptions, interpersonal attraction, social cognition, attitudes, conformity, obedience, altruism, aggression, and group processes will be examined using both a text and original journal articles. Applications of social psychology to the career fields of law, health, and business will also be examined. General education social science critical thinking and writing (CTW) course. Prerequisite: PSYC100 or PSYC 102.

**PSYC 210**  
**Developmental Psychology**  \( \text{AN} \)  \( 3 \) \( CR \)  
Developmental Psychology focuses on theoretical, empirical, and practical perspectives on development across the lifespan including infancy, childhood, adolescence, and adulthood. This includes development of cognitive abilities, ethical and moral reasoning, personality, identity, relationships, and others aspects of human life and social interactions. The influence of heredity, family, culture, school, and peers will be considered. Prerequisite: PSYC100 or PSYC 102. This course is only offered on the Storm Lake campus.

**PSYC 220**  
**Behavior Modification**  \( \text{ALT S} \)  \( 3 \) \( CR \)  
This course offers a guided, hands-on experience designed to acquaint students with general principles of human behavior through the development and implementation of a comprehensive plan for behavior change. Students will learn to observe and record behavior and to incorporate observational data into an extensive behavior change plan. Data will be presented regularly to classmates in narrative, numeric, and graphic formats. An extensive end-of-plan report will be presented to the class and submitted in writing. Grading is based on completeness, comprehensiveness, and sophistication of the behavior change plan as presented throughout the semester and in the final report. Prerequisite: PSYC100 or PSYC 102.

**PSYC 230**  
**Sleep and Dreams**  \( S \)  \( 3 \) \( CR \)  
The decades since the 1950s have seen an explosion of scientific research on the psychological and biological processes which are responsible for sleep. This course will introduce students to the basic methods and findings of contemporary sleep
research, including a consideration of the brain processes which underlie sleep and dreams. \textit{Prerequisite: PSYC 100 or PSYC 102.}

\textbf{PSYC 239} \hspace{1em} \textbf{Abnormal Psychology} \hspace{1em} S \hspace{1em} 3 CR
This course will look at the history of psychopathology, the major psychiatric syndromes, and the differing theoretical perspectives and approaches to treatment and therapy. \textit{Prerequisite: PSYC 100 or PSYC 102.}

\textbf{PSYC 265} \hspace{1em} \textbf{Health Psychology} \hspace{1em} ALT F \hspace{1em} 3 CR
This course is an introduction to the rapidly emerging field of health psychology. The emphasis will be on the role of psychological processes in maintaining wellness and in the treatment of, recovery from, or adjustment to illness. Central to this introduction will be an investigation of the uses of psychology’s research methods and theories in producing useful scientific information for better understanding human health. \textit{Prerequisite: PSYC 100 or PSYC 102.}

\textbf{PSYC 281} \hspace{1em} \textbf{Introduction to Biological Psychology} \hspace{1em} F \hspace{1em} 3 CR
This course will introduce students to the methods, theories, and research findings which constitute the modern field of biological psychology. Included will be consideration of the basic structure and functioning of the human nervous system, CNS development, and the brain mechanisms which underlie a variety of psychological processes (e.g., vision, movement, learning, memory, and biological rhythms). \textit{Prerequisite: PSYC 100 or PSYC 102 or one college level biology course.}

\textbf{PSYC 291} \hspace{1em} \textbf{Learning and Memory} \hspace{1em} F \hspace{1em} 3 CR
Learning and memory are two of the core psychological mechanisms which underlie our ability to adapt to an ever-changing world. This course will look at the last 100 years of theory and research in these areas. Special emphasis will be placed on operant and classical conditioning and human memory processes. The course will also provide students with a hands-on introduction to data collection and technical writing in psychology. \textit{Prerequisite: PSYC 100 or PSYC 102.}

\textbf{PSYC 300} \hspace{1em} \textbf{Experimental Design and Statistical Analysis I} \hspace{1em} F \hspace{1em} 3 CR
This is the first semester of a two-semester sequence which presents the methods and principles of experimental design and statistical analysis. SPSS will be incorporated throughout the course. Students will design, implement and present their own research project. Students majoring in psychology should complete the 300/303 sequence in their sophomore or junior year. \textit{Prerequisite: 3 semesters of high school algebra.}

\textbf{PSYC 303} \hspace{1em} \textbf{Experimental Design and Statistical Analysis II} \hspace{1em} S \hspace{1em} 3 CR
This is a continuation of PSYC 300. \textit{Prerequisite: PSYC 300.}

\textbf{PSYC 305} \hspace{1em} \textbf{Introduction to Trauma Advocacy} \hspace{1em} Online Only \hspace{1em} 3 CR
An introduction to the human response to violent trauma and the corresponding physical, emotional, intellectual, and spiritual issues that arise. The course involves lecture, guided discussion, relevant readings, and written responses to topics such as the psychology of victims and perpetrators, options within the criminal justice system, social service resources, and the spiritual and philosophical implications of victimization. In summary, the course provides introductory instruction for preventing and responding to various forms of violent trauma. Same as TRAC 300. \textit{This course is only available in online format.}
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<th>Course Code</th>
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<tbody>
<tr>
<td>PSYC 311</td>
<td>Psychology of Trauma</td>
<td>Online Only</td>
<td>3 CR</td>
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<td>This course is designed to provide a basic introduction to the psychology of trauma. Students will explore current theories of attachment, betrayal trauma, types of memory, somatic (body) re-experiencing, and resiliency. Students will engage in the study of human behavior and explore the neurobiology underpinning these processes, including basic concepts of cognition, affect, images, sensations, and addiction. Students will be provided with opportunities to apply these theories in various settings that align with their areas of interest. Same as TRAC 310. <em>This course is only available in online format. Prerequisite: TRAC 300.</em></td>
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<td>PSYC 329</td>
<td>Psychology of Gender</td>
<td>ALT F</td>
<td>3 CR</td>
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<td>This course will examine the empirical literature and theories in psychology that document sex differences in behavior, and analyze the origins and development of these sex differences. The relationship between psychological processes and societal sex role structures will also be explored. <em>Prerequisite: PSYC 100 or PSYC 102 and one 200-level psychology course.</em></td>
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<td>PSYC 333</td>
<td>Adolescent Psychology</td>
<td>Online or Sites Only</td>
<td>3 CR</td>
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<td>Adolescent psychology will focus on development of youth from pre-adolescence to late adolescence and emerging adulthood from a historical and cultural view as well as theoretical and practical perspectives. Critical thinking based on research in this field will be emphasized. The influence of heredity, family, culture, school, and peers will be considered as contexts within which adolescents develop. Common adolescent problems as well as adolescent psychopathological disorders will be discussed as well. <em>Prerequisite: PSYC 100 or PSYC 102 and one 200-level psychology course.</em></td>
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<tr>
<td>PSYC 364</td>
<td>Industrial Psychology</td>
<td>ALT F</td>
<td>3 CR</td>
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<td>In this course students learn about methodological and measurement issues and examine research findings related to job analysis, job description, job evaluation, employee selection, performance evaluation, motivation, and job satisfaction. Students will design and conduct research in simulated work, situations, collect and analyze data using SPSS for Windows, interpret the analysis, and submit written APA style research reports. <em>Prerequisite: PSYC 100 or PSYC 102, a statistics course, and either one 200-level psychology course or MGMT 320.</em></td>
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<tr>
<td>PSYC 369</td>
<td>Psychology of Personality</td>
<td>ALT S</td>
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<td>This course is an introduction to theories, research methods and controversies in the field of personality psychology. Major approaches to the study of personality including biological and evolutionary determinants, traits and situations, social cognition, motives, needs, and humanistic themes will be examined using both a text and original journal articles. Emphasis is placed on important theorists, measurement issues, and research evidence. <em>Prerequisite: PSYC 100 or PSYC 102 and one 200-level psychology course.</em></td>
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<tr>
<td>PSYC 379</td>
<td>Forensic Psychology</td>
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<td>Forensic psychology involves the application of psychological methods and knowledge to the legal system. This course is a survey of the major questions, methods, and research findings of forensic psychology, with major topics to include: criminal responsibility, criminal competencies, child abuse and custody, eyewitness testimony, interrogations and confessions, risk assessment, civil commitment, death penalty evaluations, and ethical standards for forensic</td>
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psychological practice. Prerequisite: PSYC 100 or PSYC 102; and PSYC 239; or permission of instructor.

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<th>Course Code</th>
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<tr>
<td>PSYC 389</td>
<td>Introduction to Counseling</td>
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<td>A survey of the basic theories and techniques of psychological counseling. Prerequisite: PSYC 100 or PSYC 102 and one 200 level psychology course.</td>
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<tr>
<td>PSYC 401</td>
<td>GRE Preparation</td>
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<td>This course is intended for juniors or seniors who plan to take the GRE general test. Students will work on vocabulary and math skills, take several practice tests and share test-taking strategies with each other. Students who also plan to take the psychology advanced GRE test will have a chance to prepare for that exam as well. P/F grading.</td>
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<tr>
<td>PSYC 415</td>
<td>Sensation and Perception</td>
<td>AN</td>
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<td>This course considers the structure and function of human sensory systems (with an emphasis on vision and audition) along with an exploration of the psychological processes by which the output of those systems is converted into conscious experience. The course covers both data and theory and provides an extensive hands-on introduction to basic procedures and phenomena in the field through laboratory exercises and computer simulations. Prerequisite: PSYC 100 or PSYC 102 and one 200 level psychology course.</td>
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<tr>
<td>PSYC 429</td>
<td>Stereotypes and Prejudice</td>
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<td>Students will learn about the major psychological theories behind the origins of stereotypes and prejudice, cognitive biases used to maintain stereotypes over time, and theories regarding changing or reducing prejudice. Classes will be a combination of lecture, activities, and discussion. Students will read both a traditional textbook and several primary sources, including research articles from peer-reviewed journals. Papers will focus on critical analysis of the theories discussed in class and on application of these theories to everyday life and behaviors. In addition, specific areas of prejudice, such as racism, sexism, ageism, and heterosexism will be explored. Prerequisite: PSYC 100 or PSYC 102 and one 200-level psychology course.</td>
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<tr>
<td>PSYC 440</td>
<td>Cognition</td>
<td>AN</td>
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<td>This course studies human cognitive processes including memory, perception, reasoning, and language. Students will be introduced to the basic theories and phenomena of the field through a variety of hands-on activities, including laboratory experiments, computer simulations, and classroom exercises. Prerequisite: PSYC 100 or PSYC 102 and one 200-level psychology course.</td>
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<tr>
<td>PSYC 470</td>
<td>Psychology of Relationship Violence</td>
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<td>This advanced course explores psychological aspects of both sides of relationship violence: the victim and the abuser. Class topics include types of relationship violence, risk factors that predict likelihood of being either a victim or a perpetrator, psychological reasons why some victims choose to stay in a violent relationship, and factors relevant to ending such relationships. Readings include both a textbook as well as classic and contemporary journal articles and book chapters. Same as TRAC 470. Prerequisite: TRAC 300 or PSYC 100 or PSYC 102 and one 200-level psychology course.</td>
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<td>PSYC 480</td>
<td>Advanced Research</td>
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<td>Designed to offer students the opportunity for a year-long, in-depth research project in their own area of interest. Students will generate an idea for their project, complete a literature review, and write the Introduction and Methods section of their project in APA style. Classes will include meetings with all students enrolled to discuss their project progress, as well as one-on-one meetings with the instructor for individual attention and guidance. Class will also include peer review of students’ projects. Students taking this class are typically expected to take PSYC 481, Research Thesis, the following semester to complete their theses. <strong>Prerequisite:</strong> PSYC 100 or PSYC 102, one 200-level psychology course, and permission from instructor.</td>
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<tr>
<td>PSYC 481</td>
<td>Research Thesis</td>
<td>ALT</td>
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<td>Designed to offer students the opportunity for a year-long, in-depth research project of their own area of interest. This course is the extension of PSYC 480, Advanced Research. Students will complete data collection, statistically analyze their results, and complete their APA written thesis by writing the Results and General Discussion sections. Classes will include meetings with all students enrolled to discuss their project progress, as well as one-on-one meetings with the instructor for individual attention and guidance. Class will also include peer review of students’ projects. In addition, students will be required to present their projects to the class at the end of the year and answer questions, similar to an oral defense in graduate school. <strong>Prerequisite:</strong> PSYC 480.</td>
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<tr>
<td>PSYC 495</td>
<td>Internship</td>
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<td>Variable CR</td>
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<td>This experience will familiarize students with the applied aspects of psychology as a profession. The student will be placed in a mental health/human service agency or in a research laboratory. The specifics of the student experience will vary with the site, but generally will include observation and contact with professionals in a work setting. Students will spend approximately 40 on-site contact hours for each credit hour awarded. P/F grading. Repeatable for credit. <strong>Prerequisite:</strong> PSYC 100 or PSYC 102, one 200-level psychology course, and permission of the instructor.</td>
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<tr>
<td>PSYC 498</td>
<td>Capstone in Psychology</td>
<td>F</td>
<td>3 CR</td>
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<td>In this course advanced psychology students will reflect upon and integrate several subfields within psychology. They will be reading original sources, examining historical developments, writing technically, and giving oral presentations. <strong>Prerequisite:</strong> Senior standing and psychology major or minor.</td>
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<tr>
<td>PSYC 499</td>
<td>Independent Study in Psychology</td>
<td>AN</td>
<td>1-3 CR</td>
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<td>This course allows students in collaboration with a faculty sponsor to pursue further study on topics within psychology. It is generally expected that the course will involve some original empirical research and writing. This course may be taken twice. <strong>Prerequisite:</strong> Students must identify a faculty sponsor who will approve a proposal submitted by the student. This proposal will describe the scope of the independent study and the method of evaluation.</td>
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**PUBLIC ADMINISTRATION (PSPA)**

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<th>Course</th>
<th>Title</th>
<th>Code</th>
<th>Credits</th>
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<tr>
<td>PSPA 165</td>
<td>Introduction to Public Administration</td>
<td>ALT</td>
<td>3 CR</td>
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<td>An introduction to basic principles of public sector management, this course examines the political context in which public programs are administered, bureaucratic-legislative relations, judicial review of administrative action, intergovernmental relations, ethics in public service, elementary concepts in financial management, principles of human resources management, basic issues in</td>
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policy planning, and group dynamics in public sector organizations. *General education social science course.*

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<th>Course Code</th>
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<th>Credit Hours</th>
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<tr>
<td>PSPA 320</td>
<td>State and Local Politics</td>
<td>Alt S 3 CR</td>
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<td>Political and administrative processes in the American states are examined from comparative and historical perspectives. Several class meetings are dedicated to studying various accounts of policy variation between states, focusing on the subjects of political culture, procedural and structural differences, and the importance of socioeconomic variables. Additional topics may include electoral and budgetary politics. <em>General education social science course.</em></td>
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<tr>
<td>PSPA 360</td>
<td>Introduction to Public Affairs</td>
<td>ALT S 3 CR</td>
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<td>An introduction to various models of the public policy process. Several weeks are dedicated to discussion of the common “stages” model of the policy process followed by exploration of alternative explanations of policy making. Particular attention is paid to the subjects of congressional, presidential, and bureaucratic decision making. Students examine basic techniques of program evaluation and policy analysis. <em>General education social science course.</em></td>
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<tr>
<td>PSPA 380</td>
<td>Administrative Agencies</td>
<td>AN 3 CR</td>
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<td>This course focuses on the politics and legal issues arising in the contexts of administrative rule making, adjudication, and investigation. In addition, several lectures are dedicated to the subjects of procedural due process and judicial review of administrative action. Students also examine key features of the statutory environment of public sector management. Common discussion topics include the rights and potential liabilities of public employees.</td>
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<tr>
<td>PSPA 400</td>
<td>Pre-Professional Seminar</td>
<td>ALT S 3 CR</td>
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<td>Taken by students during their final year of study, the senior seminar involves focused consideration of the key theoretical streams in the public administration field and the preparation of an original, creative demonstration of advance skills. This seminar-format, capstone course enhances students’ methodological training and completes the public administration major. <em>Prerequisite: public administration major and senior status.</em></td>
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<td>PSPA 485</td>
<td>Special Topics in Public Administration</td>
<td>AN 3 CR</td>
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<td>Designed to address topics not fully treated in other BVU courses, this course is offered periodically, depending on student demand. Possible topics include bureaucratic politics, public sector labor and employment law, advanced research methods, program planning, and program evaluation. Other subjects may be addressed depending on student interest. Students may repeat course as new topics are offered. <em>Prerequisite: PSCN 110 and PSPA 165.</em></td>
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<td>PSPA 495</td>
<td>Public Administration Internship</td>
<td>F, S Variable CR</td>
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<td>In consultation with a political science department advisor, students engage in a closely supervised, experiential learning opportunity in a public, not-for-profit, or private sector organization. Particular emphasis is placed on application of communication, problem solving, and analytical skills gathered in the public administration curriculum. P/F grading. Not repeatable for credit. <em>Prerequisite: Political administration major, junior status, and consent of instructor.</em></td>
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<td>Course Code</td>
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<tr>
<td>RELI 102</td>
<td>Introduction to the Biblical Heritage</td>
<td>ALT S</td>
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<td>RELI 110</td>
<td>Introduction to World Religions</td>
<td>AN</td>
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<td>RELI 111</td>
<td>Introduction to Judaism, Christianity, and Islam</td>
<td>ALT S</td>
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<tr>
<td>RELI 112</td>
<td>Religions of Asia</td>
<td>F</td>
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<tr>
<td>RELI 122</td>
<td>Religion and Culture</td>
<td>S</td>
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<td>RELI 220</td>
<td>Religious Texts of the World</td>
<td>AN</td>
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<td>RELI 230</td>
<td>Religious Traditions of the World</td>
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<td>RELI 321</td>
<td>Women in Philosophy and Religion</td>
<td>ALT F</td>
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<tr>
<td>RELI 335</td>
<td>Topics in Ethics</td>
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**RELI 102** Introduction to the Biblical Heritage (ALT S, 3 CR)
An introductory exploration of the Hebrew Bible and the New Testament. Through a variety of approaches, literary, historical, ethical, cultural, and theological issues will be explored. *General education humanities course.*

**RELI 110** Introduction to World Religions (AN, 3 CR)
This course surveys the major religious traditions of the world, including Native American traditions, Hinduism, Buddhism, Confucianism, Taoism, Judaism, Christianity, and Islam.

**RELI 111** Introduction to Judaism, Christianity, and Islam (ALT S, 3 CR)
This course is an introduction to the monotheistic traditions of Judaism, Christianity, and Islam. In this course, we explore various literary, historical, cultural, and theological approaches to the texts and practices of these traditions. We examine how these three Abrahamic traditions deal with ideas regarding the nature of God, the relationship of God to humankind, and the overall human condition. *General education humanities course.*

**RELI 112** Religions of Asia (F, 3 CR)
A literary and historical survey of Hinduism, Jainism, Buddhism, Confucianism, Daoism, and Shinto. *General education humanities global perspective (HGP) course.*

**RELI 122** Religion and Culture (S, 3 CR)
An exploration of the interface between religion and society. Basic forms and views of religious phenomena in their social and institutional context, including encounter, ritual, community, practice, ethics, and mysticism, will be examined. *General education humanities global perspective (HGP) course.*

**RELI 220** Religious Texts of the World (AN, 3 CR)
Focus on a single text of central concern in religion. Possible texts might include the Hebrew Bible; the New Testament; the Qur'an; the Bhagavad-Gita; the Analects; and the Dao de Jing and the Zhuangzi. May be repeated for credit if a different topic.

**RELI 230** Religious Traditions of the World (AN, 3 CR)
Focus on a single religious tradition of the world. Possible traditions might include indigenous religious traditions, Hinduism, Buddhism, Confucianism and Daoism, Judaism, Christianity, and Islam. May be repeated for credit if a different topic.

**RELI 321** Women in Philosophy and Religion (ALT F, 3 CR)
Subtitles will vary. An in-depth study of figures, works, or movements focused on women's engagement with the world. Possible topics include feminist theory; woman spirit; women in world religions; women in religious literature; women in philosophy; and feminist theology. May be repeated for credit if a different topic. May be cross-listed with PHIL 321, depending on course content. *General education humanities writing intensive (HWI) course.*

**RELI 335** Topics in Ethics (AN, 3 CR)
Subtitles will vary. An in-depth study of ethical perspectives or a selected area of moral concern. Possible topics include bioethics; business ethics; queer ethics; science, technology, and society; sexual ethics; and comparative religious ethics.
May be repeated for credit if a different topic. May be cross-listed with PHIL 335, depending on course content. General education humanities writing intensive (HWT) course.

**RELI 336  Professional Ethics**
AN 3 CR
Same as PHIL 336. General education humanities writing intensive (HWT) course.

**RELI 340  Environmental Ethics**
ALT S 3 CR
An in-depth study of ethical problems related to the environment, including global warming, ozone depletion, overpopulation, overconsumption, pollution and toxic wastes, etc. This class will examine the history of philosophical and religious thinking about the environment; biocentric, ecocentric, deep ecology, and ecofeminist perspectives; obligations to future generations; animal rights; non-Western perspectives; economic growth, global justice and sustainability. May be cross-listed with PHIL 340, depending on course content. General education humanities writing intensive (HWT) course.

**RELI 345  Topics in Theology**
AN 3 CR
Subtitles will vary. An in-depth study of major thinkers, works, or movements in classical and contemporary theology. Debates about such issues as God, human nature, free will, sin, salvation, faith, and culture will be explored, and might themselves become topics for this course. Other possible topics include reformation theology; 20th century Christian theology; liberation and political theology; Post-Holocaust theology; and mysticism. May be repeated for credit if a different topic.

**RELI 355  Topics in Religious History**
AN 3 CR
Subtitles will vary. An in-depth study of the contexts, literature, movements, and individuals that contributed to the emergence of a particular religious tradition. Possible topics include second temple history; Muhammad, Jesus and the Buddha; early Christianity; and the reformation. May be repeated for credit if a different topic.

