



Buena Vista
University

2023-2024

ACADEMIC CATALOG

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A MESSAGE FROM THE PRESIDENT

Welcome, students, to the Buena Vista University family! Your BVU family includes your classmates, people who are going to become lifelong friends. Your BVU family includes the faculty and staff who teach, coach, mentor, and serve you. Finally, your BVU family includes the alumni and benefactors who support you through internships, scholarships, fellowships, and gifts that create and sustain your learning environment.

Our mascot is the Beavers, and we are known for building. We help build you up personally and professionally so that you can build a better life for yourself, your family, and your community.

Whether you are coming to BVU right out of high school, transferring from another college, returning to school after being out for a while, or pursuing a graduate degree, your BVU family will challenge you to go beyond where you've gone before, and we support you along the way.

Our mission is to prepare students for lifelong success through transformational academic, professional, and co-curricular programs.

To prepare students for lifelong success, the faculty and staff have identified **three signature skills** that are essential. They are: **effective communication, problem solving, and integrative learning**. Throughout your experiences inside and outside the classroom, you will see lots of opportunities to grow in your ability to communicate effectively with others, to solve problems you encounter, and to integrate learning by applying what you have studied in each of your classes to what you are doing in your career or community. Equipped with these three signature skills, you will be poised for lifelong success.

The other key component to our mission statement is that we offer **transformational programs**. Buena Vista's academic and professional programs, regardless of how you attend, and residential campus co-curricular experiences are full of opportunities for personal transformation. The signs entering the State of Iowa have the slogan "fields of opportunity". Opportunity abounds at BVU. You can chart your own path to transformation. We are here to help you succeed.

Go Beavers! Time to start building!

Best regards,



Brian A. Lenzmeier, Ph.D.
President



TABLE OF CONTENTS

General Information 3-5

Academic Program Policies & Particulars 5-33

Admission 33-36

Tuition and Fees 36-37, 46, 130

Financial Assistance 38-41, 46-49, 131-134

Student Success Services 41-45

BVU General Information 45-51

Major Descriptions 52-106

Online Specific Programs 107-111

Graduate Programs 111-137

Undergraduate Course Descriptions 138-235

Graduate Course Descriptions 235-255

Board of Trustees 256

Academic Personnel 257-261

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, sexual orientation, 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 IX is directed to contact the BVU Title IX Coordinator at titleix@bvu.edu. For section 504 and disability-related concerns, contact the director of the Center for Academic Excellence at cae@bvu.edu or Donna Musel at museld@bvu.edu. For Title VI and all other concerns, contact the Human Resources Director, Katie McKibben, at humanresources@bvu.edu or 712-749-2049. The mailing address for the above concerns is Buena Vista University, 610 W. Fourth Street, Storm Lake, Iowa 50588;

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 may use the following contact information: The Office of Civil Rights; U.S. Department of Education; 400 Maryland Avenue, SW; Washington, DC 20202-1100; Telephone: (800) 421-3481; Facsimile: (202) 453-6012 TDD#: (800) 877-8339; Email: ocr@ed.gov

For inquiries regarding Title I compliance: Buena Vista University is in compliance with regulations specified in Title I. For more information, please contact the Human Resources Director, Ms. Katie McKibben, 712.749.2049 or humanresources@bvu.edu.

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 or cae@bvu.edu.

Recognition and Accreditation

Buena Vista University is a non-profit educational organization which is currently exempt under section 501(c)(3) of the Internal Revenue Code. Buena Vista University is accredited by the Higher Learning Commission (since 1927), 30 N. LaSalle St., Suite 2400, Chicago, IL, 60602, 312.263-0456, hlcommission.org. Our next comprehensive evaluation is in the spring of 2031. Special accreditations for specific undergraduate programs include Education: Iowa Department of Education; Social Work: Council on Social Work Education (CWSE).

Buena Vista University holds membership in Iowa College Foundation; Iowa Association of Independent Colleges & Universities; Iowa Campus Compact; Association of Governing Boards (AGB); Association of American Colleges & Universities; The Council for Adult & Experiential Learning (CAEL); Council for Independent Colleges; 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.

Official Communications

The 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.

GENERAL INFORMATION

Our Mission

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

Our Vision

To be a nationally recognized leader in rural higher education known for its remarkable student learning outcomes. We will be an institutional destination – ambitious in our efforts to distinctively and boldly inspire students to serve, empower, and transform communities through Education for Service.

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.

BVU Signature Skills

At Buena Vista institution-level learning outcomes organize curricular activity in the general education program and tie each academic major to the project of liberal education. The three institutional learning goals – known as the BVU Signature Skills – are problem solving, integrative learning, and effective communication.

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.

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.

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. 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. In recent years, the campus has undergone significant renovations of the Pierce and White residence halls, the new Social Sciences and Art Hall, and in 2018, a newly remodeled Siebens Forum.

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.

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.

Storm Lake is an attractive, professional community of approximately 14,000, 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.

Online - Specific Programs

Buena Vista University serves online program students through offices in Council Bluffs, Creston, Denison, Emmetsburg, Estherville, Fort Dodge, Marshalltown, Mason City, Newton, Ottumwa, Sioux City, Spencer, and West Burlington.

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 online students use Canvas (LMS) and web conferencing to provide powerful technological support to faculty, staff, and students.

Technology

Online and on-campus undergraduate students will need a computer with reliable internet access. Courses are delivered over multiple platforms including, but not limited to, video conferencing applications, learning management systems, collaboration systems, and email. Student access, whether at home or school, is essential to undergraduate study at BVU. Students are responsible for their own computer and internet access that meets the minimum technical requirements for BVU classes.

Recommended Computer Hardware & Software Requirements:

- Computer running Windows 10 or macOS 10.13 (High Sierra) or higher. ChromeBooks, iPads, and computers running Linux do not meet requirements because some coursework will not be compatible with these types of devices.
- High-Speed/Broadband internet. Some coursework may require downloading and uploading significant amounts of video so a large or unlimited data cap may be needed.
- Webcam, speakers, and microphone
- Digital table for white boarding and collaboration
- Google Chrome web browser (latest version), zoom, and Microsoft Office. Office is available to BVU students for no additional cost by going to <http://office.bvu.edu>. Chrome and zoom are free to download.

Academic Program Overview

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. The faculty at BVU have identified three signature skills, effective communication, problem solving, and integrative learning, which are developed in both the general education and major programs.

BVU awards the following degrees: Bachelor of Applied studies, Bachelor of Applied Science, Bachelor of Arts, Bachelor of Science, Master of Education, Master of Arts, Master of Arts in Teaching, and Master of Science.

Undergraduate Students must earn 120 semester hours of credit, complete the general education program, and complete a major to graduate. Undergraduate students select from 41 majors offered in four academic schools: The Harold Walter Siebens School of Business, the School of Education, the School of Liberal Arts, and the School of Science.

Graduate programs include Organizational Leadership, Professional School Counseling, Clinical Mental Health Counseling, Special Education, and Teacher Leadership, Curriculum and Instruction.

The Faculty

The student/full time faculty ratio on the main campus is 9:1. More than 80% of the 81 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.

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

BUV Academic Overview for Undergraduate Programs

More than the simple accumulation of 120 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.

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 also provides students the opportunity to acquire and improve their signature skills of effective communication, problem solving, and integrative learning.

Overall Graduation Requirements for Undergraduate Programs

Graduation requirements for the Bachelors of Arts and Bachelors of Science degrees must be met by all Buena Vista University students, with appropriate variations made for transfer students reflecting

existing articulation agreements. Graduation requirements include all of the following:

- Credit and honor point specifications: a minimum of 120 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 (Students seeking the Bachelor of Applied Science degree will complete the BASc core instead of Foundations of Collegiate Learning and Liberal Arts Core.)
- University Seminar or Transfer Seminar
- Interdisciplinary capstone
- 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.

Undergraduate Degrees Offered

The Bachelor of Science degree is conferred upon students selecting majors from in 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 Foundations of Collegiate Learning and the Liberal Arts Core 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. 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 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.

Credits and Grade Point Average

A minimum of 120 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 must meet the university's general education requirement. However, an Associate of Arts degree from a regionally accredited institution satisfies the general education Foundations of Collegiate Learning and Liberal Arts Core requirements.

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 concentration. A minimum of 6 credit hours in each certification area must be taken at BVU. Check with the specific academic major for GPA requirements.

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 or graduate student completing requirements during that academic year, from October (Term 1) through August, is invited and expected to participate in commencement.

General Education Requirements

The BVU general education program is dedicated to the lifelong success of all undergraduate students. Thus, the general education program nurtures achievement in the areas of the BVU Signature Skills, each of which celebrates the habits of mind,

breadth of knowledge, and pragmatic competencies of which transformational collegiate experiences are assembled. A three-part program of study consisting of the Foundations of Collegiate Learning, the Liberal Arts Core, and a general education capstone is throughout a student's period of study allied with an academic major and the enrichment of the co-curriculum.

Each student's encounter with the general education program begins in the first semester and continues through the final months of study, a time during which mature capacities in each of the Signature Skill areas are verified via summative assessment and techniques. The three-part experience, outlined below, evinces BVU's commitment to the project of liberal education.

1. Foundations of Collegiate Learning

"Successful completion" of each of each of the Foundations of Collegiate Learning requirements, with the exception of 0BVU 100, 0BVU 200, and the Quantitative Reasoning elective course, means passing the indicated course(s) with a grade of "C-" or better; a grade of "P" will not meet the requirements.

A. University or Transfer Seminar

0BVU 100: University Seminar (3 credits)

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 emphasizes the skills and habits of mind essential for success in an academic major and in the overall Program of General Education. University Seminar also assists students in the transition to life in a learning community and facilitates awareness of the privileges, responsibilities, and expectations that accompany membership in such a community. University Seminar is offered only on a letter graded basis and may not be repeated.

0BVU 200: Transfer Seminar (1 credit)

Transfer Seminar is a one-credit, full-semester course required of all newly enrolled students who have completed 30-86 credit hours at the time of matriculation to BVU. Transfer Seminar assists students in establishing supportive relationships in the BVU community, identifying essential services, and embracing the goals of a BVU education. Students required to register for Transfer Seminar must do so during their first semester of enrollment at BVU. Transfer students enrolled in BVU's Online programs must register for Transfer Seminar within their first 12 credit hours at BVU. Transfer seminar is offered only on a letter graded basis and may not be repeated.

B. Quantitative Reasoning

Quantitative Reasoning requirement supports understanding of mathematical skill and analytical technique. Quantitative Reasoning courses are designed to prepare students in competencies that are transdisciplinary in description. Enrolling students of all academic majors, Quantitative Reasoning courses do not include – and in fact, consciously avoid – the discipline-specific content expected in courses populating other components of the Liberal Arts Core. The Quantitative Reasoning requirement supports student success in the area of Signature Skill #1: Problem Solving.

The University, based on placement test criteria established by the mathematics faculty or previous college math credit, will place new students in one of three categories: MATH 075 eligible, MATH 075 ineligible, or Exempt from MATH 075.

Students who have submitted ACT or SAT scores and have a Math ACT below 25 or a Math SAT below 590, as well as students who have not submitted test scores to BVU, will complete the placement testing process. The results of the testing process will determine the best placement for each student.

Students with a Math ACT 25 or above or Math SAT of 590 or above, or who are transferring in a MATH 075 equivalent or higher-level Mathematics class will be exempt from placement testing and MATH 075 will be waived. Exempt students may directly enroll in a quantitative reason course (below).

Within the first two semesters of enrollment at BVU, students should successfully complete MATH 075 with a grade of “C-” or better. Upon successful completion of MATH 075, students will then select and complete a quantitative reasoning elective course. Students may choose among the following options:

- CMSC 160 Introduction to Computer Programming
- CMSC 181 Computer Science I
- CMSC 205 Discrete Structures
- HONR 221 Honors Computational Science
- MATH 120 Understanding and Interpreting Data
- MATH 131 Mathematics of Finance
- MATH 132 Cryptography and Cryptocurrency
- MATH 140 Applied Statistics
- MATH 210 Calculus I
- MATH 211 Calculus II

C. Written Communication

The requirement in written communication is designed to ensure that Buena Vista University students write at the college level and are positioned to maximize the benefits of Liberal Arts Core courses emphasizing Signature Skill #3: Effective Communication.

All students entering BVU will be placed in one of four categories according to their ACT English scores or high school English grades.

Students with an ACT English score 15 or below or cumulative gpa in high school English classes below 3.00 will enroll in ENGL 101 Written Communication I and Lab, a college-level writing course with a 1-credit support lab, in their first semester at BVU. Upon successful completion of ENGL 101, students will enroll in ENGL 200 Writing Seminar. Successful completion of ENGL 200 Writing Seminar is required for graduation.

Students with an ACT English score 16 and above or cumulative gpa in high school English classes between 3.0 and 3.50 will enroll in ENGL 102 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 101. Upon successful completion of ENGL 102, students enroll in ENGL 200 Writing Seminar. Successful completion of ENGL 200 Writing Seminar is required for graduation.

Students with an ACT English score above 25 or cumulative gpa in high school English classes above 3.50 will be exempt from ENGL 101. Students in this category are required to successfully complete ENGL 102 Written Communication I and ENGL 200 Writing Seminar prior to their junior year. Students who have completed the equivalent of ENGL 200 in accepted transfer credits are exempt from the ENGL 101 or 102 requirement.

Students with an ACT English score above 30 will be exempt from ENGL 102. Students in this category are required to successfully complete ENGL 200 Writing Seminar.

D. Oral Communication

Buena Vista University views oral communication as essential to effective citizenship, service, and leadership. Employers and graduate schools rank effectiveness in oral communication as one of the most important skills for professional success.

Each BVU student is required to take COMM 100 Fundamentals of Communication, a course supporting student success in the area of Signature Skill #3: Effective 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 School of Liberal Arts Dean for test-out details. BVU online students should contact their advisor for more information.

2. The Liberal Arts Core

Successful completion of the Liberal Arts Core occurs when a student achieves the requisite credit hours in the areas of Natural Science and Business, Fine Arts and Humanities, and the Social Sciences.

A. Natural Science and Business (9 credits)

The objective of the business component of the Liberal Arts Core is to enable students to solve problems grounded in business disciplinary concepts. Courses in the Natural Science and Business area of general education enhance students' abilities in the area of Signature Skill #1: Problem Solving. Students must earn credits in three fields and complete at least three credits from both the School of Business and the School of Science.

The following courses are offered by the School of Business and emphasize the application of business disciplinary concepts in problem solving situations:

- BUSN 100 Contemporary Business and Free Enterprise
- ECON 205 Principles of Microeconomics
- ECON 206 Principles of Macroeconomics
- ENTR 101 Entrepreneurship and Ideation
- FINC 101 Personal Finance Foundations
- HONR 240 Honors Business

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. The life sciences focus on living organisms as physical systems and how organisms influence and are influenced by their environments. The physical sciences emphasize processes, structures, and phenomena of the non-living world.

The following courses are offered by the School of Science:

- AGSC 100 Introduction to Agricultural Science
- BIOL 103–115 (Complete three of the Introduction to Biological Science 1-credit courses)
- BIOL 120 Introduction to Cellular and Human Physiology
- BIOL 121 Using Science to Survive the Zombie Apocalypse
- BIOL 130 Introductory Microbiology
- BIOL 142 Introduction to Human Physiology
- BIOL 163 Biological Principles I
- BIOL 164 Biological Principles II
- BIOL 202 Field Botany
- BIOL 303 Ecology and Society
- CHEM 110 Everyday Chemistry
- CHEM 115 Chemistry in Art

- CHEM 120 Chemistry in Food
- CHEM 151 General Chemistry I
- EXSC 120 Introduction to Public Health
- GENS 115 Atmosphere, Weather and Climate
- GENS 130 Introduction to Forensic Science
- GENS 140 Where Have All the Icebergs Gone?
- GENS 320 Physical Geography
- HONR 222 Honors Life Science
- HONR 223 Honors Physical Science
- PHYS 101 Everyday Physics
- PHYS 110 Introduction to Astronomy
- PHYS 115 Environmental Physics
- PHYS 201 General Physics I: Trigonometry-Based
- PHYS 211 General Physics I: Calculus-Based

B. Fine Arts and Humanities (9 credits):

The Fine Arts and Humanities prepare students to inquire creatively, think critically, and respond incisively to the complexities of the human experience and the richness of our interconnected, culturally diverse world. Emphasizing the study of art, language, literature, music, and history, the Fine Arts and Humanities enhance students' abilities in the area of Signature Skill #2: Integrative Learning. Students must earn credits in three fields in the Fine Arts and Humanities area.

The following courses fulfill the Fine Arts and Humanities general education requirements:

- ARTD 100 Art Appreciation
- ARTD 180 Art Foundations: Drawing
- ARTD 185 Art Foundations: 3D Design
- ARTD 304 Critical Issues in Modern and Contemporary Art
- COMM 227 Public Communication
- DIGI 210 Media and Society
- EDCO 280 History of American Education
- ENGL 250 American Literature
- ENGL 260 British Literature
- ENGL 276 World Literature
- ENGL 350 Shakespeare
- ENGL 395 Dramatic Literature: Topics
- ESSI 240 American Sign Language
- GNDR 100 Introduction to Gender Studies
- HIST 101 History of the United States to 1877
- HIST 102 History of the United States After 1877
- HIST 111 World Civilizations I
- HIST 112 World Civilizations II
- HIST 125 Asian Civilizations
- HIST 230 The Vietnam Wars
- HIST 235 The American Civil War and Reconstruction
- HIST 240 History of the American West
- HIST 241 World War II
- HIST 242 The Holocaust

- HIST 284 Empires: The Colonial Experience
- HIST 315 History of Immigration in the US
- HIST 342 Exploring the Holocaust
- HONR 200 Honors Fine Arts
- HONR 230 Honors Humanities
- MUSC 101 Music Appreciation
- MUSC 103 Jazz Appreciation
- MUSC 108 Survey of Music History
- MUSC 109 Introduction to the Music Industry
- MUSC 125 Introduction to Audio Production
- PHIL 336 Professional Ethics
- RELI 102 Introduction to the Biblical Heritage
- SEDU 333 Young Adult Fiction and Nonfiction
- SPAN 110 Elementary Spanish
- SPAN 210 Intermediate Spanish
- SPAN 300 Spanish for Spanish Speakers
- SPAN 301 Advanced Grammar & Conversation
- SPAN 302 Advanced Grammar and Composition
- TESL 270 Introduction to Second Language Acquisition

C. Social Science (9 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. Encompassing a wide range of disciplines, the Social Science component of the Liberal Arts Core supports student achievement in the area of Signature Skill #3: Effective Communication. Students must earn credits in three Social Science fields.

The following courses fulfill the Social Science general education requirement:

- COMM 225 Relational Communication
- COMM 280 Group and Team Communication
- COMM 355 Conflict Management
- CRIM 101 Criminal Justice Systems
- CRIM 102 Survey of Criminology
- HMSV 351 Aging in American Society (OH only)
- HONR 210 Honors Social Science
- PSCN 110 Introduction to American Government
- PSCN 115 Introduction to Politics
- PSCN 245 Introduction to American Law
- PSPA 165 Introduction to Public Administration
- PSPA 320 State and Local Politics
- PSPA 360 Introduction to Public Affairs
- PSYC 100 General Psychology
- PSYC 111 Social Psychology
- SCWK 100 Modern Social Problems
- SCWK 200 Introduction to Social Work & Social Welfare
- SCWK 255 Human Behavior & the Social Environment II
- SCWK 270 Family Relationships
- SCWK 351 Group Work with Older Adults

- SCWK 355 Gender, Sexuality, Race, and Class: Intersectionality
- SOCI 100 Modern Social Problems
- SOCI 101 Introduction to Sociology
- SOCI 111 Social Psychology
- SOCI 240 Rural Sociology
- SOCI 270 Family Relationships
- SOCI 355 Gender, Sexuality, Race, and Class: Intersectionality

3. Interdisciplinary Capstone

IDST 400: Challenges for the 21st Century (3 credits): Buena Vista University prepares graduates to address, both individually and collaboratively, the complex challenges of our time. A capstone experience in the program of general education, the Interdisciplinary Studies course requires students to demonstrate their ability to investigate, and formulate potential responses to, society's most vexing challenges. The Interdisciplinary Studies course functions as a showcase of students' capacities in the areas of problem solving, integrative learning, and effective communication. This course is offered only on a letter grade basis.

Transfer Student General Education Requirements

Students transferring to BVU with an Associate of Arts degree have satisfied written and oral communication and quantitative reasoning areas of the Foundations of Collegiate Learning. Students possessing an Associate of Arts degree have also satisfied the Liberal Arts Core area of the Program of General Education. The transcripts of transfer students who have not completed an Associate of Arts degree will be evaluated by the Registrar, in consultation with the deans, to determine which, if any, general education requirements have been satisfied prior to enrollment at BVU.

Major Requirement

Each student must complete at least one major. Majors require the completion of between 30-64 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 available to Storm Lake students:

- Accounting
- Agricultural Business
- Agricultural Science – General Track, Animal Science Track; Agronomy Track, Pre-Veterinary Medicine Track
- Agriculture Education

- All Science for Secondary Education
- Animation
- Art (Studio Art)
- Biology – General Biology Track; Forensic Science Track
- Biomedical Science
- Business
- Business Education
- Communication Studies
- Computer Science – Artificial Intelligence/Robotics Track; Systems Track; Information Technology Track; Mathematics Track
- Criminology and Criminal Justice
- Digital Media
- Educational Studies
- Elementary Education
- English Language Arts for Secondary Education
- English
- Graphic Design
- History
- Interdisciplinary (Distributive)
- Kinesiology and Exercise Science
- Mathematics; Mathematics: Corporate
- Music Production and Technology – Business Track; Film Scoring Audio for Video Track
- Physical Education and Coaching
- Physics-Engineering
- Pre-professional Art Therapy
- Political Science
- Psychology
- Rehabilitation Health Sciences
- Scientific Illustration/Pre-Medical Illustration
- Social Work
- Spanish
- Special Education
- Strategic Public Relations
- Secondary Education Licensure available in many areas. See specific majors.

Majors available for online students (please note that some majors may only be available through online delivery. Please consult the Online Programs section of the academic catalog for a list)

- Accounting
- Agricultural Business
- Agricultural Studies (BASc)
- Agricultural Education*
- Applied Management (BASc)
- Business*
- Criminology and Criminal Justice – Criminology or Criminal Justice tracks
- Distributive Major
- Educational Studies
- Elementary Education
- English*
- History*
- Human Services

- Organizational Leadership
 - Post Baccalaureate Certification Program
 - Psychology
 - Special Education
- *Secondary Education Licensure available

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 must obtain the support of a school dean and work with them to develop the proposal and choose 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). Once approved, the academic advisors and the appropriate school dean(s) 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
- Digital Media
- Educational Studies
- English
- Exercise Science/Coaching
- Exercise Science/Health Education
- Game Design
- Gender Studies
- Graphic Design
- History
- Interdisciplinary (Distributive)
- Kinesiology and Exercise Science
- Mathematics
- Music
- Music Production and Technology
- Physics
- Political Science
- Psychology
- Quality Science
- Small Business and Rural Entrepreneurship
- Social Innovation
- Sociology
- Spanish

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 (except for the capstone, which is not required for an interdisciplinary (distributive) minor).

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 staff.

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.

Baccalaureate Degree Plus 1 Programs

The Baccalaureate Degree Plus 1 Programs a (Bac+1) allow students to begin work toward completing a Master's degree while yet an undergraduate with the intent of the student completing their Master's degree within roughly a year past earning their bachelor's degree. More information in Graduate Programs section.

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 employability skills for 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 course instructors 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 course instructor.

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.
- 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 Internship 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 course instructors.
- 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 Leadership Development online system (Beaver Tracks) and securing approval of the faculty course instructor, internship site supervisor, Career and Leadership Development Office and the Registrar's Office.
- Professionally and properly preparing required written works such as journals, logs, portfolios, presentation materials, and reflective essays.
- Accurately accounting for one's hours interning and completing the final evaluation through the emailed evaluation link provided.

Faculty Course Instructor Expectations

Faculty members serving as faculty course instructors assume typical faculty responsibilities for the experience as they do with any other course assigned to them. As further clarification, faculty course instructors 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's course instructors 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 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 course instructor, 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 course instructor 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 course instructor, 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 Internship 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 course instructor.
- 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 final evaluation of the student's performance through the emailed evaluation link provided.

BVU 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 course instructor 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 course instructor, internship site supervisor, and internship coordinator in the Career and Leadership Development Office have approved the online form, the Registrar's Office is notified regarding completed documentation.

BVU online students complete the online *Report an internship* form in Beaver Tracks. Once the BVU advisor, company contact, and faculty course instructor approve the online form, the internship manager notifies the Registrar's Office regarding completed documentation.

May term 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 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, May term, or online 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.

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

Credit for Prior Learning

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

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 graduation. Certain restrictions may apply. See the Registrar's Office for more information.

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. 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. 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

A directed study is when a student takes a catalog course either alone or with a very small number of students. 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 no later than the end of the first 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. 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 4-4-1 system, with a fall semester, a spring semester, and a May term. The fall and spring semesters are approximately 15 weeks in length, and the May term is approximately three weeks.

May Term

May term registration, whether travel, internship, or on campus classes is limited to 3 credit hours. Internship 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. A three-credit course meets the full May term calendar for 150 minutes each day. When the May term calendar includes fewer than 15 days of instruction, more than 150 minutes may be required each day. 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. Travel courses may be graded either P/F or with a letter grade. Internships will only be graded P/F. Students must be in good academic standing and in good standing with Student Affairs to be eligible to travel during May term.

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

Students enrolled in courses that require them to be off campus may be eligible for a meal stipend if they have a meal plan for the semester/term during which they are required to be off campus. Please contact the business office to find out if you are eligible for a refund.

In order to be eligible to participate in May term, students must complete the spring semester as a full-time student. Part-time students have the option of participating in May term. Tuition will be charged on a per-credit-hour basis for part-time students. Similarly, students on tuition exchange attending May term only will be charged a pro-rated room and board fee. 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 4-4-1 institutions are welcome to participate in BVU's May term. Application should be made to the Provost's office, 610 W. Fourth Street, Buena Vista University, Storm Lake, Iowa 50588.

Summer Sessions

The university regularly offers summer courses in terms 5 and 6 through its online programs. Students are permitted to enroll for a maximum of 6 credit hours in each term. Credit may also be earned through special workshops, short courses, and independent studies offered in the summer.

Academic Support and Enrichment

Disability Accommodations

The Center for Academic Excellence (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. The director of the CAE can be reached at CAE@bvu.edu.

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 EAP 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-levleved 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 the following standards: ACT 28 or higher AND a HS rank in top 10 percent or HS GPA of 3.75. 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 Liberal Arts Core 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.

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.

May Term Education Travel

Each May term, Buena Vista University students may choose from a variety of foreign programs. Past educational travel courses have included travel courses to Australia, England, France, Germany, Italy, Mexico, Rapa Nui, 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 or the Dean of the School of Liberal Arts 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 via BVU email to the student.
- Upon determination of an infraction, the faculty member should notify, in writing, the student's advisor, the faculty member's school dean, and the provost. 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.).
- All information related to any violation will be kept in a special file by provost 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 provost's 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 the school who oversees that course. The decision from the dean is final.

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

- A written request for hearing must be made with the dean 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 will engage in fact-finding that he/she deems appropriate, after which he 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's decision will be communicated in writing via email to the student, the faculty member, the advisor, and the provost within one week of the meeting. If the recommendation from the Dean is expulsion, it will be referred to the Provost for action.

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. 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 continuous 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 at BVU.

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

Satisfactory academic progress will be measured in qualitative terms by the student's cumulative grade point average (CGPA) and in quantitative terms by the percentage of hours earned in relation to those attempted (pace). Both qualitative and quantitative progress will be reviewed for status determination. In addition, maximum timeframe for degree completion will be reviewed for continued federal/state financial aid eligibility.

- **Cumulative grade point average (qualitative progress)** - 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 will be making qualitative progress by earning a CGPA within 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.

Credits Earned

Less than 24

24-55.99

56+ or 2 years of enrollment, whichever comes first

Cumulative GPA

1.75 or above

1.90 or above

2.00 or above

- **Pace (quantitative progress)** - 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 quantitative 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 will be making adequate pace (quantitative progress) towards degree completion if the 67% is met.

- Maximum Timeframe for Financial Assistance-** Undergraduate students will be allowed to attempt up to 180 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 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 be eligible for financial assistance.

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.

Students should be familiar with the change of grade process. If a grade(s) changes after the initial SAP review, the change(s) will require the committee to revisit the student's status.

Satisfactory Academic Progress Review Process and Statuses

The Academic Standing/SAP Review Committee is chaired by the Associate Dean of Student Success and includes an Academic Dean, the Director of the Center for Academic Excellence, a representative from Student Success, the Director of Financial Assistance, and a representative from the Registrar's Office.

Student academic progress is reviewed three times each academic year (following fall, spring and summer semesters). That review will be used to notify, via email, those students whose academic record falls short of the CGPA and/or pace standards described above. These standards apply for both continued enrollment and financial assistance eligibility. Initial failure to reach the standards results in financial aid warning and a status of academic probation. Academic probation due to failure to meet the CGPA standards will appear on official transcripts. Non-degree seeking students are exempt from review.

If a student is placed on financial aid warning, financial aid eligibility will continue for that warning period, which is typically one semester. For students on academic probation status, failure to reach academic standards for good standing will result in suspension from the university. The designation of suspension will

appear on official transcripts. Academic probation also requires meetings with the Center for Academic Excellence and academic advisor. Failure to adhere to the probation requirements will negatively impact any appeal effort.

Students suspended from the University may appeal the decision (process in following section). Appeals may be granted in cases of extenuating circumstances such as, but not limited to; illness or injury of the student; the death of a relative; family difficulties, such as divorce or illness, interpersonal problems, difficulty balancing school and work, athletics, and family responsibilities; or financial difficulties that may affect a student's ability to achieve SAP. A successful appeal will be reflected on the transcript as Suspended-Successful Appeal.

Following an initial suspension reinstatement, students will typically remain eligible for federal financial assistance – financial aid probation. The financial aid probation status remains until the student reaches good academic standing. Circumstances of the suspension may result in financial aid suspension; rare instances of reinstatement of second (or more) suspension will be under financial aid suspension.

Following a successful appeal, a student will be placed on academic probation with an academic plan to achieve good standing. The plan is not optional; and must be followed. It may encompass more than one semester/SAP review period. If placed on academic probation with an academic plan, the student is expected to achieve good academic standing following the timeline detailed within the plan. A student placed on an academic plan who is eligible to receive financial assistance will continue to receive assistance if the terms of the plan are being met.

A student without a successful appeal will be suspended.

Suspension Appeal Process

All appeals should be submitted using the University's appeal after suspension form, which can be found on the Beavernet portal. Students are highly encouraged to work with their academic advisor to submit the necessary information to the SAP committee. Students will be required to submit an appeal prior to the SAP Review Committee meeting. Rarely will an appeal that is submitted after the next semester has begun, be reviewed.

The appeal includes an explanation the 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, and when those classes will be taken. Before a decision is made, the student's progress, the details in the appeal, along with any input from the areas represented by the SAP committee will be reviewed by the Academic Standing/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 financial assistance status and eligibility for federal, state, and institutional

financial aid consideration will be stipulated in the SAP Committee academic plan. At the end of the next review period, the student will either continue with a multiple semester/term academic plan, return to good academic standing or be suspended.

Typically, an appeal will be granted only once. Under limited circumstances, a second appeal may be considered. However, to continue to receive financial assistance, the student must either provide circumstances that hindered the student from making SAP that are different from the previous appeal or, if using the same circumstances as the previous appeal, the student must provide information that details what has changed that would now allow him/her to meet SAP requirements at the time of the next evaluation.

The final decision on continued financial aid eligibility will be made by the Office of Financial Assistance/Vice President of Enrollment.

Re-establishing Satisfactory Academic Progress

Other than in situations where an appeal is granted, a student who has lost eligibility for federal, state, or institutional 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 financial assistance eligibility. However, if a previously suspended student applies for re-admission to BVU after an academic suspension, that student may be allowed to return, with the benefit of financial assistance, if an appeal is submitted and approved and an academic plan is created to assist the student in attaining satisfactory progress. The student would continue to be eligible for financial assistance if plan specifics are being met. (See above for limitations on the number of appeals allowed with financial aid consideration.)

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 the application for re-admission, which asks the applicant to discuss circumstances that prevented the student from meeting SAP in the past, 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.
2. Submit an appeal after suspension form, which can be found at this web address: bvu.edu/suspensionappeal. Students who are unable to access this appeal application are encouraged to work with their academic advisor to submit the necessary information to the SAP committee. Readmission applications must be received in sufficient time for processing of those requests. It is recommended that these requests should be submitted a minimum of one month prior

to the beginning of the semester/term in which the student wishes to re-enroll.

3. The re-admission/appeal application will be reviewed by a committee composed of Provost and includes an Academic Dean, the Dean of Students, the Director of the Center for Academic Excellence, the Director of Financial Assistance, and a representative from the Registrar's office.
4. 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 Office of Financial Assistance.

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 Registrar's Office to the student and copied to the student's advisor or appropriate online 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 Provost 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 Provost is final.

Appeals related to continued financial aid eligibility must be made through the Vice President of Enrollment Management.

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:

- To be eligible for practice or competition, a student-athlete shall be enrolled in at least a minimum full-time program of studies leading to a baccalaureate or equivalent degree as defined by the institution. To be eligible for competition, a student-athlete shall be enrolled in not less than 12 semester or quarter hours, regardless of the institution's definition of

minimum full-time program of studies.

- Graduate Student/Postbaccalaureate Participation:
A student who has graduated from an NCAA Division III institution may participate as a graduate or postbaccalaureate student at the Division III institution he or she most recently attended as an undergraduate or another Division III institution, provided:
 - (a) The student is enrolled and seeking a second baccalaureate or graduate degree;
 - (b) The student has eligibility remaining; and
 - (c) The student's participation occurs within the applicable 10-semester/15-quarter period.
 - 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 for undergraduate students, and 6 credit hours per semester for graduate students. Students that drop or withdraw from a course during a semester, falling below the 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 satisfactory academic progress (SAP) committee.

STUDENT GRADE 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 provost. 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:

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. This letter should be emailed to the dean of the school for the course in question.
2. Generally, within a week's time, the school dean will meet with the student. The student should provide the dean with an electronic copy of any related course materials in question in advance of the meeting.
3. The school dean will meet with the faculty person involved with the grade challenge. At this point, the faculty member may also provide electronic copies of documents for review in advance of this meeting (papers, final exams, etc. for which the student does not have ownership).
4. Based on the materials and information from the student and faculty member, the school dean resolves the question(s) identified in the appeal. The school dean may choose to ask for a meeting with the student and faculty member or consult with others as appropriate; the school dean's final decision of the appeal will be communicated via BVU email 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 and be communicated to the registrar.
5. The student or faculty member may appeal the school dean's decision to the Provost. Such an appeal must be sent in writing via email and must state the reason(s) for the appeal. The appeal must be submitted within two (2) business days after receiving the decision from the school dean, and must include a forwarding the paperwork the school dean received to the Provost. The Provost reviews the materials and may ask for meetings with the student and/or faculty member involved. The Provost communicates her/his decision in writing within 2 weeks of receiving the request for appeal. The decision of the Provost is final.

***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.

STUDENT ACADEMIC CONCERN APPEALS PROCESS

Student concerns which are for issues other than grades should be handled similarly to how grades are handled. 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 initially rather than first speaking to the faculty member.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Education Rights and Privacy Act (FERPA) is a federal law that governs the release of and access to student education records. FERPA affords Buena Vista University (BVU) students the following rights with respect to their education records:

1. **The right to inspect and review your education records within 45 days of the day BVU receives a request for access.**

A student must submit a written [Request to Inspect and Review Education Records](#) form, specifying the record(s) you 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.

An education record is any record, with certain exceptions, that 1) personally identifies and is directly related to a student or students and 2) is maintained by the institution. Records may be in any format or medium. Examples of educational records entitled to FERPA protections include, but are not limited to:

- Grades
- Transcripts
- Course schedule
- Most conduct and disciplinary files
- Student account and financial aid information
- Student employment details.

Under FERPA, certain records are NOT considered part of the education record. They are:

- Sole Possession Notes. Sole Possession Notes are made by one person as an individual observation or recollection and kept in the possession of the author. As long as these notes remain in the sole possession of the author, they are not considered part of the student's education record. Once these notes are disclosed to another party (or placed in a physical or electronic location where another party could view them) they cease to qualify as sole possession notes and become a part of the student's education record. Also, notes composed in conjunction with a student or in the presence of a student are not considered sole possession notes.
- Law enforcement records

- Health, medical, counseling, and treatment records
- Alumni records unrelated to the student's academic or student affairs records
- Employment records, unless the individual is employed as a result of their status as a student.

2. **The right to request an amendment to your education records if you believe it is inaccurate, misleading, or otherwise in violation of your privacy rights under FERPA.**

A student who wishes to ask BVU to amend a record should submit a written [Request to Amend or Remove Education Records](#) form, clearly identifying the part of the record you want changed, and specifying why it should be changed. The Office of the Registrar will notify you in writing of BVU's decision with regards to your request. If you do not agree with BVU's decision, the Registrar will advise you regarding appropriate steps to request an appeal.

3. **The right to provide written consent before BVU discloses personally identifiable information (PII) contained in your education records, except to the extent that FERPA authorizes disclosure without consent.**

Release of student education records, even to parents of dependent children, is not done at BVU without the express written consent of the student (*see exceptions that permit disclosure without consent below*). If you wish BVU to release all or part of your education record to a third party, you must submit a written [Authorization and Consent to Release Education Records](#) form, specifying the record(s) you wish to release and the individual(s) or groups to whom you wish to disclose your education record(s). Please note, if a non-custodial parent is on the [Authorization and Consent to Release Education Records](#) form, information in a student's education record may be shared with that parent, at BVU's discretion. However, the non-custodial parent will never be allowed access to the information provided on the student's FAFSA or other financial information, such as a tax return or W-2, and the student will not have access to parent tax/income documents.

FAFSA application data may only be used for the application, award, and administration of Title IV funds (federal), state aid, and institutional aid programs.

Exceptions that permit disclosure without consent are listed below:

- a. Disclosure to school officials with a legitimate education interest.
 - i. A school official is typically a person employed by BVU in an administrative, supervisory, academic, research, or support staff position (including safety and security personnel and health staff); a person serving on the board of trustees; or a student serving on an official

committee. A school official also may include a volunteer or contractor outside of BVU who performs an 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 PII 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.

- ii. A school official is determined to have legitimate educational interest if the information requested is necessary for that official to:
 - perform appropriate tasks that are reasonably necessary based on his or her position or duties;
 - perform a task related to a student's education;
 - perform a task related to the discipline of a student; or
 - provide a service or benefit relating to the student or student's family, such as health care, counseling, job placement, or financial aid.

Legitimate educational interest does not convey inherent rights to any and all student information. The law discriminates between educational interest and personal or private interest; determinations are made on a case-by-case basis. Furthermore, educational interest does not constitute authority to disclose information to a third party without the student's written permission.

School officials have access to student information only for legitimate use in the completion of their responsibilities as university employees. Need to know is the basic principle – not curiosity. All Buena Vista University employees with access to student-related data must understand the need for maintaining the confidentiality of student records under federal law and University policy. School officials have a legal and ethical responsibility to safeguard confidential student information in their possession.

- b. Disclosure of education records that BVU defines as Directory Information. These items may be released without your consent and include:
 - Student name;
 - Addresses (local/campus and home/permanent);
 - Email address (institutional and personal);
 - Telephone numbers (local/campus, home/permanent, and mobile);
 - Major, Minor and Concentration field of study;
 - Date and place of birth;
 - Status (including current enrollment, dates of attendance, full or part time, withdrawn);
 - Graduation information (including whether a degree was conferred and/or the degree and date it was conferred);
 - Class rosters;

- Participation in officially recognized activities and sports (including the weight and height of members of athletic teams);
- Photograph(s) and/or video footage;
- Degrees, honors, awards received (e.g., Dean's List); and
- Most recent educational institution attended.

You have the right to withhold the release of your Directory Information, or if you have previously instructed BVU to withhold Directory Information, you have the right to remove the hold on your Directory Information. To do so, submit a written [Request to Withhold/Release Directory Information](#) form and return to the Office of the Registrar.

Please note: only students who wish to withhold the release of, or remove the hold on their Directory Information need to fill out this form. No action is needed for students who agree with the release of their Directory Information.

- c. To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer;
- d. To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local educational authorities, if the disclosure is in connection with an audit or evaluation of federal or state supported education programs, or for the enforcement of or compliance with federal legal requirements that relate to these programs;
- e. In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid;
- f. To organize conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction;
- g. To accrediting organizations to carry out their accrediting functions;
- h. To comply with a judicial order or lawfully issued subpoena;
- i. To appropriate officials, including parents of a student, in connection with a health or safety emergency;
- j. Information the school has designated as "Directory Information";
- k. To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding;
- l. To the general public, the final results of a disciplinary proceeding, 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 policies with respect to the allegation made against him or her;

- m. 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.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by BVU to comply with the requirements of FERPA.

Students are encouraged to contact the Register at registraroffice@bvuv.edu with questions or concerns about this Policy. Students also have the right to contact the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave. S.W., Washington D.C. 20202-4605 with a complaint about BVU's compliance with the Act.

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

This Catalog includes comprehensive descriptions of each academic program, including the requirements of each academic major, minor, concentration area, and the program in general education. Furthermore, all undergraduate academic programs consist of courses bearing numerical designations at the 100, 200, 300, or 400 level. Courses are assigned a numerical designation to reflect (a) whether a prerequisite attaches to a course; (b) the way in which disciplinary content is presented by faculty and encountered by students in the course; and (c) the way in which interdisciplinary skills and modes of inquiry are presented and encountered by students in the course.

When engaged in degree planning and course registration activities, students are reminded of the following scheme:

Courses Numbered 000-099

000-level courses, such as MATH 075, prepare students for success in 100-level courses and are required of students only when indicated by an ACT/SAT subject area score or performance on a BVU placement examination.

100-level Courses

- Prerequisite(s) ~ 100-level courses have no prerequisites apart from instances when a student is required, due to an ACT/SAT subject area score or performance on a BVU placement examination, to complete a 000-level course. In rare instances, a 100-level course may have another 100-level course as a co-requisite.
- Disciplinary Content ~ 100-level courses emphasize basic terminology, concepts, theory, ideas, and perspectives for the purposes of recall, explanation, and acquisition of elementary competency in some skill areas. 100-level courses are often surveys of an academic field or discipline and may be a student's first and only college-level exposure to some subject matter. Many 100-level courses are foundational to further study in one or more undergraduate programs. Thus, at the discretion of the instructor and/or due to the standards of the discipline, 100-level courses may introduce higher-order intellectual skills, such as capacities for application, interpretation, analysis, and appraisal of claims.
- Interdisciplinary Skills / Modes of Inquiry ~ When relevant to the course, interdisciplinary skills and essential methods of inquiry and/or analysis are introduced.

200-level Courses

- Prerequisite(s) ~ 200-level courses may have one or more prerequisites or corequisites, but a prerequisite or corequisite is not essential for a course to have a 200-level designation.
- Disciplinary Content ~ 200-level courses emphasize basic terminology, concepts, theory, ideas, and perspectives. Courses offered at the 200-level also challenge students with learning activities involving application and transfer of knowledge to new questions or problems relevant to one or more academic disciplines. At the discretion of the instructor and/or due to the standards of the discipline, higher order intellectual skills, such as those compelling students to make connections among ideas and generate original, creative work may be included.
- Interdisciplinary Skills / Modes of Inquiry ~ When relevant to the course, interdisciplinary skills and essential methods of inquiry and/or analysis are introduced.

300-level Courses

- Prerequisite(s) ~ With some exceptions, 300-level courses have one or more prerequisites, typically at the 100 and/or 200 level. A 300-level course may have another 300-level course as a co-requisite.
- Disciplinary Content ~ 300-level courses may

involve introductory-level content, especially when aimed at orienting students to a field or subfield within an academic discipline, but universally compel students to demonstrate learning through application of terms, concepts, perspectives, or theories, often in new and creative ways. Furthermore, in 300-level courses, students are challenged to draw connections among ideas and/or rigorously evaluate claims. Many 300-level courses prepare students for enrollment in 400-level and capstone experiences. Thus, at the discretion of the instructor, students may be challenged to demonstrate capacities for independent management of tasks and projects.

- **Interdisciplinary Skills / Modes of Inquiry** ~ Interdisciplinary skills and, when relevant, essential methods of inquiry and/or analysis are developed beyond the 100-course level and selectively integrated with one or more course learning goals aimed at disciplinary content.

400-level Courses

- **Prerequisite(s)** ~ 400-level courses have one or more prerequisites and are intended for students of advanced matriculation.
- **Disciplinary Content** ~ 400-level courses typically require students to demonstrate competencies associated with 300-level courses AND engage in significant independent, self-directed work leading to original, and perhaps, creatively formulated responses to questions and problems animating an academic discipline or field of professional endeavor. Some courses warrant a 400-level designation due to the volume and/or complexity of material presented to students or the extent to which students are expected to demonstrate mastery of essential content.
- **Interdisciplinary Skills / Modes of Inquiry** ~ Interdisciplinary skills and, when relevant, modes of inquiry and/or analysis are seamlessly integrated with course learning goals and are often part of comprehensive assessments of student learning.

Credit Hour Definition

Except as provided in 34 CRF 668.8(k) and (l), Buena Vista University defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

- 1) One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
- 2) At least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the awarding of credit hours. 34 CFR 600.2

Traditional Academic Semester. Consistent with this policy, academic credit is assigned on a schedule consistent with the Carnegie Unit. Thus, BVU requires the following quantities of (a) *instructor-guided learning activity*, such as that led by a University professor in classroom or laboratory setting, and (b) *independent learning activity* performed by the student in the context of a 15 week semester followed by a final examination period:

15 Week Semester (Not Including a Two-Hour Final Exam Period)

Course Credit Hours	Minutes of Weekly, In-Class or Instructor-Guided Learning Activity	Minutes of Weekly, Independent Learning Activity (student work performed outside of class)	Approximate Total Min. (Hours) of Organized and Independent Learning Activity in 15 Week Semester
1	50 min.	120 min.	2550 min. (42.5 hrs.)
2	100 min.	240 min.	5100 min. (85 hrs.)
3	150 min.	360 min.	7650 min. (127.5 hrs.)
4	200 min.	480 min.	10,200 min. (170 hrs.)

The Eight Week Online Term. BVU courses following an eight-week term – examples include those provided by the institution’s Online Programs – require quantities of instructor-guided and independent learning activity approximating that expected in traditional fifteen-week semesters. Thus, a three-credit hour course delivered in an eight-week term requires of students approximately 127.5 hours of learning activity, roughly one-third of which ought to be instructor-guided.

Courses provided in the context of BVU’s Online Programs involve modalities typical of distance learning experiences, such as “live”, synchronous instructor and online asynchronous instruction. Moreover, in these

settings, instructor-guided learning activity is defined broadly. Examples include, but are not limited to, “live” or recorded lectures, instructor responses to students’ discussion posts, and written commentary on assignments, quizzes, and exams. Independent learning activity takes many forms. Completing reading assignments and problem sets, performing library research, writing essays, and participating in small group discussions are examples.

Compliance. Oversight and compliance monitoring of BVU’s credit hour policy is a function of the Office of Vice-President for Academic Affairs/Provost.

Typical Course Load

The normal class load is 14-16 credit hours per semester in order to complete the minimum required 120 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 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 week of the fall or spring semesters or prior to the third class meeting in a summer session, half semester course. Students at the Storm Lake campus must obtain the approval of the instructor of the course, their advisor, and the dean. A student may drop or add a course the first two days of May term. After the second day no changes will be permitted in May term.

Online students may add a course within the first four working days of the start of the term. Students can submit an online form for this through the Registrar’s office or through their advisor.

Dropping Courses

Students at Storm Lake may drop a course prior to the third class in May term or during the first week 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 academic action. 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 also 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, and for whom a change of status (full-time/part-time) and/or a change in tuition/cost occurs, will be responsible for prorated tuition charges. A student’s status for the semester will be classified as their hours enrolled, minus hours withdrawn at the end of the second week of classes. For example, a student who was originally enrolled in 12 hours and considered full-time, but withdraws from 1 or more hours, will be considered part-time. If a student withdraws from all courses within the first two weeks of the semester, they are considered withdrawn, and not included in BVU’s enrollment numbers. Return to Title IV policies will be followed for any complete withdrawal.

Students enrolled in online courses may change courses of equal value (online for online, face-to-face for face-to-face) until the published drop/add deadline (as set in the Calendar) of that course’s site. Courses dropped and not replaced prior to the deadline will appear on the permanent record because such drop results in a change of status (full-time/part-time) and therefore a change in tuition/cost. In other words, courses attended (or, for online courses, for which any academic activity was recorded) and subsequently 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 have attended (or participated in any academic activity in an online class) and choose not to attend that class any longer will also 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 Policy

Buena Vista University expects students to abide by the Student Code of Conduct and all academic policies and procedures as outlined in the Student Handbook and College Catalog. Violations of written policies may result in removal from the University via the Administrative Withdrawal Policy. 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.

The Policy: The University administration has the authority to withdraw a student from the university, and to revoke a student's registration at any time during a semester or term for failure to comply with university policies and procedures and/or being unable to continue with classes, including, but not limited to:

- Found to be detrimental to the welfare of the BVU community through threats to others.
- Extenuating circumstances result in student failing to attend all classes for a significant period (ex. Called to the military)

Students who are administratively withdrawn:

- Are responsible for all debts and other charges related to their enrollment including room and board fees.
- Are not eligible for a tuition refund.
- Will receive WA grade notations if the withdrawal occurs prior to the final date for withdrawal in a term/semester. The WA notation 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 and does affect a student's grade point average. No other grades for the semester may be assigned.
- Will lose their eligibility for residential status or athletic competition.

Procedure for administrative withdrawal:

A violation of the Student Code of Conduct must be documented and reported to the Vice President of Student Success. The VPSS will investigate the violation and determine if the behavior warrants a withdrawal from the university. The VPSS then notifies the student of the decision, and the steps required to leave the university. The Provost, appropriate School Dean and faculty, and the Registrar will be notified of the decision, with copies to the Office of Financial Assistance and Information Technology. Copies of any notice of administrative withdrawal will become part of the student's permanent file.

Administrative Withdrawal Appeals:

If a student chooses to appeal the withdrawal, the following guidelines are articulated in the Student Code of Conduct will govern the process:

- The student must initiate the process of appeal within three business days of the date of the receipt

of notification of withdrawal from VPSS.

- The student must send a written appeal to the VPSS with documentation that supports their argument against administrative withdrawal.
- A student may appeal the VPSS decision to the next level (President) following the steps as outlined in the Student Handbook, Student Code of Conduct, Article XI, Appeal Process. The decision of the President is final.

Medical Leave Policy

Student health and wellbeing is of the utmost importance for Buena Vista University. BVU recognizes there may be times a student needs to pause their studies to care for their own health. A medical leave of absence may be granted to a student up to two times during their enrollment to seek treatment for a documented physical or mental health condition.

A student desiring a medical leave of absence must provide a written request to the Vice President for Student Success. The request must be accompanied by a letter from a physician or appropriate licensed health care professional describing the nature of the illness for which the leave is requested, and the estimated length of time for recovery.

The Vice President for Student Success will notify the student in writing of the final decision, including starting date for the leave and a date when the leave will be reconsidered. Students' leave will be a minimum of three months to allow time for treatment; however, the student may appeal this decision to return early, adjust to a part-time schedule, and/or pursue online opportunities if it will assist with their treatment plan. Appeals for an early return earlier than three months should be submitted in writing to the Vice President for Student Success.

The Vice President for Student Success will also notify the Provost's Office, the Registrar's Office, the Financial Aid Office, and the Office of Business Services.

A student who is granted a leave of absence will be withdrawn from all courses by the Registrar, and their permanent record will be marked with a "W". The University's refund policy, which applies to all students who withdraw from BVU, will apply to medical leaves as well. Students granted a medical leave must meet with the Director of Financial Assistance to discuss the impact of a medical leave on a student's financial aid. Students may appeal any balances to the Vice President for Student Success. Appeals will be reviewed by the Vice President for Finance and Administration, Vice President for Enrollment Management and Marketing, and Vice President for Student Success.

To return from a medical leave of absence and resume studies at BVU, the student must submit a written request to the Vice President for Student Success accompanied by a letter from the physician or appropriate licensed health care professional stating that the student has aptly recovered from the

illness/condition that led to the student's departure and is now ready to resume their studies. The student's letter should include a plan for return and ongoing treatment to promote a successful transition back. This plan can include regular meetings with the Center for Academic Excellence, counseling, and/or their advisor. This will be used to create a care plan for the student's return.

The decision to readmit a student following a medical leave will be made in consultation with the Associate Dean for Academic Success (Storm Lake) or the Vice President of Extended University Programs (EUP student). The Vice President for Student Success will notify the student in writing of the decision along with the care plan they must follow during their return. The appropriate departments will be notified of the decision.

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 and school dean 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. Students must receive written approval of such "off-campus study" requests from the student's academic advisor and the school dean.

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.

It is expected that Storm Lake students will take face to face Storm Lake classes whenever possible. Full-time Storm Lake juniors and seniors (or other students obtaining special permission) will be allowed to take three credit-hours online (or any other associated modalities through Online Programs) per semester (three credit-hours Term 1 or 2; three credit-hours Term 3 or 4) at no additional charge. The following rules apply:

- 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.
- All students must pay online rates for online credits enrolled in during any summer session. Terms 5 and 6 are viewed as summer registration and any enrollment is charged at the online tuition rate.
- Students desiring to take an online class will need to provide a clear and compelling justification as to why they need to take the online class:
 - course not offered on the SL campus
 - course offered only infrequently on the SL campus which disrupts a student's four-year plan
 - transfer students in need of courses off-rotation to avoid delay in graduation,
 - time conflicts
 - facilitating a student's ability to study abroad for a semester or engage a semester long specialized internship, etc.)
- Students will still need to file an academic action for permission to take the free online course during any Term, and will be required to provide an approved four-year plan to demonstrate the need to take the online course.
- Because of the intensity of courses and the considerable overlap in time between May term and Term 5, if a student is enrolled in 3 or more credits during May term, Term 5 registration is not permitted. If a student is not enrolled in May term, or is enrolled in 2 credits, a 1 or 2 credit online or site course would be permitted. Any Term 5 online or site enrollment is counted as part of the summer semester. Students enrolled only in Term 5 online (and not anything for May term) will not be permitted to live in the residence halls during May term.

- 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.
- Students may take two online 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).

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 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 ($3 \times 3 = 9$). 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 student will submit an Academic Action requesting a contract for a grade change 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 success or the school dean 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:

A	4.00 honor points
A-	3.67 honor points
B+	3.33 honor points

B	3.00 honor points
B-	2.67 honor points
C+	2.33 honor points
C	2.00 honor points
C-	1.67 honor points
D+	1.33 honor points
D	1.00 honor points
D-	0.67 honor points
F	0.00 honor points

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 May term course. No more than one pass/fail course may be taken in a given semester. Students cannot take more than one course in a minor 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 May term, 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 may be graded P/F or with a letter grade. 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 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 information:

- 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, 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 to appeal denial of an absence

A faculty member's decision to deny an excused absence may be appealed to the Provost. Prior to doing so, however, students must seek informal resolution of the matter by consulting, first, the faculty member issuing the denial and 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 via email by the Provost within a five

working-day period after notification of the faculty member's decision. In consultation with the parties indicated above, the Provost will make a final determination as regards the faculty member's denial of an excused absence. When making a final determination, the Provost 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

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 by BVU staff, however, they can be sent electronically through the NSC website. A financial obligation to the university will prohibit release of transcripts. A student's educational record cannot be disclosed without prior written consent of the student.

ACADEMIC HONORS

Dean's List

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

Academic Schools

The various major study areas of Buena Vista University are grouped within four schools, each of which is administered by a dean. These four schools and their respective course study areas are as follows:

Harold Walter Siebens School of Business

The Harold Walter Siebens School of Business offers undergraduate majors in Business, Accounting, and Agricultural Business. Courses found under the following course prefixes are overseen by the Dean of the Harold Walter Siebens School of Business: ACCT, AGBU, BUSN, ECON, ENTR, FINC, MGMT, MIS and MRKT.

School of Liberal Arts

The School of Liberal Arts offers undergraduate majors in animation, art, art education, communication studies, criminology and criminal justice, digital media, English, graphic design, history, human services (online students only), music production, organizational leadership (online students only), political science, pre-professional art therapy, psychology, strategic public relations, scientific illustration, social work, social science, and Spanish. It also offers a Bachelors of Applied Studies degree and a Masters degree in organizational leadership. The following course prefixes are overseen by the Dean of the School of Liberal Arts: ARTD, COMM, CRIM, DIGI, EAP, ENGL, ESL, ESOL, GDES, GNDR, GRAD, HMSV, IDST, MILS, MUSC, OBVU, ORGL, PHIL, PSCN, PSPA, PSYC, RELI, SCWK, SOCI, SPAN, STPR.

School of Education

The School of Education offers an undergraduate major in elementary education, and students within the school also study 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, Teaching English as a Second Language K-8 and 5-12, Reading K-8 and 5-12 and Coaching Authorization K-12. Upon successful completion of current teacher education programs, the student may

be eligible for certification by the State of Iowa to teach appropriate course work in elementary and secondary schools. The School of Education also offers masters programs in the areas of mental health counseling, professional school counseling, curriculum instruction and teacher leadership, secondary education, and special education. The following course prefixes are overseen by the Dean of the School of Education: BUED, EDAG, EDCO, EDUC, ECSE, ESSI, GECI, GEDU, GEOG, GMHC, GPSC, GAEA, GPRD, GFPD, GRED, DISC, PHED, PRKK, SEDU, SPED, TEAC, and TESL.

School of Science

The School of Science offers majors in Agricultural Sciences, Biology, Biomedical Sciences, Computer Science, Corporate Mathematics, Exercise Science: Kinesiology, Mathematics, Rehabilitation Health Sciences, and Engineering Physics. The Bachelor’s of Applied Science degree is also a program in the School of Science. The following course prefixes are overseen by the Dean of the School of Sciences: AGSC, BCHM, BIOL, CHEM, CMSC, EXSC (non-education courses), GENS, HONR, MATH, and PHYS.

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.

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 Programs

Buena Vista University has partnerships with the University of Iowa College of Law, Creighton University School of Law, and Drake University Law School. Each partnership offers programs of study 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 90 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.

3+2 Accelerated Master of Athletic Training Program with Drake University

This partnership offers programs of study leading to a Bachelor of Science degree from BVU and a Master of Athletic Training (MAT) degree from Drake University. Students complete 90 credit hours of work, completing the general education program and completing pre-requisite science courses while at BVU, as approved by the Dean of the School of Science. Successful completion of one year of full-time study (30 semester hours) at Drake University in the Master of Athletic Training Program will satisfy the remaining requirements for a baccalaureate degree at BVU. Current admissions standards and processes for applying to this program are available through the office of the Dean of the School of Science.

3+4 Accelerated Pharmacy Doctorate (PharmD) program with Drake University

This partnership offers programs of study leading to a Bachelor of Science degree from BVU and a Pharmacy Doctorate (PharmD) degree from Drake University. Students complete 90 credit hours of work, completing the general education program and completing pre-requisite science courses while at BVU, as approved by the Dean of the School of Science. Successful completion of one year of full-time study (30 semester hours) at Drake University in the Pharmacy Doctorate (PharmD) Program will satisfy the remaining requirements for a baccalaureate degree at BVU. Current admissions standards and processes for applying to this program are available through the office of the Dean of the School of Science.

3+4 Accelerated Doctor of Podiatric Medicine (DPM) program with Des Moines University

This partnership offers programs of study leading to a Bachelor of Science degree from BVU and a Doctorate of Podiatric Medicine (DPM) degree from Des Moines University. Students complete 90 credit hours of work, completing the general education program and completing pre-requisite science courses while at BVU, as approved by the Dean of the School of Science. Successful completion of one year of full-time study (30 semester hours) at Des Moines University in the Doctorate of Podiatric Medicine Program will satisfy the remaining requirements for a baccalaureate degree at BVU. Current admissions standards and processes

for applying to this program are available through the office of the Dean of the School of Science.

Affiliation agreements with Des Moines University for the Doctor of Osteopathic Medicine (DO), Doctor of Physical Therapy (DPT), Master of Physician Assistant Studies (MSPA), Master of Science in Anatomy (MSA), Master of Biomedical Sciences (MS programs)

This partnership between Buena Vista University (BVU) and Des Moines University (DMU) provides an enhanced opportunity for qualified students at BVU to apply and interview for the DMU Doctor of Osteopathic Medicine (DO) program, Doctor of Physical Therapy (DPT), Master of Physician Assistant Studies (MSPA), Master of Science in Anatomy (MSA), Master of Biomedical Sciences (MS) degree programs. Current admissions standards and processes for applying to this program are available through the office of the Dean of the School of Science.

3+2 Accelerated Master of Athletic Training (MSAT) Program with Grand View University

This partnership offers programs of study leading to a Bachelor of Science degree from BVU and a Master of Athletic Training degree from Grand View University. Students complete 90 credit hours of work, completing the general education program and completing pre-requisite science courses while at BVU, as approved by the Dean of the School of Science. Successful completion of one year of full-time study (30 semester hours) at Grand View University in the Master of Athletic Training Program will satisfy the remaining requirements for a baccalaureate degree at BVU. Current admissions standards and processes for applying to this program are available through the office of the Dean of the School of Science.

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 210, 211, 230) that includes exposure to multivariable calculus, plus a separate course in differential equations (MATH 225). 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. Current admissions standards and processes for applying to these programs are available through the office of the Dean of the School of Science.

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 Provost should be consulted for approval.

ADMISSIONS

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 (optional), 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.
2. Send a copy of your high school transcript, through the latest completed semester, to the Office of Admissions, Buena Vista University, 610 W. Fourth St., Storm Lake, Iowa 50588. If no high school transcript is available, please send GED or HiSET diploma.
3. Test Optional: Students submit their transcript to BVU for review. If a student is accepted and then enrolls, he/she will be asked to submit any tests scores they may have for class placement. If the student has no test scores to submit, he/she may need to take a placement exam during Registration. Submission of Test Scores: Students who choose to submit a test score, American College Test (ACT) or the Scholastic Aptitude Test (SAT) should have the scores sent directly to the Office of Admission. ACT or SAT scores posted on an official high school transcript are also 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, GED, or HiSET

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.

- 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.
- 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.

Upon 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:

- An advance enrollment deposit of \$200. Priority for housing is based on the university's receipt date of the enrollment deposit.
- A housing application form (resident students only).
- 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:

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

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.

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.

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 120 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:

- Relevance to the curricular program at BVU.
- Transferability of coursework will be determined by the Registrar's Office in consultation with the appropriate school dean.
- 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.
- Coursework from all other associate degrees will be evaluated on a course-by-course basis.
- 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 90 credit hours will be applied toward the degree, of which no more than 60 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, Kirkwood Community College, Metropolitan Community College, Minnesota West Community and Tech College, North Iowa Area Community College, Northwest Iowa Community College, Southwestern 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 60 semester hours from any regionally accredited two-year institution, when the student has earned an associates degree, and a maximum of 90 semester hours from a regionally accredited four-year institution.

Veterans Information

BVU has been designated a member of the **Principles of Excellence Program** for educational institutions serving service members, veterans, spouses, and other family members.

BVU is a participating **Yellow Ribbon Institution**. More information about this program can be found in the Financial Assistance section of the catalog.

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 is in compliance with the **Veterans Benefits and Transition Act of 2018**. BVU does not impose any penalties; does not assess late fees; does not deny access to classes; does not deny access to libraries or other institutional facilities; and does not or require that a Chapter 31 or Chapter 33 recipient borrow additional funds to cover the individual’s inability to meet his or her financial obligations due to the delayed disbursement of payment by the U.S. Department of Veterans Affairs.

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 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 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 naces.org/members.
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: 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 749.1000 or grad@bvu.edu or see the Graduate Programs Admissions information in this catalog

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 online.

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 benefiting from university classes may enroll as auditors. Auditors pay a reduced tuition fee. Examinations are not required, and no university credit is earned.

TUITION AND 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.

Tuition and Fee Information for Storm Lake Students

The fees below are for the 2023-2024 academic year. The university reserves the right to increase the rates charged with due notice.

2023-2024 Charges for Resident Students

Standard tuition	\$40,190
Room - See additional cost for suites.....	\$5,266
Board.....	\$5,630
Student activities fee	N/C
Health service.....	N/C
Student government activities	N/C
Student publications	N/C
Standard TOTAL.....	\$51,086
<i>(tuition, regular room and board)</i>	

2023-2024 Charges for Commuter Students

Standard tuition	\$40,190
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.....	\$40,190

Additional Fees

Per credit hour	\$1,352
<i>(less than 12 credit hours or more than 18)</i>	
Late fee tuition payments.....	\$100
Audit <i>(per credit hour)</i>	\$77
Summer tuition - <i>(per credit hour)</i>	\$465
Undergraduate Education Programs assessment fee	\$169

Undergraduate Education Programs background check fee	\$25
Student-teaching fee (<i>based on 3 credit hours</i>)	\$109
Student-teaching fee (<i>based on 6 credit hours</i>)	\$218
Student-teaching fee (<i>based on 12 credit hours</i>)	\$436
Additional out-of-area fee for student teaching:	
Placements more than 60 miles from BVU ..	\$125
Placements more than 100 miles from BVU	\$250
Placements more than 200 miles from BVU	\$500
Undergraduate graduation fee (<i>payable at registration in final semester</i>)	\$90
Transcripts	
via Clearinghouse	\$10.00
(includes \$2.90 online processing fee)	
in person	\$25
one day/overnight service	\$50
international/express - additional	\$50
Private music lessons (<i>per credit hour</i>)	\$398
Art fees (<i>per class</i>)	varies by course- \$50-\$200
Organ rental (<i>per semester/per credit hour</i>)	\$150
Living in the Suites (<i>per semester</i>)	\$125
Buyout in the suites as a super single	\$1048/yr
Single room (<i>designated medium single rooms in Grand, Liberty, White, or Snape</i>)	\$552/yr
Buyout program for double room as a single room (super single)	\$938/yr
Room damage deposit* (<i>new students</i>)	\$100
I.D. — replacement	\$30
I.D. — passport (<i>three photos</i>)	\$10
Returned check/ACH fee	\$30
Parking sticker - yearly	\$85
Second vehicle - yearly	\$85
Library books late charges	\$5
Not returning laptop (<i>per day</i>)	\$5

* Residential students pay \$200, with \$100 being applied to tuition accounts. Commuter students pay \$100, with \$100 going to tuition accounts.

Note: Some of the above fees do not apply to Buena Vista University Online or Graduate Programs. For current BVU Online or Graduate Program fee information, contact the financial specialist for each division.

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 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.

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.

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.

Fee Payment Schedule

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

Standard Tuition

	Standard Tuition	Room* Board	Standard Total
Fall semester	\$20,095	\$2,633 \$2,815	\$25,543
<i>Payable by Aug. 29</i>			
Spring semester	\$20,095	\$2,633 \$2,815	\$25,543
<i>Payable by Jan. 9</i>			
Total for Year	\$40,190	\$5,266 \$5,630	\$51,086

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

In addition, we estimate that a student living on campus will have approximately \$3,631 in expenses for books, supplies, transportation, clothing, telephone, entertainment, etc.

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. Students should consult the current BVU policy at this web address: bvu.edu/admissions/financial-assistance/policies-and-procedures/withdrawal-policy-and-institutional-charges-policy.

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. Students should consult the current BVU policy at this web address: bvu.edu/financialaidpolicies.

Return of Title IV Funds Policy

Students who withdraw from the University may be required to return some of the Title IV funds they were awarded as a part of their financial aid package. The policy for determining whether or not funds need to be returned can be found at this link: bvu.edu/financialaidpolicies.

Please Contact the Office of Student Success for a copy of BVU's Leave of Absence Policy. Contact the Office of Financial Assistance for an example of a refund calculation.

FINANCIAL ASSISTANCE

For a full description of financial aid policies and aid sources for Storm Lake students, please visit [our Guide to Financing Your BVU Education](http://www.bvu.edu/admissions/financial-assistance/guide) (<https://www.bvu.edu/admissions/financial-assistance/guide>). 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 Points to Remember brochure from the Office of Financial Assistance.

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

Financial Assistance Application

To apply for financial assistance:

1. Complete and submit the application for admission to Buena Vista University.
2. Provide all necessary items to the Office of Admission and be accepted to Buena Vista

University as a degree-seeking student in a financial aid eligible program.

3. As soon after Oct.1 as possible, complete and file an application for financial aid. The application can be found at fafsa.gov.
4. 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.
5. 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 (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.
9. 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 federal or state

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, Grants and Financial Aid Assistance

Information about **federal grants and awards** like the **Federal Pell Grant**, the **Federal Supplemental Education Opportunity Grants (FSEOG)**, the **Robert C. Byrd Scholarship**, the **Teacher Education Assistance for College and Higher Education (TEACH) Grant**, can be found on the BVU web page: bvu.edu/finaid.

Information about **Iowa state grants and awards** like the **Iowa Tuition Grant**, the **Iowa National Guard Education Grant**, the **Iowa Education and Training Voucher**, the **All Iowa Opportunity Scholarship**, the **Future Ready Iowa You Can Go Back Grant**, and other Iowa gift aid programs can be found on the BVU web page: bvu.edu/finaid. Students from states other than Iowa should check with the proper agency in their state to receive information on availability of state-sponsored scholarships or grants.

Information about **BVU institutional scholarships available to new first-year Storm Lake students** at Buena Vista University can be found on the BVU web page: bvu.edu/finaid.

Information about **BVU institutional scholarships available to Storm Lake transfer students** at Buena Vista University can be found on the BVU web page: bvu.edu/finaid.

Information about **BVU institutional scholarships and grants available to returning Storm Lake students** at Buena Vista University can be found on the BVU web page: bvu.edu/finaid.

Information about **outside scholarships and grants available to returning Storm Lake students** at Buena Vista University can be found on the BVU web page: bvu.edu/finaid.

BVU's Strategic Partnerships Division offers education partner grants to employees of university partners. Spouses/domestic partners and dependents (to age 26) of full-time partner employees are also eligible. This grant is for up to \$2000 annually to attend BVU in Storm Lake. For a complete list of current partner employers and application steps, visit our website at www.bvu.edu/strategic-partnerships.

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.

Reserve Officer Training Corps (ROTC) awards.

A resident ROTC participant, who is ROTC Scholarship eligible, will receive a grant from the university to cover up to a standard room and board charge. The total of all aid received (including Federal Pell Grant, and outside scholarship) will never be more than direct costs.

Yellow ribbon program awards. We are a participating yellow ribbon institution. Any student eligible for benefits at 100 percent (except spouses), will receive a grant from the university for any tuition charge not covered through the yellow ribbon program. The recipient will also likely receive a monthly housing stipend and an allowance for books. 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 direct 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. Information is available on the BVU web page: bvu.edu/financialaidpolicies.

Work Opportunities

The university's federal work-study program provides employment opportunities 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.

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.

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.

Students will be asked to sign a contract that will further explain their terms of employment.

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.nsls.ed.gov.

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 dependent 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, 2023 will be 5.50%. 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 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 more than two 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

APPROXIMATE MONTHLY FEDERAL DIRECT LOAN REPAYMENT SCHEDULE				
Total Borrowed	Monthly Payment Amount at 3.4%	Monthly Payment Amount at 4.5%	Monthly Payment Amount at 5.6%	Monthly Payment Amount at 6.8%
\$3,500	\$50	\$50	\$50	\$50
\$5,500	\$56.00	\$57.00	\$60.00	\$63.00
\$11,625	\$118.00	\$120.00	\$127.00	\$134.00
\$15,000	\$152.00	\$155.00	\$164.00	\$173.00
\$18,500	\$187.00	\$192.00	\$202.00	\$213.00
\$20,000	\$202.00	\$207.00	\$218.00	\$230.00
\$25,000	\$258.00	\$264.00	\$278.00	\$293.00
\$30,000	\$304.00	\$311.00	\$327.00	\$345.00

financial aid, at an interest rate of 7.54%. 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, McElroy Loans may be available to full-time students to supplement the loan options mentioned above. Funding is limited. Financial need may be a factor in eligibility. 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 \$48,000 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, can be found on the BVU web page: bvu.edu/finaid.

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. BVU's policy for verification of family information can be found on its web page: bvu.edu/financialaidpolicies.

For Further Financial 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. Additional information can be found on the BVU web page: bvu.edu/finaid, or you can e-mail us at finaid@bvu.edu.

Student Complaints

In addition to seeking out specific offices, students may file complaints using the online submission form: bvu.edu/complaints.

STUDENT SUCCESS SERVICES

Campus Security

Safety and security of the campus community: students, faculty, staff and visitors, is our number one concern. 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 bvu.edu/campussecurity.

Career and Leadership Development

Career and Leadership Development provides leadership trainings and career readiness services for students aligned with their academic endeavors. The Office encourages students and alumni to achieve their long-term goals by providing career counseling, information about the connection between majors and careers, self-assessment tools and interpretation, occupational information, and career explorations, including shadowing, networking, and internships. Leadership development programs focus on the motto of BVU: *Education for Service* and inspire students to lead with shared processes and communal results. The staff and resources help students achieve their goals through leadership and 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.

Student Success Coach Program

BVU has two Success Coaches and four Academic Liaisons who support student growth and success. All new and transfer students will be connected with a Success Coach or Liaison to provide guidance with their transition to college. BVU is committed to ensuring all students have a network of support people to help them excel inside and outside the classroom as they progress to graduation and life as an alumni. Success Coaches are housed in the Career and Leadership Development Office.

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 A math specialist, A writing coordinator, an 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.

TutorMe is the online tutoring platform used by BVU.

Community and Student Engagement

The Office of Community and Student Engagement supports student engagement, service activities, and experiential learning. Three full-time staff members coordinate and collaborate on a variety of programming and involvement opportunities including:

Alternative Week of Off-site Learning (AWOL) is our Alternative Spring Break Program. Each event pairs a volunteer experience with an opportunity for social interaction and skill development.