**RELI 495  Internship**
Variable CR
An intensive, supervised work experience in a discipline related work environment. P/F grading. Repeatable for credit. Prerequisite: Approval of supervising faculty member.

**RELI 497  Capstone Proposal**
F 1 CR
This course is intended to assist students in accomplishing the following: 1) developing a topic; 2) conducting a literature review, in the process of which they will build a bibliography; and 3) generating a formal proposal for the research project they will complete in RELI 498. P/F grading. Prerequisite: Approval of supervising faculty member.

**RELI 498  Senior Capstone**
S 3 CR
Advanced philosophy and religion students will reflect upon and integrate several different subfields in the discipline. Requirements involve the reading of original sources, examining historical developments, writing critically, development of a portfolio, and oral presentations. Prerequisite: Successful completion of RELI 497.
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<tr>
<td>STEM 299</td>
<td>STEM Internship (30-hour)</td>
<td>1 CR</td>
<td>The focus of this internship is to expose future teachers to STEM related experiences tied to business, industry and public institutions involved in STEM education. The internship can include experiences in science and technology laboratories, science museums involved in STEM outreach and engagement, manufacturing firms with science and engineering practices, state, regional and national STEM policy groups and think tanks, technology companies or consulting firms involved in STEM education. Outcomes include, introductory meeting with the sponsoring institution, portfolio artifacts (reflections and work product) and internship-supervisor assessment and interview. <em>Prerequisite: STEM 394 or STEM 432 and must have passed Teacher Education Program Checkpoint II.</em></td>
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<td>STEM 394</td>
<td>STEM Principles I: Elementary STEM Methods</td>
<td>3 CR</td>
<td>This course is a study of STEM instructional methods that promote STEM critical literacies, the adoption of the <em>Next Generation Science Standards,</em> complimentary STEM literacy documents, and the learning sciences. The focus is on effective elements of STEM learning environments, hand-to-mind experiences to facilitate the design of progressive learning goals, assessment instruments for integrative learning approaches, and instructional strategies to build pedagogical understanding and content knowledge. Merging theory into practice is expected with special attention given to pre-adolescent development, universal design for learning and design-based curriculum development. <em>Prerequisite: Must have passed Teacher Education Program Checkpoint I.</em></td>
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<td>STEM 432</td>
<td>STEM Principles II: Secondary STEM Methods</td>
<td>3 CR</td>
<td>This course is a study of STEM middle and secondary school STEM pedagogies that promote STEM critical literacies, the adoption of the <em>Next Generation Science Standards,</em> complimentary STEM literacy documents, and the learning sciences. The focus is on effective elements of STEM learning environments, hand-to-mind experiences to facilitate the design of progressive learning goals, assessment instruments for integrative learning approaches, and instructional strategies to build pedagogical understanding and content knowledge. Merging theory into practice is expected with special attention given to adolescent development, technological, pedagogical content knowledge (TPACK) methodology, universal design for learning, and design-based curriculum development. <em>Prerequisite: Must have passed Teacher Education Program Checkpoint I.</em></td>
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<td>STEM 435</td>
<td>STEM Principles III: Robotics, Sensors and Instrumentation Methods</td>
<td>3 CR</td>
<td>This course of study is designed for elementary, and secondary science education majors wishing to complete a K-8 or 5-8 STEM endorsement, respectively. Emphasis is on project-based learning, design and programming logic related to robotics education. Pedagogical innovations related to systems thinking, design, build and test methodologies, competency-based assessment are central themes. <em>Prerequisite: STEM 394 or STEM 432 and must have passed Teacher Education Program Checkpoint II.</em></td>
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<tr>
<td>STEM 440</td>
<td>STEM Principles IV: Engineering Design, Programming and Fabrication Methods</td>
<td>3 CR</td>
<td>This course of study is designed for elementary and secondary science education majors wishing to complete a K-8 or 5-8 STEM endorsement, respectively. The engineering design process, programming logic and problem solving models are</td>
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integrated throughout the learning experience. CAD/CAM (computer-aided
design/computer-aided manufacturing) are used to promote 3D design, custom
manufacturing and design thinking. An understanding of material science—their
properties, behavior and interaction with other materials—is a key feature of the
course. Students will design and build custom prototypes to better understand
applications that intersect science and engineering (i.e., biomedical engineering),
technological design and interface design. Prerequisite: STEM 394 or STEM 432
and must have passed Teacher Education Program Checkpoint II.

SECONDARY EDUCATION (SEDU)

SEDU 290 Middle School Supervised Participation 1 CR
A 40-hour clinical experience in an appropriate classroom setting. Students
perform duties typically assigned to a teacher aide. P/F grading. Prerequisite: Must
have passed Teacher Education Program Checkpoint II.

SEDU 291 Middle School Supervised Participation 0 CR
This field experience is intended for students with a valid teaching license or a
middle school Class B license or who are currently teaching in their own or in an
appropriate classroom setting for a minimum of 80 hours and who have not
received credit for this experience as part of other course work. Students must
complete all assignments for the course. The student can apply to have this course
added to their transcript for no credit. Students must demonstrate an
understanding of the classroom environment and must provide sufficient
documentation and other evidence to verify a satisfactory classroom experience.
Qualified students must submit appropriate documentation to the Education
Coordinator or appropriate personnel for consideration. P/F grading. Note: if
students wish to receive credit, they should enroll in SEDU 290. Prerequisite: Must
have passed Teacher Education Program Checkpoint II.

SEDU 310 Curriculum Design I: Standards, Assessment
and Instruction for Engaged Learning S 3 CR
This course provides the initial framework for designing standards-based
curriculum that maximizes student motivation, engagement, and achievement in
secondary level classrooms. A study of how educators align learning goals, various
assessment techniques, and instruction that meets the needs of all learners
provides the foundation for designing rigorous and relevant curriculum in 21st
century classrooms. Prerequisite: Must have passed Teacher Education Program Checkpoint I.

SEDU 333 Young Adult Fiction and Nonfiction S 3 CR
A comprehensive survey of Young Adult books for middle school and high
school students. Investigation of emerging themes and formats of 21st Century
literature including print, digital, and media texts appropriate for teen readers with
special attention to adolescent reading interests, developmental needs and abilities.
Selected texts encompass multicultural perspectives, address controversial topics,
and include global themes for readers of all levels from reluctant to gifted.
Approved GWST course option. General education humanities global perspective (HGP) course.

SEDU 335 Development of Oral Communications Online 2 CR
Oral communication is the building and the sharing of meaning through the use of
spoken and unspoken symbols in a variety of communication contexts. This
course presents a study of the language differences among diverse learners with an
emphasis on developing strategies for facilitating the learning of standard English
by all learners. This course is cross-listed as EDUC 335. 

Prerequisite: Must have passed Teacher Education Program Checkpoint I.

SEDU 342  
Methods of Written Communications  
Online  
3 CR  
This course reflects an examinations of the connections between reading, writing, and speaking for the teaching of the skills and processes necessary for writing in various forms including narrative, expressive, persuasive, informational, and descriptive prose with an emphasis on text structures and mechanics such as grammar, usage, and spelling. This course is cross-listed as EDUC 342. 

Prerequisite: Must have passed Teacher Education Program Checkpoint I.

SEDU 365  
Methods of Reading in the Content Areas and Field Experience  
F, S  
2 CR  
Respecting the importance of literacy instruction across all disciplines, this course develops skills that assist in adapting and applying a variety of reading techniques and instructional strategies for reading in the content areas at the secondary school level. Methods of Reading in the Content Areas and Field Experience is required for all students seeking secondary education licensure. This course includes 15 hours of field experience. 

Prerequisite: SEDU 310 and must have passed Teacher Education Program Checkpoint I.

SEDU 380  
Language Development and Methods  
Online  
3 CR  
This course includes an examination of the development of communication and language styles and processes across the lifespan. Students will explore a variety of theoretical beliefs of language development, as well as language's basic building blocks. Students will learn to recognize the existence of language development and usage problems, to improve their ability to provide appropriate strategies to enhance development, and to enhance their ability to differentiate between language differences and disorders for the language referral process. Course participants will explore variations related to cultural and linguistic development in order to provide effective instruction in reading and writing. This course is cross-listed as EDUC 380. 

Prerequisite: Must have passed Teacher Education Program Checkpoint I.

SEDU 401  
Methods of Teaching Secondary Art and Field Experience  
ALT F  
3 CR  
The intent of this course is to help students translate educational theory into best practices in order to teach effectively in a secondary art classroom. Particular attention will be given to the following topics: awareness of and development of a broad range of learning resources and instructional strategies that are appropriate to diverse classrooms, use of assessment strategies and technology as a means to enhance student learning, awareness of the standards and resources of the professional organization, consideration of curricular and ethical issues relative to teaching the subject area, and opportunities to practice instructional skills through such approaches as micro teaching. This course includes a minimum of 10 hours of clinical experience promoting the integration of methods and field experience. 

Prerequisites: SEDU 310 and must have passed Teacher Education Program Checkpoint II.

SEDU 402  
Methods of Teaching Secondary Business and Field Experience  
ALT F  
3 CR  
The intent of this course is to help students translate educational theory into best practices in order to teach effectively in a secondary business classroom. Particular attention will be given to the following topics: awareness of and development of a
COURSE DESCRIPTIONS

broad range of learning resources and instructional strategies that are appropriate
to diverse classrooms, use of assessment strategies and technology as a means to
enhance student learning, awareness of the standards and resources of the
professional organization, consideration of curricular and ethical issues relative to
teaching the subject area, and opportunities to practice instructional skills through
such approaches as micro teaching. This course includes a minimum of 10 hours
cl临ial experience promoting the integration of methods and field experience.

Prerequisites: SEDU 310 and must have passed Teacher Education Program Checkpoint II.

SEDU 405 Field Experience/Methods  F, S  0 CR
This 10-hour clinical experience promotes the integration of methods and field
experiences. It will be taken in conjunction with secondary methods courses. If a
student is completing an endorsement at the elementary and secondary levels, 5
hours are completed at each level. P/F grading. Prerequisite: Must have passed Teacher
Education Program Checkpoint II; or passed Checkpoint I and have permission from the
instructor.

SEDU 410 Curriculum Design II: Conceptual Unit Design  F  3 CR
This course will equip educators with innovative methods and instructional
strategies for promoting deep, conceptual, and transferrable understanding of
secondary level disciplinary content. Teaching units will be designed to prepare
learners to address relevant issues and problems through critical thinking, inquiry,
and effective collaboration. These plans will consider diverse learners’ needs,
while fostering an inclusive and equitable learning environment. Prerequisites:
SEDU 310 and SEDU 365 and have passed Teacher Education Program Checkpoint II.
This course should be taken in conjunction with, or following, the discipline specific methods
course unless otherwise directed by a specific methods course description.

SEDU 411 Methods of Teaching Secondary English Language Arts
and Field Experience  F  3 CR
The intent of this course is to help students translate educational theory into best
practices in order to teach effectively in a secondary English/language arts
classroom. Particular attention will be given to the following topics: awareness of
and development of a broad range of learning resources and instructional
strategies that are appropriate to diverse classrooms, use of assessment strategies
and technology as a means to enhance student learning, awareness of the
standards and resources of the professional organization, consideration of
curricular and ethical issues relative to teaching the subject area, use of reading
strategies to improve learning, and opportunities to practice instructional skills
through such approaches as micro teaching. This course includes a minimum of
10 hours of clinical experience promoting the integration of methods and field
experience. Prerequisites: SEDU 410 or instructor’s permission and must have passed
Teacher Education Program Checkpoint II.

SEDU 413 K-12 Foreign Language Methods
and Field Experiences  ALT F  3 CR
This course is designed for individuals who have an interest in teaching foreign
languages to a full range of learners. You will develop an understanding of second
language acquisition theories and effective teaching strategies. Areas of emphasis
include program models for Foreign Language in the Elementary School (FLES),
middle school and high school, awareness and development of a broad range of
learning resources and instructional strategies that are appropriate to diverse
classrooms, use of assessment strategies and technology as a means to enhance
student learning, awareness of standards and resources of the professional
organization, consideration of curricular ethical issues relative to teaching the subject area and opportunities to practice instructional skills through such approaches as micro teaching. The readings, discussions, and activities will frame the more practical methods used at elementary, middle, and high school levels of instruction. This course includes a minimum of 10 hours of clinical experience promoting the integration of methods and field experience. Prerequisite: SEDU 310 and must have passed Teacher Education Program Checkpoint II.

SEDU 421  Methods of Teaching Secondary Mathematics and Field Experience  ALT F 3 CR
The intent of this course is to help students translate educational theory into best practices in order to teach effectively in a secondary mathematics classroom. Particular attention will be given to the following topics: awareness of and development of a broad range of learning resources and instructional strategies that are appropriate to diverse classrooms, use of assessment strategies and technology as a means to enhance student learning, awareness of the standards and resources of the professional organization, consideration of curricular and ethical issues relative to teaching the subject area, and opportunities to practice instructional skills through such approaches as micro teaching. This course includes a minimum of 10 hours of clinical experience promoting the integration of methods and field experience. Prerequisites: SEDU 310 and must have passed Teacher Education Program Checkpoint II.

SEDU 431  Methods of Teaching Secondary Health and Physical Education and Field Experience S 3 CR
The intent of this course is to help students translate educational theory into best practices in order to teach effectively in a secondary health/physical education classroom. Particular attention will be given to the following topics: awareness of and development of a broad range of learning resources and instructional strategies that are appropriate to diverse classrooms, use of assessment strategies and technology as a means to enhance student learning, awareness of the standards and resources of the professional organization, consideration of curricular and ethical issues relative to teaching the subject area, and opportunities to practice instructional skills through such approaches as micro teaching. This course will also address the administration of physical education within the school. This course includes a minimum of 10 hours of clinical experience promoting the integration of methods and field experience. Prerequisites: SEDU 310 and must have passed Teacher Education Program Checkpoint II.

SEDU 441  Methods of Teaching Secondary Social Science and Field Experience F 3 CR
The intent of this course is to help students translate educational theory into best practices in order to teach effectively in a secondary social science classroom. Particular attention will be given to the following topics: awareness of and development of a broad range of learning resources and instructional strategies that are appropriate to diverse classrooms, use of assessment strategies and technology as a means to enhance student learning, awareness of the standards and resources of the professional organization, consideration of curricular and ethical issues relative to teaching the subject area, and opportunities to practice instructional skills through such approaches as micro teaching. This course includes a minimum of 10 hours of clinical experience promoting the integration of methods and field experience. Prerequisites: SEDU 310 and must have passed Teacher Education Program Checkpoint II.
SEDU 442  Methods of Teaching Secondary Vocal Music  ALT F  3 CR
The intent of this course is to help students translate educational theory into best practices in order to teach effectively in a secondary vocal music classroom. Particular attention will be given to the following topics: awareness of and development of a broad range of learning resources and instructional strategies that are appropriate to diverse classrooms, use of assessment strategies and technology as a means to enhance student learning, awareness of the standards and resources of the professional organization, consideration of curricular and ethical issues relative to teaching the subject area, and opportunities to practice instructional skills through such approaches as micro teaching. EDUC 405 or SEDU 405 will be required with one of the following courses: EDUC 403, SEDU 442 or SEDU 443. Prerequisites: SEDU 310 and must have passed Teacher Education Program Checkpoint II; or passed Checkpoint I and have permission from the instructor.

SEDU 443  Methods of Teaching Secondary Instrumental Music  ALT F  3 CR
The intent of this course is to help students translate educational theory into best practices in order to teach effectively in a secondary vocal music classroom. Particular attention will be given to the following topics: awareness of and development of a broad range of learning resources and instructional strategies that are appropriate to diverse classrooms, use of assessment strategies and technology as a means to enhance student learning, awareness of the standards and resources of the professional organization, consideration of curricular and ethical issues relative to teaching the subject area, and opportunities to practice instructional skills through such approaches as micro teaching. EDUC 405 or SEDU 405 will be required with one of the following courses: EDUC 403, SEDU 442 or SEDU 443. Prerequisite: SEDU 310 and must have passed Teacher Education Program Checkpoint II; or passed Checkpoint I and have permission from the instructor.

SEDU 454  Reading Strategies and Instructional Methods  F  3 CR
This course, designed to be taken concurrently with the practicum course, expands the range of research-based strategies and instructional technology that will allow the student to design and deliver effective instruction across the curriculum. The student will also evaluate and select materials appropriate for learners at various stages of reading and writing development and from varied cultural and linguistic backgrounds. Materials developed in this course will be implemented and evaluated in the practicum course. Prerequisite: Must have passed Teacher Education Program Checkpoint II.

SEDU 455  Literacy Field Experience  F  2 CR
The student will participate in supervised observation and practice in teaching reading strategies and developing reading materials for students with reading difficulties. Forty hours are required in this placement with twenty hours to be spent working with colleagues and with parents in support of reading and writing development. A diagnostic individual case study and the development of reading activities, lesson plans and assessment will be the major assignments for this reading practicum. The student will be placed in a specific reading or regular classroom setting. This course is cross-listed with EDUC 443. Prerequisites: EDUC 371 and a grade of “C-“ or better in both EDUC 317 and EDUC 371, and must have passed Teacher Education Program Checkpoint II.
SOCIAL WORK (SCWK)

SCWK 100  Modern Social Problems  F  3 CR
This course provides a critical examination of major problems in contemporary American society such as poverty, race, gender, economic inequality, health, old age, the environment and education. The course seeks to promote understanding of the origins and development of the problems and to discover directions in which solutions may be sought. Same as SOCI 100. General education critical thinking and writing (CTW) social science course.

SCWK 200  Introduction to Social Work and Social Welfare  F  3 CR
This course provides the history and philosophy of social welfare and social work while exploring social welfare issues and social work as a profession. Students begin to identify as a professional social worker; learn social work ethical principles that guide professional practice; learn beginning skills to advance human rights and social and economic justice; engage in research-informed practice and practice-informed research; learn how to engage policy to advance well-being and deliver effective services; and begin to learn the skills to engage, assess, intervene, and evaluate clients of all sizes. General education social science critical thinking and writing (CTW) course.

SCWK 211  Field Observation  I  3 CR
Students are placed in a social service agency to observe the provision of generalist social work services, understand how social welfare agencies perform their work, and begin hands on work with people. Students begin the process of identification as a social worker and beginning level engagement, assessment, intervention, and evaluation with clients. Students complete a 120-hour placement for three credit hours under the supervision of a social worker. This course may be repeated for up to three additional credit hours in a different agency providing service to another population of people. Field Observation is completed during Interim. P/F grading. Prerequisite: SCWK 200.

SCWK 235  Psycho-Social Dimensions of the Human Life Cycle  F  3 CR
This is the first of two courses in the human behavior and the social environment sequence. It focuses on the biological, social, and psychological development of the individual in the environment from conception to death. This course addresses the complex interpersonal relationships of the family as a system within the larger social structures of the community and the impact of oppressions on individuals and communities. Students apply critical thinking skills, engage diversity in practice, advance human rights and justice, and apply knowledge of human behavior and the social environment.

SCWK 255  Human Behavior and the Social Environment  S  3 CR
The second human behavior and the social environment course focuses on generalist social work theory with large systems such as communities, organizations, and groups. Theoretical perspectives and economic and policy influences are used to understand the interaction between the environment and the person. Use of critical thinking skills, engaging diversity and difference, advancing human rights and social and economic justice, applying knowledge of human behavior and the social environment, and understanding and responding to contexts that shape social work practice are focused on in this class. General education social science critical thinking and writing (CTW) course.
SCWK 270  Family Relationships  ALT S  3 CR
The family as a primary social institution is investigated. Diverse issues and challenges affecting families in modern society are explored as are the influences of society and family policy. Students engage the ideas of diversity and difference as they apply to families, research-informed practice and practice-informed research, apply knowledge of human behavior and the social environment, understand how policy influences social and economic well-being, and respond to the contexts that shape the practice of social work with families. Same as SOCI 270.

SCWK 311  Social Justice Experience  AN  1-3 CR
This course provides experiential learning for students interested in addressing social justice issues. Students explore social justice issues relevant to a particular population or location that experiences oppression. Students participate in service learning to develop understanding of the issues first-hand and, if possible, attempt to redress these issues. Students document their learning and integrate the experiential knowledge with the theoretical knowledge acquired prior to the service learning. May be repeated for up to three additional hours with a different experience. P/F grading. Prerequisite: Permission of the instructor.

SCWK 350  Social Welfare Programs and Policies  S  3 CR
Students examine the historical, economic, political, and social forces that have impacted the development of social welfare policy. Major social welfare programs are analyzed from a generalist perspective, proposed policies are evaluated using an analysis framework, and students engage in legislative education advocacy. Students apply critical thinking to inform and communicate professional judgments, advance human rights and economic justice, and engage in policy practice to advance social and economic well being and to deliver effective services. Prerequisite: SCWK 200 and 255 or permission of the instructor.

SCWK 351  Aging in American Society  ALT F  3 CR
Social work policies with this increasingly significant population in society are examined along with the range of settings in which social work with older adults may be practiced. Students apply social work ethical principles differentially with older adults; engage the principles of diversity and difference with older adults; learn ways to advance human rights and social and economic justice relative to older adults; engage in research-informed practice and practice-informed research with older adults; apply knowledge of human behavior and the social environment as it applies to older adults, respond to contexts that shape practice with older adults; and engage, assess, intervene, and evaluate practice with older adults and their families as well as the groups, organizations, and communities with which they interact. General education social science course.

SCWK 352  Child and Family Welfare  ALT F  3 CR
Social work policies with this population are examined along with the range of settings in which social work with children and their families may be practiced. Students apply social work ethical principles differentially with families and children; engage the principles of diversity and difference to families and children; learn ways to advance human rights and social and economic justice relative to families and children; engage in research-informed practice and practice-informed research with families and children; apply knowledge of human behavior and the social environment as it applies to families and children; respond to contexts that shape practice with families and children; and engage, assess, intervene, and
evaluate practice with children and their families as well as the groups, organizations, and communities with which they interact.

**SCWK 353**  
**Social Interventions with Families**  
AN            3 CR  
This course examines and assesses dynamics of behavior within family relationships. Theories of human behavior, family strengths, and coping styles are emphasized in the development of intervention strategies.

**SCWK 380**  
**Methods of Social Research I**  
S             3 CR  
Students engage in research-informed practice and practice-informed research as they learn to utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation. They critique and apply knowledge to understand the person and environment. Research concepts, designs, and analysis procedures are introduced. Students develop knowledge and theory of research problems relevant to social work and sociology by designing and conducting a research project. Students develop competence in various analysis and evaluation methods. Same as SOCI 380. **Prerequisite: SCWK 200 or permission of the instructor.**

**SCWK 381**  
**Methods of Social Research II**  
F             3 CR  
Continuation of SCWK 380. **Prerequisite: SCWK 380.**

**SCWK 390**  
**Social Work Practice I**  
S             3 CR  
Students apply generalist social work principles with emphasis on developing their competencies relative to practice with individuals, families, and small groups. Students continue to develop their identity and conduct as professional social workers; apply social work ethical principles to their professional practice; apply the ideas of diversity and difference in practice; engage in research-informed practice; apply knowledge of human behavior and the social environment to their practice; respond to contexts that shape practice; and apply the skills to engage, assess, intervene, and evaluate clients. **Prerequisite: Admitted to the social work major.**

**SCWK 402**  
**Field Instruction Readiness**  
F             1 CR  
This course is intended for social work seniors who plan to complete their senior practicum (Field Instruction: SCWK 440, 441, 442) the following semester. Students complete a self assessment on the core competencies, apply for a placement for Field Instruction, and complete the work necessary to secure a placement. P/F grading. **Prerequisite: SCWK 390.**

**SCWK 410**  
**Social Work Practice II**  
F             3 CR  
Students develop knowledge the theory and methods of generalist social work practice specifically with families, groups and communities; specifically, how to engage, assess, intervene and evaluate systems of all sizes. Practice competencies developed include identification as a professional social worker, application of ethical principles to guide practice, engagement of diversity and difference in practice, application of knowledge of human behavior and the social environment, and responsiveness to contexts that shape practice. **Prerequisite: SCWK 390 and admitted to the social work major.**

**SCWK 440**  
**Field Instruction**  
S             3 CR

**SCWK 441**  
**Field Instruction**  
S             3 CR

**SCWK 442**  
**Field Instruction**  
S             3 CR

Students demonstrate the integration of social work knowledge, values and skills with practice in a social welfare agency. Field Instruction is an individually planned
experience where students spend 480 hours in social work service in an approved agency under the guidance of a social work supervisor. A learning contract is developed by the student to guide activities and assure mastery of all ten CSWE core competencies. **Prerequisites:** Satisfactory completion of all social work major courses.

**SCWK 443  Senior Seminar  S  3 CR**
This course is taken concurrently with Field Instruction (SCWK 440, 441, 442) and provides for the integration of social work knowledge, values and skills learned in the classroom with social work practice activities in the field. Students apply critical thinking to inform and communicate professional judgments, engage diversity and difference in practice, advance human rights and social and economic justice, engage in research informed practice and practice-informed research, and engage in policy practice to advance social and economic well-being and to deliver effective social services. **Prerequisites:** Satisfactory completion of all social work major courses.

**SOCIOLOGY (SOCI)**

**SOCI 100  Modern Social Problems  AN  3 CR**
Same as SCWK 100. **General education social science critical thinking and writing (CTW) course.**

**SOCI 101  Introduction to Sociology  F, S  3 CR**
A survey of sociological concepts and their implication to the study of everyday life. The goal of the course is to introduce a new perspective - the sociological perspective - in order to develop a new way to view, understand, and explain the social world in which we all live. **General education social science course.**

**SOCI 203  Social Psychology  S  3 CR**
Same as PSYC 203. **General education social science critical thinking and writing (CTW) course.**

**SOCI 230  Population Problems  3 CR**
A theoretical study of population trends, their social consequences and controlling factors. **Prerequisites:** SOCI 101 and SOCI 203. Offered only at specific online and site locations.

**SOCI 270  Family Relationships  ALT S  3 CR**
Same as SCWK 270.

**SOCI 302  Deviant Behavior  AN  3 CR**
An analysis of causes and forms of deviant behavior from the sociological perspective. Focus is on sociological theories and processes by which behaviors are defined as deviant and how such definitions affect the individual. We will also study the social reactions to these forms of deviant behavior. This course focuses on criminal as well as non-criminal deviance. Same as CRIM 302. **Prerequisite:** CRIM 102 or SOCI 101.

**SOCI 361  Racism and Sexism in American Life  F  3 CR**
Same as PHIL 361. **General education humanities writing intensive (HWI) course.**

**SOCI 380  Methods of Social Research I  S  3 CR**
Same as SCWK 380.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 402</td>
<td>Sociological Theory</td>
<td>3 CR</td>
<td>Prerequisite: SOCI 101 and SOCI 203</td>
</tr>
<tr>
<td>SOCI 495</td>
<td>Internship</td>
<td>Variable CR</td>
<td>Prerequisite: Approval of supervising faculty member</td>
</tr>
<tr>
<td>SPAN 101</td>
<td>Elementary Spanish I</td>
<td>4 CR</td>
<td>Prerequisite: Approval of supervising faculty member</td>
</tr>
<tr>
<td>SPAN 102</td>
<td>Elementary Spanish II</td>
<td>4 CR</td>
<td>Prerequisite: SPAN 101 or appropriate placement through the BVU placement exam</td>
</tr>
<tr>
<td>SPAN 105</td>
<td>Elementary Spanish Conversation Lab</td>
<td>0 CR</td>
<td>Prerequisite: SPAN 201 or appropriate placement through the BVU placement exam</td>
</tr>
<tr>
<td>SPAN 201</td>
<td>Intermediate Spanish I</td>
<td>4 CR</td>
<td>Prerequisite: SPAN 201 or appropriate placement through the BVU placement exam</td>
</tr>
<tr>
<td>SPAN 202</td>
<td>Intermediate Spanish II</td>
<td>4 CR</td>
<td>Prerequisite: SPAN 201 or appropriate placement through the BVU placement exam</td>
</tr>
<tr>
<td>SPAN 205</td>
<td>Intermediate Spanish Conversation Lab</td>
<td>0 CR</td>
<td>Prerequisite: SPAN 201 or appropriate placement through the BVU placement exam</td>
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</table>

**SPANISH (SPAN)**

**SPAN 101** Elementary Spanish I
An introduction to the fundamentals of Spanish, including pronunciation, grammar, and culture. No prior experience with the language is required. This course does not apply towards a major or minor. Enrollment in this course also requires enrollment in Spanish105, the conversation lab. General education humanities global perspective (HGP) course.

**SPAN 102** Elementary Spanish II
A continuation of SPAN 101. This course does not apply towards a major or minor. Enrollment in this course also requires enrollment in Spanish 105, the conversation lab. Prerequisite: SPAN 101 or appropriate placement through the BVU placement exam. General education humanities course.

**SPAN 105** Elementary Spanish Conversation Lab
This is a conversation lab that complements SPAN 101 and SPAN 102, and must be taken simultaneously with enrollment in either of those two courses. Students will focus on oral production and communicative ability by practicing the topics and principles from class in context through paired and small-group practice. This course may be repeated.

**SPAN 201** Intermediate Spanish I
An intermediate course in which we build on Spanish fundamentals previously learned. It further develops reading skills while continuing to emphasize communication, pair and group work, learning in context, and the use of critical thinking skills. Enrollment in this course also requires enrollment in Spanish 205, the conversation lab. This is the first course in the Spanish major core. General education humanities global perspective (HGP) course. Prerequisite: SPAN 102 or appropriate placement through the BVU placement exam.

**SPAN 202** Intermediate Spanish II
A continuation of Spanish 201. Enrollment in this course also requires enrollment in Spanish 205, the conversation lab. It is also part of the core. Prerequisite: SPAN 201 or appropriate placement through the BVU placement exam. General education humanities course.

**SPAN 205** Intermediate Spanish Conversation Lab
This is a conversation lab that complements SPAN 201 and SPAN 202, and must be taken simultaneously with enrollment in either of those two courses. Students will focus on oral production and communicative ability by practicing the topics and principles from class in context through paired and small-group practice. This course may be repeated.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Days</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 301</td>
<td>Advanced Grammar and Conversation</td>
<td>F</td>
<td>4 CR</td>
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<tr>
<td></td>
<td>An advanced study of grammar nuances, idiomatic expressions, and vocabulary in a conversational context. Readings will encourage class discussion. Students will be evaluated based on their oral and written proficiency through class discussions, written and oral reports. Enrollment in this course also requires enrollment in Spanish 305, the conversation lab. This class is part of the core. <strong>General education humanities global perspective (HGP) course. Prerequisite: SPAN 202 or appropriate placement through the BVU placement exam.</strong></td>
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<tr>
<td>SPAN 302</td>
<td>Advanced Grammar and Composition</td>
<td>S</td>
<td>4 CR</td>
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<tr>
<td></td>
<td>A continuation of the grammar principals studied in 301 with an addition of emphasis on composition. This course is taught in Spanish. Enrollment in this course also requires enrollment in Spanish 305, the conversation lab. This course is part of the core. <strong>General education humanities writing intensive (HWT) course. Prerequisite: SPAN 301 or appropriate placement through the BVU placement exam.</strong></td>
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</tr>
<tr>
<td>SPAN 305</td>
<td>Advanced Spanish Conversation Lab</td>
<td>F, S</td>
<td>0 CR</td>
</tr>
<tr>
<td></td>
<td>This is a conversation lab that complements SPAN 301 and SPAN 302, and must be taken simultaneously with Enrollment in either of those two courses. Students will focus on oral production and communicative ability by practicing the topics and principles from class in context through paired and small-group practice. This course may be repeated.</td>
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<tr>
<td>SPAN 308</td>
<td>Spanish in the Community</td>
<td>ALT F</td>
<td>3 CR</td>
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<td>An introduction to the vibrant Spanish-speaking people and culture in the Storm Lake community. Students will learn critical vocabulary, visit local businesses, and converse in Spanish with members of our community. Conducted in Spanish. <strong>Prerequisite: SPAN 301 or appropriate placement through the BVU placement exam.</strong></td>
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<tr>
<td>SPAN 311</td>
<td>Culture and Civilization of Spain</td>
<td>ALT F</td>
<td>3 CR</td>
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<tr>
<td></td>
<td>A study of the culture and civilization of Spain through its history of social, political, and religious institutions. Conducted in Spanish. <strong>Prerequisite: SPAN 301 or appropriate placement through the BVU placement exam.</strong></td>
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<tr>
<td>SPAN 312</td>
<td>Culture and Civilization of Latin America</td>
<td>ALT S</td>
<td>3 CR</td>
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<tr>
<td></td>
<td>A study of the culture and civilization of Latin America through its history of social, political, and religious institutions. Conducted in Spanish. <strong>Prerequisite: SPAN 301 or appropriate placement through the BVU placement exam.</strong></td>
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<tr>
<td>SPAN 335</td>
<td>Introduction to Hispanic Literature</td>
<td>S</td>
<td>3 CR</td>
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<td></td>
<td>An introduction to the study of literature in Spanish. Emphasis will be placed on the skills necessary to study literature in a foreign language including an introduction to the literary genres and vocabulary used to analyze literature in Spanish. Works from all periods and from both Latin America and Spain will be studied. Conducted in Spanish. <strong>This course is part of the core. Prerequisite: SPAN 301.</strong></td>
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<tr>
<td>SPAN 410</td>
<td>Survey of the Literature of Spain</td>
<td>ALT F</td>
<td>3 CR</td>
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<td>An introduction of the major writers and movements in Spanish literature. The genres of poetry, drama, and narrative will be studied and analyzed. Conducted in Spanish. <strong>Prerequisite: SPAN 335.</strong></td>
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</tbody>
</table>
SPAN 415  Survey of the Literature of Latin America  ALT F  3 CR
An introduction of the major writers and movements in Latin American literature. The genres of poetry, drama, and narrative will be studied and analyzed. Conducted in Spanish. **Prerequisite:** SPAN 335.

SPAN 430  Spanish Classics  ALT S  3 CR
A study of some of the most formative and iconic novels, plays, poems, short stories, films, and artworks from the Spanish-speaking world. Conducted in Spanish. **Prerequisite:** SPAN 335.

SPAN 450  Special Topics  S  3 CR
A more in depth study of just one genre, one-time period, or one author from the Hispanic world. This course may be repeated for credit. Conducted in Spanish. **Prerequisite:** SPAN 335.

SPAN 490  International Experience  F, I, S  0-6 CR
An opportunity to study abroad in a Spanish-speaking country for a minimum of 3 weeks. This includes a complete immersion into Hispanic language and culture. Arrangements for academic credit and faculty approval must be made prior to the international experience. The experience will be approved and evaluated on the same basis as an on-campus course. If the student chooses to participate in a study abroad program, this course must be taken as part of the program, but can be taken for 0 credit or as an elective up to 6 credit hours. A student must have either a semester abroad-like experience or a minimum of 3 credit hours of SPAN 490. P/F grading. May be repeated for credit up to a total of 6 credit hours. **Recommended:** SPAN 201 or equivalent.

SPAN 495  Internship  Variable CR
An intensive, supervised work experience in a discipline related work environment. P/F grading. Repeatable for credit. **Prerequisite:** Approval of supervising faculty member.

SPAN 498  Senior Seminar  F  3 CR
A capstone course focusing on grammar review as well as oral and written competency. Conducted in Spanish. **Prerequisite:** Junior or senior status and permission of instructor.

SPECIAL EDUCATION (SPED)
See listings under Exceptional Student Service and Instruction (ESSI).

STRATEGIC PUBLIC RELATIONS (STPR)

STPR 230  Public Relations Strategies  F  3 CR
The primary objective of this course is to identify and articulate the basic concepts and principles of public relations. Students will develop an understanding of the role public relations plays in society and how it shapes public discourse. The course will introduce the basic strategic process of public relations in research, planning, communication, and evaluation. Students learn the historical evolution of public relations practices, engage in career exploration, and consider professional, ethical, and legal responsibilities.

STPR 330  Applied Strategic Communication  F  3 CR
This course will focus on strategic communication in relationship to public relations, advertising, marketing, publicity, promotions, social media and current
interactive communication practices. It is important to understand the practical application of creating and managing tactics, platforms, media formats, and activities that communicate persuasive messaging to defined publics or target audiences through the strategic process.  

**Prerequisite: STPR 230 or permission of the instructor.**

**STPR 430 Integrated Campaigns**  
3 CR  
This is a service learning project-based course. Students develop a coherent strategic communication campaign integrating the framework of storytelling. Emphasis is placed on the key elements of field research techniques, campaign strategies and tactics, as well as evaluation to determine the nature of a campaign design and to define and measure its success. The class is divided up into integrated campaign teams using analytical skills to understand message impact on internal and external audiences. Students professionally produce, design, implement and manage a specific campaign for an actual client using current media platforms, formats and communication activities. **Prerequisites: STPR 330.**

**STPR 495 Internship**  
AN Variable CR  
The strategic public relations internship is an intensive work experience that is related to the student’s interest. Students will be placed in selected organizations that are willing to help students become involved in their chosen career paths. **P/F grading. Repeatable for credit. Prerequisite: Approval of supervising faculty member.**

**STUDENT TEACHING (TEAC)**

**TEAC 400 Professional Seminar III: Student Teaching in Preschool**  
3 CR  
During this capstone field experience at the preschool level, teacher candidates assume responsibility for planning and delivering engaging instruction that aligns to content standards, builds on students’ prior learning and experiences, and differentiates for diverse learners. Within a safe and equitable learning environment, candidates utilize formative and summative assessment data to make instructional decisions and provide meaningful feedback to students. Participants reflect on their professional practice throughout the field experience. Compliance with legal and ethical conduct as defined by law and district policy is expected. This field experience must follow the 12-credit-hour elementary education student teaching experience. A mandatory seminar is attached to this field experience. No other courses may be taken concurrently with student teaching. **Prerequisite: Must have passed Teacher Education Program Checkpoint III.**

**TEAC 401 Professional Seminar III: Student Teaching in Kindergarten**  
3 CR  
During this capstone field experience at the kindergarten level, teacher candidates assume responsibility for planning and delivering engaging instruction that aligns to content standards, builds on students’ prior learning and experiences, and differentiates for diverse learners. Within a safe and equitable learning environment, candidates utilize formative and summative assessment data to make instructional decisions and provide meaningful feedback to students. Participants reflect on their professional practice throughout the field experience. Compliance with legal and ethical conduct as defined by law and district policy is expected. A mandatory seminar is attached to this field experience. No other courses may be taken concurrently with student teaching. Repeatable for credit with approval from the Teacher Education Committee. **Prerequisite: Must have passed Teacher Education Program Checkpoint III.**
TEAC 402  
**Professional Seminar III: Student Teaching in Kindergarten**  
6 CR  
During this capstone field experience at the kindergarten level, teacher candidates assume responsibility for planning and delivering engaging instruction that aligns to content standards, builds on students’ prior learning and experiences, and differentiates for diverse learners. Within a safe and equitable learning environment, candidates utilize formative and summative assessment data to make instructional decisions and provide meaningful feedback to students. Participants reflect on their professional practice throughout the field experience. Compliance with legal and ethical conduct as defined by law and district policy is expected. A mandatory seminar is attached to this field experience. No other courses may be taken concurrently with student teaching. Repeatable for credit with approval from the Teacher Education Committee. **Prerequisite:** Must have passed Teacher Education Program Checkpoint III.

TEAC 403  
**Professional Seminar III: Student Teaching in Elementary (1-3)**  
3-6 CR  
During this capstone field experience at the first through third grade level, teacher candidates assume responsibility for planning and delivering engaging instruction that aligns to content standards, builds on students’ prior learning and experiences, and differentiates for diverse learners. Within a safe and equitable learning environment, candidates utilize formative and summative assessment data to make instructional decisions and provide meaningful feedback to students. Participants reflect on their professional practice throughout the field experience. Compliance with legal and ethical conduct as defined by law and district policy is expected. A mandatory seminar is attached to this field experience. No other courses may be taken concurrently with student teaching. Repeatable for credit with approval from the Teacher Education Committee. **Prerequisite:** Must have passed Teacher Education Program Checkpoint III.

TEAC 404  
**Professional Seminar III: Student Teaching in Elementary (4-6)**  
3-6 CR  
During this capstone field experience at the fourth through sixth grade level, teacher candidates assume responsibility for planning and delivering engaging instruction that aligns to content standards, builds on students’ prior learning and experiences, and differentiates for diverse learners. Within a safe and equitable learning environment, candidates utilize formative and summative assessment data to make instructional decisions and provide meaningful feedback to students. Participants reflect on their professional practice throughout the field experience. Compliance with legal and ethical conduct as defined by law and district policy is expected. A mandatory seminar is attached to this field experience. No other courses may be taken concurrently with student teaching. Repeatable for credit with approval from the Teacher Education Committee. **Prerequisite:** Must have passed Teacher Education Program Checkpoint III.

TEAC 410  
**Professional Seminar III: Student Teaching in Secondary Social Sciences (5-8)**  
3-6 CR  
During this capstone field experience in social sciences at the middle school level, teacher candidates assume responsibility for planning and delivering engaging instruction that aligns to content standards, builds on students’ prior learning and experiences, and differentiates for diverse learners. Within a safe and equitable learning environment, candidates utilize formative and summative assessment data to make instructional decisions and provide meaningful feedback to students. Participants reflect on their professional practice throughout the field experience. Compliance with legal and ethical conduct as defined by law and district policy is expected. A mandatory seminar is attached to this field experience. No other courses may be taken concurrently with student teaching. Repeatable for credit with approval from the Teacher Education Committee. **Prerequisite:** Must have passed Teacher Education Program Checkpoint III.
expected. A mandatory seminar is attached to this field experience. No other courses may be taken concurrently with student teaching. Repeatable for credit with approval from the Teacher Education Committee. **Prerequisite: Must have passed Teacher Education Program Checkpoint III.**

**TEAC 411**

**Professional Seminar III: Student Teaching in Secondary Science (5-8) 3-6 CR**  
During this capstone field experience in science at the middle school level, teacher candidates assume responsibility for planning and delivering engaging instruction that aligns to content standards, builds on students' prior learning and experiences, and differentiates for diverse learners. Within a safe and equitable learning environment, candidates utilize formative and summative assessment data to make instructional decisions and provide meaningful feedback to students. Participants reflect on their professional practice throughout the field experience. Compliance with legal and ethical conduct as defined by law and district policy is expected. A mandatory seminar is attached to this field experience. No other courses may be taken concurrently with student teaching. Repeatable for credit with approval from the Teacher Education Committee. **Prerequisite: Must have passed Teacher Education Program Checkpoint III.**

**TEAC 412**

**Professional Seminar III: Student Teaching in Elementary Exercise Science 3-6 CR**  
During this capstone field experience in exercise science at the elementary level, teacher candidates assume responsibility for planning and delivering engaging instruction that aligns to content standards, builds on students' prior learning and experiences, and differentiates for diverse learners. Within a safe and equitable learning environment, candidates utilize formative and summative assessment data to make instructional decisions and provide meaningful feedback to students. Participants reflect on their professional practice throughout the field experience. Compliance with legal and ethical conduct as defined by law and district policy is expected. A mandatory seminar is attached to this field experience. No other courses may be taken concurrently with student teaching. Repeatable for credit with approval from the Teacher Education Committee. **Prerequisite: Must have passed Teacher Education Program Checkpoint III.**

**TEAC 413**

**Professional Seminar III: Student Teaching in Secondary Math (5-8) 3-6 CR**  
During this capstone field experience in math at the middle school level, teacher candidates assume responsibility for planning and delivering engaging instruction that aligns to content standards, builds on students' prior learning and experiences, and differentiates for diverse learners. Within a safe and equitable learning environment, candidates utilize formative and summative assessment data to make instructional decisions and provide meaningful feedback to students. Participants reflect on their professional practice throughout the field experience. Compliance with legal and ethical conduct as defined by law and district policy is expected. A mandatory seminar is attached to this field experience. No other courses may be taken concurrently with student teaching. Repeatable for credit with approval from the Teacher Education Committee. **Prerequisite: Must have passed Teacher Education Program Checkpoint III.**

**TEAC 414**

**Professional Seminar III: Student Teaching in Elementary Foreign Language (K-6) 3-6 CR**  
During this capstone field experience in foreign language at the elementary school level, teacher candidates assume responsibility for planning and delivering engaging instruction that aligns to content standards, builds on students' prior
learning and experiences, and differentiates for diverse learners. Within a safe and equitable learning environment, candidates utilize formative and summative assessment data to make instructional decisions and provide meaningful feedback to students. Participants reflect on their professional practice throughout the field experience. Compliance with legal and ethical conduct as defined by law and district policy is expected. A mandatory seminar is attached to this field experience. No other courses may be taken concurrently with student teaching. Student should be aware that completing the elementary student teaching may require geographic flexibility. Student seeking elementary foreign language must also be seeking a secondary license. Repeatable for credit with approval from the Teacher Education Committee. Prerequisite: Must have passed Teacher Education Program Checkpoint III.