Buenafication Day is the university's most beloved campus tradition in the spring. Classes are not scheduled on this day and students go out into the community and volunteer.

BV Buddies is a student-lead program that pairs a BVU student with a Storm Lake Middle School student for an entire academic year for participation in tutoring and enrichment activities.

Education for Service Program is a four-year developmental program that engages students in high

impact practices through service and mentorship programs. This program is being linked with a new Mentorship program for first generation students and students of color launching in fall 2022. Students will receive academic, social, and wellness support. Mentors are supported through the Iowa AmeriCorps program.

Student Activities Board (SAB) is a student run organization that 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, culmination with coronation of the king and queen.

Student MOVE, (Mobilizing, Outreach, Volunteer Efforts) assists individuals, groups, and faculty wanting to engage in service opportunities. Local, regional, national, and international volunteer opportunities help students realize the importance of civic responsibility and engagement.

Student Organizations provide engagement on campus with over 50 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 interests, and in distinguishing themselves for future careers.

Students who are interested in learning more about any of these programs should visit the Geisinger Student Leadership Center (GSLC) located in the Harold Walter Siebens School of Business/Siebens Forum.

Commuter Student Services

Student Success recognizes that commuter students have different needs on campus and aims to provide services to best support commuters. Commuters will receive outreach about services on campus, including lockers available for student use on a first come first served basis, monthly coffee and lunch events, and details on how to use the fridge in Student Success to store lunches.

Event Services

The office of Event Services assists 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.

Wellness Center

The Wellness Center is a collaborative and integrated approach between Health Services and Counseling Services to enhance the physical and mental health of students to help them achieve academic success, personal development, and lifelong wellness. The goal of the Wellness Center is to provide a holistic and collaborative approach to student health by offering educational health care, preventative services, wellness education, counseling, and mental health services to our students. The Wellness Center also has a Relaxation and Resource Room located in Dixon-Eilers Room 212. This room has been designed to help students explore various resources for improving their emotional and physical health as well as providing a comfortable, quiet space with reading materials, manipulatives, sound machine and comfortable furniture for students to use.

The Wellness Center also provides a Wellness Exercise Room for students to use located in the lower level of the Fieldhouse, L-20 and is available for scheduled wellness programs, individual or group use. The mirrored room offers AV equipment, exercise balls, steps, exercise bands, yoga mats and weights. Students will need to contact the Athletic Department at 712-749-2254 to reserve the room.

Health Services

Health Services Dixon-Eilers Room 207 Phone 1238. Office hours are 8 a.m.-4 p.m. Monday through Friday. Nurse available after hours through Resident Advisor (RA) or campus security by calling 712-749-2500.

Health Services 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 create a culture of care in which students feel cared for as individuals. Health Services is committed to encouraging students to collaborate and engage in the services provided. Health Services wants students to feel they have inherent value and the right to be treated with dignity through enhancing the educational process by helping to change or modify health-related barriers, promoting optimal wellness and educating students to make informed decisions about health-related concerns.

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. 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 on a loan basis.

Students who are ill, are responsible to notify their professors. Health Services and the Office for Student Success will contact professors of a student's medical absence if requested by the student. Professors will determine whether or not to excuse an absence.

All full-time Storm Lake students and students residing on campus are required to have medical insurance 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 offer by the university. The student insurance will be billed directly to your student account. For more information, contact the Business Office at 712-749-2213. Note: If for any reason your insurance carrier changes or is discontinued, you must report this to Health Services within 10 working days.

All Storm Lake full-time freshman and transfer students are required to complete a Student Health form, provide a copy of insurance card front/back and immunization records by the following deadlines to Health Services:

- August 1st for first semester
- December 1st 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.

Counseling Services

Professional and confidential mental health counseling services are available for Storm Lake campus students at no cost. Counseling Services provides individual and group counseling, support groups, educational programming, referrals for off-campus care such as psychiatric medication monitoring, and consultation services. Counseling Services is committed to encouraging students to pursue personal growth and development and learn new skills to help develop self-awareness, confidence, and emotional agility. Health records are private and do not become part of the University record.

Lehnus Campus Store

The campus bookstore, located in the Seibens Forum, supplies students with their entire textbook and apparel needs.

Mail and Printing Services

Mail is distributed to student boxes during the scheduled semester and throughout May term. Personal mailboxes are assigned to all students and are located in the Forum in the hallway adjacent to Mail & Printing Services.

Recreation Services

The purpose of the Recreation Services program is to encourage and develop healthy habits among the BVU community by providing students opportunities to become involved, explore the world, and challenge themselves, while building a foundation of healthy and balanced habits through all varieties of Intramural Sports, Outdoor Recreation and Wellness Initiatives. Recreation Services, a division of Student Success, is located in a lakefront house at 27 Peterson Drive. The university has many recreational items that can be checked out for students to use, including 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.

Assistant Dean for Student Success and Residence Life: The Assistant Dean 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.

Area Coordinator (AC): The AC is a full-time staff member responsible for the efficient and effective operation of their residence hall(s). They develop an atmosphere within the residence hall, which is conducive to academic endeavors, social development, personal growth and community living.

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

Resident Assistant (RA): The RAs are students that serves 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, or graduate student (6 credit hours per semester) 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 Assistant Dean for Student Success & Residence Life before the completion of the previous semester of their change in status. Exceptions must be approved by the Assistant Dean in conjunction with the Vice President for Student Success. 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 Success 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.

Center for Diversity and Inclusion

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 and values the diverse national, religious and ethnic make-up of the entire university community. A time for praise and worship (“The Thursday Morning Charging Station”) is provided on Thursday at 11 a.m. throughout the academic year in the ‘Underground’ of Smith Hall as the BVU community to gather, pause, pray, celebrate and reflect in the midst of our hectic schedules. The student ministry leadership within W.I.F.I. (Worship and Praise/IMPACT/Fellowship of Christian Athletes/InterVarsity) help coordinate the current faith-based organizations on the BVU campus. The purpose of these organizations is to assist and encourage students in their spiritual growth as well as provide opportunities for developing meaningful, supportive friendships. Activities include Bible and book studies, worship, recreational events, community service projects, along with large and small group retreats. The University Chaplain provides leadership for the practice and development of spirituality and an appreciation of differing world religions. Additionally, the Chaplain offers a variety of confidential counseling,

spiritual direction, and a variety of resources for spiritual growth as well as pre-marital counseling, weddings, grief counseling, and memorial services.

Multicultural and International Student Services

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 Center for Diversity and Inclusion is responsible for creating an environment advantageous to broadening the perspective of diversity and inclusion, developing opportunities for students to learn and understand the importance of multiculturalism, and creating pathways for students, faculty, and staff to come together for cultural exchange and celebration. This is facilitated by programming efforts, such as Diversity & Inclusion Week, community collaborations, and six multicultural student organizations advised within the Center. These organizations are Asian Culture Club, Black Student Union, International Student Club, Multicultural Engagement Leadership Team (MELT), Organized Active Support for International Students, and RAICES (Spanish for “roots”). The purpose of these organizations is to assist and encourage students in their cultural exploration and identity development. The international student services program aids students from around the world in learning, acclimating to new environments and exchanging cultural ideas and education.

Library Services

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 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.

ONLINE PROGRAM GENERAL INFORMATION

Buena Vista University online programs offer unique educational opportunities across the country through its online programs. BVU demonstrates that educational institutions can reach out and serve all people within their regions.

Online Academic Schedules

BVU Online and Programs serve degree-seeking and non-degree-seeking students. Courses are scheduled in six 8-week terms throughout the academic year. BVU online courses require the completion of online coursework and do not have any required class meeting times.

Hybrid courses require online coursework and meet one night per week with the 3-credit early classes scheduled from 5:30-7:05 p.m. and the late classes from 7:25-9:00 p.m.

Check for specific term dates with the appropriate BVU online staff.

Online Student Services

A significant aspect of BVU online 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 distance education, or through BVU Online Programs.

We strive to make many of our journal holdings available full-text via the web. Using the library's web site at 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 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 Leadership Development

The Office of Career and Leadership Development on the Storm Lake campus offers assistance with career planning, résumé preparation, and job searches. In addition, BVU online 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/student-life/academic-career-support/career. Staff welcome your questions about career planning, internships, and the job search, and can consult via email or phone. Students can e-mail career@bvu.edu for an appointment.

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 staff members are knowledgeable about regional opportunities and are available to students for information about career decision-making and job searches.

Handicapped Accessibility of Buildings and Grounds

Nearly all buildings are handicapped accessible. Students seeking assistance regarding handicapped accessibility should contact staff at the BVU Office closest to them.

Responsibilities and Regulations

Please see the “Student Rights and Responsibilities section” of this catalog.

Online Application Process

BVU online programs are available for students with a minimum of a high school diploma or a GED. Each candidate should follow these procedures to apply for admission:

1. Complete and submit the online application for admission at any time. Application will remain active for two years.
2. Send unofficial or official transcript(s) from each college or university previously attended. Final official transcripts are required prior to the end of the first semester of enrollment.
3. Applicants who do not have an associate’s degree must request their final high school transcript or GED diploma be sent to the Office of Admissions, Buena Vista University, 610 W Fourth St, Storm Lake, IA 50588.
4. Students planning to apply for financial assistance, including student loans, need to complete the Free Application for Federal Student Aid (FAFSA) at www.fafsa.gov.
5. Students who have previously earned a B.A. or B.S. degree from another university may be eligible to earn a second bachelor’s degree from Buena Vista University. Guidelines are available from Academic Advisors.

Upon receipt of the application and supporting information, notification of the admissions decision will be forwarded to the student.

Validation Policy

Registration for each online course must be validated within the first seven days of the term. Students validate hybrid courses by attending the synchronous class session or completing a designated assignment

in the asynchronous session within the first seven days of the term. 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 their academic advisor 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 their academic advisor 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 the Dean.

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.

Online Programs Tuition and Fee Information

The fees below are for the 2023-2024 academic year. The university reserves the right to increase the rates charged with due notice.

	Per Credit Hour
Undergraduate tuition.....	\$465
Undergraduate Education Programs assessment fee	\$169
Undergraduate Education Programs background check fee	\$25
Student Teaching fee (<i>based on 3 credit hours</i>).....	\$109
Student Teaching fee (<i>based on 6 credit hours</i>).....	\$218
Student Teaching fee (<i>based on 12 credit hours</i>)...	\$436
Additional out-of-area fee for student teaching:	
Placements more than 60 miles from BVU ..	\$125
Placements more than 100 miles from BVU ..	\$250
Placements more than 200 miles from BVU ..	\$500
Audit (<i>per credit hour</i>)	\$77
Undergraduate Graduation fee	\$90
Transcripts	
via Clearinghouse	\$10.00
(includes \$2.90 online processing fee).....	
in person	\$25
one day/ overnight service	\$50
international/express - additional	\$50

Returned Check/ACH fee\$30
Fees are not inclusive, other charges may apply.

Fees and refunds

All charges for tuition and fees are due and payable on the first day of each term/semester. Books, supplies, 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.

Online 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 studentaid.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.
5. Be a U.S. citizen.
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 BVU 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. Audit or CLEP credit will not be acknowledged in determining financial aid eligibility.

Gift Assistance and Financial Aid for Online Students

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 bvu.edu/ptk.

Legacy Scholarships are awarded to full time Online undergraduate students that are new starts for fall, 2019 or after. The legacy connection must be a parent, guardian or grandparent. The maximum yearly award is \$1,000, split between two semesters. The lifetime maximum is \$2,000 per student over a two-year period.

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

Grants:

Information for funds like the **Federal Pell Grant, the Federal Supplemental Education Opportunity Grants (FSEOG), the Robert C. Byrd Scholarship, the Teacher Education Assistance for College and Higher Education (TEACH) Grant**, can be found on the BVU web page: bvu.edu/finaid.

Information about **Iowa state grants and awards like the Iowa Tuition Grant, the Iowa National Guard Education Grant**, and other Iowa gift aid programs can be found on the BVU web page: bvu.edu/finaid. Students from states other than Iowa should check with the proper agency in their state to receive information on availability of state-sponsored scholarships or grants.

BVU's Strategic Partnerships division offers education partner grants to employees of university partners. Spouses/domestic partners and dependents (to age 26) of full-time partner employees are also eligible. This grant is for up to 30% tuition discount for undergraduate online programs. For a complete list of current partner employers and application steps, visit our website at www.bvu.edu/strategic-partnerships.

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

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 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 counseling. 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 dependent 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. First year independent students will be eligible for a total of \$9,500 a year, sophomores \$10,500 a year, and juniors and seniors \$12,500 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, 2023, will be 5.50%. 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 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 more than two 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, called Federal Direct PLUS Loans 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 8.05%, as of July 1, 2023, 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 on the BVU web page: bvuedu/finaid.

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: bvuedu/finaid.

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 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 student's academic advisor. 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 required 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 will be communicated to the National Student Loan Data Service (NSLDS) and will be used to determine loan repayment when necessary.

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 program 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 their academic advisor.

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 Institutional Charges & Institutional And State Aid Policy For Withdrawals

Students who withdraw completely from online programs may 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 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.

Term 1 – Term 6 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

All students taking courses that do not fall into 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.

Consumer Information:

For a description of relevant consumer information, please also see bvuv.edu/about/consumer-information for a description of various policies and procedures.

The following degrees and majors are available through Online Programs.

Degrees offered:

- Bachelor of Applied Studies
- Bachelor of Applied Science
- Bachelor of Arts

Majors:

- Accounting
- Agricultural Business
- Agricultural Studies (BASc)
- Agriculture Education*
- Applied Management (BASc)
- Business – Agricultural Business concentration
- Business – Management concentration
- Business – Marketing concentration
- Business – Sport Business concentration
- Business – Finance concentration
- Business Education*
- Criminology and Criminal Justice – Criminology track
- Criminology and Criminal Justice – Criminal Justice track
- Distributive Major
- Educational Studies
- Elementary Education
- English*
- History*
- Human Services
- Organizational Leadership
- Post Baccalaureate Certification Program
- Psychology
- Special Education

Selected education endorsements are offered.

* Secondary (5-12) certification option available

Online Program Degrees BVU Online degrees and majors:

BVU Office Locations and Contact information:

BVU Online Programs
610 W. Fourth Street, Box 2032
Storm Lake, Iowa 50588
Telephone: 712.749.1000
Toll-Free: 800.383.2821, ext. 1000

Council Bluffs
2700 College Road
Council Bluffs, Iowa 51503

Creston
1501 W. Townline, Room 726
Creston, Iowa 50801

Denison
11 N 35th Street
Denison, Iowa 51442

Fort Dodge
One Triton Circle, 102 Liberal Arts
Fort Dodge, Iowa 50501

Emmetsburg
3200 College Drive
Emmetsburg, Iowa 50536

Estherville
300 S. 18th Street
Estherville, Iowa 51334

Marshalltown
3700 S. Center Street
Marshalltown, Iowa 50158

Mason City
500 College Drive
Mason City, Iowa 50401

Newton
600 N. Second Avenue W., Room 127
Newton, Iowa 50208

Ottumwa
525 Grandview Avenue
Ottumwa, Iowa 52501

Sioux City
4647 Stone Avenue
Sioux City, IA 51106

Spencer
1900 N. Grand Avenue
Spencer, Iowa 51301

West Burlington
1500 W. Agency Road
West Burlington, IA 52655-9903

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.

MAJOR AND PROGRAM DESCRIPTIONS

ACCOUNTING

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: 59 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
- FINC 306 Business Finance
- MATH 140 Applied Statistics
- MGMT 220 Principles of Management
- MGMT 302 Decision Science
- MGMT 315 Business Law I
- MGMT 465 Production and Operations Management
- MGMT 492 Business Policy and Strategy
- MRKT 220 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

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: FINC 316, FINC 430, and FINC 460

MINOR IN ACCOUNTING: 18 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

AGRICULTURAL BUSINESS

The Agricultural Business major in the Harold Walter Siebens School of Business is a business administration degree designed to prepare students for careers in agricultural business and allied industries. The curriculum includes training in the functional areas of business with emphases in agricultural management, marketing, economics, finance, production, operations and strategy. Experiential learning, internships, and other value-added opportunities enhance students' professional training. Elective courses in agricultural science and advanced courses in agricultural business, law, policy, regulations, tax, sales, entrepreneurship, and other special topics allow students to gain specialized knowledge of the industry. Courses emphasize theory-to-practice application, requiring students to integrate business concepts to solve problems in practical agricultural business situations, simulations and/or settings. In doing so, students build strong analytical, communication, and professional skills that position them for career success.

MAJOR IN AGRICULTURAL BUSINESS: 59 credit hours

ACCT 205 Financial Accounting
 ACCT 206 Managerial Accounting
 ACCT 210 Basic Excel Spreadsheets
 AGBU 225 Agricultural Business Management / Farm Business Management
 AGBU 310 Agricultural Marketing, Pricing and Positioning
 AGBU 320 Economics of Agricultural Markets
 AGBU 340 Applied Agricultural Financial Management
 AGBU 465 Agricultural Production and Operations Management or MGMT 465 Production and Operations Management
 AGBU 492 Advanced Agribusiness Management or MGMT 492 Business Policy and Strategy
 AGBU 495 Agricultural Business Internship or BUSN 496 Business Practicum
 AGSC 100 Introduction to Agricultural Science
 ECON 205 Principles of Microeconomics
 ECON 206 Principles of Macroeconomics
 FINC 306 Business Finance
 MATH 140 Applied Statistics
 MGMT 220 Principles of Management
 MGMT 315 Business Law I
 MRKT 220 Principles of Marketing
 ELECTIVES -- Choose three: any AGBU or AGSC courses*, MGMT 375 Entrepreneurship/Small Business, MRKT 414 Selling, ACCT 415 Individual Taxation, ACCT 416 Business Taxation, FINC 440 Insurance and Real Estate.

**Elective courses must be at least 3 credit-hour courses and may not include required courses in the Agricultural Business Major or internship/practicum credits.*

AGRICULTURAL SCIENCE

Students majoring in Agricultural Science are provided with an industry-oriented, science-based education that prepares them for careers in animal and plant science, as well as advanced study.

The curriculum includes foundational focus in the disciplinary sciences, with majors of study in General Agricultural Science, Agronomy, Animal Science, and Pre-Veterinary Medicine.

Agricultural Science Core: (32 credits)

AGSC 200 Animal Science
 AGSC 201 Survey of Crop Science
 AGSC 205 Soil Science
 AGSC 301 Pest Management
 8 credits from BIOL 163 Biological Principles I or higher
 CHEM 151 General Chemistry I
 CHEM 152 General Chemistry II
 MATH 140 Applied Statistics

MAJOR IN AGRICULTURAL SCIENCE - GENERAL AGRICULTURAL SCIENCE TRACK: 50 credit hours

Agricultural Science Core

18 credits of any combination of AGSC or BIOL/Life Science at the 300/400 level

MAJOR IN AGRICULTURAL SCIENCE - AGRONOMY TRACK: 50 credit hours

Agricultural Science Core

18 credits of any combination of:

CHEM 261 Organic Chemistry I
 AGSC 311 Plant Nutrition
 AGSC 320 Introduction to Geographic Information Systems
 AGSC 350 Genetic Improvements of Domestic Crops
 AGSC 355 American Crop Physiology OR BIOL 355 Plant Physiology
 AGSC 410 Systems Management in Crop Production
 AGSC 450 Special Topics
 AGSC 481 Undergraduate Research
 AGSC 495 Agricultural Internship/Field Experience

MAJOR IN AGRICULTURAL SCIENCE - ANIMAL SCIENCE TRACK: 50 credit hours

Agricultural Science Core

18 credits of any combination of:

AGSC 300 Animal Physiology
 AGSC 310 Animal Nutrition
 AGSC 315 Animal Behavior
 AGSC 325 Animal Reproduction
 AGSC 330 Animal Breeding and Genetics OR BIOL 260 Genetics
 AGSC 340 Survey of Food and Meat Industries
 AGSC 420 Animal Health and Wellness
 AGSC 450 Special Topics
 AGSC 481 Undergraduate Research
 AGSC 495 Internship
 BCHM 401 Biochemistry
 BIOL 240 Microbiology
 CHEM 261 Organic Chemistry I

MAJOR IN AGRICULTURAL SCIENCE-PRE-VETERINARY MEDICINE TRACK: 50 credit hours

Agricultural Science Core

18 credits of any combination of:

AGSC 300 Animal Physiology
 AGSC 310 Animal Nutrition
 AGSC 315 Animal Behavior
 AGSC 330 Animal Breeding and Genetics
 AGSC 420 Animal Health and Wellness
 BCHM 401 Biochemistry
 BIOL 164 Biological Principles II (if not previously completed to meet core requirement)

BIOL 260 Genetics
CHEM 261 Organic Chemistry I
MATH 210 Calculus I
MATH 220 Calculus II
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

MINOR IN AGRICULTURAL SCIENCE: 18 credits

Student may complete 18 credits of any combination of AGSC coursework for a Minor in Agricultural Science. The curriculum is intended to generate more depth and context of focus as well as enable our students to meet specific career objectives in various agriculture sectors.

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 who 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
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

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 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 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 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 Student Teaching in Secondary Art

Plus requirements listed under secondary education and education core

MAJOR IN GRAPHIC DESIGN: 57 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 (27 credits)

ARTD 260 Print Design

ARTD 275 Commercial Design

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 355 Interactive Design

ARTD 360 Motion Graphics

ARTD 495 Internship

6 credit hours from:

ARTD 320 Sculpture

ARTD 410 Animated Film Production

ARTD 415 Game Production

ARTD 440 Advanced Topics in Art

ARTD 470 Advanced Studio I

ARTD 472 Advanced Studio II

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 260 Print Design

ARTD 275 Commercial Design

ARTD 304 Critical Issues in Modern and Contemporary Art

ARTD 355 Interactive Design or ARTD 360 Motion Graphics

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

MAJOR IN ANIMATION: 57 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 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: 33 credits

ARTD 270 2D Animation I
 ARTD 301 Ancient through Roman Art History OR ARTD 302 Early Christian through Mannerism Art History OR ARTD 303 Baroque to Modern Art
 ARTD 320 Sculpture
 ARTD 360 Motion Graphics
 ARTD 365 2D Animation II
 ARTD 367 3D Modeling and Animation
 ARTD 369 Concept Art and Character Design
 ARTD 410 Animated Film Production
 ARTD 415 Game Production
 ARTD 495 Internship
 ENGL 225 Narrative in Entertainment Media

MINOR IN ANIMATION: 21 credits

ARTD 180 Art Foundations: Drawing
ARTD 185 Art Foundations: 3D Design
ARTD 190 Art Foundations: Digital Design
ARTD 250 Life Drawing
ARTD 270 2D Animation I
ARTD 365 2D Animation II OR ARTD 360 Motion Graphics
ARTD 367 3D Modeling and Animation

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
PSYC 111 Social Psychology
PSYC 389 Counseling
PSYC 239 Mental Disorders
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 Human Behavior and the Social Environment I
SCWK 380 Methods of Social Research I

Recommended General Education courses

BIOL 120 Introduction to Cellular and Human Physiology
SCWK/SOCI 355 Gender, Sexuality, Race, and Class: Intersectionality

MAJOR IN SCIENTIFIC ILLUSTRATION/PRE-MEDICAL ILLUSTRATION:**63 credits**

The Scientific Illustration major provides preparation for professional careers in scientific and biological illustration. Scientific Illustration is a multi-disciplinary field of study that links Art and Design with Biology. It will 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: (17 credits)

ARTD 260 Print Design
 ARTD 290 Scientific Illustration I
 ARTD 320 Sculpture
 ARTD 360 Motion Graphics
 ARTD 367 3D Modeling and Animation
 ARTD 390 Scientific Illustration II
 ARTD 470 Advanced Studio I or ARTD 495 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 428 Mammalogy

Recommended General Education and Electives

ARTD 270 2D Animation I
 ARTD 310 Painting
 BIOL 210 Zoology
 BIOL 222 Botany
 BIOL 240 Microbiology
 BIOL 428 Mammalogy
 CHEM 151 General Chemistry I

BACHELOR OF APPLIED SCIENCE

The Bachelor of Applied Science (BASc) 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 60 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 120 credit hours to meet graduation requirements. Students completing a BASc degree address the 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 102 Written Communication I
 ENGL 305 Writing for Work
 IDST 400 Challenges for the 21st Century
 MATH 140 Applied Statistics
 PHIL 336 Professional Ethics

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.

MAJOR IN BASc AGRICULTURAL STUDIES

The BASc Agricultural Studies major 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. Completion of this flexible interdisciplinary major will enable students to develop solid agricultural science and business backgrounds while also pursuing further studies in areas tied to agriculture that interest them the most. Students pursuing this major also must complete the BASc core requirements, which support student development of the Buena Vista University signature skills effective communication, problem solving, and integrative learning. This program will be available to students regardless of BVU location, however, some of the elective courses may only be available at specific locations where the appropriate laboratory and field resources are available.

BASc MAJOR IN AGRICULTURAL STUDIES (39 hours)

AGBU 225 Agricultural Business Management / Farm Business Management
 AGBU 310 Agricultural Marketing, Pricing and Positioning
 AGBU 320 Economics of Agricultural Markets
 AGBU 340 Applied Agricultural Financial Management
 AGBU 360 Agriculture Policy and Regulations
 AGSC 100 Introduction to Agricultural Science
 AGSC 200 Animal Science
 AGSC 201 Survey of Crop Science

5 elective courses from:

Any AGBU courses numbered between 300-499
 Any AGSC courses numbered between 200-499
 BIOL 303 Ecology and Society
 GENS 320 Physical Geography
 HMSV 301 Human Services in Rural Communities

MGMT 220 Principles of Management
 MGMT 320 Human Resource Management
 MGMT 315 Business Law I
 MGMT 375 Entrepreneurship/Small Business
 MGMT 380 Social Responsibility of Business
 MGMT 475 Advanced Entrepreneurship
 PSPA 320 State and Local Politics
 PSPA 360 Introduction to Public Affairs

MAJOR IN BASc APPLIED MANAGEMENT

The BASc Applied Management major 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
 FINC 310 Finance for Managers
 MGMT 220 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
 GENS 320 Physical Geography
 MGMT 420 Advanced Human Resource Management
 MRKT 220 Principles of Marketing
 MRKT 340 Business Marketing
 PSPA 360 Introduction to Public Affairs
 PSPA 380 Administrative Agencies

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, Foundations of Collegiate Learning and Liberal Arts Core. These courses may count toward the required 300/400 level courses necessary for the degree. 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.

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. Subsequently, students select advanced classes based in the foundational areas of biology: Cell Biology, Genetics, Ecology, Evolution, and Organismal Biology. To ensure depth in biology, students will select a minimum of three 300 level courses. To equip themselves for the lives that they will lead as biologists, students complete 12 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 a capstone that is either research or journal club based. All students complete Areas 1, 2, and 3 comprising the biology major core and complete one biology major track.

Biology Major Core (Areas 1-3): 23 credit hours

Area 1: Biology Foundation: 16 credit hours

BIOL 163 Biological Principles I
 BIOL 164 Biological Principles II
 CHEM 151 General Chemistry I
 CHEM 152 General Chemistry II

Area 2: Support Work: 4 credit hours. Choose one of the following courses:

PHYS 201 General Physics I: Trigonometry Based
 PHYS 211 General Physics I: Calculus-Based
 *CHEM 261 Organic Chemistry I

Area 3: Capstone Experiences: 3 credit hours

BIOL 292 Biology Career Exploration and Preparation
 BIOL 400 Biology Research Capstone or BIOL 498 Biology Journal Club
 BIOL 495 Internship

MAJOR IN BIOLOGY – GENERAL BIOLOGY TRACK: 48 credit hours

Biology Major Core

Distributional Course Selection: Students select a minimum of 25 credit hours of classes from BIOL and BCHM at the 200-level or higher. A minimum of three courses must be at the 300/400 level to reach a minimum of 12 credit hours at the 300 or 400 level. Biology courses numbered 200, 202, 303, 405, and 498 do not count toward the distributional course selections. Students that take more than the required 1 credit each of BIOL 400 or BIOL 498 in the Biology Major Core may count only 1 additional credit towards the distributional course selections.

MAJOR IN BIOLOGY – FORENSIC SCIENCE TRACK: 58 credit hours

(Designed for students interested in careers in forensic science or other lab science industries)

Science and Math Requirements:

Biology Major Core

BCHM 401 Biochemistry
 BIOL 260 Genetics
 CHEM 311 Analytical Chemistry
 MATH 140 Applied Statistics

Choose one course from:

BIOL 305 Cell and Molecular Biology
 BIOL 380 Human Physiology
 BIOL 430 Human Anatomy
 PHYS 201 General Physics I: Trigonometry Based

Criminology & Criminal Justice Requirements:

CRIM 101 Criminal Justice Systems
 CRIM 102 Survey of Criminology
 CRIM 371 Criminal Procedure
 CRIM 375 Criminal Investigation
 CRIM 3 credit elective at the 200/300 level

*Students on this track must complete CHEM 261 Organic Chemistry I as part of the core

MINOR IN BIOLOGY: 22 credit hours

BIOL 163 Biological Principles I
BIOL 164 Biological Principles II

Students select a minimum of 14 credit hours from BIOL and BCHM at the 200-level or higher, with a minimum of 3 hours at the 300/400 level. Biology courses numbered 200, 202, 206, 207, 292, 303, 400, 405, 495, and 498 do not count toward the minor.

MAJOR IN BIOLOGY WITH TEACHING LICENSURE (5-12): 46 credit hours broken down as described for the Major in Biology – General Biology Track above with the following three exceptions:

1. Teaching internship replaces the requirement of BIOL 495.
2. Students seeking a life science teaching license should take at least one elective in each of these three areas:
BIOL 210 Zoology, BIOL 222 Botany, BIOL 426 Ornithology, BIOL 427 Herpetology, or BIOL 428 Mammalogy
BIOL 240 Microbiology, BIOL 260 Genetics, or BIOL 305 Cell and Molecular Biology
BIOL 270 Evolution or BIOL 360 Ecology
3. Students must also complete the requirements listed under secondary education and education core.

MINOR IN BIOLOGY WITH TEACHING LICENSURE (5-12): 22-23 credit hours

BIOL 163 Biological Principles I
BIOL 164 Biological Principles II
BIOL 240 Microbiology or BIOL 260 Genetics or BIOL 305 Cell and Molecular Biology
BIOL 270 Evolution or BIOL 360 Ecology
BIOL 210 Zoology or BIOL 222 Botany
3 hours biology with BIOL 163 and 164 (or higher) as pre-requisites, excluding BIOL 206, 207, 208, 292
Plus requirements listed under secondary education and education core

MINOR IN QUALITY SCIENCE

See “Minor in Quality Science (page 100) for a description of requirements and course offerings.

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 306 Cancer Biology

BIOL 311 Developmental Biology

BIOL 325 Endocrinology

BIOL 360 Ecology

BIOL 385 Neuroscience

BIOL 420 Immunology

BIOL 424 Parasitology

BIOL 426 Ornithology

BIOL 427 Herpetology

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 a business administration degree designed to prepare students for successful careers in business organizations and industry. The curriculum emphasizes experiential learning and is designed to develop in students a sophisticated understanding of contemporary business, as well as strong analytical, communication, and professional skills. Students learn to understand the functional areas of business, entrepreneurship, and the free enterprise system through courses taught in an applied context, requiring students to integrate business concepts to solve business problems in practical business situations, simulations and/or settings.

In addition to the courses in the Business core, students complete a business concentration in management, marketing, financial decision-making, sport business or agricultural business. Students whose only major is Business must 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 a major outside the School of Business).

The business minor is designed to introduce non-business majors to the foundational concepts of business and apply business concepts to real world business problems.

The minor in small business and rural entrepreneurship is designed to introduce non-business majors to the foundational concepts in entrepreneurship and apply these concepts to their discipline.

MAJOR IN BUSINESS: 38 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
 FINC 306 Business Finance
 MATH 140 Applied Statistics
 MGMT 220 Principles of Management
 MGMT 302 Decision Science
 MGMT 315 Business Law I
 MGMT 465 Production and Operations Management
 MGMT 492 Business Policy and Strategy
 MRKT 220 Principles of Marketing
 BUSN 496 Business Practicum

Business Concentration courses: 15 credit hours each

Agricultural Business

AGBU 225 Agricultural Business Management/ Farm Business Management
 AGBU 310 Agricultural Marketing, Pricing and Positioning
 AGBU 320 Economics of Agricultural Markets
 AGBU 340 Applied Agricultural Financial Management
 AGBU 492 Advanced Agribusiness Management or an AGBU or AGSC elective*

**Elective courses must be at least 3 credit-hour courses at the 200-level or higher and may not include required courses in the Business Major or internship/practicum credits.*

Management

MGMT 410 Organization Theory
 MGMT 380 Social Responsibility of Business
 Choose two MGMT courses 300 level or above*
 Choose one ACCT, AGBU, BUSN, ECON, ENTR, FINC, MGMT, or MRKT course 300 level or above*

**Elective courses must be at least 3 credit hour courses and may not include Business Foundation courses or internship/practicum credits.*

Marketing

MRKT 340 Business Marketing
 MRKT 354 Sports Marketing
 MRKT 355 Consumer Behavior
 MRKT 414 Selling
 MRKT 418 Market Research

Sport Business

MGMT 345 Facility and Event Management
 MGMT 390 Sport Management
 MGMT 415 Sport Law
 MRKT 354 Sport Marketing
 MRKT 414 Selling

Finance

FINC 316 Corporate Finance
 FINC 430 Investments
 Choose three of the following courses:
 ACCT 415 Individual Taxation
 AGBU 340 Applied Agricultural Financial Management
 FINC 322 Analysis of Financial Institutions (or ACCT 301 Intermediate Accounting)
 FINC 356 Financial Planning
 FINC 405 International Finance
 FINC 420 Financial Markets and Institutions
 FINC 440 Insurance and Real Estate
 FINC 460 Enterprise Risk Management
 FINC 475 Portfolio Management

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
FINC 306 Business Finance
MGMT 220 Principles of Management
MRKT 220 Principles of Marketing

MINOR IN SMALL BUSINESS AND RURAL ENTREPRENEURSHIP: 21 credit hours

ENTR 101 Entrepreneurship and Ideation
ENTR 200 Small Business Financial Management (waived for business majors)
ENTR 375 Entrepreneurial Business Planning
ENTR 496 Rural Entrepreneurship Practicum
MGMT 220 Principles of Management
MRKT 220 Principles of Marketing

3 hours from:

AGSC 100 Introduction to Agricultural Science
ARTD 280 Business of Art
BUSN 496 Business Practicum
ENTR 450 Topics in Entrepreneurship
ENTR 475 Management Issues for Rural Enterprises
HMSV 301 Human Services in Rural Communities
MGMT 480 Management and Leadership in the Nonprofit Sector
Any ACCT, AGBU, BUSN, ECON, FINC, MGMT, or MRKT course at the 300 level or above
Internship, clinical, or field experience in student's major

MINOR IN QUALITY SCIENCE

See "Minor in Quality Science (page 100) for a description of requirements and course offerings.

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
FINC 101 Personal Foundations Finance or FINC 301 Personal Finance
MGMT 220 Principles of Management
MGMT 315 Business Law I
MGMT 375 Entrepreneurship/Small Business
MRKT 220 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, pharmaceuticals, and plastics, to name a few.

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 at the 200-level or higher, excluding CHEM 300 and CHEM 400

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: 30 credit hours

Required Courses:

COMM 225 Relational Communication
COMM 227 Public Communication
COMM 230 Business and Professional Communication
COMM 495 Internship
STPR 230 Public Relations Strategies

An additional 5 courses (15 hours) in Communications Studies above COMM 100. At least 9 hours be at the 300- or 400- level.

Recommended support work

ARTD 190 Art Foundations: Digital Design
MRKT 220 Principles of Marketing
PSCN 115 Introduction to Politics
SCWK/SOCI 355 Gender, Sexuality, Race, and Class: Intersectionality
STPR 330 Applied Strategic Communication
A business minor is highly recommended

MINOR IN COMMUNICATION STUDIES: 18 credit hours

COMM 225 Relational Communication
COMM 227 Public Communication
COMM 230 Business and Professional Communication

An additional 3 courses (9 hours) in Communications Studies above COMM 100.