**TEAC 415**

**Professional Seminar III: Student Teaching in Secondary English/Language Arts (5-8)**

3-6 CR

During this capstone field experience in English/language arts at the middle school level, teacher candidates assume responsibility for planning and delivering engaging instruction that aligns to content standards, builds on students’ prior learning and experiences, and differentiates for diverse learners. Within a safe and equitable learning environment, candidates utilize formative and summative assessment data to make instructional decisions and provide meaningful feedback to students. Participants reflect on their professional practice throughout the field experience. Compliance with legal and ethical conduct as defined by law and district policy is expected. A mandatory seminar is attached to this field experience. No other courses may be taken concurrently with student teaching. Repeatable for credit with approval from the Teacher Education Committee. Prerequisite: Must have passed Teacher Education Program Checkpoint III.

**TEAC 416**

**Professional Seminar III: Student Teaching in Elementary Vocal Music**

3-6 CR

During this capstone field experience in vocal music at the elementary level, teacher candidates assume responsibility for planning and delivering engaging instruction that aligns to content standards, builds on students’ prior learning and experiences, and differentiates for diverse learners. Within a safe and equitable learning environment, candidates utilize formative and summative assessment data to make instructional decisions and provide meaningful feedback to students. Participants reflect on their professional practice throughout the field experience. Compliance with legal and ethical conduct as defined by law and district policy is expected. A mandatory seminar is attached to this field experience. No other courses may be taken concurrently with student teaching. Repeatable for credit with approval from the Teacher Education Committee. Prerequisite: Must have passed Teacher Education Program Checkpoint III.

**TEAC 417**

**Professional Seminar III: Student Teaching in Elementary Instrumental Music**

3-6 CR

During this capstone field experience in instrumental music at the elementary level, teacher candidates assume responsibility for planning and delivering engaging instruction that aligns to content standards, builds on students’ prior learning and experiences, and differentiates for diverse learners. Within a safe and equitable learning environment, candidates utilize formative and summative assessment data to make instructional decisions and provide meaningful feedback to students. Participants reflect on their professional practice throughout the field experience. Compliance with legal and ethical conduct as defined by law and district policy is expected. A mandatory seminar is attached to this field experience. No other courses may be taken concurrently with student teaching.
Repeatable for credit with approval from the Teacher Education Committee.

Prerequisite: Must have passed Teacher Education Program Checkpoint III.

**TEAC 418**  
Professional Seminar III: Student Teaching in Elementary Art 3-6 CR  
During this capstone field experience in art at the elementary level, teacher candidates assume responsibility for planning and delivering engaging instruction that aligns to content standards, builds on students’ prior learning and experiences, and differentiates for diverse learners. Within a safe and equitable learning environment, candidates utilize formative and summative assessment data to make instructional decisions and provide meaningful feedback to students. Participants reflect on their professional practice throughout the field experience. Compliance with legal and ethical conduct as defined by law and district policy is expected. A mandatory seminar is attached to this field experience. No other courses may be taken concurrently with student teaching. Repeatable for credit with approval from the Teacher Education Committee. Prerequisite: Must have passed Teacher Education Program Checkpoint III.

**TEAC 419**  
Professional Seminar III: Student Teaching in Secondary Business (5-8) 3-6 CR  
During this capstone field experience in business education at the middle school level, teacher candidates assume responsibility for planning and delivering engaging instruction that aligns to content standards, builds on students’ prior learning and experiences, and differentiates for diverse learners. Within a safe and equitable learning environment, candidates utilize formative and summative assessment data to make instructional decisions and provide meaningful feedback to students. Participants reflect on their professional practice throughout the field experience. Compliance with legal and ethical conduct as defined by law and district policy is expected. A mandatory seminar is attached to this field experience. No other courses may be taken concurrently with student teaching. Repeatable for credit with approval from the Teacher Education Committee. Prerequisite: Must have passed Teacher Education Program Checkpoint III.

**TEAC 420**  
Professional Seminar III: Student Teaching in Secondary Social Sciences (9-12) 3-6 CR  
During this capstone field experience in social sciences at the high school level, teacher candidates assume responsibility for planning and delivering engaging instruction that aligns to content standards, builds on students’ prior learning and experiences, and differentiates for diverse learners. Within a safe and equitable learning environment, candidates utilize formative and summative assessment data to make instructional decisions and provide meaningful feedback to students. Participants reflect on their professional practice throughout the field experience. Compliance with legal and ethical conduct as defined by law and district policy is expected. A mandatory seminar is attached to this field experience. No other courses may be taken concurrently with student teaching. Repeatable for credit with approval from the Teacher Education Committee. Prerequisite: Must have passed Teacher Education Program Checkpoint III.

**TEAC 421**  
Professional Seminar III: Student Teaching in Secondary Science (9-12) 3-6 CR  
During this capstone field experience in science at the high school level, teacher candidates assume responsibility for planning and delivering engaging instruction that aligns to content standards, builds on students’ prior learning and experiences, and differentiates for diverse learners. Within a safe and equitable learning environment, candidates utilize formative and summative assessment data to make instructional decisions and provide meaningful feedback to students. Participants
reflect on their professional practice throughout the field experience. Compliance with legal and ethical conduct as defined by law and district policy is expected. A mandatory seminar is attached to this field experience. No other courses may be taken concurrently with student teaching. Repeatable for credit with approval from the Teacher Education Committee. Prerequisite: Must have passed Teacher Education Program Checkpoint III.

TEAC 422  Professional Seminar III: Student Teaching in Secondary Exercise Science  3-6 CR
During this capstone field experience in exercise science at the secondary level, teacher candidates assume responsibility for planning and delivering engaging instruction that aligns to content standards, builds on students’ prior learning and experiences, and differentiates for diverse learners. Within a safe and equitable learning environment, candidates utilize formative and summative assessment data to make instructional decisions and provide meaningful feedback to students. Participants reflect on their professional practice throughout the field experience. Compliance with legal and ethical conduct as defined by law and district policy is expected. A mandatory seminar is attached to this field experience. No other courses may be taken concurrently with student teaching. Repeatable for credit with approval from the Teacher Education Committee. Prerequisite: Must have passed Teacher Education Program Checkpoint III.

TEAC 423  Professional Seminar III: Student Teaching in Secondary Math (9-12)  3-6 CR
During this capstone field experience in math at the high school level, teacher candidates assume responsibility for planning and delivering engaging instruction that aligns to content standards, builds on students’ prior learning and experiences, and differentiates for diverse learners. Within a safe and equitable learning environment, candidates utilize formative and summative assessment data to make instructional decisions and provide meaningful feedback to students. Participants reflect on their professional practice throughout the field experience. Compliance with legal and ethical conduct as defined by law and district policy is expected. A mandatory seminar is attached to this field experience. No other courses may be taken concurrently with student teaching. Repeatable for credit with approval from the Teacher Education Committee. Prerequisite: Must have passed Teacher Education Program Checkpoint III.

TEAC 424  Professional Seminar III: Student Teaching in Secondary Foreign Language (7-12)  3-6 CR
During this capstone field experience in foreign language at the high school level, teacher candidates assume responsibility for planning and delivering engaging instruction that aligns to content standards, builds on students’ prior learning and experiences, and differentiates for diverse learners. Within a safe and equitable learning environment, candidates utilize formative and summative assessment data to make instructional decisions and provide meaningful feedback to students. Participants reflect on their professional practice throughout the field experience. Compliance with legal and ethical conduct as defined by law and district policy is expected. A mandatory seminar is attached to this field experience. No other courses may be taken concurrently with student teaching. This course may be repeated for credit for those seeking only a secondary foreign language license, or with approval from the Teacher Education Committee. Prerequisite: Must have passed Teacher Education Program Checkpoint III.
TEAC 425  Professional Seminar III: Student Teaching in Secondary English/Language Arts (9-12)  3-6 CR
During this capstone field experience in English/language arts at the high school level, teacher candidates assume responsibility for planning and delivering engaging instruction that aligns to content standards, builds on students’ prior learning and experiences, and differentiates for diverse learners. Within a safe and equitable learning environment, candidates utilize formative and summative assessment data to make instructional decisions and provide meaningful feedback to students. Participants reflect on their professional practice throughout the field experience. Compliance with legal and ethical conduct as defined by law and district policy is expected. A mandatory seminar is attached to this field experience. No other courses may be taken concurrently with student teaching. Repeatable for credit with approval from the Teacher Education Committee. 
Prerequisite: Must have passed Teacher Education Program Checkpoint III.

TEAC 426  Professional Seminar III: Student Teaching in Secondary Vocal Music  3-6 CR
During this capstone field experience in vocal music at the high school level, teacher candidates assume responsibility for planning and delivering engaging instruction that aligns to content standards, builds on students’ prior learning and experiences, and differentiates for diverse learners. Within a safe and equitable learning environment, candidates utilize formative and summative assessment data to make instructional decisions and provide meaningful feedback to students. Participants reflect on their professional practice throughout the field experience. Compliance with legal and ethical conduct as defined by law and district policy is expected. A mandatory seminar is attached to this field experience. No other courses may be taken concurrently with student teaching. Repeatable for credit with approval from the Teacher Education Committee. 
Prerequisite: Must have passed Teacher Education Program Checkpoint III.

TEAC 427  Professional Seminar III: Student Teaching in Secondary Instrumental Music  3-6 CR
During this capstone field experience in instrumental music at the high school level, teacher candidates assume responsibility for planning and delivering engaging instruction that aligns to content standards, builds on students’ prior learning and experiences, and differentiates for diverse learners. Within a safe and equitable learning environment, candidates utilize formative and summative assessment data to make instructional decisions and provide meaningful feedback to students. Participants reflect on their professional practice throughout the field experience. Compliance with legal and ethical conduct as defined by law and district policy is expected. A mandatory seminar is attached to this field experience. No other courses may be taken concurrently with student teaching. Repeatable for credit with approval from the Teacher Education Committee. 
Prerequisite: Must have passed Teacher Education Program Checkpoint III.

TEAC 428  Professional Seminar III: Student Teaching in Secondary Art  3-6 CR
During this capstone field experience in art at the high school level, teacher candidates assume responsibility for planning and delivering engaging instruction that aligns to content standards, builds on students’ prior learning and experiences, and differentiates for diverse learners. Within a safe and equitable learning environment, candidates utilize formative and summative assessment data to make instructional decisions and provide meaningful feedback to students. Participants reflect on their professional practice throughout the field experience. Compliance with legal and ethical conduct as defined by law and district policy is expected. A mandatory seminar is attached to this field experience. No other courses may be
taken concurrently with student teaching. Repeatable for credit with approval from the Teacher Education Committee. Prerequisite: Must have passed Teacher Education Program Checkpoint III.

**TEAC 429**

**Professional Seminar III: Student Teaching in Secondary Business (9-12)**

During this capstone field experience in business education at the high school level, teacher candidates assume responsibility for planning and delivering engaging instruction that aligns to content standards, builds on students’ prior learning and experiences, and differentiates for diverse learners. Within a safe and equitable learning environment, candidates utilize formative and summative assessment data to make instructional decisions and provide meaningful feedback to students. Participants reflect on their professional practice throughout the field experience. Compliance with legal and ethical conduct as defined by law and district policy is expected. A mandatory seminar is attached to this field experience. This course may be repeated if no placement is available at the middle school level. Repeatable for credit with approval from the Teacher Education Committee. Prerequisite: Must have passed Teacher Education Program Checkpoint III.

**TEAC 430**

**Professional Seminar III: Post-Baccalaureate Student Teaching in Secondary Social Sciences**

During this capstone field experience in social sciences at the secondary level, teacher candidates assume responsibility for planning and delivering engaging instruction that aligns to content standards, builds on students’ prior learning and experiences, and differentiates for diverse learners. Within a safe and equitable learning environment, candidates utilize formative and summative assessment data to make instructional decisions and provide meaningful feedback to students. Participants reflect on their professional practice throughout the field experience. Compliance with legal and ethical conduct as defined by law and district policy is expected. A mandatory seminar is attached to this field experience. Post baccalaureate students will have an option of one placement for 12 credits or two placements for 6 credits each. Prerequisite: Must have passed Teacher Education Program Checkpoint III.

**TEAC 431**

**Professional Seminar III: Post-Baccalaureate Student Teaching in Secondary Science**

During this capstone field experience in science at the secondary level, teacher candidates assume responsibility for planning and delivering engaging instruction that aligns to content standards, builds on students’ prior learning and experiences, and differentiates for diverse learners. Within a safe and equitable learning environment, candidates utilize formative and summative assessment data to make instructional decisions and provide meaningful feedback to students. Participants reflect on their professional practice throughout the field experience. Compliance with legal and ethical conduct as defined by law and district policy is expected. A mandatory seminar is attached to this field experience. Post baccalaureate students will have an option of one placement for 12 credits or two placements for 6 credits each. Prerequisite: Must have passed Teacher Education Program Checkpoint III.

**TEAC 432**

**Professional Seminar III: Post-Baccalaureate Student Teaching in Elementary Exercise Science**

During this capstone field experience in exercise science at the elementary level, teacher candidates assume responsibility for planning and delivering engaging
instruction that aligns to content standards, builds on students’ prior learning and experiences, and differentiates for diverse learners. Within a safe and equitable learning environment, candidates utilize formative and summative assessment data to make instructional decisions and provide meaningful feedback to students. Participants reflect on their professional practice throughout the field experience. Compliance with legal and ethical conduct as defined by law and district policy is expected. A mandatory seminar is attached to this field experience. No other courses may be taken concurrently with student teaching. This student teaching experience is intended only for post-baccalaureate program students seeking K-12 licensure in exercise science. Prerequisite: Must have passed Teacher Education Program Checkpoint III.

TEAC 433  Professional Seminar III: Post-Baccalaureate Student Teaching in Secondary Math 6-12 CR
During this capstone field experience in math at the secondary level, teacher candidates assume responsibility for planning and delivering engaging instruction that aligns to content standards, builds on students’ prior learning and experiences, and differentiates for diverse learners. Within a safe and equitable learning environment, candidates utilize formative and summative assessment data to make instructional decisions and provide meaningful feedback to students. Participants reflect on their professional practice throughout the field experience. Compliance with legal and ethical conduct as defined by law and district policy is expected. A mandatory seminar is attached to this field experience. No other courses may be taken concurrently with student teaching. Post baccalaureate students will have an option of one placement for 12 credits or two placements for 6 credits each. Prerequisite: Must have passed Teacher Education Program Checkpoint III.

TEAC 434  Professional Seminar III: Post-Baccalaureate Student Teaching in Secondary Foreign Language 6-12 CR
During this capstone field experience in foreign language at the secondary level, teacher candidates assume responsibility for planning and delivering engaging instruction that aligns to content standards, builds on students’ prior learning and experiences, and differentiates for diverse learners. Within a safe and equitable learning environment, candidates utilize formative and summative assessment data to make instructional decisions and provide meaningful feedback to students. Participants reflect on their professional practice throughout the field experience. Compliance with legal and ethical conduct as defined by law and district policy is expected. A mandatory seminar is attached to this field experience. No other courses may be taken concurrently with student teaching. Post baccalaureate students will have an option of one placement for 12 credits or two placements for 6 credits each. Prerequisite: Must have passed Teacher Education Program Checkpoint III.

TEAC 435  Professional Seminar III: Post-Baccalaureate Student Teaching in Secondary English/Language Arts 6-12 CR
During this capstone field experience in English/language arts at the secondary level, teacher candidates assume responsibility for planning and delivering engaging instruction that aligns to content standards, builds on students’ prior learning and experiences, and differentiates for diverse learners. Within a safe and equitable learning environment, candidates utilize formative and summative assessment data to make instructional decisions and provide meaningful feedback to students. Participants reflect on their professional practice throughout the field experience. Compliance with legal and ethical conduct as defined by law and district policy is expected. A mandatory seminar is attached to this field experience. No other courses may be taken concurrently with student teaching.
Post baccalaureate students will have an option of one placement for 12 credits or two placements for 6 credits each. Prerequisite: Must have passed Teacher Education Program Checkpoint III.

**TEAC 436**  
**Professional Seminar III: Post-Baccalaureate Student Teaching in Elementary Vocal Music**  
3-6 CR  
During this capstone field experience in vocal music at the elementary level, teacher candidates assume responsibility for planning and delivering engaging instruction that aligns to content standards, builds on students’ prior learning and experiences, and differentiates for diverse learners. Within a safe and equitable learning environment, candidates utilize formative and summative assessment data to make instructional decisions and provide meaningful feedback to students. Participants reflect on their professional practice throughout the field experience. Compliance with legal and ethical conduct as defined by law and district policy is expected. A mandatory seminar is attached to this field experience. No other courses may be taken concurrently with student teaching. This student teaching experience is intended only for post-baccalaureate program students seeking K-12 licensure in vocal music. Prerequisite: Must have passed Teacher Education Program Checkpoint III.

**TEAC 437**  
**Professional Seminar III: Post-Baccalaureate Student Teaching in Elementary Instrumental Music**  
3-6 CR  
During this capstone field experience in instrumental music at the elementary level, teacher candidates assume responsibility for planning and delivering engaging instruction that aligns to content standards, builds on students’ prior learning and experiences, and differentiates for diverse learners. Within a safe and equitable learning environment, candidates utilize formative and summative assessment data to make instructional decisions and provide meaningful feedback to students. Participants reflect on their professional practice throughout the field experience. Compliance with legal and ethical conduct as defined by law and district policy is expected. A mandatory seminar is attached to this field experience. No other courses may be taken concurrently with student teaching. This student teaching experience is intended only for post-baccalaureate program students seeking K-12 licensure in instrumental music. Prerequisite: Must have passed Teacher Education Program Checkpoint III.

**TEAC 438**  
**Professional Seminar III: Post-Baccalaureate Student Teaching in Elementary Art**  
3-6 CR  
During this capstone field experience in vocal music at the elementary level, teacher candidates assume responsibility for planning and delivering engaging instruction that aligns to content standards, builds on students’ prior learning and experiences, and differentiates for diverse learners. Within a safe and equitable learning environment, candidates utilize formative and summative assessment data to make instructional decisions and provide meaningful feedback to students. Participants reflect on their professional practice throughout the field experience. Compliance with legal and ethical conduct as defined by law and district policy is expected. A mandatory seminar is attached to this field experience. No other courses may be taken concurrently with student teaching. This student teaching experience is intended only for post-baccalaureate program students seeking K-12 licensure in art. Prerequisite: Must have passed Teacher Education Program Checkpoint III.

**TEAC 439**  
**Professional Seminar III: Post-Baccalaureate Student Teaching in Secondary Business**  
6-12 CR  
During this capstone field experience in business education at the secondary level, teacher candidates assume responsibility for planning and delivering engaging
instruction that aligns to content standards, builds on students’ prior learning and experiences, and differentiates for diverse learners. Within a safe and equitable learning environment, candidates utilize formative and summative assessment data to make instructional decisions and provide meaningful feedback to students. Participants reflect on their professional practice throughout the field experience. Compliance with legal and ethical conduct as defined by law and district policy is expected. A mandatory seminar is attached to this field experience. No other courses may be taken concurrently with student teaching. Post baccalaureate students will have an option of one placement for 12 credits or two placements for 6 credits each. **Prerequisite:** Must have passed Teacher Education Program Checkpoint III.

**TEAC 440**

**Professional Seminar III: Student Teaching in Elementary ESL (K-6)**

During this capstone field experience in ESL at the kindergarten through sixth grade level, teacher candidates assume responsibility for planning and delivering engaging instruction that aligns to content standards, builds on students’ prior learning and experiences, and differentiates for diverse learners. Within a safe and equitable learning environment, candidates utilize formative and summative assessment data to make instructional decisions and provide meaningful feedback to students. Participants reflect on their professional practice throughout the field experience. Compliance with legal and ethical conduct as defined by law and district policy is expected. A mandatory seminar is attached to this field experience. No other courses may be taken concurrently with student teaching. Post baccalaureate students will have an option of one placement for 12 credits or two placements for 6 credits each. **Prerequisite:** Must have passed Teacher Education Program Checkpoint III.

**TEAC 442**

**Professional Seminar III: Post-Baccalaureate Student Teaching in Secondary Exercise Science**

During this capstone field experience in exercise science at the secondary level, teacher candidates assume responsibility for planning and delivering engaging instruction that aligns to content standards, builds on students’ prior learning and experiences, and differentiates for diverse learners. Within a safe and equitable learning environment, candidates utilize formative and summative assessment data to make instructional decisions and provide meaningful feedback to students. Participants reflect on their professional practice throughout the field experience. Compliance with legal and ethical conduct as defined by law and district policy is expected. A mandatory seminar is attached to this field experience. No other courses may be taken concurrently with student teaching. Post baccalaureate students will have an option of one placement for 12 credits or two placements for 6 credits each. **Prerequisite:** Must have passed Teacher Education Program Checkpoint III.

**TEAC 446**

**Professional Seminar III: Post-Baccalaureate Student Teaching in Secondary Vocal Music**

During this capstone field experience in vocal music at the secondary level, teacher candidates assume responsibility for planning and delivering engaging instruction that aligns to content standards, builds on students’ prior learning and experiences, and differentiates for diverse learners. Within a safe and equitable learning environment, candidates utilize formative and summative assessment data to make instructional decisions and provide meaningful feedback to students. Participants reflect on their professional practice throughout the field experience. Compliance with legal and ethical conduct as defined by law and district policy is expected. A mandatory seminar is attached to this field experience. No other courses may be taken concurrently with student teaching. Post baccalaureate
students will have an option of one placement for 12 credits or two placements for 6 credits each. **Prerequisite: Must have passed Teacher Education Program Checkpoint III.**

**TEAC 447**  
**Professional Seminar III: Post-Baccalaureate Student Teaching in Secondary Instrumental Music**  
6-12 CR  
During this capstone field experience in instrumental music at the secondary level, teacher candidates assume responsibility for planning and delivering engaging instruction that aligns to content standards, builds on students’ prior learning and experiences, and differentiates for diverse learners. Within a safe and equitable learning environment, candidates utilize formative and summative assessment data to make instructional decisions and provide meaningful feedback to students. Participants reflect on their professional practice throughout the field experience. Compliance with legal and ethical conduct as defined by law and district policy is expected. A mandatory seminar is attached to this field experience. No other courses may be taken concurrently with student teaching. Post baccalaureate students will have an option of one placement for 12 credits or two placements for 6 credits each. **Prerequisite: Must have passed Teacher Education Program Checkpoint III.**

**TEAC 448**  
**Professional Seminar III: Post-Baccalaureate Student Teaching in Secondary Art**  
6-12 CR  
During this capstone field experience in art at the secondary level, teacher candidates assume responsibility for planning and delivering engaging instruction that aligns to content standards, builds on students’ prior learning and experiences, and differentiates for diverse learners. Within a safe and equitable learning environment, candidates utilize formative and summative assessment data to make instructional decisions and provide meaningful feedback to students. Participants reflect on their professional practice throughout the field experience. Compliance with legal and ethical conduct as defined by law and district policy is expected. A mandatory seminar is attached to this field experience. No other courses may be taken concurrently with student teaching. Post baccalaureate students will have an option of one placement for 12 credits or two placements for 6 credits each. **Prerequisite: Must have passed Teacher Education Program Checkpoint III.**

**TEAC 450**  
**Professional Seminar III: Student Teaching in Secondary ESL (7-12)**  
3-6 CR  
During this capstone field experience in ESL at the secondary level, teacher candidates assume responsibility for planning and delivering engaging instruction that aligns to content standards, builds on students’ prior learning and experiences, and differentiates for diverse learners. Within a safe and equitable learning environment, candidates utilize formative and summative assessment data to make instructional decisions and provide meaningful feedback to students. Participants reflect on their professional practice throughout the field experience. Compliance with legal and ethical conduct as defined by law and district policy is expected. A mandatory seminar is attached to this field experience. No other courses may be taken concurrently with student teaching. Repeatable for credit with approval from the Teacher Education Committee. **Prerequisite: Must have passed Teacher Education Program Checkpoint III.**

**TEAC 490**  
**Professional Seminar III: Student Teaching – Mild/Moderate (K-8)**  
F, S  
3-6 CR  
During this capstone experience in approved classrooms/programs serving students with mild/moderate disabilities at the elementary level, teacher candidates assume responsibility for planning and delivering engaging instruction that aligns
with students’ Individualized Education Programming (IEP), content standards, builds on students’ prior learning and experiences, and differentiates for diverse learners. Within a safe and equitable learning environment, candidates utilize formative and summative assessment data to make instructional decisions and provide meaningful feedback to students. Participants reflect on their professional practice throughout the field experience. Compliance with legal and ethical conduct as defined by law and district policy is expected. A mandatory seminar is attached to this field experience. No other courses may be taken concurrently with student teaching. Repeatable for credit with approval from the Teacher Education Committee. Prerequisite: Must have passed Teacher Education Program Checkpoint III.

TEAC 491  Professional Seminar III: Student Teaching – Mild/Moderate (5-12)  F, S  3-6 CR
During this capstone experience in an approved classroom/program serving students with mild/moderate disabilities at the secondary level, teacher candidates assume responsibility for planning and delivering engaging instruction that aligns with students’ Individualized Education Program (IEP), content standards, builds on students’ prior learning and experiences, and differentiates for diverse learners. Within a safe and equitable learning environment, candidates utilize formative and summative assessment data to make instructional decisions and provide meaningful feedback to students. Participants reflect on their professional practice throughout the field experience. Compliance with legal and ethical conduct as defined by law and district policy is expected. A mandatory seminar is attached to this field experience. No other courses may be taken concurrently with student teaching. Repeatable for credit with approval from the Teacher Education Committee. Prerequisite: Must have passed Teacher Education Program Checkpoint III.

TEAC 492  Professional Seminar III: Student Teaching – Significant Support Needs, Cognitive (K-12)  F, S  3-6 CR
During this capstone experience in approved classrooms/programs serving students with intellectual or physical disabilities at either the elementary or secondary level, teacher candidates assume responsibility for planning and delivering engaging instruction that aligns with students’ Individualized Education Program (IEP), content standards, builds on students’ prior learning and experiences, and differentiates for diverse learners. Within a safe and equitable learning environment, candidates utilize formative and summative assessment data to make instructional decisions and provide meaningful feedback to students. Participants reflect on their professional practice throughout the field experience. Compliance with legal and ethical conduct as defined by law and district policy is expected. A mandatory seminar is attached to this field experience. No other courses may be taken concurrently with student teaching. Repeatable for credit with approval from the Teacher Education Committee. Prerequisite: Must have passed Teacher Education Program Checkpoint III. Teacher candidates must teach opposite the grade level (elementary or secondary) of their other student teaching placement.

TEAC 493  Professional Seminar III: Student Teaching – Significant Support Needs, Learning/Behavioral (K-12)  F, S  3-6 CR
During this capstone experience in approved classrooms/programs serving students with learning or behavioral disabilities at either the elementary or secondary level, teacher candidates assume responsibility for planning and delivering engaging instruction that aligns with students’ Individualized Education Program (IEP), content standards, builds on students’ prior learning and experiences, and differentiates for diverse learners. Within a safe and equitable learning environment, candidates utilize formative and summative assessment data to make instructional decisions and provide meaningful feedback to students.
Participants reflect on their professional practice throughout the field experience. Compliance with legal and ethical conduct as defined by law and district policy is expected. A mandatory seminar is attached to this field experience. No other courses may be taken concurrently with student teaching. Repeatable for credit with approval from the Teacher Education Committee. *Prerequisite: Must have passed Teacher Education Program Checkpoint III. Teacher candidates must teach opposite the grade level (elementary or secondary) of their other student teaching placement.*

**TEAC 494**  
**Professional Seminar III: Student Teaching – Elementary ESSI**  
F, S  
3-6 CR  
During this capstone experience in approved classrooms/programs serving students with a variety of disabilities at the elementary level, teacher candidates assume responsibility for planning and delivering engaging instruction that aligns with students’ Individualized Education Program (IEP), content standards, builds on students’ prior learning and experiences, and differentiates for diverse learners. Within a safe and equitable learning environment, candidates utilize formative and summative assessment data to make instructional decisions and provide meaningful feedback to students. Participants reflect on their professional practice throughout the field experience. Compliance with legal and ethical conduct as defined by law and district policy is expected. A mandatory seminar is attached to this field experience. No other courses may be taken concurrently with student teaching. Repeatable for credit with approval from the Teacher Education Committee. *Prerequisite: Must have passed Teacher Education Program Checkpoint III.*

**TEAC 495**  
**Professional Seminar III: Student Teaching – Secondary ESSI**  
F, S  
3-6 CR  
During this capstone experience in approved classrooms/programs serving students with a variety of disabilities at the secondary level, teacher candidates assume responsibility for planning and delivering engaging instruction that aligns with students’ Individualized Education Program (IEP), content standards, builds on students’ prior learning and experiences, and differentiates for diverse learners. Within a safe and equitable learning environment, candidates utilize formative and summative assessment data to make instructional decisions and provide meaningful feedback to students. Participants reflect on their professional practice throughout the field experience. Compliance with legal and ethical conduct as defined by law and district policy is expected. A mandatory seminar is attached to this field experience. No other courses may be taken concurrently with student teaching. Repeatable for credit with approval from the Teacher Education Committee. *Prerequisite: Must have passed Teacher Education Program Checkpoint III.*

**TEACHING ENGLISH AS A SECOND LANGUAGE (TESL)**

**TESL 270**  
**Introduction to Second Language Acquisition**  
F  
3 CR  
This course gives an overview of second language learning and teaching in the K-12 setting in the U.S. Linguistic, cognitive, affective, cultural, social and instructional factors as well as the basic principles of second language learning research are addressed. This course introduces pre-service teachers to foundational theory in both first and second language acquisition and language proficiency. It explores how students acquire language, what influences the learning process, and how instruction best aids that process. *General education humanities global perspectives (HGP) course.*

**TESL 320**  
**International Teaching Practicum**  
Variable CR (up to 12)  
Supervised TESL teaching practicum in an international location with non-native English speakers. Location, prerequisites, degree of supervision, age group of
students, and duration may vary according to student interest and availability and needs of partner organization. For further information, please consult with the Dean of the School of Education. May be repeated for credit, but total credits earned in TESL 320 may not exceed 12. P/F Grading. Prerequisite: Permission of instructor.

**TESL 330**

**Methods of Teaching English as a Second Language with Field Experience**  
**S**  
3 CR  
This course provides an overview of the theoretical foundations and applications of language instruction approaches, methods, and techniques that are effective in the second language classroom. Recent trends and historical approaches to teaching English as a second language and their applicability will be investigated. The concept of communicative language teaching will be thoroughly studied. Appropriate connections with other disciplines will be made. Pre-service teachers will demonstrate teaching and learning principles that lead to a student-centered, interactive classroom. This course includes a 20-hour field experience. Prerequisite: TESL 270 and must have passed Teacher Education Program Checkpoint I.

**TESL 407**

**Curriculum Development and Assessment in ESL**  
**F**  
3 CR  
The course emphasizes the role of ESL teachers as course developers and action researchers. It focuses on effective lesson planning, task design, materials development, assessment and evaluation, and the use of instructional technology in instruction. It also provides a general background in language and academic content assessment issues, opportunities to examine assessment instruments, and practical experience developing and using formal and informal assessment measures. The students will be able to critically analyze and select evaluation techniques for measuring ESL students’ performance in academic settings. Prerequisite: TESL 330 and must have passed Teacher Education Program Checkpoint II. Co-requisite: TESL 410.

**TESL 410**

**Practicum in ESL Classroom**  
**F**  
2 CR  
This is a 60-hour clinical experience in the ESL classroom setting. This experience provides pre-service teachers with an opportunity to demonstrate practical applications of different language approaches and methods. Pre-service teachers are required to demonstrate effective use of techniques including cooperative learning, group and individual motivation, and working with diverse students. It is taken in conjunction with TESL 407 Curriculum Development and Assessment in ESL. P/F grading. Prerequisite: TESL 330 and must have passed Teacher Education Program Checkpoint II. Co-requisite: TESL 410.

**THEATRE AND MEDIA PERFORMANCE (THME)**

**THME 100**

**Introduction to the Theatre**  
**F, S**  
3 CR  
An introduction to the theatre as an art form, including theory of theatre, historical development, and present-day means of production; emphasis on the theatre as a building, an institution, and an art; and on the playwright, the director, the actors, and the designers – intended to create intelligent theatre-goers. Students are required to concurrently enroll for THME 242 Theatre Practicum for 0-1 credit. General education explorations – fine arts course.

**THME 170**

**Production Studio: Scenery**  
**ALT F**  
1.5 CR  
The techniques of theatrical scenic construction. Emphasis on design, construction, and use of basic and some advanced theatrical and/or scenic elements.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
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<tbody>
<tr>
<td>THME 171</td>
<td>Production Studio: Lighting</td>
<td>ALT F</td>
<td>1.5 CR  The techniques of theatrical lighting. Emphasis on knowledge and maintenance of instrumentation, execution of design elements, and use of basic lighting control technology.</td>
</tr>
<tr>
<td>THME 172</td>
<td>Production Studio: Makeup</td>
<td>ALT F</td>
<td>1.5 CR  The techniques of theatrical makeup. Emphasis on corrective and old age applications, prosthetics and special effects, and care and cleaning of tools and skin.</td>
</tr>
<tr>
<td>THME 173</td>
<td>Production Studio: Patron Services</td>
<td>ALT F</td>
<td>1.5 CR  The operation of box office and house management procedures. Emphasis on communication, ticketing, customer service, ushering, and emergency preparedness.</td>
</tr>
<tr>
<td>THME 190</td>
<td>Portfolio I</td>
<td>F, S</td>
<td>0-.5 CR Collection of and reflection on the materials and artefacts created during the year with particular emphasis by the student on their learning and achievement in theatre-related coursework, and production opportunities. Individual presentations of the portfolio for the theatre faculty are required. P/F grading. Prerequisite: Permission of instructor.</td>
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<tr>
<td>THME 200</td>
<td>Fundamentals of Acting</td>
<td>F</td>
<td>3 CR    A study of acting techniques emphasizing the use of the body and voice to communicate character. Students develop expressiveness, a willingness to take risks, an understanding of the nature of dramatic conflict, and the ability to communicate character motivation through physical and vocal techniques, improvisational theatre games, and scene study. Performance and active participation stressed. General education fine arts course.</td>
</tr>
<tr>
<td>THME 242</td>
<td>Theatre Practicum: Cast or Crew</td>
<td>F, S</td>
<td>0-1 CR  Practical experience in the rehearsal/performance or construction processes for a theatrical production. May be repeated for up to 4 credits. Prerequisite: Permission of the instructor.</td>
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<tr>
<td>THME 270</td>
<td>Production Studio: Costumes</td>
<td>ALT S</td>
<td>1.5 CR  The techniques of building and collecting costumes. Emphasis on interpretation of design, selection of textiles, awareness of period style in fashion, and basic sewing construction.</td>
</tr>
<tr>
<td>THME 271</td>
<td>Production Studio: Painting</td>
<td>ALT S</td>
<td>1.5 CR  The techniques of scenic painting. Emphasis on care and selection of brushes and materials, practice in various scenic painting techniques, color theory, and the chemical properties of paint.</td>
</tr>
<tr>
<td>THME 272</td>
<td>Production Studio: Properties</td>
<td>ALT S</td>
<td>1.5 CR  The techniques of building and collecting stage and character properties. Emphasis on acquisition, maintenance, and construction of properties for use in performance.</td>
</tr>
<tr>
<td>THME 273</td>
<td>Production Studio: Stage Management</td>
<td>ALT S</td>
<td>1.5 CR  The techniques of stage management. Emphasis on safety, organization, communication and conflict management, rehearsal and performance reporting, effective supervision of performance.</td>
</tr>
</tbody>
</table>
THME 290  Portfolio II  F, S  0-.5 CR
Collection of and reflection on the materials and artefacts collected over the year with particular emphasis by the student on their learning and achievement in theatre-related coursework, production opportunities and internship experiences. Individual presentations of the portfolio for the theatre faculty are required. P/F grading. Prerequisite: Permission of instructor.

THME 300  Fundamentals of Directing  ALT S  3 CR
Designed for the study of the preparation and staging techniques of realistic plays. Director-actor communication, organization of a production staff, pictorial composition and action, and an introduction to stage and lighting design are among the topics emphasized. Each student stages a realistic one-act play. Previous experience and/or coursework in theatre recommended.

THME 310  Oral Interpretation of Literature  AN  3 CR
The theory and practice of preparing and performing literary works from manuscript. Students learn how to analyze and adapt works of fiction and non-fiction for dramatic presentation.

THME 320  Performance Studio: Voice Acting  ALT S  1.5 CR
The study and practice of vocal performance for a variety of uses including announcing in audio or video contexts, voice-overs for commercials and industrials, and animated characters. Maintenance of vocal health and an understanding of vocal anatomy is essential.

THME 321  Performance Studio: Camera Acting  ALT S  1.5 CR
The study and practice of on-camera performance for a variety of uses including journalism, commercials, corporate/industrial video, and character-driven storytelling such as soap opera, sit-com, or other broadcast genres.

THME 322  Performance Studio: Auditioning Technique  ALT F  1.5 CR
Selection and preparation of audition material for use in professional and graduate school auditions and practice in performing auditions for a variety of contexts including auditioning for on-camera work.

THME 323  Performance Studio: Career Preparation  ALT F  1.5 CR
Exploration of vocational circumstances including starting wages and benefits, cost of living comparisons, union membership, interviewing skills, and potential internships.

THME 330  Musical Theatre  ALT S  3 CR
A study of techniques for acting in musical theatre, emphasizing the relationship of the score and text and the use of the body and voice to communicate character. Students develop expressiveness, a willingness to take risks, an understanding of the nature of dramatic conflict, and the ability to communicate character motivation through physical and vocal techniques, improvisational theatre games, and scene study. Performance and active participation stressed.

THME 342  Theatre Practicum: Leadership  F, S  0-2 CR
Practical experience in the leadership of rehearsal/performance and/or construction processes for a theatrical production. May be repeated up to 4 credits. Prerequisite: Permission of Instructor.
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<tr>
<th>Course Code</th>
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<th>Credits</th>
<th>Notes</th>
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<tbody>
<tr>
<td>THME 350</td>
<td>Shakespeare</td>
<td>ALT S</td>
<td>3 CR</td>
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<td>Same as ENGL 350. General education explorations – Humanities writing intensive (HWI) course.</td>
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<td>THME 370</td>
<td>Film Studies: History</td>
<td>ALT 4 S</td>
<td>3 CR</td>
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<td>Film studies focuses on techniques for critical reading of narrative film texts, both contemporary and historical. The course approaches film as a system for creating, distributing, and producing meaning; and engages methods for serious film analysis within historical, social, and economic contexts. Students will develop their own critical analysis of a variety of films including classic Hollywood, independent, and foreign cinema. Prerequisite: University Written Communication General Education Foundational requirement. General education explorations - Humanities global perspective (HGP) course.</td>
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<td>THME 380</td>
<td>Theatre: Topics</td>
<td>AN</td>
<td>3 CR</td>
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<td>This course focuses on a specific topic of study in theatre. Topics are selected based on student and faculty interest, as well as current developments in the discipline or the community-at-large and may include, but are not limited to Children’s Theatre, Theatre for Social Change, Improvisation, and Devising. Repeatable for credit if different focus.</td>
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<td>THME 390</td>
<td>Portfolio III</td>
<td>F, S</td>
<td>0-.5 CR</td>
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<td>Collection of and reflection on the materials and artefacts collected over the year with particular emphasis by the student on their learning and achievement in theatre-related coursework, production opportunities and internship experiences. Individual presentations of the portfolio for the theatre faculty are required. P/F grading. Prerequisite: Permission of instructor.</td>
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<td>THME 395</td>
<td>Dramatic Literature: Topics</td>
<td>ALT S</td>
<td>3 CR</td>
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<td>This course focuses on a specific topic of study in dramatic literature. Topics are selected based on student and faculty interest, as well as current developments in the discipline or the community-at-large and may include but are not limited to studies of specific playwrights’ works, plays by and about women, LGBTQ Drama, and the work of emerging playwrights. Repeatable for credit if different focus. Same as ENGL 395. Prerequisite: University Written Communication General Education Foundational requirement. General education explorations – Humanities course.</td>
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<td>THME 396</td>
<td>Dramatic Literature: International Topics</td>
<td>ALT S</td>
<td>3 CR</td>
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<td>This course focuses on topics in dramatic literature within a global context. Topics are selected based on student and faculty interest, as well as current developments in the discipline or the community-at-large and may include but are not limited to plays from various regions of the world, New Translations of Dramatic Literature, and the dramatic writing of specific international playwrights. Repeatable for credit if different focus. Same as ENGL 396. Prerequisite: University Written Communication General Education Foundational requirement. General education explorations - Humanities global perspective (HGP) course.</td>
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<td>THME 400</td>
<td>Theatre History</td>
<td>ALT F</td>
<td>3 CR</td>
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<td>An examination of the development of theatrical performance across various cultures from pre-literate societies through the advent of writing and printing to the present. Topical information on theatre practice and performance range from Western Europe to Asia and Africa and the Americas. Emphasis is on the style and growth of acting, design, architecture, playwriting, and dramatic theory. Prerequisite: University Written Communication General Education Foundational</td>
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</table>
THME 411  Dramatic Literature: Survey  ALT S  3 CR
A study of significant plays representing various periods and styles in the development of drama, from the Golden Age of Greece to the modern era. Production histories, as well as literary values of plays, are examined. Same as ENGL 411. Prerequisite: University Written Communication General Education Foundational requirement. General education explorations - Humanities global perspective (HGP) course.

THME 420  Theatre and Production Management  ALT S  3 CR
This course will use a seminar format to explore the processes and issues related to commercial and not-for-profit theatre and production management (theatre and film) including leadership, budgeting, personnel structure and management, public policy, programming, and audience development.

THME 430  Advanced Directing  ALT F  3 CR
Designed for the study and production of complex performance forms including traditional theatre, film and video, and performance art. Possible topics address directing problems such as period and style, differing space configurations, musical theatre, non-realistic theatre forms, film and video, and non-traditional performance. Final project demonstrating the student’s use and understanding of directing techniques culminates the semester. Prerequisite: THME 300 or permission of instructor.

THME 440  Developing New Works  ALT S  3 CR
An introduction to the creation and development of new work. The course may focus on one or more of the following: script-writing, adaptation of existing material, translation, devising, as well as other possible modes depending on student and faculty interest. The course will culminate in a public presentation of work and response by designated faculty and/or guest respondent.

THME 442  Theatre Practicum: Design or Direction  F, S  0-3 CR
Practical experience in the direction or design of a theatrical production. May be repeated up to 6 credits. Prerequisite: Permission of supervising faculty.