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 four 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. The AI/Robotics track is designed for students who wish to pursue careers that utilize artificial intelligence, machine learning, and/or robotic machinery. This track provides students with the theoretical basis for these topics as well as thorough exposure to building tangible predictive systems and adaptable robots. Students who are unsure of which track to choose are advised to elect the Systems track. All four 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: 17 credit hours

- CMSC 181 Computer Science I: Introduction to Computer Science
- CMSC 182 Computer Science II: Data Structures
- CMSC 205 Discrete Structures
- CMSC 280 Computer Architecture
- CMSC 285 Algorithms
- CMSC 291 Computer Science Project

MAJOR IN COMPUTER SCIENCE - SYSTEMS TRACK: 52 credit hours

(Designed for general computer science preparation)

Computer Science Core

- CMSC 292 Computer Science Career Exploration
- 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 210 Calculus I
- MATH 371 Numerical Analysis

At least one additional CMSC course at the 300 level or above, totaling at least three credit hours

MAJOR IN COMPUTER SCIENCE - INFORMATION TECHNOLOGY (IT)

TRACK: 52 credit hours

(Designed for industry and for applications of computer science)

Computer Science Core

- CMSC 190 Development and Operations
- CMSC 292 Computer Science Career Exploration
- 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 210 Calculus I
 MATH 371 Numerical Analysis
 At least one additional CMSC course at the 300 level or above, totaling at least three credit hours

MAJOR IN COMPUTER SCIENCE - MATHEMATICS TRACK: 53-54 credit hours

(Designed for graduate school preparation and scientific computing study)

Computer Science Core

CMSC 292 Computer Science Career Exploration
 CMSC 321 Database Management Systems
 CMSC 331 Web Application Development
 CMSC 360 Software Engineering
 CMSC 432 Operating Systems
 CMSC 480 Computer Science Capstone Proposal
 CMSC 481 Computer Science Capstone
 MATH 210 Calculus I
 MATH 211 Calculus II
 MATH 240 Foundations of Advanced Mathematics
 MATH 230 Multivariable Calculus or MATH 225 Differential Equations or one additional CMSC course at the 400-level or above
 MATH 322 Linear Algebra
 MATH 371 Numerical Analysis

MAJOR IN COMPUTER SCIENCE – ARTIFICIAL INTELLIGENCE/ROBOTICS TRACK: 54 credit hours

(Designed for careers in AI, machine learning, and/or robotics engineering)

Computer Science Core

CMSC 292 Computer Science Career Exploration
 CMSC 321 Database Management Systems
 CMSC 325 Robotics
 CMSC 331 Web Application Development
 CMSC 360 Software Engineering
 CMSC 405 Artificial Intelligence
 CMSC 410 Machine Learning
 CMSC 432 Operating Systems
 CMSC 480 Computer Science Capstone Proposal
 CMSC 481 Computer Science Capstone
 MATH 210 Calculus I
 MATH 211 Calculus II
 MATH 371 Numerical Analysis

MINOR IN COMPUTER SCIENCE: 23 credit hours

Computer Science Core plus:

Two additional different CMSC courses at the 300-level or above, totaling at least six credit hours

CRIMINOLOGY AND CRIMINAL JUSTICE

The criminology and criminal justice major at Buena Vista University offers students a choice between three tracks depending on the student's goals and interests.

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. The criminology track provides a solid foundation for students who wish to pursue advanced degrees in the social sciences, law school, and other professional programs.

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 criminal justice track is designed to prepare students for various positions in the criminal justice system. Students 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.

Forensics is the study of the use of scientific processes to detect and collect evidence of criminal activity at a crime scene and analyze that evidence in a laboratory setting to determine the identity of the offender, the exact nature of the crime, and events leading up to the criminal incident. The forensics track is designed to prepare students for a career in investigations at the agency level or criminalistics for government or private entities.

CRIMINOLOGY & CRIMINAL JUSTICE CORE: 18 credit hours

CRIM 101 Criminal Justice Systems
CRIM 102 Survey of Criminology
CRIM 498 Capstone in Criminology and Criminal Justice
PSCN 110 Introduction to American Government
PSYC 100 General Psychology
SOCI 101 Introduction to Sociology or SCWK 100 Modern Social Problems

MAJOR IN CRIMINOLOGY AND CRIMINAL JUSTICE – CRIMINOLOGY TRACK: 46 credit hours

(Designed for graduate school preparation)

Criminology & Criminal Justice Core

CRIM 302 Deviant Behavior
CRIM 330 Victimology
CRIM 398 Criminological Research Methods
CRIM 470 Criminological Theory
MATH 140 Applied Statistics
12 credit hours CRIM electives – only 3 hours CRIM 495 Internship may count towards the 12

MAJOR IN CRIMINOLOGY AND CRIMINAL JUSTICE – CRIMINAL JUSTICE TRACK: 45 credit hours

(Designed for career preparation as a practitioner in the justice field)

Criminology & Criminal Justice Core

CRIM 220 Introduction to Law Enforcement
CRIM 230 Survey of Criminal Courts
CRIM 292 Corrections
CRIM 340 Criminal Law
CRIM 371 Criminal Procedure
12 credit hours CRIM electives – only 3 hours CRIM 495 Internship may count towards the 12

MAJOR IN CRIMINOLOGY AND CRIMINAL JUSTICE – FORENSIC SCIENCE TRACK: 50 credit hours

(Designed for career preparation in investigations or criminalistics)

Criminology & Criminal Justice Core

CRIM 340 Criminal Law
CRIM 371 Criminal Procedure
CRIM 375 Criminal Investigation

Science Courses:

GENS 130 Introduction to Forensic Science
BIOL 163 Biological Principles I
BIOL 164 Biological Principles II
CHEM 151 General Chemistry I
CHEM 152 General Chemistry II
CHEM 261 Organic Chemistry I

MINOR IN CRIMINOLOGY AND CRIMINAL JUSTICE: 21 credit hours

CRIM 101 Criminal Justice Systems
CRIM 102 Survey of Criminology
15 credit hours CRIM electives – only 3 hours CRIM 495 internship may count towards the 15

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: 41 credit hours

DIGI 101 Media Studio: Photo
 DIGI 102 Media Studio: Video
 DIGI 103 Media Studio: Audio
 DIGI 105 Media Studio: Writing for Digital Journalism
 DIGI 106 Media Studio: Information Gathering
 DIGI 110 Co-Curricular Lab Online
 DIGI 111 Co-Curricular Lab Radio
 DIGI 112 Co-Curricular Lab TV
 DIGI 113 Leadership Practicum (1 credit required)
 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 411 Media Capstone Project
 DIGI 495 Media Internship (3 credits required)
 STPR 230 Public Relations Strategies

6 credit hours from:

DIGI 301 Advanced Digital Photography
 DIGI 302 Advanced Digital Video
 DIGI 303 Advanced Digital Audio
 STPR 330 Applied Strategic Communication

MINOR IN DIGITAL MEDIA: 21 credit hours

DIGI 101 Media Studio: Photo
 DIGI 102 Media Studio: Video
 DIGI 103 Media Studio: Audio
 DIGI 105 Media Studio: Writing for Digital Journalism
 DIGI 106 Media Studio: Information Gathering
 DIGI 110 Co-Curricular Lab Online
 DIGI 111 Co-Curricular Lab Radio
 DIGI 112 Co-Curricular Lab TV
 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. 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. 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. Canvas and SLL will be used to complete key assignments for education courses.
3. Students within the Teacher Education Program will be required to complete background checks at two points during their program. Background checks will be completed through BVU's Human Resources department. Prior to beginning the student's first field experience, students must complete a background check at the student's expense. A second background check must be completed prior to student teaching and is free of charge to the student.
4. Upon registration for their first field experience, students will incur a SOE Portfolio Assessment Fee. This fee covers the first field experience background check, student account within the Via assessment program, and for Educator Disposition Assessments throughout the program.
5. Teacher Education Program requires students seeking licensure pass all required education, content courses, and student teaching with a C- or better. This includes courses required for initial licensure education majors, secondary certification, and endorsements. It also includes courses in the major, content area, and all endorsement coursework. Pass/Fail grade option is not allowed for the previously listed courses. Courses taken for general education Liberal Arts Core and support work are excluded.
6. Students who request student teaching placements beyond a 60 mile radius from a BVU location will incur an out of area student teaching fee.
 - a. Placements more than 60 miles from site - \$125 per placement
 - b. Placements more than 100 miles from site - \$250 per placement
 - c. Placements more than 200 miles from a site - \$500 per placement
7. Additional endorsements in content areas may be available for your program. Speak to your advisor or the licensure certification officer for details.
8. Recommendation for Iowa licensure upon program completion will be subject to requirements in effect at the time of recommendation. Any changes to the Teacher Education Program that Buena Vista University has on file with the Iowa Department of Education or to the licensure requirements from the Iowa Board of Educational Examiners must be met. Failure to meet program completion requirements in a timely manner may, at minimum, require retaking or additional courses and/or field experiences.

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 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
- The following courses completed with a minimum grade of “C-”
 - EDCO 250 Educational Psychology/Human Development and Field Experience
 - ESSI 101 Introduction to Exceptional Learners
- All: Completion of Background Check: Students must complete a background check prior to beginning their first

field experience. The background check will be conducted by BVU's Human Resource department and is at the student's expense.

- All education and content courses taken to this point passed with a minimum grade of "C-". This includes all course work for major, secondary certification content, and endorsement content.
- Minimum BVU cumulative grade point average of 2.5
- Minimum of 3 credits successfully taken at BVU
- Successful completion of Educator Disposition Assessment
- Successful completion of the SOE Orientation.
- Two professional progress reports recommending the candidate for admission
- Professional conduct policy, confidentiality, universal 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
- 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
 - All: ESSI 303 Methods of Teaching Differentiated Curriculum and Field Experience
 - Secondary Licensure and Post Bacc: SEDU 310 Standards, Assessment and Instruction for Engaged Learning
 - Secondary Licensure and Post Bacc: SEDU 365 Methods of Reading in the Content Areas and Field Experience
 - Elementary Education: MATH 123 Mathematics for Elementary Education I
 - Elementary Education and Special Education Major: EDUC 336 Literacy Foundations I
 - Special Education Major: EDUC 337 or SEDU 337 Literacy Foundations II
- All education and content courses taken to this point passed with a minimum grade of "C-". This includes all course work for major, secondary certification content, and endorsement content.
- Minimum BVU cumulative grade point average of 2.5.
- Successful completion of Educator Disposition Assessment.
- If, since Checkpoint I, the student has been on a growth plan related to the Teacher Education Program Professional Conduct Policy, the student must have successfully achieved the goals of the plan.

Checkpoint III: Developing Professional Identity and Acceptance to 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
- All education and content courses taken to this point passed with a minimum grade of "C-". This includes all course work for major, secondary certification content, and endorsement content.
- All major, and minor if applicable, requirements complete.
- Students must complete a background check prior to beginning the student teaching experience. The background check will be conducted by BVU's Human Resource department and is free of charge to the student.
- Minimum BVU cumulative grade point average of 2.5
- Minimum major grade point average of 2.5. If applicable, minor grade point average of 2.5
- Successful completion of Educator Disposition Assessment.
- If, since Checkpoint II, the student has been on a growth plan related to the Teacher Education Program Professional 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 BVU cumulative grade point average of 2.5
- Minimum grade of a “C-” in each of the student teaching placements
- Successful completion of Educator Disposition Assessment
- Fingerprinting/background check 10-12 weeks prior to completion of student teaching
- 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.
- Recommendation for Iowa licensure upon program completion will be subject to requirements in effect at the time of recommendation. Any changes to the Teacher Education Program that Buena Vista University has on file with the Iowa Department of Education or to the licensure requirements from the Iowa Board of Educational Examiners must be met. Failure to meet program completion requirements in a timely manner may, at minimum, require additional courses and/or field experiences.

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: 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 250 Educational Psychology/Human Development and Field Experience*

EDCO 280 History of American Education

EDCO 291 Human Relations Field Experience (Note: Special Education majors complete ESSI 292)

EDCO 390 Instructional Technology and Innovative Teaching

EDUC 336 Literacy Foundations I (Elementary Education Majors)

SEDU 365 Methods of Reading in the Content Areas and Field Experience (Secondary Majors and Post Baccalaureate)

ESSI 101 Introduction to Exceptional Learners

ESSI 303 Methods of Teaching Differentiated Curriculum and Field Experience

* Prerequisite: Students must complete a background check prior to beginning this field experience. The background check will be conducted by BVU’s Human Resource department and is at the student’s expense.

MAJOR IN ELEMENTARY EDUCATION: 50 credit hours

The elementary education major requires completion of three components:

- The education core (above)
- The elementary education courses
- Complete an endorsement in at least one area complimentary to the elementary education major
- Complete required support coursework for elementary education

Elementary education courses including student teaching: 37 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 337 Literacy Foundations II

EDUC 338 Literacy Methods and Field Experience

EDUC 362 Methods of Physical Education and Health for Elementary Teachers

EDUC 363 Methods of Visual Arts for Elementary Teachers

EDUC 364 Methods of Performing Arts for Elementary Teachers

EDUC 393 Elementary Math Methods and Field Experience

EDUC 394 Elementary Science Methods

EDUC 410 Elementary Curriculum/Social Studies Methods

MATH 123 Mathematics for Elementary Education I

MATH 124 Mathematics for Elementary Education II

TEAC 403 Student Teaching in Elementary (K-3)

TEAC 404 Student Teaching in Elementary (4-6)

Elementary Education Support Work (21 credits minimum):

9 credit hours of science including physical science, earth/space science, and life science

COMM 100 Fundamentals of Communication

9 credit hours in social sciences/humanities which must 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:

- Foundations of Collegiate Learning, Liberal Arts Core, and university graduation requirements
- The education core (See “The Education Core” section.)
- SEDU 310 Standards, Assessment and Instruction for Engaged Learning
- The secondary methods course(s) in your chosen discipline including the field experience (See below)
- TEAC 4XX Student Teaching in Secondary Disciplinary Area

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 Physical Education and Field Experience

SEDU 432 Methods of Teaching Secondary Science and Field Experience

SEDU 441 Methods of Teaching Secondary Social Science and Field Experience

SEDU 442 Methods of Teaching Vocal Music

SEDU 443 Methods of Teaching Instrumental Music

SEDU 485 Methods of Teaching Agriculture Education and Field Experience

AGRICULTURE EDUCATION

The Agriculture Education major prepares students to meet the Iowa Board of Educational Examiner’s licensure requirements for Agriculture Education grades 5-12 (Endorsement 112). Teachers earning this license are credentialed to teach agriculture education in middle schools and high schools. They will also be prepared to sponsor FFA clubs.

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 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 Agriculture Education major 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.

MAJOR IN AGRICULTURE EDUCATION: 69 credits

Agriculture Education Courses: (35 credits)

AGBU 225 Agriculture Business Management/Farm Business Management

AGSC 100 Introduction to Agricultural Science

AGSC 200 Animal Science

AGSC 201 Survey of Crop Science
AGSC 215 Agroecology
BIOL 303 Ecology and Society
EDAG 200 Foundations of Vocational and Career Education in Agriculture
EDAG 201 Coordination of Cooperative Agriculture Education Programs
EDAG 400 Methods of Teaching Agriculture Mechanics
MGMT 220 Principles of Management

Choose 1 course:

CHEM 120 Chemistry in Food
EDAG 202 Animal and Plant Food Safety

Plus requirements for secondary education and education core.

ENGLISH LANGUAGE ARTS FOR SECONDARY EDUCATION

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 are credentialed to teach all English Language Arts programming and reading interventions.

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.

MAJOR IN ENGLISH LANGUAGE ARTS FOR SECONDARY EDUCATION: 82 credit hours

Education Courses: 37 credit hours

EDCO 250 Educational Psychology/Human Development and Field Experience*
EDCO 280 History of American Education
EDCO 291 Human Relations Field Experience
EDCO 390 Instructional Technology and Innovative Teaching
ESSI 101 Introduction to Exceptional Learners
ESSI 303 Methods of Teaching Differentiated Curriculum and Field Experience
SEDU 310 Standards, Assessment and Instruction for Engaged Learning
SEDU 365 Methods of Reading in the Content Areas and Field Experience
SEDU 411 Methods of Teaching Secondary English Language Arts and Field Experience
TEAC 415 Student Teaching in Secondary English/Language Arts (5-8)
TEAC 425 Student Teaching in Secondary English/Language Arts (9-12)

* Prerequisite: Students must complete a background check prior to beginning this field experience. The background check will be conducted by BVU's Human Resource department and is at the student's expense.

Secondary English and Reading Endorsement Disciplinary Courses: 45 credit hours

COMM 100 Fundamentals of Communication
ENGL 200 Writing Seminar
ENGL 250 American Literature
ENGL 260 British Literature
ENGL 276 World Literature
ENGL 300 Advanced Composition or ENGL 320 Creative Writing
ENGL 334 Introduction to Linguistics and Modern English Grammar

Elective course in literature (300 or 400 level)
 SEDU 333 Young Adult Fiction and Nonfiction
 SEDU 336 Literacy Foundations I
 SEDU 337 Literacy Foundations II
 SEDU 381 Language Methods and Strategies
 SEDU 382 Reading Methods and Strategies
 SEDU 383 Writing Methods and Strategies
 SEDU 385 Literacy Capstone and Field Experience

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 PHYSICAL EDUCATION AND COACHING (K-8 AND 5-12): 34 credit hours

BIOL 120 Introduction to Cellular and Human Physiology
 EDUC 360 Elementary Physical Education Methods and Field Experience
 EXSC 140 Functional Human Anatomy
 EXSC 271 Care and Prevention of Athletic Injuries
 EXSC 350 Biomechanics of Human Motion
 EXSC 351 Motor Learning
 PHED 183 Movement Education
 PHED 217 Theory and Ethics of Coaching
 PHED 290 Substance Abuse and Consumer Health
 PHED 321 Adapted Physical Education
 PHED 432 Assessment and Evaluation in Health and Physical Education

Plus requirements under secondary education and education core and:

TEAC 412 Student Teaching in Elementary Physical Education and/or Health
 TEAC 422 Student Teaching in Secondary Physical Education and/or Health

Note: A minor is strongly recommended.

MINOR IN HEALTH EDUCATION WITH TEACHING LICENSURE (K-8 & 5-12):

20-25 credit hours

Students seeking the Major in Physical Education and Coaching (K-8 and 5-12) must complete 20 credit hours in health-related courses. Education students seeking certification in an area other than physical education and coaching must complete 25 credit hours in health-related courses. Only students seeking education licensure are eligible for a health minor.

EXSC 280 Lifetime Health Management
 EXSC 310 Nutrition
 PHED 290 Substance Abuse and Consumer Health
 PHED 308 Methods of Elementary and Secondary Health
 PSYC 100 General Psychology
 SCWK 270 Family Relationships

3 additional credit hours from below for students seeking the Major in Physical Education and Coaching.

Students seeking certification in another area must complete 9 credit hours from below.

BIOL 120 Introduction to Cellular and Human Physiology
 EXSC 460 Physiological Principles of Conditioning
 PSYC 111 Social Psychology
 PSYC 210 Developmental Psychology
 PSYC 239 Mental Disorders
 PSYC 265 Health Psychology
 SCWK 100 Modern Social Problems

Additional certification for non-physical education and coaching majors:

Select the courses consistent with the level of your teaching endorsement

K-8 TEACHING LICENSURE:

TEAC 412 Student Teaching in Elementary Physical Education and/or Health

5-12 TEACHING LICENSURE:

TEAC 422 Student Teaching in Secondary Physical Education and/or Health

MINOR IN COACHING: 16 credit hours

EXSC 140 Functional Human Anatomy
EXSC 271 Care and Prevention of Athletic Injuries
EXSC 351 Motor Learning
PHED 217 Theory and Ethics of Coaching

One course from:

EXSC 310 Nutrition
EXSC 352 Exercise Physiology with Lab
EXSC 460 Physiological Principles of Conditioning
PHED 290 Substance Abuse and Consumer Health

COACHING AUTHORIZATION/ENDORSEMENT: 13 credit hours

This (K-12) coaching authorization meets the minimum state requirements for coaching

EXSC 140 Functional Human Anatomy
EXSC 271 Care and Prevention of Athletic Injuries
EXSC 351 Motor Learning
PHED 217 Theory and Ethics of Coaching

MAJOR IN ALL SCIENCE FOR SECONDARY EDUCATION: 80-83 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 grades 5-12 (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: 37 credit hours

EDCO 250 Educational Psychology/Human Development and Field Experience*
EDCO 280 History of American Education
EDCO 291 Human Relations Field Experience
EDCO 390 Instructional Technology and Innovative Teaching
ESSI 101 Introduction to Exceptional Learners
ESSI 303 Methods of Teaching Differentiated Curriculum and Field Experience
SEDU 310 Standards, Assessment and Instruction for Engaged Learning
SEDU 365 Methods of Reading in the Content Areas and Field Experience
SEDU 432 Methods of Teaching Secondary Science and Field Experience
TEAC 411 Student Teaching in Secondary Science (5-8)
TEAC 421 Student Teaching in Secondary Science (9-12)

* Prerequisite: Students must complete a background check prior to beginning this field experience. The background check will be conducted by BVU's Human Resource department and is at the student's expense.

Science Disciplinary Courses: 43-46 credit hours**Biology**

BIOL 163 Biological Principles I
 BIOL 164 Biological Principles II
 Choose 1 Biology elective: BIOL 210 Zoology, BIOL 360 Ecology, or BIOL 380 Human Physiology

Chemistry

CHEM 151 General Chemistry I
 CHEM 152 General Chemistry II
 CHEM 261 Organic Chemistry I

Earth/Space Science

Choose 3: PHYS 110 Introduction to Astronomy, ENVS 210 Global Climate Change, GENS 115 Atmosphere, Weather and Climate, or GENS 320 Physical Geography

Physics/Physical Science

PHYS 211 General Physics I: Calculus Based and PHYS 212 General Physics II: Calculus Based
 Or
 PHYS 201 General Physics I: Trigonometry Based and PHYS 202 General Physics II: Trigonometry Based
 Choose 1 Physical Science Elective: PHYS 110 Introduction to Astronomy, PHYS 115 Environmental Physics, PHYS 353 Thermodynamics, GENS 130 Introduction to Forensic Science

Note: PHYS 110 may only count in one category, earth science or physics.

BASIC SCIENCE ENDORSEMENT (K-8 OR 5-12): 30-33 credit hours

The basic science endorsement specifically allows students to be licensed to teach in basic science areas at either the K-8 or 5-12 grade levels. This endorsement must be accompanied by either endorsement #102, elementary classroom teacher or by a 5-12 certification in a secondary content area.

Life Science:

BIOL 163 Biological Principles I
 BIOL 164 Biological Principles II

Chemistry:

CHEM 151 General Chemistry I
 CHEM 152 General Chemistry II

Physics:

PHYS 201 General Physics I: Trigonometry-Based AND
 PHYS 202 General Physics II: Trigonometry-Based
 Or PHYS 211 General Physics I: Calculus-Based AND
 PHYS 212 General Physics II: Calculus-Based

Earth/Space: Choose two from the following-

ENVS 210 Global Climate Change
 PHYS 110 Introduction to Astronomy
 GENS 115 Atmosphere, Weather and Climate
 GENS 320 Physical Geography

K-8 TEACHING LICENSURE:

Plus requirements under elementary education and education core and:
 EDUC 394 Elementary Science Methods

5-12 TEACHING LICENSURE:

Plus requirements for 5-12 certification in a secondary content area and:
 SEDU 432 Methods of Teaching Secondary Science and Field Experience

SOCIAL SCIENCE

The following programs qualify a teacher to teach in the broader areas of social sciences. The endorsements must be accompanied by a major in history.

BASIC SOCIAL SCIENCE ENDORSEMENT (5-12):

Upon completion of a teaching major in history, this additional endorsement will allow one to teach any middle school social studies course, any high school American history, world history, or American government course. Additional areas are optional.

One can obtain the requirements for the basic social science endorsement by completing the following courses:

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, 200 level or above

World history: 9 credit hours

HIST 111 World Civilizations I
HIST 112 World Civilizations II
Any World History elective, 200 level or above

American Government: 9 credit hours

PSCN 110 Introduction to American Government
PSCN 115 Introduction to Politics
Any PSCN elective, 200 level or above

Additional areas may be included with an additional 6 hours per each endorsement area.

Economics:

ECON 205 Principles of Microeconomics
ECON 206 Principles of Macroeconomics

Geography:

GEOG 200 World Regional Geography of the Developed World
GEOG 201 World Regional Geography of the Developing World (recommended)
GEOG 300 Human and Cultural Geography (recommended)

Psychology:

PSYC 100 General Psychology
Any PSYC elective, 200 level or above

Sociology:

SOCI 101 Introduction to Sociology
Any SOCI elective

ALL SOCIAL SCIENCE ENDORSEMENT (5-12):

Upon completion of a teaching major in history, one can obtain the requirements for all social sciences 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, 200 level or above

World history: 9 credit hours

HIST 111 World Civilizations I
HIST 112 World Civilizations II
Any World History elective, 200 level or above

Government: 9 credit hours

PSCN 110 Introduction to American Government
PSCN 115 Introduction to Politics
Any PSCN elective, 200 level or above

Psychology (other than educational psychology): 6 credit hours

PSYC 100 General Psychology
Any PSYC elective, 200 level or above

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 a second or third social science endorsement to any social science major by completing 15 credit hours in each additional discipline area.

SPECIAL EDUCATION

MAJOR IN SPECIAL EDUCATION: 56 hours

The major in 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: 15 credit hours

EDCO 250 Educational Psychology/Human Development and Field Experience*
EDCO 280 History of American Education
EDCO 390 Instructional Technology and Innovative Teaching
ESSI 101 Introduction to Exceptional Learners
ESSI 303 Methods of Teaching Differentiated Curriculum and Field Experience

* Prerequisite: Students must complete a background check prior to beginning this field experience. The background check will be conducted by BVU's Human Resource department and is at the student's expense.

Special Education Courses: 38 credit hours

ESSI 102 Introduction to Learners with Significant Cognitive Disabilities
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 Practices
ESSI 230 Transitions and Self-Determination
ESSI 292 Instructional Strategies in Special Education and Field Experience
ESSI 306 Methods for Teaching Students with Cognitive Disabilities with Field Experience
ESSI 307 Methods for Teaching Students with Behavioral Disabilities with Field Experience
ESSI 310 Behavior Interventions and Supports
TEAC 494 Student Teaching - Elementary Special Education
TEAC 495 Student Teaching – Secondary Special Education

and the following support work: 18 credit hours

EDUC 336 Literacy Foundations I
EDUC 337 Literacy Foundations II
OR SEDU 337 Literacy Foundations II
EDUC 338 Literacy Methods and Field Experience
OR SEDU 365 Methods of Reading in the Content Areas and Field Experience
MATH 123 Mathematics for Elementary Education I
PHED 321 Adapted Physical Education
EDUC 393 Elementary Math Methods and Field Experience

OR SEDU 421 Methods of Teaching Secondary Mathematics and Field Experience

SPECIAL EDUCATION ENDORSEMENTS

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 have exceptionalities in the area of mild to moderate disabilities and/or significant support needs. Buena Vista University also offers a major in Special Education leading to an endorsement as a K-12 Special Education Generalist.

INSTRUCTIONAL STRATEGIST I ENDORSEMENT WITH TEACHING LICENSURE

(K-8): 38 credit hours

EDUC 336 Literacy Foundations I or EDUC 337 Literacy Methods II
 EDUC 338 Literacy Methods and Field Experience
 EDUC 393 Elementary Math Methods and Field Experience
 ESSI 101 Introduction to Exceptional Learners
 ESSI 210 Special Education Law and Professional Practices with Field Experience
 ESSI 220 Multidisciplinary Assessment and Evaluation
 ESSI 230 Transitions and Self-Determination
 ESSI 292 Instructional Strategies in Special Education and Field Experience
 ESSI 303 Methods of Teaching Differentiated Curriculum and Field Experience
 ESSI 310 Behavior Interventions and Supports
 MATH 123 Mathematics for Elementary Education I
 TEAC 490 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): 38 credit hours

EDUC 337 Literacy Foundations II or SEDU 337 Literacy Foundations II
 ESSI 101 Introduction to Exceptional Learners
 ESSI 210 Special Education Law and Professional Practices with Field Experience
 ESSI 220 Multidisciplinary Assessment and Evaluation
 ESSI 230 Transitions and Self-Determination
 ESSI 292 Instructional Strategies in Special Education and Field Experience
 ESSI 303 Methods of Teaching Differentiated Curriculum and Field Experience
 ESSI 310 Behavior Interventions and Supports
 MATH 123 Mathematics for Elementary Education I
 SEDU 365 Methods of Reading in the Content Areas and Field Experience
 EDUC 393 Elementary Math Methods and Field Experience
 OR SEDU 421 Methods of Teaching Secondary Mathematics and Field Experience
 TEAC 491 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: 38 credit 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 336 Literacy Foundations I or SEDU 336 Literacy Foundations I
 ESSI 101 Introduction to Exceptional Learners
 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 292 Instructional Strategies in Special Education and Field Experience
 ESSI 303 Methods of Teaching Differentiated Curriculum and Field Experience
 ESSI 306 Methods for Teaching Students with Cognitive Disabilities with Field Experience
 ESSI 310 Behavior Interventions and Supports
 MATH 123 Mathematics for Elementary Education I
 TEAC 492 Student Teaching Significant Support Needs - Cognitive (K-12)

Note: The Instructional Strategies 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: 44 credit 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 336 Literacy Foundations I
 OR EDUC 337 Literacy Foundations II
 OR SEDU 337 Literacy Foundations II
 EDUC 338 Literacy Methods and Field Experience
 OR SEDU 365 Methods of Reading in the Content Areas and Field Experience
 EDUC 393 Elementary Math Methods and Field Experience
 OR SEDU 421 Methods of Teaching Secondary Mathematics and Field Experience
 ESSI 101 Introduction to Exceptional Learners
 ESSI 103 Introduction to Learners with Significant Behavioral Disabilities
 ESSI 210 Special Education Law and Professional Practices and Field Experience
 ESSI 220 Multidisciplinary Assessment and Evaluation
 ESSI 230 Transitions and Self-Determination
 ESSI 292 Instructional Strategies in Special Education and Field Experience
 ESSI 303 Methods of Teaching Differentiated Curriculum and Field Experience
 ESSI 307 Methods for Teaching Students with Behavioral Disabilities with Field Experience
 ESSI 310 Behavior Interventions and Supports
 MATH 123 Mathematics for Elementary Education I
 TEAC 493 Student Teaching Significant Support Needs – Learning and Behavioral (K-12)

Note: The Instructional Strategies 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 493 will substitute for six of those student teaching credit hours.

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.

EDUC 336 Literacy Foundations I
 EDUC 337 Literacy Foundations II
 EDUC 338 Literacy Methods and Field Experience
 EDUC 381 Language Methods and Strategies
 EDUC 382 Reading Methods and Strategies
 EDUC 383 Writing Methods and Strategies
 EDUC 384 Literacy Connections Across Disciplines
 EDUC 385 Literacy Capstone and 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.

SEDU 333 Young Adult Fiction and Nonfiction
 SEDU 336 Literacy Foundations I
 SEDU 337 Literacy Foundations II
 SEDU 365 Methods of Reading in the Content Areas and Field Experience
 SEDU 381 Language Methods and Strategies
 SEDU 382 Reading Methods and Strategies
 SEDU 383 Writing Methods and Strategies

SEDU 385 Literacy Capstone and Field Experience

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): 24 credit hours

COMM 302 Intercultural Communication

EDUC 336 Literacy Foundations I

ENGL 334 Introduction to Linguistics and Modern English Grammar

TESL 270 Introduction to Second Language Acquisition

TESL 330 Methods of Teaching English as a Second Language with Field Experience

TESL 407 Curriculum Development, Assessment, and Field Experience in ESL

TEAC 440 Student Teaching in Elementary ESL (K-6)*

or TEAC 450 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 291, and ESSI 101, 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): 34 credit hours

Must be accompanied by certification as an elementary or secondary teacher.

1. 10 credits including the following:

EDUC 425 Adolescent Growth and Development

EDUC 426 Methods and Materials for Teaching Middle School

SEDU 365 Methods of Reading in the Content Areas and Field Experience

or EDUC 338 Literacy Methods and Field Experience

SEDU 290 Middle School Supervised Participation

2. To obtain this endorsement, the applicant must also complete the coursework requirements in two of the following content areas. Other course work 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.
- b) Mathematics concentration. The mathematics concentration requires 12 semester hours in mathematics to include coursework in algebra.
- c) Science concentration. The science concentration requires 12 semester hours in science to include coursework in life science, earth science, and physical science.
- 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.

PRE-KINDERGARTEN/KINDERGARTEN ENDORSEMENT: 24-27 credit hours

This program allows the addition of the pre-kindergarten/kindergarten endorsement (#103) 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 381 Language Methods and Strategies

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 210 Developmental Psychology or EDCO 250 Educational Psychology/Human Development and Field Experience

TEAC 403 Student Teaching in Elementary (K-3) (3-6 Credits)

TEAC 400 Student Teaching in Preschool* or TEAC 488 Student Teaching – Early Childhood Inclusion*

*Completed after 12 credits of elementary student teaching

EARLY CHILDHOOD SPECIAL EDUCATION ENDORSEMENT: 27 credit hours

This program qualifies a teacher to teach in an early childhood special education setting within the guidelines for PK-K Early Childhood Special Education endorsement #262. The Early Childhood Special Education Endorsement must be accompanied by either an Elementary Education major or Special Education major.

ECSE 204 Characteristics of Young Children with Special Needs

ECSE 205 Curriculum Design and Methods for Teaching and Managing Behaviors for Young Learners
with

Special Needs

ECSE 206 Assessment and Professional Planning and Collaboration for Early Childhood Special Education
with Field Experience

ESSI 101 Introduction to Exceptional Learners *

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

TEAC 489 Student Teaching Early Childhood Special Education ** or TEAC 488 Student
Teaching – Early Childhood Inclusion

*Students will only need to take this course if they have not previously met the requirement.

**Completed after 12 credits of elementary or special education 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 and 30 credit hours in the desired area of licensure which meets the Iowa Department of Education content requirements for certification per secondary field. If the candidate does not have 30 credit hours in the desired area of licensure, the candidate must complete a minimum of 15 credit hours in the licensure area prior to beginning the program:

- 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, 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 History, Biological Science, Chemistry, Health, World History.

To complete a secondary certification program:

- Complete all checkpoints of the Teacher Education Program.
- Complete the education core
- SEDU 310 Standards, Assessment and Instruction for Engaged Learning
- Complete a 3 credit hour methods course specific to the content area
- 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

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: 30 credit hours

EDCO 250 Educational Psychology/Human Development and Field Experience*
 EDCO 280 History of American Education
 EDUC 336 Literacy Foundations I
 ESSI 101 Introduction to Exceptional Learners

* Prerequisite: Students must complete a background check prior to beginning this field experience. The background check will be conducted by BVU's Human Resource department and is at the student's expense.

Eighteen credits from the following:

A minimum of 6 credits must be taken from the School of Education and Physical Education as indicated by EDUC, ESSI, PHED, SEDU, and TESL prefixes. No more than 6 credits may be from a single department outside of the School of Education and Physical Education.

An asterisk below (*) indicates that acceptance into the Teacher Education Program (TEP) Checkpoint One is a prerequisite for the course.

School of Education and Physical Education: select at least 6 credits

EDCO 390 Instructional Technology and Innovative Teaching*
 EDCO 495 Educational Studies Internship (up to 3 credits)
 EDUC 362 Methods of Physical Education and Health for Elementary Teachers*
 EDUC 363 Methods of Visual Arts for Elementary Teachers*
 EDUC 381 Language Methods and Strategies*
 EDUC 394 Elementary Science 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
 ESSI 303 Methods of Teaching Differentiated Curriculum and Field Experience*
 PHED 183 Movement Education
 PHED 290 Substance Abuse and Consumer Health
 PHED 321 Adapted Physical Education
 PRKK 300 Home, School, and Community Relations
 SEDU 310 Standards, Assessment and Instruction for Engaged Learning*
 SEDU 333 Young Adult Fiction and Nonfiction
 SEDU 432 Methods of Teaching Secondary Science and Field Experience*
 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 220 Principles of Management
 MGMT 320 Human Resource Management
 MGMT 375 Entrepreneurship/Small Business
 MGMT 380 Social Responsibility of Business
 MRKT 220 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: 18 credit hours

EDCO 250 Educational Psychology/Human Development and Field Experience*
EDCO 280 History of American Education
EDUC 336 Literacy Foundations I
ESSI 101 Introduction to Exceptional Learners
ESSI 103 Introduction to Learners with Significant Behavioral Disabilities OR PHED 321 Adapted Physical Education OR TESL 270 Introduction to Second Language Acquisition
PRKK 300 Home, School, and Community Relations OR PHED 290 Substance Abuse and Consumer Health

*Prerequisite: Students must complete a background check prior to beginning this field experience. The background check will be conducted by BVU's Human Resource department and is at the student's expense.

ENGLISH

The English department believes that mastery of written communication is fundamental to professional success, self-expression, and personal growth. We support 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.

MAJOR IN ENGLISH: 33 credit hours

ENGL 200 Writing Seminar
ENGL 250 American Literature
ENGL 260 British Literature
ENGL 276 World Literature
ENGL 300 Advanced Composition OR ENGL 320 Creative Writing
ENGL 334 Introduction to Linguistics and Modern English Grammar
ENGL 340 Introduction to Literary Theory
ENGL 491 Senior Seminar
9 credit hours of English electives numbered above 300

MINOR IN ENGLISH: 18 credit hours

ENGL 200 Writing Seminar
ENGL 250 American Literature
ENGL 260 British Literature
ENGL 300 Advanced Composition or ENGL 320 Creative Writing
ENGL 334 Introduction to Linguistics and Modern English Grammar
One English elective 340 or above

MAJOR IN ENGLISH WITH TEACHING LICENSURE (5-12): 30 credit hours

ENGL 200 Writing Seminar
ENGL 250 American Literature
ENGL 260 British Literature
ENGL 276 World Literature
ENGL 300 Advanced Composition OR ENGL 320 Creative Writing
ENGL 334 Introduction to Linguistics and Modern English Grammar
ENGL 340 Introduction to Literary Theory
ENGL 491 Senior Seminar
COMM 100 Fundamentals of Communication
SEDU 333 Young Adult Fiction and Nonfiction

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): 24 credit hours

ENGL 200 Writing Seminar
ENGL 250 American Literature
ENGL 260 British Literature
ENGL 300 Advanced Composition
ENGL 334 Introduction to Linguistics and Modern English Grammar
ENGL 340 Introduction to Literary Theory
COMM 100 Fundamentals of Communication
SEDU 333 Young Adult Fiction and Nonfiction

Plus requirements for secondary education and education core

ENTREPRENEURSHIP

See “Business” for a description of requirements and course offerings.