THME 470  Film Studies: Topics  ALT 4 S  3 CR
This course focuses on a specific topic of study in film. Topics are selected based on student and faculty interest, as well as current developments in the discipline or the community-at-large and may include but are not limited to films sharing the same themes, styles or techniques. Repeatable for credit if different focus. Prerequisite: University Written Communication General Education Foundational requirement. General education explorations - Humanities writing intensive (HWT) course.

THME 471  Film Studies: International Topics  ALT 4 S  3 CR
This course focuses on a specific topic of study in film. Topics are selected based on student and faculty interest, as well as current developments in the discipline or the community-at-large and may include but are not limited to films sharing the same themes, styles or techniques from various regions of the world. Repeatable for credit if different focus. Prerequisite: University Written Communication General Education Foundational requirement. General education explorations - Humanities global perspective (HGP) course.
THME 490  Capstone Portfolio  F, S  0-.5 CR
The culmination of the student’s selection and reflection on the materials and artefacts collected over the course of their academic experience with particular emphasis on their learning and achievement in theatre-related coursework, production opportunities and internship experiences. Individual presentations of the portfolio for the theatre faculty are required. P/F grading. Prerequisite: Permission of instructor.

THME 495  Internship  AN  0-12 CR
An intensive work experience that is related to the student’s major interest. Students will be placed in selected organizations that are willing to help students become involved in their chosen career paths. P/F grading. Repeatable for credit. Prerequisite: Approval of supervising faculty member.

TRAUMA ADVOCACY (TRAC)

TRAC 300  Introduction to Trauma Advocacy  3 CR
An introduction to the human response to violent trauma and the corresponding physical, emotional, intellectual, and spiritual issues that arise. The course involves lecture, guided discussion, relevant readings, and written responses to topics such as the psychology of victims and perpetrators, options within the criminal justice system, social service resources, and the spiritual and philosophical implications of victimization. In summary, the course provides introductory instruction for preventing and responding to various forms of violent trauma. Same as PSYC 305. Offered only at specific sites and/or online.

TRAC 310  Psychology of Trauma  AN  3 CR
This course is designed to provide a basic introduction to the psychology of trauma. Students will explore current theories of attachment, betrayal trauma, types of memory, somatic (body) re-experiencing, and resiliency. Students will engage in the study of human behavior and explore the neurobiology underpinning these processes, including basic concepts of cognition, affect, images, sensations, and addiction. Students will be provided with opportunities to apply these theories in various settings that align with their areas of interest. Same as PSYC 311. This course is only available in online format. Prerequisite: TRAC 300.

TRAC 315  Trauma Advocates and Campus Security  AN  1 CR
This one-credit course introduces the role of Trauma Advocates to Campus Safety and Security officers who interact with victims and perpetrators. The course will address the value of the advocate while investigation of student policy violations, referral through the judicial process, and support after procedure is completed to provide an additional resource to security teams. Emphasis will be placed on the legal requirements of colleges and universities to provide specific policies and due diligence when investigating and adjudicating violations of those policies. Students will learn the philosophy and objectives necessary to utilize peer trauma advocates as a department resource. This course is only available in online format. Prerequisite: TRAC 300.

TRAC 320  Criminal Justice and Trauma  AN  3 CR
Trauma advocates play a critical role in navigating victims through the complex and often overwhelming world of the criminal justice system. Advocates must be able to assist individuals through the multitude of processes and procedures so they are not traumatized a second time by the system itself. This class is designed to provide the trauma advocate an overview of the criminal justice system and the role in which they play in it. Students will learn how trauma advocates’ roles change in relation to these players as they serve as invaluable liaisons between the
system and the victim. Same as CRIM 320. This course is only available in online format. Prerequisite: TRAC 300.

**TRAC 410**  
**Trauma and Transformation**  
AN  
3 CR  
Trauma and Transformation explores the physical, emotional, intellectual, and spiritual aspects of self that are affected by trauma with an emphasis on how integrated healing creates an opportunity for personal transformation. Course topics include how the body and mind respond to and heal from trauma, staged psychological responses to loss, and current theories in posttraumatic growth and transformation. Students will learn the powerful role trauma advocates play in supporting clients/patients in their evolution from victim to survivor to becoming the heroes of their own lives and stories. Prerequisite: TRAC 300 or permission of instructor.

**TRAC 415**  
**Preventing Compassion Fatigue**  
AN  
3 CR  
This one-credit course examines the secondary trauma response and its effects on the mental, physical, and emotional well-being of the caregiver, or trauma advocate. The neurobiological effects of stress and personal consequences of compassion fatigue will be examined. Students will practice and evaluate effective techniques to prevent and recover from compassion fatigue. This course is only available in online format. Prerequisite: TRAC 300.

**TRAC 440**  
**Physiology of Trauma**  
AN  
3 CR  
This course is designed to provide a basic, general overview of the physiologic components of trauma. We will discuss anatomy & physiology as it relates to traumatic experiences. Readings, lectures, and discussions will include topics such as how exposure to trauma influences development prenatally, through infancy and into adulthood; family functioning and the influence of culture and genetics within families experiencing trauma; and specific symptoms of child abuse and neglect, as well as a general overview of experiences of both children and adult victims of trauma. This course is only available in online format. Prerequisite: TRAC 300.

**TRAC 460**  
**Collaborative Victim Services**  
AN  
3 CR  
This course is an introduction to the delivery of victim services within a collaborative environment. The course involves lecture, guided discussion, relevant readings, and written responses to topics that explore what collaboration means, responding to competing goals and objectives, leadership, and building multi-disciplinary teams across the victim services system in an effort to create a “best practices” model. This course is only available in online format. Prerequisite: TRAC 300.

**TRAC 470**  
**Psychology of Relationship Violence**  
AN  
3 CR  
This advanced course explores psychological aspects of both sides of relationship violence: the victim and the abuser. Class topics include types of relationship violence, risk factors that predict likelihood of being either a victim or a perpetrator, psychological reasons why some victims choose to stay in a violent relationship, and factors relevant to ending such relationships. Readings include classic and contemporary journal articles and book chapters. Same as PSYC 470. Prerequisite: TRAC 300 or Psyc 100/102 and one 200-level Psychology course.

**TRAC 498**  
**Capstone: Beyond Trauma**  
AN  
3 CR  
Trauma advocacy begins with working with a victim, but where does it end? This capstone course explores this critical question from a multitude of academic and professional perspectives. Topics include an overview of how advocates may support clients in facing the existential crisis that is often initiated by trauma, a
discussion of the process of healing from trauma, an overview of the opportunity for transformation that trauma creates, and an analysis of the legal, ethical and philosophical considerations that must be addressed when transitioning and/or ending client relationships. This course is only available in online format. Prerequisite: TRAC 300 + 12 additional TRAC credits.
GRADUATE COURSE DESCRIPTIONS

EXCEPTIONAL STUDENT SERVICES AND INSTRUCTION (ESSI)

ESSI 501  Introduction to Exceptional Learners with Field Experience  
F, S  3 CR
This course is an introduction to key concepts and issues related to the characteristics of learners with a variety of exceptionalities, with a focus on mild/moderate needs impacting learning. It includes a brief overview of special education history, policy, and practices, and presents a comprehensive overview of high and low prevalence disabilities within the context of the Individuals with Disabilities Education Improvement act and other associated legislation and litigation. Exceptionalities related to students who are at-risk, English language learners, or talented and gifted are also presented. This course includes 10 hours of field experience.

ESSI 502  Introduction to Learners with Significant Cognitive Disabilities with Field Experience  
S  3 CR
In this course, pre-service special educators will explore key concepts and issues related to the characteristics of learners with significant support needs. A focus is placed on understanding the characteristics, development, and learning needs of this unique population within the context of learning environments. This course includes 10-hours of field experience.

ESSI 503  Introduction to Learners with Significant Behavioral Disabilities with Field Experience  
S  3 CR
In this course, pre-service special educators will explore key concepts and issues related to the characteristics of learners with learning and behavioral significant support needs. A focus is placed on understanding the characteristics, development, and learning needs of this unique population within the context of learning environments. This course includes 10 hours of field experience.

ESSI 510  Special Education Law and Professional Practices with Field Experience  
S  3 CR
This course emphasizes pre-service special educators’ and school leadership professionals’ awareness of the sources of unique services, networks, and organizations for individuals with disabilities from the context of special education law. Knowledge of IDEA and the special education process is a primary focus. Professional practices related to family dynamics, parent rights, advocacy, multicultural issues, and communication are additional key topics. Practice in implementing and communicating aspects of the individualized education program (IEP) and legal understandings are central to this course. This course includes 10 hours of field experience.

ESSI 520  Multidisciplinary Assessment and Evaluation  
F  3 CR
Pre-service special educators will understand legal provisions, regulations and guidelines regarding unbiased assessment, Response to Intervention, and use of psychometric instruments and instructional assessment measures with individuals with disabilities. Application of assessment results to individualized program development and management, and the relationship between the use of multiple assessment sources and placement decisions will be central tasks in this course.
ESSI 530  Transitions and Self-Determination  F  3 CR
Pre-service special educators will identify and work with sources of services, organizations, and networks for individuals with mild and moderate disabilities, including career, vocational and transitional support to post-school settings with maximum opportunities for decision making and full participation in the community. This will include a focus on increasing Self-Determination skills across the academic experience.

ESSI 591  Supervised Participation in Special Education  F, I, S  1 CR
This field experience includes 40 hours in an appropriate special education classroom setting. Pre-service special educators may perform duties typically assigned to a teacher aide and may have the opportunity to engage in targeted instruction under cooperating teacher guidance. P/F grading.

ESSI 603  Curriculum Development and Instruction with Field Experience  F, S  3 CR
In this course, pre-service special educators explore and employ a variety of instructional strategies for the development of cognitive, academic, social, language and functional life skills in inclusive and intervention settings. A foundation for decision making surrounding differentiation will be established before developing understandings and application of specific strategies for differentiation. Specific strategies covered include co-teaching, differentiating for the five classroom elements and three student characteristics, and addressing content, process, and products. This course includes 10 hours of field experience.

ESSI 604  Literacy Methods with Field Experience  F  3 CR
In this course, pre-service teachers will learn and apply intervention strategies for literacy skills for a variety of purposes including language arts and other content area classes using a developmental approach that spans elementary through secondary pedagogy, including decoding and understanding fiction and non-fiction texts. Pre-service teachers will participate in a 10 hour field experience where they implement targeted differentiation and intervention related to literacy.

ESSI 605  Math Methods with Field Experience  S  3 CR
In this course, pre-service teachers will learn and apply intervention strategies for academic and life-based mathematics skills using a developmental approach that spans elementary through secondary pedagogy. Pre-service teachers will participate in a 10-hour field experience where they implement targeted differentiation and intervention related to mathematics.

ESSI 606  Methods for Teaching Students with Cognitive Disabilities with Field Experience  F  3 CR
Pre-service teachers will develop effective instructional strategies for meeting the needs of learners with significant support needs related to cognitive disabilities in inclusive and self-contained settings in order to promote increased independence and academic and social proficiency with a focus on individual needs in home, school, and community settings with a focus on life-long needs. This course includes 10 hours of field experience.

ESSI 607  Methods for Teaching Students with Behavioral Disabilities with Field Experience  F  3 CR
Pre-service teachers will develop effective instructional strategies for meeting the needs of learners with significant support needs related to learning and behavior disorders in inclusive and self-contained settings in order to promote increased independence and academic and social proficiency with a focus on individual
needs in home, school, and community settings with a focus on life-long needs. This course includes 10 hours of field experience.

ESSI 610  **Behavior Interventions and Supports with Field Experience**  S  3 CR
This course focuses on preparation in research-based assessment and intervention practices including: applied behavior analysis (ABA), behavior intervention planning (BIP), cognitive behavioral strategies, de-escalation technique, functional behavioral assessment (FBA), and positive behavior interventions and supports (PBIS), in order to increase or promote language and communication development; emotional and social health; positive social interaction, personal satisfaction, Self-Determination; decision-making skills and independent functioning at school, home, and in the community. This course includes 10 hours of field experience.

ESSI 620  **Characteristics of Learners with Autism Spectrum Disorders**  AN  3 CR
Pre-service special educators who elect to specialize in Autism Spectrum Disorders will complete a 3 credit hour in depth study of the characteristics of related disabilities including how to recognize common and abstract representations of disorders. Topics of exploration will include understanding the evolution of the diagnosis and treatment as well as how to educate other staff, administrators, parents, and peers to create more positive learning atmospheres for learners with related disabilities.

ESSI 621  **Assessments of Learners with Autism Spectrum Disorders**  AN  3 CR
Pre-service special educators who elect to specialize in Autism Spectrum Disorders will complete a 3 credit hour in depth study of assessment practices related to Autism Spectrum Disorders including assessments for academics, communication, behaviors, transitions, and adaptive skills. Issues related to accurate assessment, data-based decisions, and quality of life will be explored.

ESSI 622  **Instructional Strategies for Learners with Autism Spectrum Disorders**  AN  3 CR
Pre-service special educators who elect to specialize in Autism Spectrum Disorders will complete a 3 credit hour in depth study of instructional strategies unique to working with students with autism spectrum disorders. Topics of exploration will include inclusion, targeted interventions, and research-based programs specifically designed for teaching students with ASD.

ESSI 623  **Transition and Self-Determination for Learners with Autism Spectrum Disorders**  AN  3 CR
Pre-service special educators who elect to specialize in Autism Spectrum Disorders will complete a 3 credit hour in depth study of transition and Self-Determination issues as they relate to post-school outcomes. Topics of exploration will include independent living, access skills, employability, and social skills required for increased independence. This will include understanding and developing networks for community resources.

ESSI 624  **Field Experience and Portfolio in Working with Learners with Autism Spectrum Disorders**  AN  3 CR
Pre-service special educators who elect to specialize in Autism Spectrum Disorders will complete a 3 credit hour culminating research project. A topic of interest will be selected and thoroughly explored in order to demonstrate cohesive
understanding of characteristics, assessments, instruction, and transition planning for learners with Autism Spectrum Disorders. Pre-service special educators will present their findings to a panel of professionals and/or community members. 40 hour field experience.

**ESSI 630**
Characteristics of Learners with Emotional and Behavioral Disorders

Pre-service teachers who elect to specialize in Emotional and Behavioral Disorders will complete a 3 credit hour in depth study of the characteristics of related disabilities including how to recognize common and abstract representations of disorders. Topics of exploration will include understanding the evolution of the diagnosis and treatment as well as how to educate other staff, administrators, parents, and peers to create more positive learning atmospheres for learners with related disabilities.

**ESSI 631**
Assessments of Learners with Emotional and Behavioral Disorders

Pre-service special educators who elect to specialize in Emotional and Behavioral Disorders will complete a 3 credit hour in depth study of assessment practices related to such disorders including assessments for academics, behaviors, and transitions. Issues related to accurate assessment, data-based decisions, and quality of life will be explored.

**ESSI 632**
Instructional Strategies for Learners with Emotional and Behavioral Disorders

Pre-service special educators who elect to specialize in Emotional and Behavioral Disorders will complete a 3 credit hour in depth study of instructional strategies unique to working with students with related disorders. Topics of exploration will include inclusion, targeted interventions, and research-based programs specifically designed for teaching students with EBD.

**ESSI 633**
Transition and Self-Determination for Learners with Emotional and Behavioral Disorders

Pre-service special educators who elect to specialize in Emotional and Behavioral Disorders will complete a 3 credit hour in depth study of transition and Self-Determination issues as they relate to post-school outcomes. Topics of exploration will include independent living, access skills, employability, and social skills required for increased independence. This will include understanding and developing networks for community resources.

**ESSI 634**
Field Experience and Portfolio in Working with Learners with Emotional and Behavioral Disorders

Pre-service special educators who elect to specialize in Emotional and Behavioral Disorders will complete a 3 credit hour culminating research project. A topic of interest will be selected and thoroughly explored in order to demonstrate cohesive understanding of characteristics, assessments, instruction, and transition planning for learners with Emotional and Behavioral Disorders. Pre-service special educators will present their findings to a panel of professionals and/or community members. 40 hour field experience.

**ESSI 640**
Characteristics of Learners with Intellectual Disabilities

Students who elect to specialize in Intellectual Disabilities will complete a 3 credit hour in depth study of the characteristics of related disabilities including how to
recognize common and abstract representations of disorders. Topics of exploration will include understanding the evolution of the diagnosis and treatment as well as how to educate other staff, administrators, parents, and peers to create more positive learning atmospheres for learners with related disabilities.

**ESSI 641**  
Assessments of Learners with Intellectual Disabilities  
AN  3 CR  
Pre-service special educators who elect to specialize in Intellectual Disabilities will complete a 3 credit hour in depth study of assessment practices related to Cognitive Disorders including assessments for academics, intelligence, communication, behaviors, transitions, and adaptive skills. Issues related to accurate assessment, data-based decisions, and quality of life will be explored.

**ESSI 642**  
Instructional Strategies for Learners with Intellectual Disabilities  
AN  3 CR  
Pre-service special educators who elect to specialize in Intellectual Disabilities will complete a 3 credit hour in depth study of instructional strategies unique to working with students with cognitive deficits. Topics of exploration will include inclusion, targeted interventions, life skills instruction and research-based programs specifically designed for teaching students with intellectual disabilities.

**ESSI 643**  
Transition and Self-Determination for Intellectual Disabilities  
AN  3 CR  
Pre-service special educators who elect to specialize in Intellectual Disabilities will complete a 3 credit hour in depth study of transition and Self-Determination issues as they relate to post-school outcomes. Topics of exploration will include independent living, access skills, employability, and social skills required for increased independence. This will include understanding and developing networks for community resources.

**ESSI 644**  
Field Experience and Portfolio in Working with Learners with Intellectual Disabilities  
AN  3 CR  
Pre-service special educators who elect to specialize in Intellectual Disabilities will complete a 3 credit hour culminating research project. A topic of interest will be selected and thoroughly explored in order to demonstrate cohesive understanding of characteristics, assessments, instruction, and transition planning for learners with Intellectual Disabilities. Pre-service teachers will present their findings to a panel of professionals and/or community members. 40 hour field experience.

**ESSI 650**  
Characteristics of Learners with Learning Disabilities  
AN  3 CR  
Students who elect to specialize Learning Disabilities will complete a 3 credit hour in depth study of the characteristics of related disabilities including how to recognize common and abstract representations of disorders. Topics of exploration will include understanding the evolution of the diagnosis and treatment as well as how to educate other staff, administrators, parents, and peers to create more positive learning atmospheres for learners with related disabilities.

**ESSI 651**  
Assessments of Learners with Learning Disabilities  
AN  3 CR  
Pre-service special educators who elect to specialize in Learning disabilities will complete a 3 credit hour in depth study of assessment practices related to such disabilities including assessments for academics, communication, behaviors, and post-school outcomes. Issues related to accurate assessment, data-based decisions, and quality of life will be explored.
ESSI 652 Instructional Strategies for Learners with Learning Disabilities  AN  3 CR
Pre-service special educators who elect to specialize in Learning Disabilities will complete a 3 credit hour in depth study of instructional strategies unique to working with students with disabilities related to reading, writing, spelling, mathematics, attending, listening or speaking as defined by IDEIA. Topics of exploration will include inclusion, targeted interventions, and research-based programs specifically designed for teaching students with learning disabilities.

ESSI 653 Transition and Self-Determination for Learners with Learning Disabilities  AN  3 CR
Pre-service special educators who elect to specialize in Learning Disabilities will complete a 3 credit hour in depth study of transition and Self-Determination issues as they relate to post-school outcomes. Topics of exploration will include independent living, access skills, employability, and social skills required for increased independence. This will include understanding and developing networks for community resources.

ESSI 654 Field Experience and Portfolio in Working with Learners with Learning Disabilities  AN  3 CR
Pre-service special educators who elect to specialize in Learning Disabilities will complete a 3 credit hour culminating research project. A topic of interest will be selected and thoroughly explored in order to demonstrate cohesive understanding of characteristics, assessments, instruction, and transition planning for learners with learning disabilities. Pre-service special educators will present their findings to a panel of professionals and/or community members. 40 hour field experience.

ESSI 660 Characteristics of Learners with Multiple Disabilities  AN  3 CR
Students who elect to specialize in Multiple Disabilities will complete a 3 credit hour in depth study of the characteristics of related disabilities including how to recognize common and abstract representations of disorders. Topics of exploration will include understanding the evolution of the diagnosis and treatment as well as how to educate other staff, administrators, parents, and peers to create more positive learning atmospheres for learners with related disabilities.

ESSI 661 Assessments of Learners with Multiple Disabilities  AN  3 CR
Pre-service special educators who elect to specialize in Multiple Disabilities will complete a 3 credit hour in depth study of assessment practices related to such disabilities including assessments for academics, communication, motor skills, behaviors, transitions, and adaptive skills. Issues related to accurate assessment, data-based decisions, and quality of life will be explored.

ESSI 662 Instructional Strategies for Learners with Multiple Disabilities  AN  3 CR
Pre-service special educators who elect to specialize in Multiple Disabilities will complete a 3 credit hour in depth study of instructional strategies unique to working with students with multiple disabilities impacting both cognitive and physical abilities. Topics of exploration will include inclusion, targeted interventions, and research-based programs specifically designed for teaching students with multiple disabilities.
### ESSI 663 Transition and Self-Determination for Learners with Multiple Disabilities

Pre-service special educators who elect to specialize in Multiple Disabilities will complete a 3 credit hour in depth study of transition and Self-Determination issues as they relate to post-school outcomes. Topics of exploration will include independent living, access skills, employability, and social skills required for increased independence. This will include understanding and developing networks for community resources.

### ESSI 664 Field Experience and Portfolio in Working with Learners with Multiple Disabilities

Pre-service special educators who elect to specialize in Multiple Disabilities will complete a 3 credit hour culminating research project. A topic of interest will be selected and thoroughly explored in order to demonstrate cohesive understanding of characteristics, assessments, instruction, and transition planning for learners with multiple disabilities. Pre-service special educators will present their findings to a panel of professionals and/or community members. 40 hour field experience.

### ESSI 670 Characteristics of Learners with Physical Disabilities

Students who elect to specialize in Physical Disabilities will complete a 3 credit hour in depth study of the characteristics of related disabilities including how to recognize common and abstract representations of disorders. Topics of exploration will include understanding the evolution of the diagnosis and treatment as well as how to educate other staff, administrators, parents, and peers to create more positive learning atmospheres for learners with related disabilities.

### ESSI 671 Assessments of Learners with Physical Disabilities

Pre-service special educators who elect to specialize in Autism Spectrum Disorders will complete a 3 credit hour in depth study of assessment practices related to such disabilities including assessments for academics, communication, motor skills, behaviors, transitions, and adaptive skills. Issues related to accurate assessment, data-based decisions, and quality of life will be explored.

### ESSI 672 Instructional Strategies for Learners with Physical Disabilities

Pre-service special educators who elect to specialize in Physical Disabilities will complete a 3 credit hour in depth study of instructional strategies unique to working with students with physical limitations that impact learning and post-school outcomes. Topics of exploration will include inclusion, targeted interventions, self-advocacy and research-based programs specifically designed for teaching students with physical limitations.

### ESSI 673 Transition and Self-Determination for Learners with Physical Disabilities

Pre-service special educators who elect to specialize in Physical Disabilities will complete a 3 credit hour in depth study of transition and Self-Determination issues as they relate to post-school outcomes. Topics of exploration will include independent living, access skills, employability, and social skills required for increased independence. This will include understanding and developing networks for community resources.
ESSI 674  
Field Experience and Portfolio in Working with Learners with Physical Disabilities  
AN 3 CR  
Pre-service special educators who elect to specialize in Physical Disabilities will complete a 3 credit hour culminating research project. A topic of interest will be selected and thoroughly explored in order to demonstrate cohesive understanding of characteristics, assessments, instruction, and transition planning for learners with physical disabilities. Pre-service special educators will present their findings to a panel of professionals and/or community members. 40 hour field experience.

ESSI 690  
Professional Seminar III: Student Teaching – Mild/Moderate (K-8)  
F, S 3 CR  
A seven-week minimum student teaching experience in approved classrooms/programs serving students with a variety of disabilities.

ESSI 691  
Professional Seminar III: Student Teaching – Mild/Moderate (5-12)  
F, S 3 CR  
A seven-week minimum student teaching experience in an approved classroom/program serving students with mild/moderate disabilities.

ESSI 692  
Professional Seminar III: Student Teaching – Significant Support Needs, Cognitive (K-12)  
F, S 3 CR  
A seven-week minimum student teaching experience in approved classrooms/programs serving students with a variety of disabilities.

ESSI 693  
Professional Seminar III: Student Teaching – Significant Support Needs, Learning/Behavioral (K-12)  
F, S 3 CR  
A seven-week minimum student teaching experience in approved classrooms/programs serving students with a variety of disabilities.

ESSI 694  
Professional Seminar III: Student Teaching – Elementary ESSI Student Teaching  
F, S 3 CR  
A seven-week minimum student teaching experience in approved classrooms/programs serving students with a variety of disabilities.

ESSI 695  
Professional Seminar III: Student Teaching – Secondary ESSI Student Teaching  
F, S 3 CR  
A seven-week minimum student teaching experience in approved classrooms/programs serving students with a variety of disabilities.

GRADUATE EDUCATION CURRICULUM AND INSTRUCTION PROGRAM (GECI)

GECI 501  
Principles of Instructional Design and Curriculum Planning  
3 CR  
This course introduces students to the foundational principles of curriculum and instructional design as they relate to student achievement. This course promotes acquisition of the knowledge and skills for elementary middle and secondary schools in curriculum leadership and development. It asks the student to examine curriculum areas focusing on the logical structure of the content, and use the results of this analysis suggest logical sequences of the content. Individual assignments and requirements will be made specific to the ducational level and content specialization of the student. Prerequisite: GEDU 510 and GEDU 518.

GECI 502  
Cognition and Instruction: Research Based Instructional Strategies  
3 CR  
This course focuses on the development of memory, knowledge and expertise in school learning from the cognitive psychology perspective. Instructional strategies
developed from within this framework are explored. Students are required to select, design, implement and assess the effectiveness of one or more of these strategies in their respective classrooms. *Prerequisite: GEDU 510 and GEDU 512.*

**GECI 503 Differentiating Instruction for Diverse Learners 3 CR**
This course explores various instructional models and methods and requires the student to select, design, present and evaluate those approaches in order to teach more effectively. Individual assignments and requirements will be made specific to the educational level and content specialization of the student. Considering individual differences, students will formulate appropriate expectations, educational goals/objectives, learning experiences, and assessment and evaluation tools and techniques. Individual assignments and requirements will be made specific to the educational level and content specialization of the student. *Prerequisite: GEDU 510.*

**GECI 504 Professional Development and Instructional Leadership 3 CR**
This course gives the experienced educator the skills to adopt a leadership role in his/her school. The course focuses on social processes within the school community with an emphasis on leadership and collaboration skills. The literature on teacher development is reviewed and characteristics of effective schools and their practices are presented. *Prerequisite: GEDU 510.*

**GECI 505 Collaborating with Home, School and Community Partners 3 CR**
This course prepares students to become effective leaders and collaborators with a variety of constituents and stakeholders. Students will examine models of leadership, collaboration and consultation, and will understand how these models can be used to create and maintain positive and mutually supportive relationships with families, communities and within the school to promote student growth, development and learning. As a part of this course, students will develop a targeted intervention within their school. *Prerequisite: GEDU 510, GEDU 518, and GECI 504.*

**GECI 506 Psychology of the Gifted 3 CR**
Examines the development and learning characteristics specific to talented and gifted students. Examines models of data gathering methods using both formal and informal assessment instruments and analysis for identifying talented students. Includes topics concerning definitions of giftedness and research in teaching strategies.

**GECI 507 Gifted Education Programming 3 CR**
Examines teaching methods, models, and materials used for teaching talented and gifted students. This course studies the factors involved in designing and implementing effective instructional environments and examines classroom learning opportunities, program objectives, program types, and strategies and tools appropriate for this population. Examines models of data gathering methods using both formal and informal assessment instruments, analysis and report preparation for educational programming of gifted students.

**GECI 508 Action Research and Practicum in Gifted Education 3 CR**
A field-based experience related to the student’s professional goals. This practicum experience is a supervised on-the-job experience in the special area of talented and gifted education. The student will perform those tasks appropriate for the teacher of Talented and Gifted programs under the supervision of an experienced and competent professional in the field. *Prerequisites: GECI 506 and GECI 507.*
GECI 509 Administration and Supervision in Gifted Education 3 CR
Develops the knowledge, skills, and techniques for managing the talented and gifted instructional programs; explores theory, strategies, and systems for supervising programs and evaluating personnel in special school programs. This course places emphasis on various aspects of educational leadership and management regarding talented and gifted programs. Prerequisites: GECI 506 and GECI 507.

GECI 510 Differentiating Instruction for Gifted Learners 3 CR
This course provides an overview of instructional strategies, both general and content-specific, used in meeting individual learner needs. Assessment of learner styles, strengths, and preferences will also be addressed as participants learn to differentiate curriculum.

GECI 511 Contemporary Issues and Trends in Gifted Education 3 CR
A critical examination of current trends and controversies in the field of gifted education. Recent studies and journal articles will be examined as participants engage in lively discourse on current topics affecting gifted learners.

GECI 512 Creativity 3 CR
An examination of the 21st century skill of creativity as it applies to the gifted learner. Participants will examine major definitions and theories of creativity and how it is developed and nurtured in students. Specific topics include creativity assessment, creative problem solving, and curricular modifications and programs to enhance creativity in students.

GECI 513 Thinking Skills for Gifted Learners 3 CR
An examination of thinking skills theory and curriculum models. Research on thinking skills, questioning, problem solving, and other related areas will be examined as participants develop an understanding of the importance of critical and creative thinking in 21st century learners.

GECI 541 Second Language Acquisition for Classroom Teachers 3 CR
This course gives an overview of second language learning and teaching in the K-12 setting in the U.S. Linguistic, cognitive, affective, cultural, social and instructional factors as well as the basic principles of second language learning research are addressed. The course introduces participants to foundational theory in both first and second language acquisition and instruction. It explores how students acquire language, what influences the learning process, and how instruction best aids that process.

GECI 542 Applied Linguistics 3 CR
This course is designed to introduce participants with little or no recent acquaintance with linguistics to the concepts and issues relevant to the field of applied linguistics and second language acquisition. It will survey phonetics, phonology, morphology, semantics and syntax. The course will also include an examination of the role of the brain in language learning, the nature of both first and second language acquisition and its application when working with English language learners.
GECI 543  Methods and Curriculum Development in Teaching English as a Second Language  
This course provides an overview of the theoretical foundations and applications of language instruction approaches, methods, and techniques that are effective in the second language classroom. The course emphasizes the role of ESL teachers as course developers and action researchers. It focuses on effective lesson planning, task design, materials development, assessment and evaluation, and the use of technology in instruction.

GECI 544  Assessment Issues in Second Language Learning  
This course provides a general background in language assessment issues, opportunities to examine language assessment instruments, and practical experience developing and using formal and informal assessment measures. The students will be able to critically analyze and select evaluation techniques for measuring English language learners’ performance in academic settings.

GECI 558  Practicum in Teaching English as a Second Language (K-6)  
Students will engage in a 30 hour approved supervised teaching experience with English language learners in an elementary school setting. This course is designed for teachers who are currently licensed at the secondary level, but who need an elementary practicum experience to satisfy Iowa endorsement requirements. May be taken concurrently with GEDU 592. P/F grading. Prerequisites: GECI 543.

GECI 559  Practicum in Teaching English as a Second Language (7-12)  
Students will engage in a 30 hour approved supervised teaching experience with English language learners in a secondary school setting. This course is designed for teachers who are currently licensed at the elementary level, but who need a secondary practicum experience to satisfy Iowa endorsement requirements. May be taken concurrently with GEDU 592. P/F grading. Prerequisites: GECI 543.

GECI 561  Characteristics of Learners with Disabilities and the IEP Process  
This course first presents the philosophical, historical and legal bases for special education, including the definitions and etiologies of individuals with disabilities, exceptional child, and including individuals from culturally and linguistically diverse backgrounds. This course further explores current thinking about the role of observing and understanding unique learner characteristics of students with a variety of disabilities. The consideration of legal requirements and characteristics related to authoring and implementation of meaningful IEPs is central to this course.

GECI 562  Professional Practices and Collaboration  
This course emphasizes student awareness of the sources of unique services, networks, and organizations for individuals with disabilities including transitional support. Knowledge of family dynamics, parent rights, advocacy, multicultural issues, and communication are key topics. Students will learn strategies for working with regular classroom teachers, support services personnel, paraprofessionals, and other individuals involved in the educational program. Practice in implementing and communicating aspects of the individualized education program (IEP), individualized family service plan (IFSP) and basic legal understanding will be incorporated into this course. An authentic application activity is required as part of this course.
GECI 563  Methods for Instruction and Intervention  2 CR
This course provides an overview of a variety of learning theories, with an
emphasis on those viewed as promoted current best practices. Specific attention is
given to instructional design and delivery including coteaching, collaboration,
explicit instruction, and direct instruction.

GECI 566  Behavior and Classroom Management  2 CR
This course provides a foundation in individual behavioral management,
behavioral change strategies, and classroom management theories, methods, and
techniques. It gives attention to ethical and professional concerns of modifying
and managing behavior of individuals with learning, cognitive, and behavioral
exceptionalities and the use of non-aversive techniques for the purpose of
controlling targeted behavior and maintaining attention.

GECI 567  Assessment and Diagnosis  2 CR
This course provides a foundation in assessment, identifies its role in the response
to intervention and special education process, and its use in instructional planning
and delivery. It addresses legal provisions, regulations and guidelines regarding
unbiased assessment and use of psychometric instruments and instructional
assessment measures with individuals with disabilities.

GECI 568  Transitions and Post-Secondary Outcomes  3 CR
This course provides a basic understanding of the possibilities and potential of
transition services as it explores current research and practice. Additionally, it
explores critical issues that directly impact the lives of young adults with special
needs. Students will identify and work with sources of services, organizations, and
networks for individuals with a variety of disabilities. Programming explored
includes career, vocational and transitional support to post-school settings with
maximum opportunities for decision making and participation in the community.
This will include a focus on increasing self-determination skills across the
academic experience. An authentic application activity is required as part of this
course.

GECI 569  Self-Determination for Early Education Transitions  2 CR
This course provides a basic understanding of the possibilities and potential of
self-determination and transitions practices grounded in current research and
practice. A focus is placed on self-determination and awareness of school and
community based services to develop skills to achieve higher levels of
independence and readiness for continuing education and transition across grades.
An authentic application activity is required as part of this course.

GECI 580  Student Teaching Experience Mild to Moderate K-8  6 CR
Students will complete a seven-week minimum student teaching experience in an
approved classroom/program serving students with mild/moderate disabilities
within grades K-8.

GECI 581  Student Teaching Experience Mild to Moderate 5-12  6 CR
Students will complete a seven-week minimum student teaching experience in an
approved classroom/program serving students with mild/moderate disabilities
within grades 5-12.

GECI 582  Student Teaching Experience Severe and Multiple Disabilities  6 CR
Students will complete a seven-week minimum student teaching experience in an
approved classroom/program serving students with severe and/or multiple
disabilities.
GECI 583  Student Teaching Experience Early Childhood Special Education  6 CR
Students will complete a seven-week minimum student teaching experience in an approved classroom/program serving students with disabilities in Early Childhood settings.

GECI 584  Capstone Portfolio in Exceptional Student Services and Instruction  3 CR
The capstone portfolio is designed to promote student synthesis of learning across the program, within the national standards framework. Students will assemble learning artifacts which demonstrate their competency in the standards and their growth within the program. P/F grading.

GRADUATE EDUCATION PROGRAM (GEDU)
GEDU 410  Plus One Introduction to Graduate Study and Research  3 CR
This course prepares the student for graduate study in general and with the specific skills required for competent performance in the program. The course is designed to orient the new student to the logical sequence of the program and to the use of the internet and electronic library databases available for research. The course prepares students to become competent consumers of educational research as well as providing them with the necessary skills for producing applied research in their professional setting. This is a required prerequisite course for continued study within the graduate program. This course is cross listed with GEDU 510. Prerequisite: Acceptance into graduate Plus One programs and junior or senior status.

GEDU 412  Plus One Learning, Development and Motivation  3 CR
This course will explore the psychological foundations for school learning. A brief survey of historical learning theories as they apply to education will precede the examination of the psychological principles which related specifically to classroom learning, human development and motivation. The primary focus will be on the recent and current research from the cognitive viewpoint. This course is cross listed with GEDU 512. Prerequisite: Acceptance into graduate Plus One programs and junior or senior status.

GEDU 417  Plus One Social and Cultural Foundations of Education  3 CR
Surveys diversity across cultural and ethnic dimensions and the impact this has on school learning. In this course, students will explore the intersection of education and culture, and the historical and philosophical foundations of each. The course will also explore the implications of legislation, values, assessment and policies in a cultural context, designed to heighten student awareness, knowledge and skills necessary for successful teaching with an increasingly diverse student population. This course is cross listed with GEDU 517. Prerequisite: Acceptance into graduate Plus One programs and junior or senior status.

GEDU 510  Introduction to Graduate Study and Research  3 CR
This course prepares the student for graduate study in general and with the specific skills required for competent performance in the program. The course is designed to orient the new student to the logical sequence of the program and to the use of the internet and electronic library databases available for research. The course prepares students to become competent consumers of educational research as well as providing them with the necessary skills for producing applied research in their professional setting. This is a required prerequisite course for continued study within the graduate program.
GEDU 512  Learning, Development and Motivation  3 CR
This course will explore the psychological foundations for school learning. A brief survey of historical learning theories as they apply to education will precede the examination of the psychological principles which related specifically to classroom learning, human development and motivation. The primary focus will be on the recent and current research from the cognitive viewpoint. Prerequisite: GEDU 510.

GEDU 517  Social and Cultural Foundations of Education  3 CR
Surveys diversity across cultural and ethnic dimensions and the impact this has on school learning. In this course, students will explore the intersection of education and culture, and the historical and philosophical foundations of each. The course will also explore the implications of legislation, values, assessment and policies in a cultural context, designed to heighten student awareness, knowledge and skills necessary for successful teaching with an increasingly diverse student population. Prerequisite: GEDU 510.

GEDU 518  Assessment and Evaluation of Classroom Learning  3 CR
Building on the assumption that assessment is an integral part of curriculum design at the lesson, unit, and course levels, this course asks the student to begin with an understanding of content standards at the national, state, or local levels and then design instruction to meet those standards using multiple assessment strategies to gauge the effectiveness of that instruction. Norm-referenced, criterion-referenced, and authentic assessment strategies are introduced and applied through course assignments. Assessment is presented as the basis on which to make valid reports to appropriate parties and to plan and modify instruction aimed at increasing student achievement. Prerequisite: GEDU 510.

GEDU 519  Professional and Ethical Orientation to Counseling  3 CR
This course provides an orientation to the profession of counseling. Students will be introduced to the professional roles and responsibilities of counselors and the approach of scholar-practitioners. Topics include the history and philosophy of the counseling profession; counseling specializations; professional organizations; current trends and practices of counseling; professional credentials; the role of advocacy; and ethical, legal and cultural considerations relevant to counseling practice.

GEDU 525  Adolescent Growth and Development  3 CR
This course surveys theories and research about development during the period from late childhood to early adolescence. Topics addressed will be the rapid physical, cognitive, social, personality, and emotional changes which are unique to this age group. This course will provide the requisite knowledge of middle school to high school age growth and development. Research component will be expected in this course.

GEDU 526  Methods and Materials for Teaching Middle School  3 CR
Compares the traditional junior high with current middle school development and examines characteristics of exemplary middle school programs, including disciplinary and interdisciplinary trends. Students participate in a number of hands-on activities which explore a variety of teaching methods both group and individually based. This course will provide the requisite middle school methodology, curriculum design, and instructional knowledge needed for teaching in a middle school. Research component will be expected in this course. Offered only at specific BVU Online, Site and Graduate Programs locations.
GEDU 527 Developmental Assessment and School Counseling Core Curriculum 3 CR
This course addresses important conceptual and practical issues of effective school counseling practice, with an emphasis on the critical importance of proactive, primary prevention applications that positively impact student development. Topics include introduction to individual and group developmental assessment practices translated into a developmental school counseling core curriculum. Also addressed are the practical aspects in developing a positive learning climate in the classroom and coping with conflict, cultural diversities, and special needs while instructing a developmental based school counseling curriculum. Also examines assessment procedures of students with primary focus on the administration and interpretations of standardized and non-standardized tests, inventories, observations, and case study approaches of appraised.

GEDU 528 Research Methods in Counseling 3 CR
This course provides an introduction to research methods with an emphasis on evaluating and applying counseling, educational, and psychological research in clinical and academic settings. Topics include quantitative and qualitative design and methodology; basic statistical concepts and approaches to data analysis; research tools and resources; and ethical, legal and cultural considerations.

GEDU 529 Human Development and Learning Through the Lifespan 3 CR
This course provides an overview of theories of development across the lifespan and examines the impact of psychological, biological, neurological, emotional, social, cultural and environmental influences on how people change and how people remain consistent from childhood through adulthood. This course offers a framework of typical development and an understanding of how people learn that assists counselors in conceptualizing concerns and identifying and implementing appropriate prevention and intervention techniques. Topics include personality development; distinctions between healthy and pathological development; differing developmental trajectories and abilities and targeted responses; promotion of optimum development; integration of current research; ethical, legal, and cultural considerations relevant to understanding and applying concepts of lifespan development.

GEDU 538 Consultation, Leadership and Advocacy Roles in School Counseling 3 CR
This course provides knowledge of theories, models, and processes of consultation with teachers, administrators, and other school personnel parents, community groups, agencies, and pupils as appropriate; and to provide a background of knowledge and skills applicable to the multiple roles required of school counselors in a comprehensive based guidance program. Course will focus on all the aspects of consultation – with teachers, with parents, and with other professionals. Course will emphasize the diverse and multiple roles of school counselors, including cross-cultural counseling, crisis intervention, conflict resolution, leadership, and advocacy roles that school counselors must assume. Emphasis is placed on oral and written communication, and applying interpersonal and counseling skills to all interactions.

GEDU 542 Human Growth and Development in School and Family 3 CR
This course explores the dynamics of human lifespan development and the behavioral characteristics of individual development, basic developmental principles and age-stage characteristics. The course examines the impact that the community, family and school contexts have on the development of children and
youth as well as how developmental concepts, principles and theories apply to contemporary problems of children and youth. Emphasis is given to possible causes, children’s emotional reactions and ways of coping with these situations in the classroom. Separate components specific to elementary, middle and secondary level students are included.

GEDU 543 Administration of Comprehensive School Counseling Programs 3 CR
This course explores comprehensive school counseling approaches applicable to elementary, middle, and secondary school students. Current counseling, coordinating, and consulting practices are examined as they relate to students, parents, and school professionals. Emphasis is placed on working within the school and community power structures to establish and redefine program objectives designed to meet the needs of all students. Curriculum and evaluation approaches designed to measure these objectives will also be discussed. Separate components specific to elementary, middle, and secondary level students are included. The course content aligns itself with both ASCA and Iowa standards for the delivery of counseling programs in the schools.

GEDU 544 Social and Cultural Foundations of Counseling 3 CR
This course provides an overview of theories and models of multicultural counseling, cultural identity development, and social justice advocacy. This course emphasizes knowledge and application of multicultural competencies in the context of ongoing professional development. Topics include counselor characteristics and behaviors that impact the counseling process; dynamics of power and privilege; processes of intentional and unintentional oppression and discrimination; strategies for identifying and eliminating barriers and challenging prejudices; strategies for providing competent and ethical counseling to all members of a diverse society; strategies to promote optimum development, wellness and resilience; and the integration of current research.