EXERCISE SCIENCE

The exercise science program at Buena Vista University offers majors in kinesiology. The undergraduate kinesiology 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 and function. The charge of the program is to prepare students in the primary disciplines of:

- Anatomy
- Applied Kinesiology & Biomechanics
- Exercise Physiology
- Sport Psychology and Sociology
- Motor Learning/Control
- Nutrition
- Health and Disease Prevention
- Injury Prevention

The kinesiology major offers student’s excellent preparation for graduate work in adult or corporate fitness, biomechanics, exercise physiology, motor control, or sport psychology. In addition, the kinesiology major may prepare students for graduate level education in exercise physiology, athletic training, 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 kinesiology 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 kinesiology 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, communication studies, and chemistry.

MAJOR IN KINESIOLOGY & EXERCISE SCIENCE: 44-46 credit hours

BIOL 164 Biological Principles II or BIOL 142 Introduction to Human Physiology
EXSC 140 Functional Human Anatomy
EXSC 192 Introduction to Kinesiology
EXSC 271 Care and Prevention of Athletic Injuries
EXSC 280 Lifetime Health Management
EXSC 310 Nutrition
EXSC 350 Biomechanics of Human Motion
EXSC 351 Motor Learning
EXSC 352 Exercise Physiology with Lab
EXSC 432 Measurement and Evaluation in Kinesiology
EXSC 460 Physiological Principles of Conditioning
EXSC 495 Internship in Kinesiology
EXSC 498 Kinesiology and Rehabilitation Health Science Capstone
MGMT 345 Facility and Event Management

PSYC 100 General Psychology

Recommended General Education and Electives:

MATH 140 Applied Statistics
 BIOL 380 Human Physiology
 BIOL 430 Human Anatomy
 CHEM 151 General Chemistry I
 CHEM 152 General Chemistry II
 CHEM 261 Organic Chemistry I

MINOR IN KINESIOLOGY & EXERCISE SCIENCE: 20 credit hours

BIOL 164 Biological Principles II
 EXSC 140 Functional Human Anatomy
 EXSC 280 Lifetime Health Management

Three courses from:

EXSC 350 Biomechanics of Human Motion
 EXSC 351 Motor Learning
 EXSC 432 Measurement and Evaluation in Kinesiology
 MGMT 345 Facility and Event Management

Electives:

Exercise science electives (to reach 20 credit hours in exercise science)

GAME DESIGN

The Game Design minor serves students who aspire to join the video game industry as artists, animators, programmers, directors, sound engineers, writers, etc., as well as students in creative fields who wish to apply their talents to game-related projects.

MINOR IN GAME DESIGN: 24 credit hours

ARTD 190 Art Foundations: Digital Design
 ARTD 367 3D Modeling and Animation
 ARTD 415 Game Production
 CMSC 181 Computer Science I: Introduction to Computer Science
 CMSC 345 Game Programming
 ENGL 225 Narrative in Entertainment Media
 MUSC 125 Introduction to Audio Production
 MUSC 410 Interactive Audio for Video Games

GENDER STUDIES

Gender Studies (GNDR) at Buena Vista University is an interdisciplinary group and program that brings together faculty, staff, and students from across disciplines to explore issues related to gender, sexual orientation, race, class, sexuality, and ability, and to celebrate diversity (in its many forms) within the university, society, and the world. GNDR provides a space for those within the university to: 1) include and engage multiple voices while reflecting on one's own views, 2) analyze ways in which gender, sexuality, ethnicity, class and intersectionality affect social and cultural experiences of individuals locally and globally, 3) critically examine structures of power and oppression from both historical and modern perspectives, and 4) mindfully participate in the Buena Vista University and Storm Lake communities.

The minor in Gender Studies (GNDR) offers students a unique opportunity for interdisciplinary study, and it prepares them to be informed and engaged participants in their lives, professions, communities, and the world. The courses that comprise the program are drawn from disciplines across the university. These courses highlight and explore theories, perspectives, and issues central to women, LGBTQ, and many other marginalized groups. The minor provides students with an opportunity to prepare for a wide range of careers (health, law, business, government, teaching, and many other fields), continued professional training, and a full life.

MINOR IN GENDER STUDIES: 19 credit hours

GNDR 100 Introduction to Gender Studies
GNDR 489 Capstone Proposal
GNDR 490 Capstone
Electives consisting of courses cross-listed as GNDR or GSTR

For those interested, GNDR also offers but does not require: GNDR 499 Independent Study.

In addition, students will select 12 credit hours of GNDR/GSTR (Gender Studies Track) designated courses from at least 2 different disciplines. Contact the coordinator of Gender Studies or Registrar for the current list of approved GNDR courses or check the course schedule for the current semester. Depending upon the course, it may simultaneously fulfill a requirement for a major, general education, and the GNDR 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 and includes more focused study in the Middle East, Vietnam, the Holocaust, World War II, and U.S. military history. The small size of the major, the diversity of offerings, and flexibility within requirements allow students to choose courses based on interest and to pursue a second major. Majors pursue coursework in preparation for teaching careers in secondary education or graduate school in history, as well as for a variety of history-related careers, including in museum and historic site interpretation, archival management, archaeology, government agencies, and the law.

MAJOR IN HISTORY: 31 credit hours

AREA 1: HIST 100 Introduction to the Historian's Craft

AREA 2: Students must take 9 credit hours at the 100-level from:

HIST 101 History of the United States to 1877
HIST 102 History of the United States After 1877
HIST 111 World Civilizations I
HIST 112 World Civilizations II
HIST 125 Asian Civilizations

AREA 3: Students must take 9 credit hours at the 200-level

AREA 4: Students must take 9 credit hours at the 300-level

AREA 5: Students must take a Senior Capstone course from:

HIST 481 Senior Capstone in World History
or HIST 482 Senior Capstone in U.S. History

MINOR IN HISTORY: 21 credit hours

AREA 1: Students must take 9 credit hours at the 100-level from:

HIST 101 History of the United States to 1877
HIST 102 History of the United States after 1877
HIST 111 World Civilizations I
HIST 112 World Civilizations II
HIST 125 Asian Civilizations

AREA 2: 12 credit hours HIST electives at the 200-300 level (minimum)

MAJOR IN HISTORY WITH TEACHING LICENSURE (5-12): 31 credit hours

HIST 100 Introduction to the Historian's Craft
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
 HIST 112 World Civilizations
 9 additional credit hours of World history (if taking History 481, then 6 credit hours)

HIST 481 Senior Capstone in World History (Counts for elective credit in World history)
 or HIST 482 Senior Capstone in U.S. History (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
 HIST 112 World Civilizations II
 18 credit hours additional world history
 Plus requirements for secondary education and education core

Option 2: 30 credit hours

HIST 111 World Civilizations I
 HIST 112 World Civilizations II
 9 additional credit hours of world history
 15 credit hours of social sciences
 Plus requirements for secondary 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 the following standards: ACT 28 or higher AND either HS rank in top 10 percent or HS GPA of 3.75 are selected into the honors program with their acceptance. 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 Liberal Arts Core courses with at least one course from three of these five areas:
 HONR 200 Honors Fine Arts
 HONR 210 Honors Social Science
 HONR 221/222/223 Honors Science
 HONR 230 Honors Humanities
 HONR 240 Honors Business
 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 Liberal Arts Core 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 Liberal Arts Core credit hours. To qualify for All College Honors with Research designation, honors Liberal Arts Core courses must be taken in at least three areas of the Liberal Arts Core from among fine arts, science, humanities, social science, or business.

Students may repeat HONR 210 or HONR 230 for general education credit Liberal Arts Core 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 Liberal Arts Core requirement.

MATHEMATICS

With our increasingly technological world, quantitative and abstracting reasoning are more important than ever. For the past several years, mathematics and math-related careers have been nationally ranked among the highest in demand and best paying. A major in mathematics can lead to many different professional opportunities. In general, mathematics majors can be found in any career that requires problem solving ability, critical thinking, comfort working with data, sound logical and quantitative reasoning skills, ability to think abstractly, and a willingness to engage in analyzing problems and evaluating potential solutions.

At Buena Vista University the mathematics major courses provide a strong background in theoretical, applied, and corporate mathematics, allowing students to pursue many different career paths. The program is small enough to allow for individualization; students often work one-on-one with faculty, pursuing career goals and interests. The Ben Donath Mathematics Enrichment Fund is available to mathematics majors to support costs associated with travel, application to graduate school, attending conferences, and other professional opportunities.

MATHEMATICS CORE: 32 credit hours

MATH 140 Applied Statistics
MATH 210 Calculus I
MATH 211 Calculus II
MATH 225 Differential Equations
MATH 230 Multivariable Calculus
MATH 240 Foundations of Advanced Mathematics
MATH 292 Mathematics Career Exploration
MATH 322 Linear Algebra
MATH 430 Mathematical Probability for Actuarial Science
MATH 480 Senior Capstone

MAJOR IN MATHEMATICS: 38 credit hours

Mathematics Core
MATH 340 Overview of Advanced Mathematics
1 course from: ***
MATH 330 Regression Models in Business and Social Science
MATH 371 Numerical Analysis
MATH 420 Elements of Geometry
MATH 440 Modern Algebra
MATH 460 Complex Variables
MATH 470 Real Analysis

*** For students pursuing secondary teaching licensure, the course must be MATH 420

Note: Mathematics majors pursuing secondary teaching licensure are required to complete CMSC 160 Introduction to Computer Programming or CMSC 181 Computer Science I: Introduction to Computer Science as an additional requirement for licensure in mathematics.

MAJOR IN MATHEMATICS - CORPORATE CONCENTRATION: 53 credit hours

Mathematics Core
 ACCT 205 Financial Accounting
 ACCT 206 Managerial Accounting
 ECON 205 Principles of Microeconomics
 ECON 206 Principles of Macroeconomics
 FINC 306 Business Finance

MATH 330 Regression Models in Business and Social Science
 MGMT 302 Decision Science

MAJOR IN MATHEMATICS - TEACHING LICENSURE (5-12) CONCENTRATION : 41 credit hours

Mathematics Core
 CMSC 160 Introduction to Computer Programming or CMSC 181 Computer Science I: Introduction to Computer Science
 MATH 340 Overview of Advanced Mathematics
 MATH 420 Elements of Geometry
 Plus requirements for secondary education and education core

MAJOR IN MATHEMATICS - THEORETICAL CONCENTRATION: 41 credit hours

Mathematics Core
 MATH 340 Overview of Advanced Mathematics
 2 courses from:
 MATH 391 Topics in Pure Mathematics
 MATH 440 Modern Algebra
 MATH 460 Complex Variables
 MATH 470 Real Analysis

MINOR IN MATHEMATICS: 18 credit hours

MATH 210 Calculus I
 MATH 211 Calculus II
 MATH 230 Multivariable Calculus
 MATH 225 Differential Equations or MATH 340 Overview of Advanced Mathematics
 MATH 240 Foundations of Advanced Mathematics

MINOR IN MATHEMATICS WITH TEACHING LICENSURE (5-12): 24 credit hours

CMSC 160 Introduction to Computer Programming or CMSC 181 Computer Science I: Introduction to Computer Science
 MATH 210 Calculus I
 MATH 211 Calculus II
 MATH 230 Multivariable Calculus
 MATH 240 Foundations of Advanced Mathematics
 MATH 322 Linear Algebra
 MATH 420 Elements of Geometry
 Plus requirements for secondary education and education core

MILITARY SCIENCE

The military science program does not offer an academic degree and is a part of the School of Liberal Arts. 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 PRODUCTION AND TECHNOLOGY

The Music Production and Technology curriculum prepares students for careers in various sectors of the music industry. Students explore core competencies in general music and music production, then specialize in one of two tracks: The Business Track incorporates courses from the School of Business and is designed to provide students with additional tools to succeed as business professionals and entrepreneurs in the music industry. The Scoring for Digital Media track helps students hone the skills they need to create music for film, video games, and other media through courses in composition, orchestration, game audio and film scoring. The complementary music performance minor provides students with an opportunity to build their musical skills through the study and performance of vocal and/or instrumental music.

MAJOR IN MUSIC PRODUCTION AND TECHNOLOGY - BUSINESS TRACK: 41-48 credit hours

Core Music Courses: 14-18 credit hours

MUSC 108 Survey of Music History or MUSC 450 Topics in Music, when topic is related to music history and literature
MUSC 109 Introduction to the Music Industry
MUSC 111 Music Theory I
MUSC 112 Music Theory II
MUSC 171 Piano I
MUSC 172 Piano II

A total of four semesters from one or more of the following performance ensembles:

MUSC 122 Concert Choir
MUSC 123 Vista Chamber Singers
MUSC 127 Concert Band
MUSC 129 Contemporary Rock Ensemble
MUSC 130 Jazz Ensemble
MUSC 137 Marching Band

Core Production and Technology Courses: 9-12 credit hours

MUSC 125 Introduction to Audio Production
MUSC 225 Digital Music Production
MUSC 325 Recording Studio Production
MUSC 425 Co-Curricular Lab Recording Studio
MUSC 495 Internship (minimum 1 credit)

Business Courses: 18 credit hours

ACCT 205 Financial Accounting
ENTR 101 Entrepreneurship and Ideation
MGMT 220 Principles of Management
MGMT 315 Business Law I
MRKT 220 Principles of Marketing

At least one course from the following:

ACCT 206 Managerial Accounting
ENTR 375 Entrepreneurship Business Planning
MGMT 345 Facility and Event Management
MRKT 414 Selling

Suggested courses (not required for major)

MUSC 221 Pro Tools Certification I
MUSC 222 Pro Tools Certification II
MUSC 300 Introduction to Live Sound
Any upper-division School of Business courses not taken above

MAJOR IN MUSIC PRODUCTION AND TECHNOLOGY: SCORING FOR DIGITAL MEDIA**TRACK: 42-49 credit hours****Core Music Courses: 14-18 credit hours**

MUSC 108 Survey of Music History or MUSC 450 Topics in Music, when topic is related to music history and literature
 MUSC 109 Introduction to the Music Industry
 MUSC 111 Music Theory I
 MUSC 112 Music Theory II
 MUSC 171 Piano I
 MUSC 172 Piano II

A total of four semesters from one or more of the following performance ensembles:

MUSC 122 Concert Choir
 MUSC 123 Vista Chamber Singers
 MUSC 127 Concert Band
 MUSC 129 Contemporary Rock Ensemble
 MUSC 130 Jazz Ensemble
 MUSC 137 Marching Band

Core Production and Technology Courses: 9-12 credit hours

MUSC 125 Introduction to Audio Production
 MUSC 225 Digital Music Production
 MUSC 325 Recording Studio Production
 MUSC 425 Co-Curricular Lab Recording Studio
 MUSC 485 Music Production Capstone Project or 495 Internship (minimum 1 credit)

Scoring for Digital Media Track Courses: 19 credit hours

MUSC 211 Music Theory III
 MUSC 212 Music Theory IV
 MUSC 220 Music Notation and Notation Software
 MUSC 315 Orchestration Techniques
 MUSC 320 Introduction to Music Composition
 MUSC 400 Film Scoring
 MUSC 410 Interactive Audio for Video Games

Suggested Courses (not required for major)

CMSC 181 Computer Science I: Introduction to Computer Science
 DIGI 102 Media Studio: Video
 DIGI 302 Advanced Digital Video
 MUSC 221 Pro Tools Certification I
 MUSC 222 Pro Tools Certification II
 MUSC 300 Introduction to Understanding Live Sound

MINOR IN MUSIC PRODUCTION AND TECHNOLOGY: 24 credit hours

MUSC 111 Music Theory I
 MUSC 112 Music Theory II
 MUSC 109 Introduction to the Music Industry
 MUSC 125 Introduction to Audio Production
 MUSC 188 Class Piano I for Non-Music Majors or MUSC 171 Piano I
 MUSC 189 Class Piano II for Non-Music Majors or MUSC 172 Piano II
 MUSC 225 Digital Music Production
 MUSC 325 Recording Studio Production

Minimum 5 credits from the following:

MUSC 108 Survey of Music History
 MUSC 220 Music Notation and Notation Software
 MUSC 221 Pro Tools Certification I
 MUSC 222 Pro Tools Certification II
 MUSC 300 Introduction to Live Sound
 MUSC 315 Orchestration Techniques
 MUSC 320 Introduction to Music Composition
 MUSC 400 Film Scoring

MUSC 410 Interactive Audio for Video Games
MUSC 425 Co-Curricular Lab Recording Studio

MINOR IN MUSIC PERFORMANCE: 18 credit hours

MUSC 100-200 Level Private Lessons on Major Instrument or Voice (4 credit hours minimum)
MUSC 111 Music Theory I
MUSC 112 Music Theory II
MUSC 307 Music History and Literature I
MUSC 308 Music History and Literature II
MUSC 321 Conducting I
MUSC 490 Recital

Four semesters from the following performance ensembles:

MUSC 122 Concert Choir
MUSC 127 Concert Band
MUSC 130 Jazz Band
MUSC 137 Marching Band

Courses taken for credit or no credit will appear on student's permanent record along with an assigned grade.

PHYSICAL EDUCATION

See Education for a description of requirements and course offerings.

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.

At Buena Vista University, students can work toward a Physics minor or a Bachelors in 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 ENGINEERING PHYSICS: 48-54 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. Some programs have minimum grades and GPA requirements as well as additional required course for specific engineering programs. Work closely with the BVU Engineering Liaison to ensure you are on track for meeting these requirements.

Engineering Physics Core: 35 credit hours

CHEM 151 General Chemistry I
CMSC 181 Computer Science I: Introduction to Computer Science
CMSC 182 Computer Science II: Data Structures
MATH 210 Calculus I
MATH 211 Calculus II
MATH 225 Differential Equations
MATH 230 Multivariable Calculus
PHYS 211 General Physics I: Calculus Based
PHYS 212 General Physics II: Calculus Based
Plus completion of engineering curriculum at Washington University in St. Louis, Mo.
Plus completion of one option below:

Chemistry Option: 19 credit hours

BIOL 164 Biological Principles II
CHEM 152 General Chemistry II
CHEM 261 Organic Chemistry I
CHEM 262 Organic Chemistry II
PHYS 353 Thermodynamics

Computer Science Option: 15 credit hours

CMSC 280 Computer Architecture
 CMSC 285 Algorithms
 CMSC 291 Computer Science Project
 CMSC 292 Computer Science Career Exploration
 CMSC 321 Database Management Systems or CMSC 360 Software Engineering
 CMSC 331 Web Application Development or MATH 371 Numerical Analysis

Mathematics Option: 13 credit hours

MATH 240 Foundations of Advanced Mathematics
 MATH 292 Mathematics Career Exploration
 MATH 322 Linear Algebra
 MATH 340 Overview of Advanced Mathematics
 MATH 430 Mathematical Probability for Actuarial Science

MINOR IN PHYSICS: 27 credit hours

MATH 210 Calculus I
 MATH 211 Calculus II
 PHYS 211 General Physics I: Calculus Based
 PHYS 212 General Physics II: Calculus Based

3 courses from:

CMSC 325 Robotics
 PHYS 110 Introduction to Astronomy
 PHYS 115 Environmental Physics
 PHYS 353 Thermodynamics
 PHYS 370 Quantum Mechanics

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
 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 and 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 and 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 curl 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, 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 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:

COMM 300 Argumentation
PSCN 110 Introduction to American Government
PSCN 115 Introduction to Politics

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 340 Criminal Law OR CRIM 371 Criminal Procedure

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 340 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 and 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 90 credit hours
- the Legal Studies Track – “Support Work,” “Core Courses,” and “Electives”
- BVU Foundations of Collegiate Learning and Liberal Arts Core 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: 37 credit hours

Required Support Work:

PSCN 115 Introduction to Politics
 MATH 140 Applied Statistics
 ECON 206 Principles of Microeconomics

Public Management Core:

MGMT 220 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 = 6 hours]

Option A: Complete either A1 or A2 below:

- A1. Politics Emphasis: PSCN 340 Congress and the Presidency and PSCN 460 Constitutional Law
- A2. Decision Making Emphasis: Choose TWO of the following: ECON 205 Principles of Microeconomics, MGMT 302 Decision Science, 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

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
PSYC 300 Experimental Design and Statistical Analysis I
PSYC 303 Experimental Design and Statistical Analysis II
PSYC 498 Psychology Capstone: History and Systems

Electives: Psychology electives to reach 33 credit hours in psychology; at least 9 hours must be at the 300- or 400-level.

MINOR IN PSYCHOLOGY: 21 credit hours

Psychology minors must receive a grade of C- or higher in PSYC 100 General Psychology. Beyond PSYC 100, the minor consists of psychology electives to reach 21 credits; at least 6 hours must be at the 300- or 400-level.

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 and PSYC 291 Learning and Memory

Plus requirements for secondary education and education core

QUALITY SCIENCE

Quality Science is an industry term related to measuring the excellence, consistency, and suitability of products. This minor is delivered in partnership with Pathway for Patient Health (PPH) with a goal of providing students with the credentials to pursue employment in the biopharmaceutical and biotechnology fields in the areas of quality assurance. Students with critical thinking knowledge to understand the measures of quality from both business and science perspectives are highly sought after by employers in these fields. PPH provides connections to leading life science companies such as Baxter International, Procter & Gamble, AstraZeneca and

Elanco. As part of the partnership with PPH, students will develop an online portfolio to create direct connection to companies for internships and employment opportunities upon graduation.

PPH delivers the core classes online using industry expertise as part of the Business and Regulatory Biology area (BARB). Subsequently, students choose one: STEM concentration or Non-STEM concentration class sets delivered by BVU to complete the minor.

MINOR IN QUALITY SCIENCE: 21-22 credit hours

Core Courses (PPH online): 8 hours

BARB 200 Global Regulatory and Legal Requirements of Quality

BARB 225 Product Development and Validation

BARB 250 Risk and Failure Analysis

AND one of the following options:

STEM concentration: 14 hours

BIOL 164 Principles of Biology II

BIOL 240 Microbiology

MGMT 220 Principles of Management

One of the following:

ACCT 310 Accounting for Managers

ENTR 200 Small Business Financial Management

FINC 310 Finance for Managers

FINC 306 Business Finance

OR

Non-STEM concentration: 13 hours

BIOL 120 Introduction to Cellular and Human Physiology

BIOL 130 Introductory Microbiology

MGMT 220 Principles of Management

One of the following:

ACCT 310 Accounting for Managers

ENTR 200 Small Business Financial Management

FINC 310 Finance for Managers

FINC 306 Business Finance

REHABILITATION HEALTH SCIENCES

Rehabilitation Health Sciences major is an interdisciplinary undergraduate major designed for students seeking professional careers specifically in physical therapy, occupational therapy, and athletic training. 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 in the School of Science and the School of Education and Exercise Science. In the junior year students take courses in human physiology, and exercise physiology, which are each taught with an emphasis 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 course requirements, students complete a capstone course with an exercise science faculty and complete an internship. Students must earn a C- or better in all courses marked with an *.

MAJOR IN REHABILITATION HEALTH SCIENCES: 58 credits

Core Course Requirements: (44 credit hours)

*BIOL 163 Biological Principles I

*BIOL 164 Biological Principles II

BIOL 380 Human Physiology

BIOL 430 Human Anatomy

BIOL 495 Internship

*CHEM 151 General Chemistry I

CHEM 152 General Chemistry II

EXSC 255 Medical Terminology

EXSC 350 Biomechanics of Human Motion

EXSC 352 Exercise Physiology with Lab

EXSC 498 Kinesiology and Rehabilitation Health Sciences Capstone

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

Supporting course requirements (complete at least 6 credit hours):

MATH 140 Applied Statistics

PSYC 100: General Psychology

PSYC 210 Developmental Psychology

PSYC 239 Mental Disorders

PSYC 300 Experimental Design and Statistical Analysis I

Elective courses (complete at least 8 credit hours)

EXSC 273 Therapeutic Exercise and Reconditioning

EXSC 280 Lifetime Health Management

EXSC 310 Nutrition

EXSC 351 Motor Learning

EXSC 432 Measurement and Evaluation in Kinesiology

EXSC 446 Pharmacology

EXSC 460 Physiological Principles of Conditioning

EXSC 472 General Medical Conditions

SOCIAL INNOVATION

Students who participate in the minor in Social Innovation (including but not limited to Education for Service (EFS) Scholars) will demonstrate ability and commitment to collaboratively work across and within community contexts and structures to achieve a civic aim, while also understanding their individual identity in social context. They will demonstrate the interdependence between communities, societies, and the rest of the world by engaging with others in learning about and acting on an issue they care about. And they will demonstrate an understanding of relationships between diversity, inequality, and social, economic, and political power both in the United States and globally.

EFS scholars will complete both of BVU's general education "bookend" courses, OBVU 100 University Seminar and the IDST 400 Interdisciplinary Capstone. Doing so ensures that EFS students enjoy the benefits of the distinct curricular experiences of University Seminar and the General Education Capstone course. In addition to OBVU 100 and IDST 400, EFS students and other students pursuing the Social Innovation minor will be required to complete a "core" of courses (6 credit-hours), and four additional courses, at least one in each of the following three areas (12 credit-hours; 18 credit hours total):

- Community Engagement & Context – strategies for building coalitions to bring about social change
- Civic Identity – identify how groups come together and self-define to achieve shared goals
- Diversity and Intercultural Competency – recognizing and responding to intersectionality.

Elective courses listed in the three areas are pre-approved but are only suggestions; other courses may be substituted. At least 6 hours must be at the 300-hour level. Elective courses may be taken online if necessary.

The zero credit-hour OBVU 205 Education for Service Scholars Lab will provide EFS scholars an opportunity to develop cohorts, build relationships with non-profit organizations, and develop critical reflection and leadership skills in relation to their service. The lab is required for EFS scholars only and not for social innovation minors who are not EFS scholars.

MINOR IN SOCIAL INNOVATION: 18 credit hours

Core Courses

SCWK/SOCI 100 Modern Social Problems

DIGI 210 Media and Society

OBVU 205 Education for Service Scholars Lab (every semester)

Community Engagement & Context Courses (at least one 3 credit-hour elective)

COMM 227 Public Communication

PHED 290 Substance Abuse and Consumer Health

PSPA 165 Introduction to Public Administration

PSPA 320 State and Local Politics
 PSPA 360 Introduction to Public Affairs
 RELI 122 Religion and Culture
 SCWK 255 Human Behavior and the Social Environment II
 SCWK 311 Social Justice Experience
 SPAN 308 Spanish in the Community

Civic Identity Courses (at least one 3 credit-hour elective)

COMM 280 Group and Team Communication
 COMM 340 Civic Communication
 COMM 370 Leadership Communication
 CRIM 101 Criminal Justice Systems
 GEOG 300 Human and Cultural Geography
 HIST 315 History of Immigration in the U.S.
 HMSV 301 Human Services in Rural Communities
 MGMT 380 Social Responsibility of Business
 PHIL 110 Ethics
 PHIL 336 Professional Ethics
 PSYC/SOCI 111 Social Psychology
 SCWK 351 Group Work with Older Adults

Diversity and Intercultural Competence (at least one 3 credit-hour elective)

COMM 302 Intercultural Communication
 DIGI 400 Media Theory and Representation
 ENGL 276 World Literature
 GNDR 100 Introduction to Gender Studies
 HIST 358 Women around the World
 SCWK/SOCI 355 Gender, Sexuality, Race, and Class: Intersectionality
 SEDU 333 Young Adult Fiction and Nonfiction
 SOCI 101 Introduction to Sociology
 SPAN 110 Elementary Spanish (or any foreign language course)
 TESL 270 Introduction to Second Language Acquisition

SOCIAL WORK

Social Workers assist people to change themselves and their environments. The Social Work Program prepares its students for generalist practice through mastery of nine core competencies provided by the Council on Social Work Education (CSWE). Students in the Social Work Program develop professional knowledge, skills, and values, and cognitive and affective processes needed to successfully practice generalist social work with individuals, families, groups, organizations, and communities through courses in theory, practice, policy, and research. Classroom 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 practicum in social work agencies as part of their education.

Students who graduate with a degree in social work may find careers working in many areas. These areas include child welfare, community and residential care with children and adolescents, older adults, people with developmental disabilities, mental health disorders, 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. The social work program manual describes the social work program and is available from the director of the Social Work Program.

Admission Requirements:

1. Social work majors should have completed SCWK 200, 211, and 235 prior to admission.*
2. Social work majors must have and maintain a 2.0 GPA in all university coursework and the major.
3. Social work majors must obtain a minimum grade of “C-” or Pass (when pass/fail is the only option) in all required social work courses. Social work majors must take social work courses for a letter grade unless the only option offered is Pass/Fail.
4. Social work majors 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, values, and cognitive and affective processes that provide the foundation for professional social work competence.
6. Social work majors 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 successful 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, or from a community college that has a transfer agreement with Buena Vista University’s Social Work Program, in order to be considered for transfer into the social work major. The Social Work Program will consider transfer social work courses from community colleges that have transfer agreements with other CSWE accredited social work programs on a case-by-case basis. 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, or from a community college that has a transfer agreement with Buena Vista University’s Social Work Program.

Students who have not been accepted into the social work major may not take the social work practice classes (SCWK 390 and 410). Students must satisfactorily complete all social work major courses prior to taking Field Practicum (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. Unofficial transcript from Buena Vista University
 - c. Two letters of reference
 - d. Application essay
 - e. Social work student self-assessment scale
 - 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: 69 credit hours**Required support work:**

ECON 205 Principles of Microeconomics or ECON 206 Principles of Macroeconomics
 PSCN 110 Introduction to American Government
 PSYC 100 General 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 110 Infectious Diseases

OR

BIOL 120 Introduction to Cellular and Human Physiology

Required Social Work Courses:

SCWK 200 Introduction to Social Work and Social Welfare
 SCWK 211 Field Observation
 SCWK 235 Human Behavior and the Social Environment I
 SCWK 255 Human Behavior and the Social Environment II
 SCWK 350 Social Welfare Programs and Policies
 SCWK 351 Group Work with Older Adults
 SCWK 352 Child and Family Welfare
 SCWK 355 Gender, Sexuality, Race, and Class: Intersectionality
 SCWK 380 Methods of Social Research I
 SCWK 381 Methods of Social Research II
 SCWK 390 Social Work Practice I
 SCWK 402 Practicum Readiness
 SCWK 410 Social Work Practice II
 SCWK 440 Field Practicum
 SCWK 441 Field Practicum
 SCWK 442 Field Practicum
 SCWK 443 Senior Seminar

Recommended courses:

PSYC 239 Mental Disorders
 PSYC 389 Introduction to Counseling
 PSYC 300 Experimental Design and Statistical Analysis I or MATH 140 Applied Statistics

SOCIOLOGY

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: 18 credit hours

SOCI 101 Introduction to Sociology
 SOCI 111 Social Psychology
 12 credit hours of electives in sociology

NOTE: One elective for the Sociology minor may come from any of the following: HMSV 351 Aging in American Society, HMSV 376 Social Stratification, HMSV 380 Research Methods, or HMSV 410 Death and Dying.

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 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.

Students are placed in the appropriate class according to their prior experience with Spanish; when there are questions on unusual circumstances, a meeting with a faculty member or a placement exam may help the placement process.

Upon recommendation of the department, advanced students who successfully complete an upper-level course with a grade of "B-" or higher may receive up to 4 credit hours free of charge for the lower-level classes for which competencies have been demonstrated. For example, a student starting at SPAN 210 typically would receive credit for SPAN 110. In specific cases, if a student begins in SPAN 302, then he or she would receive credit for SPAN

301. In this case, the student will take another higher level Spanish class that will then substitute for SPAN 210 unless the instructor otherwise advises the student.

MAJOR IN SPANISH: Minimum 34 credit hours

SPAN 210 Intermediate Spanish
 SPAN 301 Advanced Grammar and Conversation or SPAN 300 Spanish for Spanish Speakers
 SPAN 302 Advanced Grammar and Composition
 SPAN 335 Introduction to Hispanic Literature
 SPAN 490 International Experience (minimum 3 credits)
 SPAN 498 Senior Seminar

4 courses 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 450 Special Topics

MINOR IN SPANISH: Minimum 21 credit hours

SPAN 210 Intermediate Spanish
 SPAN 301 Advanced Grammar and Conversation or SPAN 300 Spanish for Spanish Speakers
 SPAN 302 Advanced Grammar and Composition
 SPAN 335 Introduction to Hispanic Literature

2 courses 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 450 Special Topics
 SPAN 490 International Experience (minimum 3 credits)
 SPAN 498 Senior Seminar

MAJOR/MINOR IN SPANISH WITH TEACHING LICENSURE (K-8, 5-12 or K-12):

Spanish major or minor plus requirements for elementary or 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 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.

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 edge 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.

MAJOR IN STRATEGIC PUBLIC RELATIONS: 37.5 credit hours with optional 9 credit hour track

ARTD 190 Art Foundations: Digital Design
 COMM 227 Public Communication
 COMM 230 Business and Professional Communication
 COMM 340 Civic Communication
 COMM 355 Conflict Management
 DIGI 101 Media Studio: Photo
 DIGI 102 Media Studio: Video
 DIGI 103 Media Studio: Audio
 DIGI 220 New Media
 MRKT 220 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 280 Group and Team Communication
 COMM 302 Intercultural Communication
 DIGI 300 Legal and Ethical Perspectives
 PSCN 115 Introduction to Politics OR PSPA 165 Introduction to Public Administration
 SCWK 311 Social Justice Experience

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 220 Principles of Management
 MGMT 345 Facility and Event Management
 MRKT 414 Selling

Creative Design Track (select 3 from list)

ARTD 260 Print Design
 ARTD 275 Commercial Design
 ARTD 355 Interactive Design
 DIGI 301 Advanced Digital Photography
 DIGI 302 Advanced Digital Video
 ENGL 320 Creative Writing
 MUSC 125 Introduction to Audio Production

Sports Communication Track (select 3 from list)

COMM 280 Group and Team Communication
 MGMT 345 Facility and Event Management
 MRKT 354 Sport Marketing
 PSYC 265 Health Psychology (online only)

ONLINE-SPECIFIC PROGRAMS

ONLINE PROGRAMS MAJORS AND MINORS

Requirements and course listings for most of the majors and minors offered through online programs are listed alphabetically in the General Majors and Course Listing sections of the catalog.

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
- PSYC 111 Social Psychology
- PSYC 239 Mental Disorders

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
- HMSV 380 Research Methods
- PSYC 389 Introduction to Counseling

2 courses (6 credit hours) from:

- PSYC 270 Psychology of Personality
- PSYC 329 Psychology of Gender
- PSYC 333 Adolescent Psychology
- 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 355 Gender, Sexuality, Race, and Class: Intersectionality

ORGANIZATIONAL LEADERSHIP

This cross-disciplinary major provides the tools and organizational skills necessary to effectively perform administration roles within an organization. The program introduces students to core areas of concern to leaders including the history and theory of leadership, relationship development, diversity, communication, human resource management, ethics and innovation and change management. Skills in project management and program assessment are developed and honed through coursework and practical experience.

MAJOR IN ORGANIZATIONAL LEADERSHIP: 39 credit hours

COMM 302 Intercultural Communication
 COMM 350 Organizational Communication Theory and Practice
 COMM 355 Conflict Management
 COMM 370 Leadership Communication
 HMSV 380 Research Methods
 MGMT 220 Principles of Management
 MGMT 320 Human Resource Management
 MGMT 380 Social Responsibility of Business
 ORGL 404 History and Theory of Leadership Studies
 ORGL 406 Managing Team Leadership
 ORGL 408 Leading Across Boundaries
 ORGL 440 Leading Organizational Change
 ORGL 495 Internship *or* ORGL 498 Senior Capstone Seminar

SUGGESTED ELECTIVES

COMM 374 Interviewing
 MGMT 315 Business Law I
 MGMT 465 Production and Operations Management
 MGMT 375 Entrepreneurship/Small Business
 MGMT 420 Advanced Human Resource Management
 MGMT 492 Business Policy and Strategy
 PHIL 336 Professional Ethics
 PSPA 320 State and Local Politics
 PSYC 329 Psychology of Gender

GRADUATE PROGRAMS

Buena Vista University established a graduate program with the Master of Science in Education (M.S.Ed.) degree in 1996. The Professional School Counseling program started in 1996. In 2005, a Master of Education (M.Ed.) was added, 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 30-credit hour options with tracks available in Effective Teaching and Instructional Leadership (ETIL), Talented and Gifted (TAG), Teaching English as a Second Language (TESL), and a Teacher Technology Integrationist track. In addition, teachers have the option of pursuing an Iowa endorsement program in TESL consisting of 20 hours of graduate level coursework or TAG consisting of 12 hours of graduate level coursework. The Master's of Education with a TESL track may be also be completed in a Bachelor's Plus One time frame. Master of Education degrees in Special Education programs with emphases in Mild to Moderate Disabilities, Significant Behavioral Disabilities, and Significant Cognitive Disabilities are also available.