GEDU 546 Methods and Procedures in Counseling 3 CR
This course provides an introduction to the fundamentals of helping relationships and the practice of active listening and intentional communication skills. Topics include an overview of the counseling process; interpersonal dynamics; self-awareness and reflective practice; approaches to counseling; counselor self-care; and ethical, legal, and cultural considerations relevant to implementing counseling skills and building therapeutic connections.

GEDU 548 Group Counseling 3 CR
This course provides an overview of the historical and theoretical foundations of group counseling and an understanding of the processes associated with group work. Topics include knowledge of various types of groups and strategies for designing and facilitating group work; characteristics of effective group leaders; group development and group dynamics; opportunities for experiential learning; integration of current research; and ethical, legal, and cultural considerations relevant to planning and conducting groups in various settings.

GEDU 549 Career Development and Assessment 3 CR
This course provides an overview of theories and models of career development and career counseling and focuses on how to apply theories to address the needs of individuals and to plan and implement career programs. Topics include strategies for assessing factors that contribute to career development; the use of assessment tools and techniques; the use of informational resources and technologies; educational and career advocacy; the conceptualization of the role of
work and the work environment in people’s overall growth and functioning; strategies to design, administer and evaluate career programs; current research; and ethical, legal, and cultural considerations relevant to facilitating career development and providing career counseling.

**GEDU 551** Practicum I in School Counseling  3 CR
This course is an advanced class for students preparing for their field practicum experiences through the supervised practicing of counseling skills and conceptualization processes acquired through direct counseling experiences. The class will cover skill development through active practice and review of tapes and in-class role playing. Skills include: empathy, reflection, theory-specific applied counseling techniques, basic behavioral and cognitive restructuring interventions, treatment planning, intake and diagnostic interviewing, and termination. Ethical issues, diversity in counseling, and self-reflection will also be addressed.

**GEDU 552** Counseling Children and Adolescents  3 CR
This course provides an overview of the theoretical foundations of counseling children and adolescents with emphasis on a developmental perspective. Topics include approaches to assessment and case conceptualization; techniques and interventions; strategies to promote optimum development, wellness and resilience; current research; and ethical, legal, and cultural considerations relevant to working with children and adolescents.

**GEDU 553** Practicum II in Elementary School Counseling  3 CR
An intensive supervised experience designed to integrate the student’s developing professional school counseling skills into the K-8 workplace where both interpersonal communication skills as well as the organizational skills are reinforced. Separate elementary, middle and/or secondary experiences are provided.

**GEDU 554** Practicum II in Secondary School Counseling  3 CR
An intensive supervised experience designed to integrate the student’s developing professional school counseling skills into the 5-12 workplace where both interpersonal communication skills as well as the organizational skills are reinforced. Separate elementary, middle and/or secondary experiences are provided.

**GEDU 555** Capstone Professional Portfolio in School Counseling  1 CR
This course provides an integrative experience requiring students to bring together all of what they have learned in courses, imbedded internship experiences, clinical field experiences, and other professional venues and to demonstrate how that learning has been applied both personally and professionally. The capstone professional portfolio should provide evidence of the development of knowledge and skills expected of an entry-level school counseling professional. The portfolio will be reviewed and assessed by the school-counseling faculty. P/F grading.

**GEDU 591** Capstone Portfolio: Effective Teaching and Instructional Leadership  3 CR
The capstone portfolio is designed to promote student synthesis of learning across the program, within the national standards framework. Using an appropriate set of standards identified by the student, students will assemble learning artifacts which demonstrate their competency in the standards and their growth within the program. May be repeated for up to 3 credits. P/F Grading. Prerequisite: GEDU 510.
GEDU 592  Capstone Portfolio: Teaching English as a Second Language  3 CR
The capstone portfolio is designed to promote student synthesis of learning across the program, within the national standards framework. Students will assemble learning artifacts which demonstrate their competency in the standards and their growth within the program. The capstone will prepare students, to proceed with national certification, should they choose to do so, though this is not a program requirement. P/F grading. Prerequisite: GEDU 510.

GRADUATE EDUCATION
GAEA 550  Topics in Graduate Education – AEA Variable CR
Courses are offered in conjunction with AEA. Topics will vary. This course may be repeated for credit if it is a different topic.

GPRD 550  Topics in Graduate Education – Professional Development Variable CR
Courses are intended for continuing professional development for professional educators and may not be used to fulfill requirements for graduate degrees. Topics will vary. This course may be repeated for credit if it is a different topic.

GFPD 550  Topics in Graduate Education – Faculty Professional Development Variable CR
Courses are intended for the professional development of BVU adjunct instructors, cooperating teachers, and university supervisors. Topics will vary. This course may be repeated for credit if it is a different topic.

GRED 550  Topics in Graduate Education Variable CR
This course will focus on a specific topic in education, selected based on current developments in the discipline or current research in the education community. Topics will vary. This course may be repeated for credit if it is a different topic.

GRADUATE EDUCATION MENTAL HEALTH COUNSELING PROGRAM (GMHC)
GMHC 510  Assessment and Appraisal Techniques in Counseling 3 CR
This course provides an overview of the historical and theoretical foundations of assessment in counseling with an emphasis on selection, administration, interpretation and communication of the results of assessment in clinical and academic settings. Topics include concepts of measurement; methods and types of assessment; appraisal techniques; and ethical, legal, and cultural considerations of assessment.

GMHC 519  Professional and Ethical Orientation to Counseling 3 CR
This course provides an orientation to the profession of counseling. Students will be introduced to the professional roles and responsibilities of counselors and the approach of scholar-practitioners. Topics include the history and philosophy of the counseling profession; counseling specializations; professional organizations; current trends and practices of counseling; professional credentials; the role of advocacy; and ethical, legal and cultural considerations relevant to counseling practice.

GMHC 520  Counseling Couples and Families 3 CR
This course provides an overview of the historical and theoretical foundations of couples counseling and family counseling with emphasis on a systems perspective.
Topics include developmental life cycles of families and relationships; approaches to assessment and case conceptualization; techniques and interventions; strategies to promote optimum development, wellness and resilience; current research; and ethical, legal, and cultural considerations relevant to working with couples and families.

GMHC 528  **Research Methods in Counseling  3 CR**

This course provides an introduction to research methods with an emphasis on evaluating and applying counseling, educational, and psychological research in clinical and academic settings. Topics include quantitative and qualitative design and methodology; basic statistical concepts and approaches to data analysis; research tools and resources; and ethical, legal and cultural considerations.

GMHC 529  **Human Development and Learning Through the Lifespan  3 CR**

This course provides an overview of theories of development across the lifespan and examines the impact of psychological, biological, neurological, emotional, social, cultural and environmental influences on how people change and how people remain consistent from childhood through adulthood. This course offers a framework of typical development and an understanding of how people learn that assists counselors in conceptualizing concerns and identifying and implementing appropriate prevention and intervention techniques. Topics include personality development; distinctions between healthy and pathological development; differing developmental trajectories and abilities and targeted responses; promotion of optimum development; integration of current research; ethical, legal, and cultural considerations relevant to understanding and applying concepts of lifespan development.

GMHC 530  **Theories of Counseling  3 CR**

This course provides an overview of predominant and emerging theories and models of counseling and an understanding of how to apply theory to practice. Topics include the role of theory in understanding dimensions of personality, behavior, thoughts, emotions and functioning; the role of theory in conceptualizing and addressing concerns, navigating change, and optimizing wellbeing; theory-based strategies and techniques; the process of establishing a personal model of counseling; the integration of theory and research; and ethical and cultural considerations relevant to using a theoretical framework to guide counseling practice.

GMHC 535  **Program Evaluation and Consultation in Counseling  3 CR**

This course provides an introduction to evaluation of counseling programs and services, and an overview of the role of counselors as professional consultants. Topics include program evaluation design and methodology; planning, implementation, interpretation and communication of the results of evaluations in clinical and academic settings; theories, models and phases of consultation; problem conceptualization and needs assessment across settings; strategies for intervention; current research; and ethical, legal, and cultural considerations.

GMHC 540  **Psychopathology and Psychological Disorders  3 CR**

This course provides an overview of theory and research on the etiology, diagnosis and treatment of psychological disorders. Topics include the history, definitions and classification of psychopathology and psychological disorders; controversies associated with diagnostic systems; orientation to developmental psychopathology; contemporary understanding of causal factors of mental health concerns including neurobiological, psychological, social and cultural influences;
introduction to a biopsychosocial approach to conceptualizing concerns; introduction to evidence-based approaches for prevention and intervention; introduction to basic psychopharmacology; ethical, legal, and cultural considerations relevant to integrating knowledge of psychopathology into clinical practice.

GMHC 544 Social and Cultural Foundations of Counseling 3 CR
This course provides an overview of theories and models of multicultural counseling, cultural identity development, and social justice advocacy. This course emphasizes knowledge and application of multicultural competencies in the context of ongoing professional development. Topics include counselor characteristics and behaviors that impact the counseling process; dynamics of power and privilege; processes of intentional and unintentional oppression and discrimination; strategies for identifying and eliminating barriers and challenging prejudices; strategies for providing competent and ethical counseling to all members of a diverse society; strategies to promote optimum development, wellness and resilience; and the integration of current research.

GMHC 546 Methods and Procedures in Counseling 3 CR
This course provides an introduction to the fundamentals of helping relationships and the practice of active listening and intentional communication skills. Topics include an overview of the counseling process; interpersonal dynamics; self-awareness and reflective practice; approaches to counseling; counselor self-care; and ethical, legal, and cultural considerations relevant to implementing counseling skills and building therapeutic connections.

GMHC 548 Group Counseling 3 CR
This course provides an overview of the historical and theoretical foundations of group counseling and an understanding of the processes associated with group work. Topics include knowledge of various types of groups and strategies for designing and facilitating group work; characteristics of effective group leaders; group development and group dynamics; opportunities for experiential learning; integration of current research; and ethical, legal, and cultural considerations relevant to planning and conducting groups in various settings.

GMHC 549 Career Development and Assessment 3 CR
This course provides an overview of theories and models of career development and career counseling and focuses on how to apply theories to address the needs of individuals and to plan and implement career programs. Topics include strategies for assessing factors that contribute to career development; the use of assessment tools and techniques; the use of informational resources and technologies; educational and career advocacy; the conceptualization of the role of work and the work environment in people’s overall growth and functioning; strategies to design, administer and evaluate career programs; current research; and ethical, legal, and cultural considerations relevant to facilitating career development and providing career counseling.

GMHC 550 Diagnostics and Treatment Planning 3 CR
This course integrates foundational knowledge of psychopathology and counseling skills into the diagnosis and treatment planning process. Topics include diagnostic and intake interviews; biopsychosocial case conceptualization; use of the DSM and/or ICD; establishment of treatment goals; understanding and establishment of appropriate levels of care; integration of strengths-based approaches; identification and selection of evidence-based treatments and therapeutic interventions; basic psychopharmacology and commonly prescribed medications;
treatment teams and the referral processes; integration of current research; and ethical, legal, and cultural considerations relevant to diagnosis and treatment planning.

GMHC 552  Counseling Children and Adolescents  3 CR
This course provides an overview of the theoretical foundations of counseling children and adolescents with emphasis on a developmental perspective. Topics include approaches to assessment and case conceptualization; techniques and interventions; strategies to promote optimum development, wellness and resilience; current research; and ethical, legal, and cultural considerations relevant to working with children and adolescents.

GMHC 570  Advanced Counseling Practices and Crisis Interventions  3 CR
This course provides an overview of the impact of crisis and trauma on individuals, couples, families and the greater community. This course explores counselors’ roles and responsibilities in addressing related concerns through the implementation of advanced counseling skills and through participation on interdisciplinary teams. Topics include theories of crisis intervention; identification and assessment of different forms of crisis and trauma; strategies to intervene on the individual and community level and to engage in trauma-informed care; strategies to facilitate primary prevention, suicide prevention, risk assessment and use of community-based resources; integration of current research; and ethical, legal, and cultural considerations relevant to working with crisis and trauma.

GMHC 580  Supervised Practicum in Mental Health Counseling  3 CR
This course adheres to the current Iowa licensure regulations which require a minimum of 100 hours over a ten week period and include at least 40 hours of direct client service, which may take two terms to complete. An average of an hour a week of individual triadic supervision and at least an hour and a half a week of group supervision will be included. A formal evaluation will done at the conclusion.

GMHC 583  Introduction to Perspectives on Aging  3 CR
This course includes an exploration of the aging processes relating to person, family, and society. Critical insight into the multi-faceted needs of the aging population will be discussed as well as the mental health challenges faced by many. The course will introduce basic counseling techniques and approaches for the aging.

GMHC 590  Internship I in Mental Health Counseling  3 CR
This internship is an advanced clinical supervision including 300 hours after the completion of the practicum with at least 120 hours of direct client service. This comprehensive work experience will allow growth in the field of professional mental health counseling performing a variety of mental health counseling activities under appropriate supervision. Required each week will be one hour of individual or triadic supervision, an hour and a half of group supervision, and appropriate evaluation.

GMHC 591  Internship II in Mental Health Counseling  3 CR
This internship is an advanced clinical supervision including 300 hours after the completion of the practicum with at least 120 hours of direct client service. This comprehensive work experience will allow growth in the field of professional mental health counseling performing a variety of mental health counseling activities under appropriate supervision. Required each week will be one hour of
individual or triadic supervision, an hour and a half of group supervision, and appropriate evaluation.

**GMHC 593**  
**Overview of Substance Abuse and Addictive Disorders**  
3 CR  
This course provides an overview of the prevention, etiology, diagnosis, and treatment of addictive disorders. Topics include approaches to assessment and case conceptualization; techniques and interventions; individual and systemic impact of addictions; strategies to promote wellness and resilience; current research; and ethical, legal and cultural considerations relevant to working with people with addictive disorders.

**GMHC 598**  
**Capstone: Professional Issues in Mental Health Counseling**  
3 CR  
This course requires students to integrate what they have learned through coursework and clinical practice, to review for the Counselor Preparation Comprehensive Examination, to create an academic portfolio, and to prepare for practice as clinical mental health counselors. Topics include personal philosophies of counseling, reflective practice and counselor self-care; involvement and advocacy in the counseling profession; licensure requirements and opportunities for practice; administration and clinical supervision; scholar-practitioner approaches to contemporary clinical and ethical issues, research and cultural considerations.

**GRADUATE ORGANIZATIONAL LEADERSHIP PROGRAM (GRAD & ORGL)**

**GRAD 400/500**  
**Essentials of Graduate Study**  
3 CR  
GRAD 400/500 prepares the student for graduate study, in general, and specifically with the skills required for competent performance in graduate education. It is foundational to students’ understandings of what an applied graduate degree involves. Students are exposed to the nature, benefits, and responsibilities of graduate work. The purpose of the course is to help students become acquainted with university expectations for writing, critical thinking, and research procedures for applied investigations. The course is designed to orient new students to the sequencing of their program, the use of the internet and electronic library databases available for research, and research and writing standards for graduate education. The course prepares students to become competent consumers of research as well as providing them with the necessary skills for producing applied research in professional settings. Students will demonstrate the ability to interpret and critique research, become familiar with ways of testing applied questions, analyze data in a variety of forms, and make ethical decisions based on sound reasoning and data. Students will engage multiple forms of applied writing.

**NOTE:** This course may only be taken by a junior or senior undergraduate student accepted into the program with permission of the program director. Undergraduate students early enrolling in the Master’s program should enroll in GRAD 400. The workload for GRAD 400 is identical to the workload in GRAD 500. Students may not go beyond six hours in their program without completing this course successfully.

**ORGL 404/504**  
**History and Theory of Leadership Studies**  
3 CR  
ORGL 404/504 includes the investigation of leadership theories and constructs exploring the role of leadership within a variety of organizational types. Historical and contemporary perspectives and research will be considered including perspectives such as servant leadership, situational leadership, transformational leadership, charismatic leadership, and principle-centered leadership. Strategic
leadership practices will be identified and direct applications will be emphasized at the individual, interpersonal/group, and organizational levels. Students will be asked to create a credibly-integrated model of leadership applied to an organization that the student studies throughout the course.

NOTE: This course may only be taken by a junior or senior undergraduate student accepted into the program with permission of the program director. Undergraduate students early enrolling in the Master’s program should enroll in ORGL 404. The workload in ORGL 404 is identical to the workload in ORGL 504. Students may not go beyond six hours in their program without completing this course successfully. Prerequisites: GRAD 400/500 or permission of program director.

**ORGL 406/506 Managing Team Leadership** 3 CR
ORGL 406/506 exposes students to various team-building, problem-solving, and conflict management strategies essential for effective leadership. Special attention is given to developing facilitation, delegation, coaching, confrontation, and negotiation skills. Emphasis is placed on the strategies and tactics necessary for successful team building through a variety of approaches including practice, feedback, and case study methodology. Students will analyze techniques used to improve group dynamics and gain skills in how to facilitate effective meetings. Students will develop a realistic understanding of what teaming can and cannot do as a leadership tool.

NOTE: This course may only be taken by a junior or senior undergraduate student accepted into the program with permission of the program director. Undergraduate students early enrolling in the Master’s program should enroll in ORGL 406. The workload in ORGL 406 is identical to the workload in ORGL 506. Prerequisites: GRAD 400/500 and ORGL 404/504 or permission of program director.

**ORGL 408/508 Leading Across Boundaries** 3 CR
ORGL 408/508 examines numerous challenges and opportunities created with interacting, managing, and leading across cultural differences and national boundaries. A major focus is placed on coordinating and sustaining cooperative practices across cultural, generational, gender, ethnic, and regional boundaries. In addition to exploring domestic and international differences, students evaluate implications of continuing global actors on organizational practices.

NOTE: This course may only be taken by a junior or senior undergraduate student accepted into the program with permission of the program director. Undergraduate students early enrolling in the Master’s program should enroll in ORGL 408. The workload in ORGL 408 is identical to the workload in ORGL 508. Prerequisites: GRAD 400/500 and ORGL 404/504 or permission of program director.

**ORGL 510 Leading with a Systems Thinking Mindset** 3 CR
This course is based on the work of Daniel Kim and Peter Senge. Senge defines systems thinking as “a discipline for seeing wholes. It is a framework for seeing interrelationships rather than things, for seeing patterns of change rather than static snapshots.” This unique approach to understanding leadership through systems thinking helps us to see the inter-relationships and connections that create the events occurring in organizations. Concepts and principles such as interdependence, context, boundaries, feedback, structure, and mental models are explored. Students learn how to see systems and apply systems thinking tools and skills at work and in their everyday. Prerequisites: GRAD 400/500 and ORGL 404/504 or permission of instructor.
ORGL 514  Decision Making for Leadership Development  3 CR
Focuses on leaders developing their workers for the future. The course offers students experience in designing and implementing training for selected organizational type. Through a detailed review of principles and methods for training and developing human resources, a talent management perspective is taken including examination of the employee through his/her entire life-cycle as an active contributor to an organization. Consideration of recruiting, strategic selection, assessment options for selection and development, performance management, governance, and employee retention may be examined via case study approaches requiring critical thinking skill development, problem-solving orientations, and enhanced decision making practices. Focus centers on applied delivery of training and presentation skills. Development of program evaluation as well as leadership succession planning may also considered. Prerequisites: GRAD 400/500 and ORGL 404/504

ORGL 520  Maximizing Ethical Leadership  3 CR
This course provides an applied understanding of communication ethics. The course offers a brief survey of various theories of ethics but is centered on virtue ethics as developed by Alasdair MacIntyre. Organizations are considered as communities of practice which strive toward particular goods. Students examine the organizational communicative practices of leaders in light of the goods they protect and promote. As the heart of leadership, ethics is portrayed as the pursuit of human flourishing in a given organizational context. Prerequisites: GRAD 400/500 and ORGL 404/504.

ORGL 522  Leadership in Social Context  3 CR
This course examines the sociological, economic, and political forces that characterize the modern world we live in. Any organization is part of a wider community and participates in broad cultural trends. Students will consider how we can understand and manage this complexity and how we can lead into it. Topics to be covered may include the relationship between and intersections among the for-profit, non-profit and governmental sectors; leadership and democratic society; globalization; and the role of civil society in maintaining a healthy culture. Prerequisites: GRAD 400/500 and ORGL 404/504.

ORGL 540  Leading Organizational Change  3 CR
This course asks students to consider the business and people skills necessary to lead and manage change. Leaders able to maximize strategic-thinking, minimize change-aversion, and inspire those around them ultimately are most successful. Using case studies and other analytical processes, students will critique and design change interventions and change management strategies using group simulations, at times, demonstrating change agent competencies in the areas of systems thinking, consultation skills, and strategic visioning. Prerequisites: GRAD 400/500 and ORGL 404/504.

ORGL 550  Consulting Capstone in Leadership  3 CR
ORGL students have a choice of capstone experience. They may choose either GRAD 550 or ORGL 555. ORGL 550 integrates knowledge and skills gained throughout the study of organizational leadership by focusing on the design and implementation of a consulting case/project which a student develops and executes under the guidance of a primary faculty member. The project includes a comprehensive analysis of organizational leadership issues and a proposal of appropriate recommendations and implementation plans via a professionally written consultation paper and professionally delivered report of the paper.
Ideally, the course is taken last in a student’s program of study. *Prerequisites: GRAD 400/500, ORGL 404/504, 406/506, 408/508, 510, 514, 520, 522, 530, and 540.*

**ORGL 555 Executive Leadership Internship**  
3 CR  
ORGL students have a choice of capstone experience. They may choose either ORGL 550 or ORGL 555. ORGL 555 is a culminating field experience of the degree. Students spend all-encompassing hands-on applied time in a professional setting arranged between students and their advisors via a formal written proposal specifying individual learning objectives and measurement of those objectives. Extensive time is spent in observation, engagement, and conversational reflection with a selected mentor. At the completion of the internship, students produce an extensive reflective essay addressing key learning outcomes integrating program and applied learning to their experiences. *Prerequisites: GRAD 400/500, ORGL 404/504, 406/506, 408/508, 510, 514, 520, 522, 530, and 540.*
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Michael Frantz, vice president for enrollment management; B.A., Simpson College; M.A., University of Iowa

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