The 60-credit hour Clinical Mental Health Counseling Program began in 2014. The 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.

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. The Organizational Leadership program may be completed in a Bachelor's Plus One time period.

In 2023, a Master of Arts in Teaching degree in Special Education and Secondary Education began. The degree is defined as an initial teacher licensure degree at the graduate level. The Master of Arts in Teaching (MAT) provides students with opportunity to complete their initial licensure requirements and their graduate degree.

The Master of Arts in Teaching in Special Education is a 44-credit hour program that provides the knowledge and skills to work with special needs students. The program offers two tracks – Significant Behavior Disabilities and Significant Cognitive Disabilities. The Master of Arts in Teaching Secondary Education is a 35-credit hour program that provides the knowledge and skills to teach a content area to middle school and high school students.

Graduate Program Mission Statement:

BVU Graduate Programs foster innovative development of advanced scholarship and applied practice, with an ethical foundation. Our rigorous, conveniently accessible programs prepare students for leadership roles through personalized mentorship, challenging theoretical groundwork, and application of knowledge in the larger community.

Graduate Program Values Statement:

BVU Graduate Programs hold the following four values:

1. Ethics and Professional Behavior: Our students display ethical and professional behavior both inside and outside of the classroom.
2. Engagement with Applied Scholarship and Practice: Our students interact with, understand, and generate applied scholarship and/or research within their chosen field.
3. Awareness of Professional Issues: Our students maintain a current understanding of professional issues and are aware of trends and future directions within their field.
4. Leadership in the Field: Our students are poised to take on leadership roles and help others improve, adapt, and evolve in a changing environment.

Graduate Program course level descriptions

As they increase from the 100-level to the 400-level, undergraduate courses at BVU challenge students to perform tasks of increasing cognitive complexity. Consistent with the goals of liberal education, courses at the 300 and 400 levels challenge students to integrate learning, both within and across disciplinary boundaries, and demonstrate mastery of interdisciplinary skills such as effective writing and problem-solving. Courses at the 400-level emphasize the development of students' capacities for independent, self-directed work in ways approaching the expectations of graduate education. Graduate courses at BVU, which are numbered at the 500 and 600 levels, are distinguished by the heightened sophistication of their theoretical and methodological content. Thus, graduate courses evaluate student work against advanced standards of field-specific knowledge and proficiency in making theory-to-practice connections. Moreover, graduate courses at BVU require students to demonstrate elevated capacities for evidence-based decision making and prescribe courses of action aligned with the standards of practice in their chosen field.

Credit Hour Definition

Except as provided in 34 CRF 668.8(k) and (l), Buena Vista University defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

- 1) Two hours of faculty guided instruction and a minimum of four hours of out-of-class student work each week for approximately eight weeks for one semester hour of credit; or
- 2) At least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the awarding of credit hours. 34 CFR 600.2

Traditional Academic Term.

Consistent with this policy, academic credit is assigned on a schedule consistent with the Carnegie Unit. Thus, BVU requires the following quantities of (a) *instructor-guided learning activity*, such as that led by a University professor in a synchronous setting, and (b) *independent learning activity* performed by the student in the context of an eight week term:

8 Week Term Courses

Course Credit Hours	Minutes of Weekly, In-Class or Instructor- Guided Learning Activity	Minutes of Weekly, Independent Learning Activity (student work performed outside	Approximate Total Min. (Hours) of Organized and Independent Learning Activity in 8 Week Term
1	100 min.	360 min.	3450 min. (57.5 hrs.)
2	200 min.	720 min.	6900 min. (115 hrs.)
3	300 min.	960 min.	9450 min. (157.5 hrs.)
4	400 min.	1440 min.	13,800 min. (238 hrs.)

The Eight Week Graduate Terms

BVU Graduate courses follow an eight-week term that require quantities of instructor guided and independent learning activity. Courses provided in the context of Graduate Programs involve modalities typical of distance learning experiences, such as “live”, synchronous instruction and online asynchronous instruction. Moreover, in these settings, instructor guided learning activity is defined broadly. Examples include, but are not limited to, “live” or recorded lectures, instructor responses to students’ discussion posts, written commentary on assignments, essays, journal entries, interviews, etc. Independent learning activities, graduate students are expected to complete more independent hours working research, essays, literature reviews, practicum hours within the appropriate setting (K-12 schools, mental health providers, etc.), group projects, discussions, etc.

Graduate Program's required GPA

All students enrolled in graduate degree programs must maintain a minimum of a 3.0 GPA. Students who earn a cumulative GPA of less than 3.0 will be placed on academic probation. Students will refer to their program handbook for additional details.

Graduate Programs Contact information:

Buena Vista University
 Graduate Programs
 610 W. Fourth Street
 Storm Lake, Iowa 50588
 Telephone: 712.749.1000
 E-mail: grad@bvu.edu
 www.bvu.edu/grad

MASTER OF SCIENCE IN EDUCATION (M.S.ED.) – CLINICAL MENTAL HEALTH COUNSELING

The Master of Science in Education program is intended to prepare students to become effective mental health counselors. The clinical 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 legis.iowa.gov/docs/ACO/chapter/645.31.pdf) as of April 1, 2014. The program requires a minimum of 60 credit hours. The clinical mental health counseling program is accredited by the Council on Accreditation of Counseling and Related Educational Programs (CACREP). The Mental Health Counseling Program was awarded an 8-year accreditation that began July 14, 2019.

Graduate students who would like to complete both the Mental Health Counseling and Professional School Counseling program, must apply and complete all the requirements of the Mental Health Counseling program prior to enrolling in Professional School Counseling courses.

Degree Requirements

Core Coursework (to be completed by all M.S.Ed. candidates in the Mental Health Counseling programs): 24 credit hours

GMHC 510 Assessment and Appraisal Techniques in Counseling
 GMHC 519 Professional and Ethical Orientation to Counseling
 GMHC 525 Research Methodology and Program Evaluation in Counseling
 GMHC 529 Human Development and Learning Through the Lifespan
 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

Students must earn a final grade of B- or better in all core courses and key assignments within those courses.

Clinical Mental Health Counseling coursework degree requirements (60 credit hours - includes core listed above)

Courses with a grade lower than a “C-“ do not count toward the degree and must be repeated.

GMHC 510 Assessment and Appraisal Techniques in Counseling
 GMHC 519 Professional and Ethical Orientation to Counseling
 GMHC 520 Counseling Couples and Families
 GMHC 525 Research Methodology and Program Evaluation in Counseling
 GMHC 529 Human Development and Learning Through the Lifespan
 GMHC 530 Theories of Counseling
 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 558 Concepts in Trauma-Informed Counseling and Crisis Interventions
 GMHC 560 Diagnosis and Treatment Planning in Counseling
 GMHC 565 Overview of Pharmacology
 GMHC 570 Advanced Counseling Practices and Interventions
 GMHC 580 Supervised Practicum I in Mental Health Counseling
 GMHC 581 Supervised Practicum II in Mental Health Counseling
 GMHC 590 Internship I in Mental Health Counseling
 GMHC 591 Internship II in Mental Health Counseling
 GMHC 592 Internship III in Mental Health Counseling
 GMHC 593 Overview of Substance Abuse and Addictive Disorders
 GMHC 597 Internship IV in Mental Health Counseling and Capstone

The Counselor Preparation Comprehensive Examination (CPCE)

The Counselor Preparation Comprehensive Examination (CPCE) is an exit exam that all students are required to take and pass during term two of their second year in the CMHC program. Students who enroll in the CMHC program with a plan to continue into the School Counseling Program are also required to take the CPCE in the second term of their second year. Additional information about the exam format, costs, registration, test locations, and test dates can be found in the CMHC handbook. All questions about the CPCE can be directed to the program director.

Application for Mental Health License

Upon satisfactory completion of the appropriate program, the student will be prepared to take the National Clinical Mental Health Counseling Examination (NCMHCE) through the National Board for Certified Counselors (NBCC). The Iowa Board of Behavioral Science evaluates the qualifications of applicants for licensure and grants licenses to those who qualify. Students are able to begin the application process 90 days prior to graduation with written pre-approval by the designated Program Director for the Clinical Mental Health Counseling Program.

Time Limitations

All master's degree requirements must be completed within four years of beginning the Clinical Mental Health Counseling Program.

Deactivation will occur if no registration activity is recorded 13 months after the last term of enrollment.

Anyone removed for this reason must follow the regular application processes outlined in the catalog.

Readmissions is not guaranteed.

Readmission Within One Year

Students who withdraw and want to return to the CMHC program within a year from their withdrawal date, and those who are eligible to return, may email the graduate student success and program director with a request to be reinstated to the program. All returning students are required to meet with the program director and faculty advisor to review their academic standing and plan for successful completion of the CMHC program. If approved, students will be reinstated. Students who are on active remedial plans at the time of reinstatement may be subject to probationary admission pending successful completion of the remedial plan.

Readmission After One Year

Students who want to return to the CMHC program more than a year after their withdrawal or dismissal date and are eligible to reapply must follow the regular application processes. Students being readmitted after more than one year must meet the academic degree requirements which will be determined by a review of all previous coursework. The admission committee will determine if additional requirements are needed for readmission. If approved, students will be reinstated. Students may be subject to probationary admission.

Students who have failed two or more classes are not eligible for readmission.

Students who were dismissed for plagiarism or misconduct are not eligible for readmission.

Course Delivery and Schedule:

The Master's programs in Mental Health Counseling is a two-year hybrid program. Courses are offered online year-round except for two (first and second summer) required week-long residency on the BVU campus. Typically, students enroll in one graduate course per 8-week term the first year, and one graduate course and practicum/internship per 8-week term the second year.

Admissions Requirements

Master of Science in Education, Clinical Mental Health Counseling:

- Bachelor of Arts or Bachelor of Science degree, completed prior to start of summer courses from a regionally accredited institution
- A minimum undergraduate college grade point average (GPA) of 2.75 (on a 4.0 scale)
- Two letters of recommendation from specified sources
- Official transcripts from all undergraduate or graduate institutions attended
- Completion of a personal statement
- Completion of a graduate interview

- Access to minimum technology requirements
- Acceptance by the admissions committee into the program

Application Procedures:

Master of Science in Education, Clinical Mental Health Counseling

The process for successful completion of the application packet is as follows:

1. Complete the application form (apply online at bv.edu/grad), 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 mental health counselor to the counseling profession, both within a local community and the profession at large.
 - Obtain two letters with supportive endorsement or recommendation. Recommenders' information will be submitted during completion of the online application and the recommender will receive the request electronically. The letters must come from:
 - Your current supervisor and either
 - A professional colleague, or
 - A person of your choice who has direct knowledge of your professional experience.
2. Request official transcripts be forwarded to the Graduate Program Office.
3. Complete the graduate interview following submission of the application.

Contact Information

Graduate Programs, Box 2014
Buena Vista University
610 W. Fourth Street
Storm Lake, Iowa 50588
Toll-Free: 800.383.2821, ext. 1000
Direct: 712.749.1000
E-mail: grad@bv.edu
Web site: bv.edu/grad

Admissions Timelines:

Master of Science in Education – Clinical Mental Health Counseling

A new cycle for the Clinical Mental Health Counseling program begins in July at the start of Term 6.

Applicants are encouraged to submit application materials as early as possible. Priority will be given to applications submitted before March 15. After March 15, applications will be considered on a rolling basis.

The application materials are available online (bv.edu/grad).

Admissions Decision:

Master of Science in 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 18-credit hour Core Coursework for the Master of Science in Education. 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.

Transfer Credit Policy

Clinical Mental Health Counseling

Requests for courses to be transferred for credit toward a graduate degree are reviewed upon request by the applicant. Such work must represent graduate-level courses relevant to the Clinical Mental Health Counseling

(CMHC) Program at Buena Vista University (BVU) being sought, with course content and level of instruction resulting in applicant competencies at least equivalent to candidates in the CMHC Program at BVU.

Note: Requesting transfer course credit means that the course credits will count toward the total degree credit hours.

Applicants seeking transfer credit must provide the following to their academic program director:

- Published course description
- Course reading list
- Course requirements, including assignments and grading criteria
- CACREP Standards met in each course (must include year of standards)
- Course Learning Outcomes (when possible, Program Outcomes should be included)
- Information on the types of methods that were used to engage applicants in learning
- Official transcripts noting earned credit for the course.

In addition, the following guidelines apply:

- Coursework must have been completed within the past five (5) years.
- Coursework must have been completed at a regionally accredited institution of higher education.
- Grades earned on transferred work must be equivalent to B or better.
- Skills (individual/group counseling) or field experience *Practicum/internship) coursework are not eligible for transfer credit.
- Courses taken on a pass/fail or satisfactory/unsatisfactory basis will not be included in transfer credit.
- Credit hours earned on transferred work will not be greater than the earned credit hours reflected on the official transcript. When necessary, earned credit hours will be converted to semester hours before posting as transferred credit hours.

Note: The CMHC program at BVU has discretion to allow fewer hours.

- The CMHC program does not accept transfer credit for non-credit courses, including courses taken for Continuing Education Units.
- No more than 9 hours of graduate credit may be/will be transferred in to meet the credit hour and course requirements for the CMHC Program.

Note: Courses must be from counseling programs. We will not accept Social Work, Marriage and Family, and/or Psychology courses. GMHC faculty reserve the right to deny acceptance of transfer credits and to require applicants successfully pass the CPCE to determine appropriate program of study.

Admissions Appeal

Students may appeal a negative admission decision. A formal letter of appeal must be written to the Executive Director of Graduate Programs outlining the concerns regarding the admissions decision. The case is forwarded

to the appeals panel comprised of the Provost, 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.

MASTER OF SCIENCE IN EDUCATION (M.S.ED.) – PROFESSIONAL SCHOOL 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. 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 48 credit hours in the program.

The Professional School Counseling program can be completed within two years, during which the student accumulates graduate credit through course work delivered during evenings, summers, and online. In keeping with the practical orientation of the program, the major involves supervised field experiences within the work setting.

Graduate students who would like to complete both the Mental Health Counseling and Professional School Counseling program, must apply and complete all the requirements of the Mental Health Counseling program prior to enrolling in Professional School Counseling courses.

Degree Requirements

Professional School Counseling coursework degree requirements: 48 credit hours

GPSC 519 Professional and Ethical Orientation to Counseling
 GPSC 520 Counseling Children and Adolescents
 GPSC 527 Assessment and Appraisal Techniques in Counseling
 GPSC 528 Research Methods in Counseling
 GPSC 529 Human Development and Learning Through the Lifespan
 GPSC 530 Theories of Counseling
 GPSC 535 Program Evaluation and Consultation in Counseling
 GPSC 536 Advanced Counseling Practices and Crisis Interventions
 GPSC 540 Psychopathology and Psychological Disorders
 GPSC 544 Social and Cultural Foundations of Counseling
 GPSC 546 Methods and Procedures in Counseling
 GPSC 548 Group Counseling
 GPSC 549 Career Development and Assessment
 GPSC 551 Supervised Practicum I in School Counseling
 GPSC 552 Supervised Practicum II in School Counseling
 GPSC 553 Internship I in School Counseling
 GPSC 554 Internship II in Secondary School Counseling
 GPSC 555 Internship III in Elementary School Counseling
 GPSC 598 Capstone Professional Portfolio in School Counseling

Courses with a grade lower than “B-” do not count toward the degree and must be repeated. Students must be in good academic standing and pass all first-year courses with a B-or better before proceeding to practicum and internship courses. A cumulative GPA of 3.0 is required to remain in good academic standing.

*Additional practicums and internship courses are available for those for seeking K-12 licensure and are offered on an arranged basis

Completion of Background Check:

Students must complete a background check prior to beginning their first practicum experience. The background check will be conducted by BVU’s Human Resource department and is at the student’s expense.

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), documentation of Classroom Management and Exceptional Learner requirements, and application for licensure and fee submitted by the student to the Iowa Board of Education Examiners. Applications are available on the Iowa Board of Educational Examiners web site (www.state.ia.us/boee).

Licensure Only Admissions

Persons who have completed a Master's degree in Clinical Mental Health Counseling 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, internship, or capstone experiences in order to be recommended.

Course Delivery and Schedule:

The Master's in Professional School Counseling is 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.

Typically, students enroll in one graduate course per 8-week term. The various course formats meet the 45 contact hours required per graduate course.

Admissions Requirements

Master of Science in Education, Professional School Counseling:

- Bachelor of Arts or Bachelor of Science degree, completed prior to start of summer courses from a regionally accredited institution
- A minimum undergraduate college grade point average (GPA) of 2.75 (on a 4.0 scale)
- Two letters of recommendation from specified sources
- Official transcripts from all undergraduate or graduate institutions attended
- Completion of a personal statement
- Completion of a graduate interview
- Access to minimum technology requirements
- Acceptance by the admissions committee into the program

Application Procedures:

Master of Science in Education, Professional School Counseling:

The process for successful completion of the application packet is as follows:

1. Complete the application form (apply online at bv.u.edu/grad/), 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.
- Obtain two letters with supportive endorsement or recommendation. Recommenders' information will be submitted during completion of the online application and the recommender will receive the request electronically. The letters must come from:
 - Your current supervisor and either
 - A professional colleague, or
 - A person of your choice who has direct knowledge of your professional experience.

2. Request official transcripts be forwarded to the Graduate Program Office.

3. Complete the graduate interview following submission of the application.

Contact Information

Graduate Programs, Box 2014
Buena Vista University
610 W. Fourth Street

Storm Lake, Iowa 50588
Toll-Free: 800.383.2821, ext. 1000
Direct: 712.749.1000
E-mail: grad@bvui.edu
Web site: bvui.edu/grad

Admissions Timelines:

Master of Science in Education – Professional School Counseling

A new cycle for Professional School Counseling program begins in July at the start of Term 6. Applicants are encouraged to submit application materials as early as possible. Priority will be given to applications submitted before March 15. After March 15, applications will be considered on a rolling basis. The application materials are available online (bvui.edu/grad).

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 GPSC 502 Meeting the Needs of All Learners in School Counseling Programs, or undergraduate or graduate equivalency courses in both Exceptional Learner and Classroom Management to meet PSC licensure requirements. The additional state requirement for human relations is met through GPSC 544.

Admissions Appeal

Students may appeal a negative admission decision. A formal letter of appeal must be written to the Executive Director of Graduate Programs outlining the concerns regarding the admissions decision. The case is forwarded to the appeals panel comprised of the Provost, 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.

Transfer Credit Policy

Professional School Counseling

Requests for courses to be transferred for credit toward a graduate degree are reviewed upon request by the applicant. Such work must represent graduate-level courses relevant to the Professional School Counseling (GPSC) Program at Buena Vista University (BVU) being sought, with course content and level of instruction resulting in applicant competencies at least equivalent to those currently enrolled in the GPSC Program at BVU.

Note: Requesting transfer course credits means that the course credits will count toward the total degree credit hours.

Applicants seeking transfer credit must meet the following guidelines:

- Coursework must have been completed within the past five (5) years.
- Coursework must have been completed at a regionally accredited institution of higher education.
- Grades earned on transferred work must be equivalent to B or better.
- Skills (individual/group counseling) or field experience (practicum/internship) coursework are not eligible for transfer credit.
- Courses taken on a pass/fail or satisfactory/unsatisfactory basis will not be included in transfer credits.

MASTER OF ARTS IN TEACHING IN:

- **SPECIAL EDUCATION (MAT in SPED) WITH AN EMPHASIS IN INSTRUCTIONAL STRATEGIST II – BEHAVIORAL DISABILITIES/LEARNING DISABILITIES (BD/LD) OR INTELLECTUAL DISABILITIES (ID)**
- **SECONDARY EDUCATION**

Master of Arts in Teaching in Special Education

The Master of Arts in Teaching program is intended for those candidates who have completed an undergraduate degree, and are seeking a pre-service teaching program, leading to initial licensure in Special Education-Instructional Strategist II at the Graduate level. This program leads to a license to teach Instructional Strategist II- BD/LD K-12 or ID K-12, requires a minimum of 44 credit hours. A candidate may choose a license to teach in both areas, which will require additional credits. In keeping with licensure requirements, the degree includes all licensure required content courses, field experiences and student teaching.

Master of Arts in Teaching in Secondary Education

The Master of Arts in Teaching program is intended for those candidates who have completed an undergraduate degree, completed 30 credit hours in a secondary content area (business, social sciences, foreign language, English language arts, mathematics, physical education, and sciences) and are seeking a pre-service teaching program, leading to initial licensure in a secondary content area (5-12). This program leads to a license to teach 5-12 content areas, requires a minimum of 35 credit hours. In keeping with licensure requirements, the degree includes all licensure required content courses, field experiences and student teaching.

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. Canvas and Via will be used to complete key assignments for education courses.
3. Students within the Teacher Education Program will be required to complete background checks at two points during their program. Background checks will be completed through BVU's Human Resources department. Prior to beginning the student's first field experience, students must complete a background check at the student's expense. A second background check must be completed prior to student teaching and is free of charge to the student.
4. Upon registration for their first field experience, students will incur a SOE Portfolio Assessment Fee. This fee covers the first field experience background check, student account within the Via assessment program, and for Educator Disposition Assessments throughout the program.
5. Teacher Education Program requires students seeking licensure pass all required education, content courses, and student teaching with a C- or better. This includes courses required for initial licensure within the Master of Arts in Teaching. Pass/Fail grade option is not allowed for the previously listed courses.
6. Students who request student teaching placements beyond a 60-mile radius from a BVU location will incur an out of area student teaching fee.
7. Recommendation for Iowa licensure upon program completion will be subject to requirements in effect at the time of recommendation. Any changes to the Teacher Education Program that Buena Vista University has on file with the Iowa Department of Education or to the licensure requirements from the Iowa Board of Educational Examiners must be met. Failure to meet program completion requirements in a timely manner may, at minimum, require additional courses and/or field experiences.

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 in Master of Arts in Teaching Special Education major or Master of Arts in Secondary Teaching (specific disciplinary area). 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 program, all course work requires 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
- The following courses completed with a minimum grade of "C-":
 - EDCO 500 Technology Integration in Education
 - EDCO 560 Foundations of Education and Field Experience
 - ESSI 501 Characteristics of Exceptional Learners
- All: Completion of Background Check: Students must complete a background check prior to beginning their first field experience. The background check will be conducted by BVU's Human Resource department and is at the student's expense.
- All education and content courses taken to this point passed with a minimum grade of "C-".
- Minimum BVU cumulative grade point average of 3.0
- Successful completion of Educator Disposition Assessment
- Successful completion of the SOE Orientation.
- Two professional progress reports recommending the candidate for admission
- Professional conduct policy, confidentiality, universal 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
- The following courses completed with a minimum grade of "C-":
 - MAT Special Education
 - EDCO 665 Reading in the Content Areas and Field Experience
 - ESSI 502 Characteristics of Learners with Significant Cognitive Disabilities
 - ESSI 503 Characteristics of Learners with Significant Behavioral Disabilities
 - ESSI 510 Advanced Special Education Law and Professional Practices
 - ESSI 520 Multidisciplinary Assessment and Evaluation
 - ESSI 603 Curriculum Development and Differentiated Instruction
 - MAT Secondary Education
 - EDCO 665 Reading in the Content Areas and Field Experience
 - ESSI 603 Curriculum Development and Differentiated Instruction
 - GEDU 518 Assessment and Evaluation of Classroom Learning
- All education and content courses taken to this point passed with a minimum grade of "C-".
- Minimum BVU cumulative grade point average of 3.0.
- If, since Checkpoint I, the student has been on a growth plan related to the Teacher Education Program Professional Conduct Policy, the student must have successfully achieved the goals of the plan.

Checkpoint III: Developing Professional Identity and Acceptance to 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
- All education and content courses taken to this point passed with a minimum grade of "C-"
- Students must complete a background check prior to beginning the student teaching experience. The background check will be conducted by BVU's Human Resource department and is free of charge to the student.
- Minimum BVU cumulative grade point average of 3.0
- If, since Checkpoint II, the student has been on a growth plan related to the Teacher Education Program Professional 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

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 BVU cumulative grade point average of 3.0
- Minimum grade of a “C-” in each of the student teaching placements
- Fingerprinting/background check 10-12 weeks prior to completion of student teaching
- Recommendation for Iowa licensure upon program completion will be subject to requirements in effect at the time of recommendation. Any changes to the Teacher Education Program that Buena Vista University have on file with the Iowa Department of Education or to the licensure requirements from the Iowa Board of Educational Examiners must be met. Failure to meet program completion requirements in a timely manner may, at minimum, require additional courses and/or field experiences.

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.

Degree Requirements

The MAT in SPED Core Coursework: 25 credits

MAT students are required to complete all coursework with a minimum grade of “C-“ or higher.

EDCO 500 Technology Integration in Education
 EDCO560 Foundations of Education and Field Experience
 EDCO 665 Reading in the Content Areas and Field Experience
 ESSI 501 Characteristics of Exceptional Learners
 ESSI 510 Advanced Special Education Law and Professional Practices
 ESSI 520 Multidisciplinary Assessment and Evaluation
 ESSI 530 Advanced Transitions and Self-Determination
 ESSI 603 Curriculum Development and Differentiated Instruction
 ESSI 610 Advanced Behavior Interventions and Supports

MAT in Special Education- Instructional Strategist II Behavior Disorders /Learning Disabilities (BD/LD): 44 credit hours

The MAT requires completion of three components:

- The MAT SPED Core Coursework
- Completion of the MAT Instructional Strategist II Behavior Disorders/Learning Disabilities Coursework
- Completion of Student Teaching in Instructional Strategist II Behavior Disorders/Learning Disabilities

MAT in Special Education-Instructional Strategist II Behavior Disorders/Learning Disabilities (BD/LD): 19 credit hours.

MAT students are required to complete all coursework with a minimum grade of “C-“ or higher.

ESSI 503 Characteristics of Learners with Significant Behavioral Disabilities
 ESSI 593 Practicum Instructional Strategist II Behavior (K-12)
 ESSI 607 Methods for Teaching Students with Behavioral Disabilities
 TEAC 693 Elementary Student Teaching Significant Support Needs – Learning/Behavioral (K-8)
 TEAC 694 Secondary Student Teaching Significant Support Needs – Learning/Behavioral (5-12)

MAT in Special Education- Instructional Strategist II Intellectual Disabilities (ID): 44 credit hours

The MAT requires completion of three components:

- The MAT SPED Core Coursework
- Completion of the MAT Instructional Strategist II Intellectual Disabilities Coursework
- Completion of Student Teaching in Instructional Strategist II Intellectual Disabilities

MAT in Special Education-Instructional Strategist II Behavior Disorders/Learning Disabilities (BD/LD): 19 credit hours.

MAT students are required to complete all coursework with a minimum grade of “C-“ or higher.

ESSI 502 Characteristics of Learners with Significant Cognitive Disabilities

ESSI 592 Practicum Instructional Strategist II Cognitive (K-12)

ESSI 606 Methods for Teaching Students with Cognitive Disabilities

TEAC 695 Elementary Student Teaching Significant Support Needs – Cognitive (K-8)

TEAC 696 Secondary Student Teaching Significant Support Needs – Cognitive (5-12)

Degree Requirements

The MAT in Secondary Education Core Coursework: 20 credits

MAT students are required to complete all coursework with a minimum grade of “C-“ or higher.

EDCO 500 Technology Integration in Education

EDCO 560 Foundations of Education and Field Experience

EDCO 591 Human Relations Field Experience

EDCO 610 Standards, Assessment, and Instruction for Engaged Learners

EDCO 665 Reading in the Content Areas and Field Experience

ESSI 501 Characteristics of Exceptional Learners

ESSI 603 Curriculum Development and Differentiated Instruction

GEDU 518 Assessment and Evaluation of Classroom Learning

MAT in Secondary Education: 35 credit hours

The MAT requires completion of three components:

- The MAT Secondary Education Core Coursework
- Completion of Methods Course related to their content area
- Completion of Student Teaching related to their content area

MAT in Secondary Education (5-12): 15 credit hours.

MAT students are required to complete all coursework with a minimum grade of “C-“ or higher.

3 credit hours from:

SEDU 602 Methods of Teaching Secondary Business and Field Experience

SEDU 611 Methods of Teaching Secondary English/Language Arts and Field Experience

SEDU 613 Methods of teaching K-12 Foreign Language and Field Experience

SEDU 621 Methods of Teaching Secondary Mathematics and Field Experience

SEDU 631 Methods of Teaching Physical Education and Field Experience

SEDU 632 Methods of Teaching Secondary Science and Field Experience

SEDU 641 Methods of Teaching Secondary Social Sciences and Field Experience

12 credit hours from:

TEAC 610 Student Teaching in Secondary Social Sciences (5-8)

TEAC 611 Student Teaching in Secondary Science (5-8)

TEAC 612 Student Teaching in Elementary Physical Education (K-6)

TEAC 613 Student Teaching in Secondary Math (5-8)

TEAC 614 Student Teaching in Elementary Foreign Language (K-6)

TEAC 615 Student Teaching in Secondary English/Language Arts (5-8)

TEAC 619 Student Teaching in Secondary Business (5-8)

TEAC 620 Student Teaching in Secondary Social Sciences (9-12)

TEAC 621 Student Teaching in Secondary Science (9-12)

TEAC 622 Student Teaching in Secondary Physical Education (7-12)

TEAC 623 Student Teaching in Secondary Math (9-12)

TEAC 624 Student Teaching in Secondary Foreign Language (7-12)

TEAC 625 Student Teaching in Secondary English/Language Arts (9-12)

TEAC 629 Student Teaching in Secondary Business (9-12)

Course Delivery and Schedule:

Master of Arts in Teaching programs will be offered in the online format with classes that are fully asynchronous and courses that require a synchronous component piece on Zoom one night a week within the 8-week course.

Admissions Requirements:

- Completed application packet
- Completed undergraduate degree from a regionally accredited institution. An official transcript denoting the degree awarded must be submitted as part of the application packet
- A minimum cumulative undergraduate college grade point average (GPA) of 2.75 (on a 4.0 scale)*
- Submission of writing sample/autobiography (see application procedures below)
- Two letters of recommendation from specified sources (see application)
- Official transcripts from all undergraduate institutions attended
- Access to minimum technology 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.*

Application Procedures:

Master of Education in Teaching (MAT) Application Process

The process for successful completion of the application packet is as follows:

1. Complete the application form (available through the "Apply" link at www.bvu.edu/grad), 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 two letters with supportive endorsement or recommendation. Recommenders' information will be submitted during completion of the online application and the recommender will receive the request electronically. The letters should come from
 - Your current supervisor and either (if employed)
 - A professional peer, or
 - A person of your choice who has direct knowledge of your professional experience.
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.

Upon receiving ALL application materials, an admission packet is compiled by the BVU Graduate Programs Office. The completed admissions packet is submitted for 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.

Admissions Timeline:

A new cycle for the M.A.T. program begins terms 1, 3, and 5 each year. Applicants are encouraged to apply in advance of the term start.

Admissions Decisions:

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.

Special Admissions Status:

Students may be allowed to take up to 9 graduate-level courses from BVU without seeking a master's degree or graduate endorsement. Candidates must be granted special permission to enroll in courses under these circumstances by the director of the specific graduate program. Permission will only be granted if there is course space available, with full admission candidates given first priority for registration in these courses. After 9 credits, students will not be allowed to continue enrollment until full admission is sought and gained. At that time, courses previously taken may be transferred into full master's degrees or endorsement programs, with permission of the current graduate program director.

Admissions Appeal:

Students may appeal a negative admission decision. A formal letter of appeal must be written to the Executive Director of Graduate Programs outlining the concerns regarding the admissions decision. The case is forwarded to the appeals panel comprised of the Provost, 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.

MASTER OF EDUCATION (M.ED.) – TEACHER LEADERSHIP, CURRICULUM & INSTRUCTION WITH EMPHASIS IN:

- **EFFECTIVE TEACHING AND INSTRUCTIONAL LEADERSHIP,**
- **TEACHER TECHNOLOGY INTEGRATIONIST,**
- **TALENTED AND GIFTED, or**
- **TEACHING ENGLISH AS A SECOND LANGUAGE**
- **EDUCATIONAL STUDIES**

The Master of Education in teacher leadership, curriculum and instruction program is an online/blended 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 five tracks, teacher leadership, curriculum, and instruction; teacher technology integration; talented and gifted; teaching English as a second language; or educational studies. The program requires 30 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: 30 credits

GEDU 510 Graduate Study and Research
 GEDU 512 Learning, Development and Motivation
 GEDU 517 Leadership in a Changing Society and Culture (or pre-approved course)
 GEDU 518 Assessment and Evaluation of Classroom Learning
 GECE 501 Effective Coaching and Instructional Design
 GECE 502 Cognition and Instruction: Research Based Instructional Strategies
 GECE 503 Differentiating Instruction for Diverse Learners
 GECE 504 Instructional Leadership and Professional Development
 GECE 505 Collaborating with Home, School and Community Partners
 GEDU 591 Capstone Portfolio (3 credits)

Courses with a grade lower than "C-" do not count toward the degree and must be repeated.

Teacher Technology Integrationist: 30 credits

DISC 500 Reimagining Learning with Digital Content
 DISC 501 Empowering Students for a Technology Rich Future
 DISC 502 School Leadership in the Digital Age
 DISC 503 Technology Integration Coaching
 GEDU 510 Graduate Study and Research
 GEDU 591 Capstone Portfolio (3 credits)

Student may select four courses from any of the following offerings:

GECI 501 Effective Coaching and Instructional Design
 GECI 502 Cognition and Instruction: Research-Based Instructional Strategies
 GECI 503 Differentiating Instruction for Diverse Learners
 GECI 504 Instructional Leadership and Professional Development
 GECI 505 Collaborating with Home, School and Community Partners
 GEDU 512 Learning, Development and Motivation
 GEDU 517 Leadership in a Changing Society and Culture (or pre-approved course)
 GEDU 518 Assessment and Evaluation of Classroom Learning

Courses with a grade lower than “C-” do not count toward the degree and must be repeated.

Talented and Gifted: 30 credits

GEDU 510 Graduate Study and Research
 GEDU 512 Learning, Development and Motivation
 GEDU 517 Leadership in a Changing Society and Culture (or pre-approved course)
 GEDU 518 Assessment and Evaluation of Classroom Learning
 GECI 503 Differentiating Instruction for Diverse Learners
 GECI 506 Psychology of the Gifted
 GECI 507 Gifted Education Programming and Administration
 GECI 508 Action Research and Practicum in Gifted Education
 GECI 512 Promoting Creativity and Thinking Skills for Gifted Learners
 GEDU 591 Capstone Portfolio (3 credits)

Courses with a grade lower than “C-” do not count toward the degree and must be repeated.

Teaching English as a Second Language: 30 credits

GEDU 510 Graduate Study and Research
 GEDU 512 Learning, Development and Motivation
 GEDU 517 Leadership in a Changing Society and Culture (or pre-approved course)
 GECI 503 Differentiating Instruction for Diverse Learners
 GECI 505 Collaborating with Home, School and Community Partners
 GECI 541 Introduction to Second Language Acquisition
 GECI 542 Applied Linguistics
 GECI 543 Methods for Teaching English as a Second Language
 GECI 544 Curriculum Development and Assessment in ESL
 GECI 558 Practicum in Teaching English as a Second Language and Capstone Portfolio (K-6) OR
 GECI 559 Practicum in Teaching English as a Second Language and Capstone Portfolio (7-12)

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 21 hours of special coursework.

TAG Endorsement only option (Iowa endorsement): 12 credits

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 and Administration
 GECI 508 Action Research and Practicum in Gifted Education
 GECI 512 Promoting Creativity and Thinking Skills for Gifted Learners

TESL Certification only option (Iowa endorsement): 20 credits

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 20 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.

GEDU 517 Leadership in a Changing Society and Culture (or pre-approved course)

GECI 503 Differentiating Instruction for Diverse Learners

GECI 541 Introduction to Second Language Acquisition

GECI 542 Applied Linguistics

GECI 543 Methods for Teaching English as a Second Language

GECI 544 Curriculum Development and Assessment in ESL

GECI 556 Practicum in Teaching English as a Second Language (K-6) OR

GECI 557 Practicum in Teaching English as a Second Language (7-12)

After the endorsement, if a student wants to continue and earn their Master's of Education with an emphasis in TESL, they will need to complete the following courses:

GEDU 510 Graduate Study and Research

GEDU 512 Learning, Development and Motivation

GECI 505 Collaborating with Home, School and Community Partners

GEDU 591 Capstone Portfolio (1 credit)

Total = 30 credits

Plus One Master Degree Option

The Plus One program in teaching English as a second language 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 credits for TESL of introductory level coursework and 6 hours for TESL of introduction to graduate studies between junior and senior years of undergraduate studies and possibly remaining on campus an additional year and completing a track in the TESL master's program. This will give teacher candidates a competitive edge in seeking employment, and will provide the opportunity for students in aggressive undergraduate programs to seek a TESL endorsement that would otherwise be difficult in the undergraduate timeframe. Teaching English as a Second Language is a significant shortage area across the United States, making programs such as this highly appealing to both students and schools.

TESL Plus One Program

TESL 270 Introduction to Second Language Acquisition with graduate portfolio

TESL 330 Methods of Teaching English as a Second Language with Field Experience with graduate portfolio

TESL 407 Curriculum Development, Assessment, and Field Experience in ESL with graduate portfolio

GEDU 410 Plus One Introduction to Graduate Study and Research

GEDU 412 Plus One Learning, Development and Motivation

GEDU 517 Leadership in a Changing Society and Culture (or pre-approved course)

GECI 502 Cognition and Instruction: Research Based Instructional Strategies

GECI 505 Collaborating with Home, School and Community Partners

GECI 542 Applied Linguistics

GECI 558 Practicum in Teaching English as a Second Language and Capstone Portfolio (K-6) OR

GECI 559 Practicum in Teaching English as a Second Language and Capstone Portfolio (7-12)

Courses with a grade lower than "C-" do not count toward the degree and must be repeated

The Master of Education in Educational Studies

Educational Studies is an online/blended program 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, museum educators, international teachers, media specialists, librarians, special educators in private setting, with some further preparation various counseling endeavors, as well as work in international schools. The Educational Studies Master of Education will not lead to teacher certification in any state. The program requires 30 credit hours of study, and can be completed in as little as two years.

Educational Studies: 30 credits

GEDU 510 Introduction to Graduate Study and Research

GEDU 512 Learning, Development and Motivation

GEDU 517 Leadership in a Changing Society and Culture (or pre-approved course)

GEDU 518 Assessment and Evaluation of Classroom Learning
 GEDU 591 Capstone Portfolio (3 credits)

Students must select five course (15 credits) from the Master of Education Teacher Leadership, Curriculum and Instruction or Special Education Graduate Course offerings. These include DISC, GECI, GEDU, ESSI programs.

Course Delivery and Schedule:

Masters programs in Teacher Leadership, Curriculum and Instruction are offered fully online. See the Graduate Director of the specific program for details.

The Master of Education in TESL Plus One programs are offered as a continuation of the bachelor's 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 online course work through Graduate programs along 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. Typically, students enroll in one graduate course per 8-week term. The various course formats meet the 45 contact hours required per graduate course.

Admissions Requirements:

Master of Education – Teacher Leadership, Curriculum and Instruction:

- Completed application packet
- Completed undergraduate degree from a regionally 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)
- Two 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. For Educational Studies Students, no license or certificate is necessary, and some courses in this program require interaction with K-12 students, teachers and school personnel. A background check is required of all individuals working, volunteering, or observing in any K-12 school. Therefore, a background check will be completed as needed.
- Access to minimum technology 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 – TESL- Plus One Program (Admission Requirements)

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 TESL 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 Teaching English as a Second Language degree, as well as 6 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. See Transfer of Undergraduate Credits for coursework eligible for transfer.
- The student must possess a 3.00 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.
- When planning to participate in the +1 option, please go to Beavernet and scroll to the Academics Tab. Then within the Academics Tab go to "Helpful Links and Forms" and fill out the "Intent to Enroll Baccalaureate Plus One."
- 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.

Application Procedures:

Master of Education – Teacher Leadership, Curriculum & Instruction

The process for successful completion of the application packet is as follows:

1. Complete the application form (available through the "Apply" link at bv.edu/grad), 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 two letters with supportive endorsement or recommendation. Recommenders' information will be submitted during completion of the online application and the recommender will receive the request electronically. The letters must come from:
 - Your current supervisor and either
 - A professional peer, or
 - A person of your choice who has direct knowledge of your professional experience.
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 copy of a valid K-12 teaching certificate or license to the BVU Graduate Programs Office. For Iowa licensed teachers, BVU staff will download a copy from the Iowa Board of Educational Examiner's website.

Upon receiving ALL application materials, an admissions packet is compiled by the BVU Graduate Programs Office. The completed admissions packet is submitted to the Program Director 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.

Masters of Education - Plus One TESL Program (Admissions Procedures)

Complete the Intent to Enroll form on Beavernet while enrolled as an undergraduate student.

To be fully admitted to the master's degree program:

Apply online at bv.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. Recommenders' information will be submitted during completion of the online application and the recommender will receive the request electronically.
3. Request official transcripts be forwarded to the Graduate Programs Office.

Admissions Timelines:

Master of Education – Teacher Leadership, Curriculum & 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- Plus One Program (Application Timeline)

A new cycle for the Plus One program begins Terms 1, 3 and 5 each year. Applicants are encouraged to submit the Intent to Enroll form available through Beavernet. The Program Director will review the Intent to Enroll form and transcripts, and notice regarding the admission decision will be emailed.

Admissions Decision:

Master of Education

All students are admitted to the program on a provisional status. 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-TESL Plus One Programs 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.

Special Admissions Status

Students may be allowed to take up to 9 graduate-level courses from BVU without seeking a master's degree or graduate endorsement. Candidates must be granted special permission to enroll in courses under these circumstances by the director of the specific graduate program. Permission will only be granted if there is course space available, with full admission candidates given first priority for registration in these courses. Students must complete an application form specifically for non-degree, non-endorsement, and non-certification status in the courses. After 9 credits, students will not be allowed to continue enrollment until full admission is sought and gained. At that time, courses previously taken may be transferred into full master's degrees or endorsement programs, with permission of the current graduate program director.

Admissions Appeal

Students may appeal a negative admission decision. A formal letter of appeal must be written to the Executive Director of Graduate Programs outlining the concerns regarding the admissions decision. The case is forwarded to the appeals panel comprised of the Provost, 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.

MASTER OF EDUCATION (M.ED.) – SPECIAL EDUCATION (EXCEPTIONAL STUDENT SERVICES AND INSTRUCTION) WITH EMPHASIS IN:

- **MILD TO MODERATE DISABILITIES,**
- **SIGNIFICANT BEHAVIORAL DISABILITIES, or**
- **SIGNIFICANT COGNITIVE DISABILITIES**

The Master of Education in Special Education (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 a

Special Education 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 27-42 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.

The completion of the Master of Education in Special Education will also meet the requirements for the Iowa Special Education Consultant Endorsement.

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 Graduate Study and Research

GEDU 512 Learning, Development and Motivation

ESSI 635 The Special Education Consultant

Mild to Moderate Disabilities (27 credit hours) [Leading to a K-8, 5-12, or both endorsements]*

Core Coursework

ESSI 501 Characteristics of Exceptional Learners

ESSI 510 Advanced Special Education Law and Professional Practices

ESSI 520 Multidisciplinary Assessment and Evaluation

ESSI 530 Advanced Transitions and Self-Determination

ESSI 603 Curriculum Development and Differentiated Instruction

ESSI 604 Literacy Methods

ESSI 605 Math Methods

ESSI 610 Advanced Behavior Interventions and Supports

ESSI 690 Practicum and Capstone Portfolio Instructional Strategist I Mild/Moderate – (K-8) OR

ESSI 691 Practicum and Capstone Portfolio Instructional Strategist I Mild/Moderate – (5-12) OR

GECE 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 GECE 584.

Courses with a grade lower than "C-" do not count toward the degree and must be repeated.

SIGNIFICANT SUPPORT NEEDS - Cognitive (30 credit hours)

Core Coursework

ESSI 502 Characteristics of Learners with Significant Cognitive Disabilities

ESSI 510 Advanced Special Education Law and Professional Practices

ESSI 520 Multidisciplinary Assessment and Evaluation

ESSI 530 Advanced Transitions and Self-Determination

ESSI 603 Curriculum Development and Differentiated Instruction

ESSI 604 Literacy Methods

ESSI 605 Math Methods

ESSI 606 Methods for Teaching Students with Cognitive Disabilities

ESSI 610 Advanced Behavior Interventions and Supports

ESSI 692 Practicum and Capstone Portfolio Instructional Strategist II Cognitive (K-12) OR

GECE 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 credit hours)

Core Coursework

ESSI 503 Characteristics of Learners with Significant Behavioral Disabilities

ESSI 510 Advanced Special Education Law and Professional Practices

ESSI 520 Multidisciplinary Assessment and Evaluation

ESSI 530 Advanced Transitions and Self-Determination

ESSI 603 Curriculum Development and Differentiated Instruction

ESSI 604 Literacy Methods

ESSI 605 Math Methods

ESSI 607 Methods for Teaching Students with Behavioral Disabilities

ESSI 610 Advanced Behavior Interventions and Supports

ESSI 693 Practicum and Capstone Portfolio Instructional Strategist II Significant Support Needs (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.

SPECIAL EDUCATION – Comprehensive (42 credit hours)

Core Coursework

ESSI 501 Characteristics of Exceptional Learners
ESSI 502 Characteristics of Learners with Significant Cognitive Disabilities
ESSI 503 Characteristics of Learners with Significant Behavioral Disabilities
ESSI 510 Advanced Special Education Law and Professional Practices
ESSI 520 Multidisciplinary Assessment and Evaluation
ESSI 530 Advanced Transitions and Self-Determination
ESSI 603 Curriculum Development and Differentiated Instruction
ESSI 604 Literacy Methods
ESSI 605 Math Methods
ESSI 606 Methods for Teaching Students with Cognitive Disabilities
ESSI 607 Methods for Teaching Students with Behavioral Disabilities
ESSI 610 Advanced Behavior Interventions and Supports
ESSI 694 Practicum and Capstone Portfolio - Elementary Special Education
ESSI 695 Practicum and Capstone Portfolio – Secondary Special Education

Courses with a grade lower than “C-” do not count toward the degree and must be repeated.

If a BVU undergraduate student has any of the special education endorsements, they are now eligible for Master’s in Special Education – 30 credit special program. This program will also work for an Iowa Approved Special Education Endorsed teacher from an Iowa College or University. If a student is seeking this Master of Education degree after completing an initial endorsement from another institution within or outside of Iowa, a transcript and syllabi review may be required to determine eligibility.

30 Credit Program for those with a Special Education Strategist I Mild/Moderate Undergraduate Endorsement Wanting a Strategist II Behavior or Strategist II Cognitive Master of Education Degree

GEDU 510 Graduate Study and Research
GEDU 512 Learning, Development and Motivation
GEDU 517 Leadership in a Changing Society and Culture
ESSI 502 Characteristics of Learners with Significant Cognitive Disabilities OR
ESSI 503 Characteristics of Learners with Significant Behavioral Disabilities
ESSI 510 Advanced Special Education Law and Professional Practices
ESSI 604 Literacy Methods
ESSI 605 Math Methods
ESSI 606 Methods for Teaching Students with Cognitive Disabilities OR
ESSI 607 Methods for Teaching Students with Behavioral Disabilities
ESSI 610 Advanced Behavior Interventions and Supports
ESSI 692 Practicum and Capstone Portfolio Instructional Strategist II Cognitive (K-12) OR
ESSI 693 Practicum and Capstone Portfolio Instructional Strategist II Behavior (K-12)
Students who want Instructional Strategist II Behavior take ESSI 503, ESSI 607, ESSI 693.
Students who want Instructional Strategist II Cognitive take ESSI 502, ESSI 606, ESSI 692.

30 Credit Program for those with a Special Education Strategist II Behavior or Cognitive Undergraduate Endorsement Wanting a Strategist I Mild/Moderate Master of Education Degree

GEDU 510 Graduate Study and Research
GEDU 512 Learning, Development and Motivation
GEDU 517 Leadership in a Changing Society and Culture
ESSI 501 Characteristics of Exceptional Learners
ESSI 510 Advanced Special Education Law and Professional Practices
ESSI 530 Advanced Transitions and Self-Determination
ESSI 604 Literacy Methods
ESSI 605 Math Methods
ESSI 610 Advanced Behavior Interventions and Supports
ESSI 690 Practicum and Capstone Portfolio Instructional Strategist I Mild/Moderate – (K-8) OR

ESSI 691 Practicum and Capstone Portfolio Instructional Strategist I Mild/Moderate – (5-12)

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 Practicum in Special Education course according to the selected area of endorsement (ESSI 590, 591, 592, 593).

Special Education Consultant Endorsement (Endorsement Only) (9 credit hours)

The Special Education Consultant Endorsement is available to Iowa Teachers. It requires a minimum of 9 graduate semester hours including the following courses:

ESSI 603 Curriculum Development and Differentiated Instruction

ESSI 510 Advanced Special Education Law and Professional Practices

ESSI 635 The Special Education Consultant

The applicant must also meet the following requirements as outlined by the Board of Educational Examiners:

Option 1: Master's in special education.

Option 2: Master's in another area of education plus an endorsement in at least one special education instructional area.

The applicant must have four years of successful teaching experience, two of which must be in special education.

Admissions Requirements:

Master of Education – Special Education:

- Completed application packet
- Completed undergraduate degree from a regionally 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)
- Two 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 requirements
- Acceptance by the Program Director 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.*

Course Delivery and Schedule:

Masters programs in Special Education are offered fully online. See the Graduate Director of the specific program for details.

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 online course work through Graduate programs. The program is designed to offer flexibility for students, allowing completion within 12 months Post-Baccalaureate, assuming the student maintains consistent enrollment. Typically, students enroll in one graduate course per 8-week term. The various course formats meet the 45 contact hours required per graduate course.

Application Procedures:

Master of Education – Special Education:

The process for successful completion of the application packet is as follows:

1. Complete the application form (available through the "Apply" link at www.bvu.edu/grad), 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 two letters with supportive endorsement or recommendation. Recommenders' information will be submitted during completion of the online application and the recommender will receive the request electronically. The letters must come from:

- Your current supervisor and either
- A professional peer, or
- A person of your choice who has direct knowledge of your professional experience

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.

6. Submit copy 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.

Admissions Timelines:

Master of Education – Special Education

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.

Admissions Decision:

Master of Education

All students are admitted to the program on a provisional status. 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.

Special Admissions Status

Students may be allowed to take up to 9 graduate-level courses from BVU without seeking a master's degree or graduate endorsement. Candidates must be granted special permission to enroll in courses under these circumstances by the director of the specific graduate program. Permission will only be granted if there is course space available, with full admission candidates given first priority for registration in these courses. Students must complete an application form specifically for non-degree, non-endorsement, and non-certification status in the courses. After 9 credits, students will not be allowed to continue enrollment until full admission is sought and gained. At that time, courses previously taken may be transferred into full master's degrees or endorsement programs, with permission of the current graduate program director.

Admissions Appeal

Students may appeal a negative admission decision. A formal letter of appeal must be written to the Executive Director of Graduate Programs outlining the concerns regarding the admissions decision. The case is forwarded to the appeals panel comprised of the Provost, 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.

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 engage comprehensively-researched perspectives of leadership to understand the science, skills, and art 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 teambuilding 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
 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 Mentorship

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.

Course Delivery and Schedule:

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 graduate programs. The program is designed to offer flexibility for students, allowing completion within 20 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 for the Organizational Leadership Plus One Program. Typically, students enroll in one graduate course per 8-week term. The various course formats meet the 45 contact hours required per graduate course.

Admissions Requirements:

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.
- 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 an admission's interview with the Organizational Leadership Program Director.
- Submit official transcripts from all institutions of higher learning previously attended.
- Complete a graduate application form.
- Submit two letters of recommendation from 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 Program Director of the Organizational Leadership Program.

Master of Arts – Organizational Leadership Plus One Program

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 and complete the Intent to Enroll form on Beavernet to be considered to take the graduate level courses while yet an undergraduate. Such early admission is provisional. See Provisional Admission Status.

To be eligible students must meet each of the following:

- be a current BVU student
- of junior or senior standing
- have completed a minimum of 12 credits hours of BVU coursework at the 300/400 level with a 3.0 GPA in those credits
- hold a 3.0 BVU CGPA or higher

Application Procedures:

Master of Arts – Organizational Leadership

Apply online at bv.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 two letters of recommendation from personnel able to comment on applicant's graduate-study readiness and career goals. Recommenders' information will be submitted during completion of the online application and the recommender will receive the request electronically.
3. Request official transcripts be forwarded to the Graduate Programs Office.

Master of Arts – Organizational Leadership Plus One Program Application Process

Interested students complete the intent-to-enroll form found in BeaverNet for the Master of Arts in Organizational Leadership. Students are asked to communicate with the Graduate Student Success Specialist and the Director of the program, and/or their academic adviser prior to completing the Intent-to-enroll form.

Usually within 48 hours, the Program Director and/or Graduate Programs Student Success Specialist will request a meeting with the student and/or communicate the enrollment decision to the student, his/her academic advisor, the Registrar, graduate admissions processing, and the Graduate Programs Advisor.

Once admitted to the bac +1 program, the student meets with his/her academic advisor to plan specific course sequencing in the appropriate term to facilitate completing the four courses and potentially entering the graduate Master of Arts in Organizational Leadership program upon completion of the Integrative Application Analysis Assessment.

Students are expected to take the bac + 1 courses in the following order: ORGL 404, GRAD 400, ORGL 406, ORGL 408. The courses do not need to be taken in immediately subsequent terms, but careful attention must be given to how the courses fit into the student's course plan and their desire to begin as a full graduate student in the remaining 6 courses. Students who choose the bac + 1 program are not required to continue to the graduate program, or continue immediately, although most do.

Once admitted to the bac + 1 program, the Registrar notes OLP1 on the student record to note his/her desire to complete the bac + 1 courses.

Students are encouraged to complete the intent-to-enroll at their earliest qualification to allow for maximum flexibility in integrating the courses into their program of study.

Having successfully completed the four courses with no lower than a grad of C- in each, students must complete the Integrative Application Analysis successfully to be able to waive the graduate-level equivalents for the courses (GRAD 500, ORGL 504, ORGL 506, and ORGL 508) in their graduate program. See the Graduate Student Success Specialist or Program Director for more information about the Integrative Application Analysis.

Admissions Timelines:

Master of Arts – Organizational Leadership

A new cycle for the organizational leadership program begins terms 1, 3, and 5. Applicants are encouraged to submit application materials as early as possible. 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 bvuu.edu/grad.

Admissions Decision:

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.

Master of Arts – Organizational Leadership Plus One Status

All students are provisionally admitted to the bac + 1 program. To maintain enrollment in the bac + 1 program, students must earn an overall GPA of 3.0 in the bac + 1 courses with no course grade lower than a C-. Students earning less than a C- in any "bac + 1" course may be discontinued in the program. Academic progress is formally reviewed three times per year (after fall, spring, and summer semesters). The director of the program reviews individual course grades in each of the bac + 1 courses each term they are offered.

Storm Lake undergraduates admitted to the Master of Arts in Organizational Leadership bac + 1 program are permitted to enroll in one Master of Arts in Organizational Leadership course per term within a semester which may permit them to enroll for a total of 18 credit hours within a semester period.

When feasible, students will be encouraged to not engage 18 credit hours in a semester's time.

A blanket academic action is filed in the Registrar's Office allowing for such practice with the Master of Arts in Organizational Leadership courses.

Storm Lake campus students must complete an "Enrolling in a Bac + 1 Course" academic action informing the Registrar during which Term they wish to enroll in the specific bac + 1 course. The student and program director are the only required signatures.

Storm Lake undergraduates must maintain a minimum of 12 credits of engaged academic work at the Storm Lake site each semester.

Students successfully completing the bac + 1 program must apply for full admission as a graduate student. The full graduate application process typically is begun during the initial weeks the student is enrolled in the final bac + 1 course (ORGL 408) for the Master of Arts in Organizational Leadership. The Graduate Programs Student Success Specialist communicates with students reminding them of the timeline for completing the full graduate application.

Special Admissions Status

Students may be allowed to take up to 9 graduate-level courses from BVU without seeking a master's degree or graduate endorsement. Candidates must be granted special permission to enroll in courses under these circumstances by the director of the specific graduate program. Permission will only be granted if there is course space available, with full admission candidates given first priority for registration in these courses. Students must complete an application form specifically for non-degree, non-endorsement, and non-certification status in the courses. After 9 credits, students will not be allowed to continue enrollment until full admission is sought and gained. At that time, courses previously taken may be transferred into full master's degrees or endorsement programs, with permission of the current graduate program director.

Admissions Appeal

Students may appeal a negative admission decision. A formal letter of appeal must be written to the Director of Graduate Programs outlining the concerns regarding the admissions decision. The case is forwarded to the appeals panel comprised of the Provost, 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.

Tuition and Fees

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, online, phone, or in person at the Business Office. International and foreign currency payments are available online. See www.bvu.edu/tuitionpayment for more information. 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.

GRADUATE PROGRAM TUITION AND FEES FOR 2023-2024:

The fees below are for the 2023-2024 academic year. The university reserves the right to increase the rates charged with due notice.

Cost Per Credit Hour:

Clinical Mental Health Counseling tuition.....	\$575
Professional School Counseling tuition.....	\$565
Organizational Leadership tuition.....	\$565
Teacher Leadership, Curriculum & Instruction tuition	\$285
Special Education tuition.....	\$285
Master of Arts in Special Education tuition	\$495
Master of Arts in Secondary Education tuition.	\$495

Fees:

Clinical Mental Health Counseling deposit.....	\$250
Clinical Mental Health Counseling assessment fee...	\$215
Clinical Mental Health Counseling CPCE Exam Exam fee.....	\$150
Clinical Mental Health Counseling residency fee	

Each summer.....	\$100
Professional School Counseling assessment fee.....	\$139
Professional School Counseling background check...	\$25
Professional School Counseling residency fee	
Each summer.....	\$100
Master of Arts in Teaching background check.....	\$25
Master of Arts in Teaching assessment fee.....	\$169
Master of Arts in Teaching student teaching fee (based on 12 credit hours)	\$436
Additional out-of-area fee for student teaching:	
Placements more than 60 miles from BVU	\$125
Placements more than 100 miles from BVU	\$250
Placements more than 200 miles from BVU	\$500
Graduate Graduation fee.....	\$140
Transcripts	
via Clearinghouse.....	\$10
(includes \$2.90 online processing fee)	
in person.....	\$25
one day/ overnight service.....	\$50
international/express – additional	\$50
Returned Check/ACH fee.....	\$30

Fees listed are not inclusive, other charges may apply.

GRADUATE COURSE 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 bvu.edu/courseschedule. Deadlines and policies for late registration, adds, drops, and withdraws follow those established for online 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

Graduate students will need a computer with reliable internet access. Courses are delivered over multiple platforms including, but not limited to, video conferencing applications, learning management systems, collaboration systems, and email. Student access, whether at home or school, is essential to graduate study at BVU. Students are responsible for their own computer and internet access that meets the minimum technical requirements for BVU classes.

Recommended Computer Hardware & Software Requirements:

- Computer running Windows 10 or macOS 10.13 (High Sierra) or higher. ChromeBooks, iPads, and computers running Linux do not meet requirements because some coursework will not be compatible with these types of devices.
- High-Speed/Broadband internet. Some coursework may require downloading and uploading significant amounts of video so a large or unlimited data cap may be needed.
- Webcam, speakers, and microphone
- Digital table for white boarding and collaboration

- Google Chrome web browser (latest version), zoom, and Microsoft Office. Office is available to BVU students for no additional cost by going to <http://office.bvu.edu>. Chrome and zoom are free to download.

Retention Policy

If, for whatever reason, as graduate student fails to enroll for two consecutive terms, he or she must seek Program Director approval to re-enroll. Depending on the circumstances of a student's departure from the program and the availability of space in the current cohorts, the Program Director may provide varied recommendations and requirements for re-admittance. Students will be notified through email of the decision and re-entry requirements.

Time Limitations

All requirements submitted in fulfillment of any of the master's degree programs except Clinical Mental Health Counseling 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. See the Clinical Mental Health Counseling section of the catalog or specific time limitations for that program.

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.

BVU's Strategic Partnerships Division offers education partner grants to employees of university partners. Spouses/domestic partners and dependents (to age 26) of full-time partner employees and full-time BVU employees are also eligible. This grant is for up to 30% tuition discount for the graduate program in Organizational Leadership. For a complete list of current partner employers and application steps, visit our website at www.bvu.edu/strategic-partnerships.

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 students 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, 2023 is 7.05%.

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: bvu.edu/finaid.

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 (unless otherwise indicated) 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 calculation will be required to determine how much federal aid must be returned and all days in the semester will be used in that 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.

Graduate Programs 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

ACADEMIC POLICIES

ACADEMIC HONESTY

Graduate students are required to adhere to the academic honesty described fully in the Academic Program Policies & Particulars section of this catalog (p. 17).

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 graduate programs, the normal pace of course completion is one course per term or 6 courses (18 credits) per year.

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.

Academic standing review process

The Committee on Graduate Academic Standing (CGAS) is composed of a dean of a School with graduate programs as Chair, the Registrar, the Director of Financial Assistance, a second Dean, 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). Non-degree seekers are exempt from review. 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 Provost. The decision of the Provost 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 it normally takes to complete the attempted program, 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: bvu.edu/about/consumer-information.

You may 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 who also have completed a bachelor's degree from 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. To find more specific transfer credit requirements for School Counseling and Mental Health Counseling, please see those program requirements.

Transfer of credits is limited as follows:

- No more than 9 semester hours of credit may be transferred into any of the graduate programs. The Program Directors will examine the course for similarity of content and will approve or disapprove. Please refer to each graduate program for specific requirements with transfer credits.
- 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 Graduate Study and Research.

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 director of the graduate program with official transcripts 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. Additional requirements for transfer credits are listed within each graduate program.

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 Plus One TESL program, students may transfer up to 9 credit 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:

- Introduction to Second Language Acquisition (TESL 270) Coincides with GECI 541
- Methods of Teaching English as a Second Language with Field Experience (TESL 330) Coincides with GECI 543
- Curriculum Development and Assessment in ESL (TESL 407) Coincides with GECI 544

Graduate Student Academic 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 an email 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 email must be sent to the School Dean who oversees the graduate program
3. Generally, within a week's time, the School Dean will meet with the student. The student should provide electronic documents of any related course materials from the course in question in advance of this meeting.
4. The School Dean will meet with the faculty person involved with the grade challenge. The faculty member should provide electronic copies of any documents relevant for review of the case (papers, final exams, etc. for which the student does not have ownership).
5. Based on the materials and information provided by the student and faculty member, the school dean resolves the question(s) identified in the appeal. The school dean may choose to ask for a meeting with the student and faculty member or consult with others as appropriate; the school dean'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 completed by the school dean.
6. The student or faculty member in the graduate program may appeal the school dean's decision to the Provost. Such an appeal must state the reason(s) and be presented in writing within two (2) business days after receiving the decision from the school dean. The relevant electronic copies of course materials received by the school dean must be forwarded to the Provost, who reviews the materials and may ask for meetings with the student and/or faculty member involved. The Provost communicates her/his decision in writing within two weeks of receiving the request for appeal. The decision of the Provost 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.

COURSE DESCRIPTIONS

COURSE FREQUENCY KEY:

- F** = Fall/Storm Lake

M = May Term

S = Spring/Storm Lake

AN = As needed
- ALT F** = Alternate Fall

ALT M = Alternate May Term

ALT S = Alternate Spring

ALT 3 S = Alternative every third spring

ALT 3 F = Alternative every third fall

Online students consult the Online schedules for frequency of course offerings.

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 May Term Travel Preparation

AN

0 or 1 CR

Travel preparation course for all May term travel courses. 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 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.

OBVU 205 Education for Service Scholars Lab

F, S

0 CR

The lab will provide Education for Service scholars an opportunity to develop their cohort, build relationships with community non-profit organizations, and develop critical reflection and leadership skills in relation to their service. Topics will vary semester to semester. EPS Scholars must take this lab every semester. *Repeatable.*

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**AN****3 CR**

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****F, S****3 CR**

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.

ACCT 206 Managerial Accounting**F****3 CR**

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**F, S****1 CR**

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**AN****1 CR**

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**AN****1 CR**

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**F****3 CR**

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**F****3 CR**

A study of financial accounting and reporting issues, including the conceptual framework, accounting information system, balance sheet and income statement preparation, cash and receivables, inventories, plant assets, intangible assets, current liabilities, and long-term liabilities. *Prerequisite: ACCT 205.*

ACCT 302 Intermediate Accounting II**S****3 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**S****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 206.*

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 AN 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 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.*

ACCT 413 Advanced Accounting I F 3 CR

A study of advanced accounting techniques and theory. *Prerequisite: ACCT 302.*

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.*

ACCT 416 Business Taxation S 3 CR

A study of the federal income tax laws governing the taxation of corporations, partnerships, S corporations, estates and trusts. Also includes a study of gift and estate tax. Includes tax research, writing of research memorandums and preparation of tax returns using software applications. *Prerequisite: ACCT 415.*

ACCT 428 Governmental/Nonprofit Accounting AN 3 CR

This course is intended to provide comprehensive coverage of accounting and financial reporting standards for governmental and not-for-profit organizations. *Prerequisite: ACCT 302.*

ACCT 430 Current Accounting Issues AN 3 CR

A study of the ethical responsibilities an accountant has to the public, exposure to some of the research tools and computer programs currently used by the professional accountant and discussion of current domestic and international accounting issues. *Prerequisite: ACCT 302.*

ACCT 465 Auditing and Attestation AN 3 CR

A systematic study program, successful examination strategies, and an intensive review of auditing concepts to prepare students for the Auditing & Attestation part of the CPA examination. *Prerequisite: ACCT 405.*

ACCT 466 Financial Accounting and Reporting AN 3 CR

A systematic study program, successful examination strategies, and an intensive review of financial accounting to prepare students for the Financial Accounting & Reporting part of the CPA examination. *Prerequisite: ACCT 413.*

ACCT 495 Accounting 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. P/F grading. Repeatable for credit. *Prerequisite: Accounting major with 70 credit hours and consent of instructor.*

AGRICULTURAL BUSINESS (AGBU)

**AGBU 225 Agricultural Business Management/
Farm Business Management AN 3 CR**

This course emphasizes the skills and knowledge needed to become a successful Agribusiness manager. Topics include agribusiness operations and management, planning, organization, decision-making, financial, economic, legal, staffing, risk and insurance considerations. Case analysis requiring the application of management techniques to real world problems in the management of resources such as land, livestock, labor and capital develop students'

problem-solving skills. Students are introduced to basic financial management considerations including record keeping and analysis, budgets, taxation, and finance. Introduction to traditional agricultural businesses and allied industries. *Prerequisite: MGMT 220 or BUSN 100*

AGBU 310 Agricultural Marketing, Pricing and Positioning AN 3 CR

This course introduces students to the principles, techniques and processes in selling agricultural products and services. Students develop an understanding of major components of marketing decisions made by agribusiness firms. Marketing processes, research, opportunities and strategies in agricultural and allied industries along with market structure, marketing costs, and alternative methods of pricing agricultural products are examined. *Prerequisite: MRKT 220.*

AGBU 320 Economics of Agricultural Markets AN 3 CR

This course emphasizes analysis of commodity prices and the effect of supply, demand and institutional forces on farm income and agricultural income policy. Students gain an overview of U.S. and international agricultural commodity markets, agricultural prices, futures and options markets, price forecasting in commodity markets, and key public policies and regulations in agricultural markets. Managerial economics with applications focusing on agriculture, food, and resource issues are employed. *Prerequisites: ECON 205, ECON 206.*

AGBU 330 Agricultural Decision Science AN 3 CR

This course explores the use and application of quantitative and qualitative decision-making tools and methods in agricultural business. Topics include the development and use of financial statements, cash flow and capital requirements, cost, revenue and profit models, deterministic and stochastic models, breakeven computations, risk analysis and sensitivity analysis, probability theory and linear programming decision models. Focuses on developing solid business management practices and implications of both agricultural and non-agricultural decisions. *Prerequisites: MATH 140, FINC 306.*

AGBU 340 Applied Agricultural Financial Management AN 3 CR

This applied financial management course teaches students basic technique for analysis of agricultural business performance. Students gain a basic understanding of credit analysis and lending, borrowers, lending institutions and financial markets. Topics include capital budgeting, tax considerations, debt restructuring, analysis of financial statements. Special considerations such as seasonality, farm credit system, real estate dominance, sources and uses of funds are also introduced. *Prerequisite: FINC 306.*

AGBU 360 Agricultural Policy and Regulations AN 3 CR

An introduction to the policy and regulations set for the agriculture industry. Students will analyze, understand, question, and explore agriculture policy and regulations. Topics will include agriculture and energy policy, their "stages," and new policy ideas. There will be a focus on analysis of policies that affect livestock, crops, nutrition, markets, trade, laboratories, food quality, and energy. Students will gain a basic understanding of the rule making process by the USDA, FDA, EPA, DOE, state agencies, and how that affects the agriculture industry.

AGBU 415 Agricultural Law AN 3 CR

A survey of agricultural law and legal issues that affect the operation of agricultural businesses. Topics include property law, land use, zoning, contracts, leasing, liability, estate planning, labor, employment, bankruptcy and reorganization, and intellectual property. Introduction to key administrative agencies, processes, and regulations in agricultural, food production, and related industries. *Prerequisite: MGMT 315*

AGBU 416 Agricultural Taxation AN 3 CR

Overview of federal income tax law as applied to farmers and agricultural operations. Topics include reporting farm income and deductions, farm loss limitations, basis and depreciation of farm assets, sale of property used in farming, like-kind exchanges, involuntary conversions, the qualified business income deduction, income averaging, self-employment tax, and estimated tax. Includes preparation of farm income tax returns. *Prerequisite: ACCT 205*

AGBU 465 Agricultural Production and Operations Management AN 3 CR

This course is the study of the management of production and operations functions in agricultural industries ranging from the family farm to large scale production facilities with an emphasis on building competitive advantage for the agri-business organization. Core concepts include general planning, operation, and use of facilities, resources, capital, labor, and equipment in the production of agricultural and allied products. The management of inventory, supply chain, quality control, and risk are also addressed. *Prerequisites: AGBU 225, MATH 140*

AGBU 492 Advanced Agribusiness Management AN 3 CR

An integrative project-based portfolio course wherein students use case analysis to apply the theories and tools of the functional areas of agricultural business in order to understand agricultural business problems. In doing so, students build problem-solving, integrative learning, and effective communication skills. Student projects incorporate issues in management, accounting, finance, law, commodities, resources, sales, competition, business planning, and business strategy. *Prerequisite: FINC 306, MGMT 220, MGMT 315, MRKT 220, AGBU 225, AGBU 310, AGBU 320, AGBU 340.*

AGBU 495 Agricultural Business Internship AN 0-15 CR

The agricultural business internship is an intensive work experience in an agricultural business or closely allied industry that will give students the opportunity to apply knowledge gained in the classroom in a professional environment. In order to satisfy this requirement for the major, students completing AGBU 495 as a zero-credit internship (or any internship less than three credit hours) must still receive internship approval, complete all prerequisite requirements set by supervising faculty and/or the Siebens School of Business Director of Internships, and participate in the internship for a minimum of 120 hours as is required for a three credit hour internship.

Prerequisite: permission of the instructor; P/F grading.

AGRICULTURAL SCIENCE (AGSC)**AGSC 100 Introduction to Agricultural Science F, S 3 CR**

An overall view of agriculture and its impact on humanity and the world. Topics include history of agriculture, plants, animals, technological advances and opportunities in agriculture. *General Education - Liberal Arts Core – Natural Science Course.*

AGSC 200 Animal Science F, S 3 CR

This course introduces students to the fundamental components, practices, and production systems of animal husbandry, with a general study of genetics, nutrition, health, behavior, gastrointestinal and reproductive anatomy and physiology.

AGSC 201 Survey of Crop Science F 3 CR

Introductory crops and soils course exploring production, marketing and management of the crops beneficial to humans. Includes basic soil characteristics, conservation management, cropping systems, harvesting and storage.

AGSC 205 Soil Science ALT F 3 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. *Prerequisite: AGSC 201.*

AGSC 215 Agroecology ALT F (even years) 3 CR

This course is the study of relationships between plants, animals, people and their environment as they pertain to animal and plant husbandry. *Prerequisite: BIOL 163 or AGSC 200 or AGSC 201.*

AGSC 300 Animal Physiology S 3 CR

This course concentrates on the anatomy and physiology of skeletal, respiratory, muscle, digestive and reproductive systems within livestock species. The normal structure and functions of these systems will be emphasized.

AGSC 301 Pest Management S 3 CR

Introduction to basic principles of pest management as they relate to vertebrate animals, insects, plant disease and weeds. Selected pests are studied with emphasis on current management approaches and alternative pest control. *Prerequisite AGSC200 and 201; or BIOL 210 and 222; or BIOL 360.*

AGSC 310 Animal Nutrition F 3 CR

An introduction to the anatomy and physiology of gastrointestinal tracts, the compositions of feed and feed components as well as the utilization of feed by domestic animals; additionally, the course provides knowledge of feed selection and composition of feed rations.

AGSC 311 Plant Nutrition**F****3 CR**

This course provides focus on the principles of plant mineral nutrition and practical nutritional problems in horticultural crops. Areas covered include mineral nutrients, nutrient availability in the soil and plant uptake, nutrient deficiencies and toxicities and their causes and remedies, as well as plant and soil analysis *Prerequisite: AGSC 201 and AGSC 205.*

AGSC 315 Animal Behavior**F****3 CR**

Includes analysis of behavior mechanisms (genetics, neurobiology, hormones), evolution (natural and artificial selection), and development (instinct, learning) of behaviors. This course will focus on categories of behavior such as foraging, mating, sociality and social organization, territoriality, aggression, environmental impacts on behavior, and parental care. A wide range of behavior examples will be used with special focus put on animals of agricultural significance. Same as BIOL 370. *Prerequisites: AGSC 200 or BIOL 210, or BIOL 270.*

AGSC 320 Introduction to Geographic Information Systems**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 introduces ArcGIS, which allows for the analysis, storing, organizing, retrieving, and presenting of multiple forms of data.

AGSC 325 Animal Reproduction**S****3 CR**

This course compares anatomy and physiology of the male and female reproductive systems of livestock, with focus on endocrinology of reproduction, gestation and parturition.

AGSC 330 Animal Breeding and Genetics**S****3 CR**

This course concentrates on genetic principles to livestock improvements, with focus of the genetic basis of selection and systems of mating, as well as the development of breeding programs based on principles of population genetics.

AGSC 340 Survey of Food and Meat Industries**S****3 CR**

Exploration of the processes impacting the production, processing and preservation of meat, dairy and other animal-based products. *Prerequisite: BIOL 163, BIOL 164, and AGSC 200.*

AGSC 350 Genetic Improvements of Domestic Crops**F****4 CR**

A study of the basic principles and methods in the genetic improvement of crop plants. Methods manipulating genomes using biotechnology will be addressed. Includes two-hour lab. *Prerequisite: BIOL 163, BIOL 164, and AGSC 201.*

AGSC 355 American Crop Physiology**S****4 CR**

Principles of plant physiology spanning from the subcellular scale to whole plants. Topics include American crop production and management, biotechnology, and ecophysiology. Emphasis on reproduction, water movement, transport systems, photosynthesis, nutrition, phytohormone signals and responses to environmental stresses. Includes two-hour lab. Same as BIOL 355. *Prerequisites: BIOL 163 or AGSC 201.*

AGSC 410 Systems Management in Crop Production**F****4 CR**

Management practices in crop production including weed and pest management, fertilization strategies, genetic selection and use of current technology including a lab component with drones. *Prerequisite: AGSC 205 and AGSC 320.*

AGSC 420 Animal Health and Wellness**S****3 CR**

This course introduces animal husbandry practices associated with disease mitigation, with a focus on common respiratory, reproductive and metabolic diseases as well as the epidemiology – the study of disease, including distribution, determinants, clinical symptoms of morbidity and mortality in livestock species as well as the interconnections across species, including human.

AGSC 423 Entomology**ALT S****3 CR**

Study of the taxonomy, ecology, and anatomical or physiological adaptations of insects with special emphasis given to economically and medically important insects. Two lecture hours plus two hours of laboratory per week. Same as BIOL 423. *Prerequisite: BIOL 210 or BIOL 345 or AGSC 200 or permission from instructor.*

AGSC 481 Undergraduate Research**F, S****3 CR**

Undergraduate research provides the successful student with the opportunity to complete literature reviews, proposals, design a project and complete procedures of the project to gather data, interpret data and establish implications.

AGSC 495 Agricultural Internship/Field Experience**F, S****0-3 CR**

Students are encouraged to have at least one internship or extended field experience in the agriculture industry.

Credit for the internships will not exceed 3 semester hours. P/F grading. This course may be repeated. *Prerequisite:*

Permission of supervising instructor.

ART AND DESIGN (ARTD)**ARTD 100 Art Appreciation****F, S****3 CR**

This course is designed to provide students with a basic knowledge of the principles involved in understanding, creating, and analyzing the visual arts. Does not apply for major or minor credit in art. *General Education - Liberal Arts Core - Fine Arts and Humanities Course.*

ARTD 180 Art Foundations: Drawing**F****3 CR**

This course will familiarize students with the elements and principles of two-dimensional design through the application of art theory to specific assigned problems. Students will learn specific ways to think creatively and develop original, innovative ideas. The assignments in this course will involve specific aspects of design and will teach students both the vocabulary and concepts of 2-dimensional design. *General Education - Liberal Arts Core - Fine Arts and Humanities Course.*

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 - Liberal Arts Core - Fine Arts and Humanities Course.*

ARTD 190 Art Foundations: Digital Design**F, S****3 CR**

This studio course will introduce students to digital design concepts, software, 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 Print Design**ALT S (odd years)****3 CR**

Students are introduced to the principles of editorial design, historically and presently through an assortment of applications. Students are introduced to readability, legibility, grid systems, typography, color, and appropriate application both traditional and new media. *Prerequisite: ARTD 180, 185, and 190, or permission of the instructor.*

ARTD 270 2D Animation I**ALT F (even years)****3 CR**

This course is an introduction to principles of storyboarding, animatics, and 2D animation. Students explore the basic principles of animation and narrative language to develop an understanding of effective composition, visual storytelling principles, semiotics, color, character, and performance. Students will develop skills in traditional 2D animation draftsmanship and software. *Prerequisite: ARTD 180 or permission of instructor.*

ARTD 275 Commercial Design**ALT S (even years)****3 CR**

Students are introduced to the principles of commercial design, historically and presently through an assortment of applications. Students are introduced to designing for multiple dimensions, branding, abstraction, psychology of color, and appropriate application in both traditional and new media. *Prerequisite: ARTD 180, 185, and 190, or permission of 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 I**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 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 - Liberal Arts Core - Fine Arts and Humanities 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 185 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 355 Interactive Design**ALT S (odd years)****3 CR**

Interactive design focuses on creative concepts of design problem solving for human-centered interaction design across a range of contexts: screen, product, and environments. Students learn to use the principles of graphic design: interactivity and usability for design, design heuristics, development, implementation, testing and updating. *Prerequisite:* ARTD 180, 185, and 190, or permission of the instructor.

ARTD 360 Motion Graphics**ALT F (odd years)****3 CR**

This studio course introduces students to the vocabularies and fundamental principles of time-based media design intended primarily for commercial or informative application. Students are introduced to the concepts of movement; transition; sequence; time and rhythm; pace; and editing. *Prerequisite:* ARTD 180, 185, and 190, or permission of the instructor.

ARTD 365 2D Animation II**ALT S (odd years)****3 CR**

Building on 2D animation principles from ARTD 270, students will dive deeper into intermediate and advanced animation. Emphasis on draftsmanship, performance, appeal, and cleanup. Students will work both alone and in groups, exploring multiple animation pipelines and software to created 2D animations for a wide variety of applications. *Prerequisite:* ARTD 320 or permission for instructor.

ARTD 367 3D Modeling and Animation**ALT F (odd years)****3 CR**

Building on 3D principles, students are introduced to sculpting, modeling, and animating in 3D. Emphasis on the principles of designing and producing 3D computer animation. *Prerequisites:* ARTD 320 or permission of the instructor.

ARTD 369 Concept Art and Character Design**ALT S (even years)****3 CR**

Students will build on traditional drawing and painting skills to create characters, environments, props, and images that communicate stories and ideas. Emphasis on applying effective composition, design, color, film language, silhouette, craft, and conceptualization. Students will learn how to draw and paint for various conceptual 2D and 3D art applications. *Prerequisites:* ARTD 310 or permission for the 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 390 Scientific Illustration II**ARR****1 CR**

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.

ARTD 410 Animated Film Production**ALT F (odd years)****3 CR**

Students work in teams to create a short animated film, design materials, and audiotrack. Students write a project proposal and production schedule, then proceed through the making process: concept and character development, storyboards, animatics, layouts, audio, and production scheduling. *Prerequisite: Junior standing or permission of instructor.*

ARTD 415 Game Production**ALT F (even years)****3 CR**

Students work in teams to create a video game, design materials, and audiotrack. Students write a project proposal and production schedule, then proceed through the making process: concept and character development, narrative production, programming and testing, animation, audio, and production scheduling. *Prerequisite: Junior standing or permission of instructor.*

ARTD 440 Advanced Topics in Art**AN****3 CR**

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.*

ARTD 465 Senior Directed Research**ARR****1 CR**

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.*

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 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.*

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.*

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 online.*

BASC 495 BASc Internship**AN****3 CR**

The BASc internship is an intensive work experience related to the student's academic preparation and area of interest. Students will be placed in organizations that are willing to offer on-site experiential learning and allow students to be involved in their day-to-day operations. Students may undertake an internship with their current employer, but it must be an experience not involving their current work responsibilities. P/F Grading. This course should be taken as part of the final 30 hours of BASc coursework. *Offered only online.*

BUSINESS AND REGULATORY BIOLOGY (BARB)**BARB 200 Global Regulatory and Legal Requirements of Quality****AN****3 CR**

Regulations serve as a foundation for good business decisions that protect and promote patient health. Faculty demonstrate the relationship between regulatory requirements, legal accountability and business responsibility, while introducing fundamental concepts in the regulations related to clinical trial development, management, ethics, data integrity, change control and validation. Topics such as the role of guidance documents and industry standards are reviewed, and case studies utilized to support the program. Understanding the "why" of the regulations foster critical thinking grounded in science, data, stakeholder awareness and regulatory intelligence.

BARB 225 Product Development and Validation**AN****3 CR**

Major design processes that are critical to life science product, process and specification development are explored in this course. Topics covered include: product and process development, design of experiments, variability, control, and validation methodology. Participants learn how rigorous human factor engineering studies and clinical trials provide essential inputs into the product development process. The participants are introduced to concepts such as gap analysis, risk assessment, process characterization, equipment qualification, measurement system analysis, repeatability and reproducibility, and performance qualification/validation.

BARB 250 Risk and Failure Analysis**AN****2 CR**

Risk and failure analysis underpins every decision made in the life science industries. In this course, participants will be exposed to the use of risk analysis proactively to inform product development, as well as reactively to find true root cause to product, process, and system failures. Through the use of historical risk analysis techniques, such as FMEA, Fishbone, and 5 Why's, participants are able to analyze a holistic set of data (in-production, across product

lines, across equipment, human variability, on-market, on-stability, validation studies, change control, etc.) that lead to scientifically justified investigations supported by evidence, and the identification of effective corrective and preventative actions (CAPA).

BIOCHEMISTRY (BCHM)

BCHM 401 Biochemistry **S** **4 CR**

A survey of the chemical aspects of living systems. Topics include the relationship between chemical structures and functions of biological macromolecules; thermodynamics, enzyme catalysis and kinetics; and metabolic pathways and their regulation. Four lecture hours per week. *Prerequisites: CHEM 261 and BIOL 164.*

BCHM 402 Biochemistry and Molecular Biology Lab **ALT S (odd years)** **1 CR**

A survey of the laboratory techniques to study the chemical aspects of living systems. Techniques will include cloning, protein purification, enzymatic assays, enzyme kinetics, and spectroscopy. One 3-hour lab per week as a standalone independent course. *Pre/co-requisites: BIOL 305 or BCHM 401.*

BCHM 495 Biochemistry Internship **AN** **Variable CR**

An intensive, hands-on supervised work experience in a discipline-related work environment. P/F grading. Repeatable for credit. *Prerequisite: Approval of supervising faculty member.*

BIOLOGY (BIOL)

BIOL 103 Biology of Bats **AN** **1 CR**

This short course is an in-depth study of the fascinating biology bats and will explore bat characteristics, how they fly, their evolution, conservation status, and how researcher study them. The objectives of this course are for students to be able to explain what bats are, how they live, and what impact they have on humans. *General Education - Liberal Arts Core - Natural Science Course.*

BIOL 104 Cancer and Aging **AN** **1 CR**

This course is an introduction to the complex topics of cancer and aging with a primary goal of helping non-majors become familiar with the fundamental concepts of biology that underlie these two genetic and physiological phenomena. *General Education - Liberal Arts Core - Natural Science Course.*

BIOL105 Introduction to Controversies in Biology **AN** **1 CR**

An introduction to controversies in biology that impact our daily lives. The focus of the course is to understand how to identify credible and ethical research and use that to make informed decisions involving science in our daily lives. Topic examples include vaccines, genetic engineering, and pharmaceuticals. *General Education - Liberal Arts Core - Natural Science Course.*

BIOL 106 The Brain **AN** **1 CR**

An introduction to the brain and behavior. This course examines the function of the neuron and how different brain regions work together to respond to sensory information and produce complex behaviors. *General Education - Liberal Arts Core - Natural Science Course.*

BIOL 107 Human Genetics **AN** **1 CR**

An examination of both classical and molecular approaches to the science of heredity with a particular focus on human biology. *General Education - Liberal Arts Core - Natural Science Course.*

BIOL 108 Human Reproduction and Development **AN** **1 CR**

An overview of the biology of human reproduction and early development, the class will touch upon the anatomy, physiology and endocrinology of human reproductive processes. *General Education - Liberal Arts Core - Natural Science Course.*

BIOL 110 Infectious Diseases AN 1 CR

An introduction to infectious diseases with an emphasis on the biology of microorganisms and disease control methods such as hygiene, antimicrobials and vaccines. *General Education - Liberal Arts Core - Natural Science Course.*

BIOL 112 Evolution AN 1 CR

This short course is an introduction to the field of evolution including topics such as natural selection, common descent, origin of species, and the fossil record. The objectives of this course are for students to be able to use evidence, explain how evolution works, and discuss the content that is important to the central theory of biology. *General Education - Liberal Arts Core - Natural Science Course.*

BIOL 113 Biology of Birds AN 1 CR

This short course is an in-depth study of the fascinating biology birds and will introduce students to bird watching and explore bird characteristics, how they fly, their evolution, conservation status, and how researcher study them. The objectives of this course are for students to be able to explain what birds are, how they live, and what impact they have on humans. *General Education - Liberal Arts Core - Natural Science Course.*

BIOL 115 Introduction to Biological Science Lab AN 1 CR

A laboratory designed for elementary education majors using biological principles and examples of experiments which may be used in the classroom. *General Education - Liberal Arts Core - Natural Science Course.*

BIOL 120 Introduction to Cellular and Human Physiology AN 3 CR

A course designed for the non-science major, focused on the physiology of the human body. The course builds from basic cell function to cover major systems of the body. *General Education - Liberal Arts Core - Natural Science Course.*

**BIOL 121 Using Science to Survive the
Zombie Apocalypse ALT S (odd years) 3 CR**

An introduction course in biological science using the zombie apocalypse as a model to learn about biological processes and infectious diseases. Students will learn the science that writers and filmmakers use to make the zombie apocalypse seem plausible. Topics covered will be basic cellular processes and human physiology, infectious diseases, and epidemiology. Students will apply the content in a lab component. *General Education - Liberal Arts Core - Natural Science Course.*

BIOL 130 Introductory Microbiology AN 4 CR

A study of microorganisms with an emphasis on laboratory techniques and quality control. Topics include microbial cell biology and genetics, survey of microorganisms, regulation of microbial growth, and microbial assays. Three lecture hours plus two hours of laboratory per week. *General Education - Liberal Arts Core - Natural Science Course.*

BIOL 142 Introduction to Human Physiology S 3 CR

A course designed for exercise science majors as a study of the function of the organ systems responsible for maintaining the body in a dynamic state. *General Education - Liberal Arts Core - Natural Science Course. Prerequisite: EXSC 140.*

BIOL 163 Biological Principles I F, S 4 CR

Fundamental concepts pertaining to evolution, ecology and genetics are developed in this course intended for biology majors. Three lecture hours, one recitation hour, plus two hours of laboratory per week. *Prerequisite: MATH 075 or University Placement. General Education - Liberal Arts Core - Natural Science Course.*

BIOL 164 Biological Principles II F, S 4 CR

Fundamental concepts pertaining to cell and organismal biology, with emphasis given to physiological and human systems, are developed in this course intended for biology majors. Three lecture hours, one recitation hour, plus two hours of laboratory per week. *Prerequisite: BIOL 163. General Education - Liberal Arts Core - Natural Science Course.*

BIOL 201	Conservation Biology	ALT S	3 CR
Loss of natural habitat and biodiversity are among the most pressing issues in natural resource management. This course is a survey of the biodiversity crisis, its causes, and efforts to achieve a sustainable relation between biotic resources and human activities. <i>Prerequisites: BIOL 163 and BIOL 164, or AGSC 200 or AGSC 201.</i>			
BIOL 202	Field Botany	ALT F	3 CR
Field-based study of plant systematics and field identification. Emphasis on the use of dichotomous keys and field guides. Students will learn methods of documentation, preservation and data collection. Two outdoor laboratories per week. <i>General Education - Liberal Arts Core - Natural Science Course.</i>			
BIOL 206	Introduction to Basic and Translational Research S		1 CR
An introduction to the molecular, cellular, and physiological research approaches used to make foundational biomedical research discoveries and test them in animal systems through instructor-led analyses and discussion of primary research articles. <i>Pre-requisite: Successful completion of BIOL164 or permission from the instructor.</i>			
BIOL 207	Introduction to Clinical Research	F	1 CR
An introduction to the clinical research approaches used to analyze the efficacy and safety of medical diagnostics, procedures, and treatments through instructor-led analyses and discussion of primary research articles. <i>Pre-requisite: Successful completion of BIOL164 or permission from the instructor.</i>			
BIOL 210	Zoology	S	4 CR
A study of representatives of the animal kingdom, their structure, life processes, distribution, development, adaptation, and classification. Three lecture hours plus two hours of laboratory per week. <i>Prerequisite: BIOL 163 and BIOL 164 or permission from instructor.</i>			
BIOL 222	Botany	ALT F	4 CR
A study of the anatomy, physiology, reproduction, and development of plants. Life cycles and characteristics of the monera, protista, and fungi are also considered. Three lecture hours plus two hours of laboratory per week. <i>Prerequisite: BIOL 163 and BIOL 164 or permission from instructor.</i>			
BIOL 240	Microbiology	F	4 CR
A study of microorganisms with an emphasis on laboratory technique. Topics include microbial cell biology and genetics, survey of microorganisms, immunology, and host-pathogen interactions in the context of human disease. Three lecture hours plus two hours of laboratory per week. <i>Prerequisite: BIOL 163 and BIOL 164 or permission from instructor.</i>			
BIOL 260	Genetics	S	4 CR
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. <i>Prerequisite: BIOL 163 and BIOL 164 or permission from instructor.</i>			
BIOL 270	Evolution	S	3 CR
A study of the historical development of evolutionary thinking and the processes and results of organic evolution. <i>Prerequisite: BIOL 163 and BIOL 164 or permission from instructor.</i>			
BIOL 292	Biology Career Exploration and Preparation	S	1 CR
This course guides students in considering the broad range of post-graduation career and educational options in the fields of biology and health sciences. Students will begin with a survey of opportunities and requirements for various possibilities. Students will construct resumés and personal essays, understand how to search for opportunities and consider qualifications, and participate in mock interviews for careers and graduation programs. P/F grading. <i>Prerequisite: BIOL 164.</i>			
BIOL 300	Biology Research Experience	S	1 CR
Biology majors work closely with a faculty member in a small group of students to complete hands-on primary research project in the area of expertise of the professor.			

BIOL 303 Ecology and Society**AN****3 CR**

This course, intended for Online 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 - Liberal Arts Core - Natural Science Course.*

BIOL 305 Cell and Molecular Biology**F****4 CR**

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 306 Cancer Biology**ALT F****3 CR**

An introduction to the fundamentals of cancer biology. Topics include histology, development of cancer, cell signaling, metastasis and angiogenesis, and treatments. Three lecture hours per week. *Prerequisite: BIOL 163 and*

BIOL 164 or permission from instructor.

BIOL 311 Developmental Biology**ALT S****3 CR**

A study of basic processes of embryogenesis and evolutionary development in a variety of organisms, including vertebrate, invertebrate, and plant developmental systems. Cellular and molecular mechanisms that underlie cell fate determination, cell differentiation, and organogenesis are emphasized as will the underlying genetics. Three lecture hours per week. *Prerequisite: BIOL 260 or permission from instructor.*

BIOL 325 Endocrinology**AN****3 CR**

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 lecture hours per week. *Prerequisite: BIOL 163 and BIOL 164 or permission from instructor.*

BIOL 345 Forensic Entomology**ALT S****2 CR**

Study of how insects can be used in the field of forensics to help investigators solve crimes. This course will include discussion on the order in which insects consume dead bodies, how local species can be used to narrow down where crimes occurred, and other ways in which insects are used in forensics. *Prerequisites: BIOL 163 and BIOL 164 or permission from instructor.*

BIOL 355 Plant Physiology**S****4 CR**

Principles of plant physiology spanning from the subcellular scale to whole plants. Topics include American crop production and management, biotechnology, and ecophysiology. Emphasis on reproduction, water movement, transport systems, photosynthesis, nutrition, phytohormone signals and responses to environmental stresses. Includes two-hour lab. Same as AGSC 355. *Prerequisites: BIOL 163 or AGSC 201.*

BIOL 360 Ecology**ALT F****4 CR**

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. *Prerequisite: BIOL 163 and BIOL 164 or permission from instructor.*

BIOL 370 Animal Behavior**F****3 CR**

Includes analysis of behavior mechanisms (genetics, neurobiology, hormones), evolution (natural and artificial selection), and development (instinct, learning) of behaviors. This course will focus on categories of behavior such as foraging, mating, sociality and social organization, territoriality, aggression, environmental impacts on behavior, and parental care. A wide range of behavior examples will be used with special focus put on animals of agricultural significance. Same as AGSC 315. *Prerequisites: AGSC 200 or BIOL 210, or BIOL 270.*

BIOL 380 Human Physiology S 4 CR

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. *Prerequisite: BIOL163 and BIOL 164 or permission from instructor.*

BIOL 385 Neuroscience F 3 CR

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. *Prerequisite: BIOL 163 and BIOL 164 or permission from instructor.*

BIOL 400 Biology Research Capstone F 1-3 CR

Biology majors work closely with a faculty member in a small group of students to complete hands-on primary research project in the area of expertise of the professor. Results are presented at the completion of the project. *Pre-requisites: Successful completion of a minimum of 8 credits of upper-level 300/400 biology courses or permission from the instructor.*

BIOL 405 Biomedical Journal Club F 1 CR

A study of biomedical research through student-led analyses, presentation, and discussion of primary research articles. *Pre-requisites: Successful completion of BIOL206 or 207 or permission from the instructor.*

BIOL 420 Immunology ALT S 3 CR

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. *Prerequisite: BIOL240 or BIOL305 or permission from instructor.*

BIOL 423 Entomology ALT S 3 CR

Study of the taxonomy, ecology, and anatomical or physiological adaptations of insects with special emphasis given to economically and medically important insects. Two lecture hours plus two hours of laboratory per week. Same as AGSC 423. *Prerequisite: BIOL 210 or BIOL 345 or AGSC 200 or permission from instructor.*

BIOL 424 Parasitology ALT S 4 CR

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. *Prerequisite: BIOL210 or BIOL380 or permission from instructor.*

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 427 Herpetology ALT S 3 CR

Study of the evolution, taxonomy, ecology, and natural history of amphibians and reptiles. Emphasis is placed upon the identification of Midwest species and studies of local populations. Two lecture hours plus two hours of laboratory per week. *Prerequisite: BIOL 163 and 164, or permission from the 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 BIOL210, or BIOL380, 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. *BIOL163 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 Biology Journal Club F 1 CR

A study of biological research through student-led analyses, presentation and discussion of primary research articles. *Pre-requisites: Successful completion of a minimum of 8 credits of upper-level 300/400 biology courses or permission from the instructor.*

BUSINESS (BUSN)

BUSN 100 Contemporary Business and Free Enterprise F, S 3 CR

This introductory business course is designed to introduce students to the multiple and interwoven areas of business. Topics include an introduction to basic business principles in accounting, entrepreneurship, economics, management, marketing, finance, ethics, communications and operations in today's business environment. Students learn about the free enterprise system and develop their problem-solving skills through business simulations, case studies, discussion groups, and interactions with experts in industry. *General Education - Liberal Arts Core - 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. In order to satisfy this requirement for the major, students completing BUSN 496 as a zero-credit internship (or any internship for less than three credit hours) must still receive internship approval, complete all prerequisite requirements as set by supervising faculty and/or the School of Business Director of Internships, and participate in the internship for a minimum of 120 hours as is required for a three credit hour internship. *Prerequisite: permission of instructor; P/F grading.*

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 - Liberal Arts Core - Natural 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 - Liberal Arts Core - Natural Science Course.*

CHEM 120 Chemistry in Food**AN****3 CR**

This course will dive into the science behind how our bodies and brain interpret food, as well as the chemistry behind how food is prepared. Students will learn basic chemistry concepts as applied to the kitchen. Class time will be spent in lecture, discussion of readings, and hands on cooking and lab experiments such as making marshmallows, metric fudge, and testing the antibiotic properties of spices. *General Education – Liberal Arts Core – Natural Science Course. No prerequisites.*

CHEM 151 General Chemistry I**F****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, one recitation hour, and one two-hour laboratory period. *General Education - Liberal Arts Core - Natural Science Course. Prerequisite: MATH 075 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, one recitation hour, and one two-hour laboratory period. *Prerequisite: CHEM 151.*

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.*

CHEM 262 Organic Chemistry II**S****4 CR**

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. *Prerequisite: CHEM 261.*

CHEM 263 Organic Chemistry II**S****3 CR**

Continuation of CHEM 261 concurrent lecture with existing course, CHEM 262 (4 hours), but with no laboratory. *Prerequisite: CHEM 261.*

CHEM 300 Chemistry Research**AN****1-3 CR**

Students work closely with a faculty member in a small group of students to complete hands-on primary research project in the area of expertise of the professor. P/F grading option only. Repeatable for credit.

CHEM 311 Analytical Chemistry**AN****4 CR**

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. *Prerequisite: CHEM 152.*

CHEM 312 Spectroscopy and Separations**AN S****3 CR**

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. *Prerequisite: CHEM 261 and CHEM 311 or instructor approval.*

CHEM 321 Spectroscopy**AN****2 CR**

Presents the basic theories underlying spectroscopy while incorporating modern viewpoints of practical utility in spectroscopy research. *Prerequisite: CHEM 311.*

CHEM 322 Chemical Separations**AN****2 CR**

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. *Prerequisite: CHEM 262.*

CHEM 323 Kinetics**AN****2 CR**

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. *Prerequisite: CHEM 311.*

CHEM 353 Physical Chemistry: Thermodynamics**ALT S****4 CR**

A study of the laws and principles of chemistry with an emphasis on thermodynamics and kinetics. Three lecture hours plus two hours of laboratory work per week. *Prerequisites: PHYS 201 or 211, and MATH 210.*

CHEM 354 Physical Chemistry: Quantum Mechanics**AN****4 CR**

An introductory study of quantum mechanics and their use in understanding chemical processes at the molecular level. Three lecture hours plus two hours of laboratory work per week. *Prerequisites: PHYS 211 and MATH 210.*

CHEM 381 Inorganic Chemistry**AN****3 CR**

A basic course on theoretical and descriptive inorganic chemistry. *Prerequisite: CHEM 262.*

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. *General education - Foundations of Collegiate Learning course. Must earn a grade of "C-" or better.*

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 workplace, 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. *General Education - Liberal Arts Core - Social Science Course.*

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. *General Education - Liberal Arts Core - Fine Arts and Humanities Course.*

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 - Liberal Arts Core - Social Science Course.*

COMM 300 Argumentation**ALT F (odd years)****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 ALT S (odd years) 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 ALT F (even years) 3 CR

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 Theory and Practice AN 3 CR

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 ALT S (even years) 3 CR

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 - Liberal Arts Core - Social Science Course. Prerequisite: 45 credit hours or permission of instructor.*

COMM 370 Leadership Communication AN 3 CR

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 AN 3 CR

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 AN 3 CR

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 495 Internship**F/S/M****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****AN****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 - Foundations of Collegiate Learning – Quantitative Reasoning Elective course.*

CMSC 181 Computer Science I: Introduction to Computer Science**F****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 - Foundations of Collegiate Learning – Quantitative Reasoning Elective 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, dynamic memory management, and object-oriented design all within the context of the C++ programming language. *Prerequisite: CMSC 181.*

CMSC 190 Development and Operations**ALT S (odd years)****3 CR**

The course provides students with hands-on exposure to the collaborative nature between software development and operations/infrastructure (known colloquially in industry as “DevOps”). Students will learn and apply knowledge in scripting, automation, build management, continuous integration/deployment, and systems monitoring. *Prerequisite: CMSC 160 or CMSC 181.*

CMSC 205 Discrete Structures**F****3 CR**

This course covers logic, axiomatic systems, proof techniques, enumerative combinatorics, and discrete structures (sets, relations, functions, recurrences with induction, and graphs). Emphasis on building and evaluating computational models. *General education - Foundations of Collegiate Learning – Quantitative Reasoning Elective course. Prerequisite: MATH 075 or university placement.*

CMSC 280 Computer Architecture**F****4 CR**

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 or permission of the instructor.*

CMSC 285 Algorithms**S****3 CR**

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 291 Computer Science Project**S****1 CR**

This course requires students to create a project specification and then implement that project in software within the timeframe of a semester. Students are supervised by an instructor and supported by a student cohort. Repeatable for credit. *P/F grading. Prerequisite: CMSC 181 and permission of instructor.*

CMSC 292 Computer Science Career Exploration**F****1 CR**

This course guides students in considering the broad range of post-graduation career options in the field of computing. Beginning with a survey of computing career possibilities, students will construct résumés, hold discussions with current computing professionals, navigate the HR screening process, and prepare for and participate in mock technical interviews. *P/F grading. Prerequisite: CMSC 182.*

CMSC 321 Database Management Systems ALT F (even years) 3 CR

An introduction to the design and implementation of databases and database management systems. Students will learn to apply data modeling techniques to store, query, and process real-world business data. We will investigate file structures, query optimization, query execution, concurrency control, and recovery planning. *Prerequisite: CMSC 182.*

CMSC 325 Robotics ALT S (odd years) 4 CR

This course provides an overview of robot mechanisms, dynamics, and intelligent controls. Topics include planar and spatial kinematics, motion planning, control design, actuators, and sensors. Students will put theory to practice in a one-hour weekly lab. *Prerequisite: CMSC 280, Pre/Co-requisite: CMSC 285.*

CMSC 331 Web Application Development ALT S (odd years) 3 CR

Students will build dynamic, database-driven, real-world Web applications using standard and emerging technologies. Emphasis will be placed on scalability, managing users, managing application state, tiered design, asynchronous requests, and full-stack Web frameworks. *Prerequisite: CMSC 182.*

CMSC 345 Game Programming ALT S (even years) 3 CR

Students build interactive 2D and 3D video games using a modern game engine. Topics include game physics, asset management, scene building, game AI, and scalability. *Prerequisite: CMSC 182 or permission of instructor.*

CMSC 351 User Interface Design and Development ALT S (even years) 3 CR

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) 3 CR

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 391 Topics in Computer Science AN Variable 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

In this course, students will learn the fundamental concepts of Artificial Intelligence (AI) and apply them to the design and implementation of intelligent agents that solve real-world AI problems, including problems in path finding, games, and logic. Students will learn the basic techniques for building intelligent computer systems. Topics include the history of AI, intelligent agents, state-space problem representations, uninformed and heuristic search, game playing and adversarial search and logical agents. *Prerequisite: CMSC 285.*

CMSC 410 Machine Learning ALT F (odd years) 3 CR

This course provides a broad introduction to machine learning and statistical pattern recognition. Topics include supervised learning such as parametric/non-parametric learning, neural networks, and support vector machines. Unsupervised learning such as clustering, dimensionality reduction, and kernel methods will also be covered. *Prerequisite: CMSC 285.*

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 285.*

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 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.*

CMSC 491 Topics in Computer Science AN Variable 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 495 Computer Science Internship Variable CR

An intensive experience with an approved organization for the purpose of obtaining practical experience in the field of computer science. Repeatable for credit. P/F grading. *Prerequisite: Permission of the instructor.*

CRIMINOLOGY AND CRIMINAL JUSTICE (CRIM)**CRIM 101 Criminal Justice Systems F 3 CR**

An introduction to the field of criminal justice, this course examines the main components of the criminal justice system. It provides the students with a broad overview of the history and functions of the police, courts, and correctional system in the United States. *General Education - Liberal Arts Core - Social Science Course.*

CRIM 102 Survey of Criminology S 3 CR

An overview of the discipline of criminology, this course examines major theoretical perspectives, basic assumptions, and definitions. Crime typologies and measurement of crime are an integral part of this course. *General Education - Liberal Arts Core - Social Science Course.*

CRIM 220 Introduction to Law Enforcement ALT S 3 CR

As an introduction to law enforcement in society, this course will examine the historical and contemporary role of law enforcement, the politics of law enforcement practice, law enforcement administration and discretion. *Prerequisite: CRIM 101.*

CRIM 230 Survey of Criminal Courts ALT S 3 CR

This course will provide a comprehensive understanding of the theory and practice of the United States criminal court system. It will explore the structure and function of the courts as well as the process and politics of the state and federal judicial systems. *Prerequisite: CRIM 101.*

CRIM 292 Corrections ALT F 3 CR

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. The course also explores community corrections and alternatives to incarceration such as intermediate sanctions and probation, and the trend towards privatization of correctional facilities. *Prerequisite: CRIM 101.*

CRIM 302 Deviant Behavior**ALT S****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 SOCI 302. *Prerequisite: CRIM 102 or SOCI 101.*

CRIM 330 Victimology**ALT F****3 CR**

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 and CRIM 102.*

CRIM 340 Criminal Law**ALT S****3 CR**

This course discusses the goals and rationale of criminal law. Students will learn the basic elements of crimes and criminal defenses. An exploration of the fundamental issue of the relationship of the individual to the state is also reviewed.

CRIM 343 Juvenile Justice Systems**ALT F****3 CR**

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 101 and CRIM 102.*

CRIM 355 Ethics of Criminal Justice**ALT F****3 CR**

This course presents an analysis of contemporary ethical issues in crime and justice. Classical and contemporary ethical theories will be applied to the discussion of such issues as discretion, corruption, use of force, racism, deception, professionalism, and the nature and meaning of justice. *Prerequisite: Junior or Senior standing.*

CRIM 371 Criminal Procedure**ALT F****3 CR**

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.*

CRIM 375 Criminal Investigation**ALT S****3 CR**

The procedures of crime investigations, the preservation of evidence, and courtroom preparation is studied in this course. *Prerequisite: CRIM 101.*

CRIM 398 Criminological Research Methods**ALT F****3 CR**

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 101 and CRIM 102.*

CRIM 420 Serial Crime**ALT F (even years)****3 CR**

This course will introduce students to the unique characteristics of serial offending. Students will explore the different offenses associated with serial crime, examine current trends in serial offending, and the challenges authorities face when trying to link individual crimes, narrow the suspect pool, as well as identify and apprehend offenders. Students will also examine the history, different types, and accuracy of criminal profiling. *Prerequisite: CRIM 101.*

CRIM 470 Criminological Theory**ALT S****3 CR**

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 102.*

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.

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.

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 online.*

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 online.*

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 101, CRIM 102 and senior standing.*

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 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 110 Co-curricular Lab Online F, S .5 CR

Digital Media majors are required to participate for at least one semester in each of the three co-curricular media organizations (The Tack, KBVU and BVTV). Students will receive .5 credits for participating in each of the three co-curricular labs, for a total of 1.5 credits. Participants will gain experience with producing material (and thereby building portfolios) across all media platforms. Participation in Co-curricular Lab Online will entail regularly producing media for the online campus news organization, The Tack. Non-majors may also enroll. No previous experience is required. *P/F grading.*

DIGI 111 Co-curricular Lab Radio F, S .5 CR

Digital Media majors are required to participate for at least one semester in each of the three co-curricular media organizations (The Tack, KBVU and BVTV). Students will receive .5 credits for participating in each of the three co-curricular labs, for a total of 1.5 credits. Participants will gain experience with producing material (and thereby building portfolios) across all media platforms. Participation in Co-curricular Lab Radio will entail regularly producing media for the campus radio station, KBVU. Non-majors may also enroll. No previous experience is required. *P/F grading.*

DIGI 112 Co-curricular Lab TV F, S .5 CR

Digital Media majors are required to participate for at least one semester in each of the three co-curricular media organizations (The Tack, KBVU and BVTV). Students will receive .5 credits for participating in each of the three co-curricular labs, for a total of 1.5 credits. Participants will gain experience with producing material (and thereby building portfolios) across all media platforms. Participation in Co-curricular Lab TV will entail regularly producing media for the online campus television station, BVTV. Non-majors may also enroll. No previous experience is required. *P/F grading.*

DIGI 113 Leadership Practicum F, S 0-1 CR

In Leadership Practicum, students serve as a staff leader for either The Tack, KBVU, or BVTV. Leadership constitutes serving on the staff and attending staff planning meetings as well as participating in day-to-day operations of the organization. Student leaders will directly interact with and/or supervise peers who are contributing to media productions. All Digital Media majors must complete Leadership Practicum for credit once, but the practicum can be repeated up to three times for either zero or one credit (3 total credits). May be repeated for credit. *P/F grading.*

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 - Liberal Arts Core - Fine Arts and Humanities Course.*

DIGI 220 New Media F 3 CR

Students will survey the newest practices and tools in the rapidly changing media landscape and their implications and possibilities for media creation and promotion. Course content will include an examination of how individuals, organizations, and businesses strategically use new media as well as a critical look at the cultural importance of these new practices. Students will build analytical and practical skills in these new media and awareness of the changes they bring to the traditional media industry. Topics may include social networking, media sharing tools, viral media, digital community building, podcasts, blogging/vlogging, and interactive media.

DIGI 240 Digital Journalism S 3 CR

This course is project-driven and challenges students to use multimedia platforms as they identify, research and tell vital stories to specific communities. Students hone the research, writing, design, video and audio skills they have learned in the foundations 100-level media studios as they create and distribute original stories. To contextualize the use of those skills, students will also study the use of digital technology in contemporary journalism, the distribution of information and importance of social responsibility. *Recommended Prerequisites: DIGI 105 and DIGI 106.*

DIGI 300 Legal and Ethical Perspectives S 3 CR

An introduction to current legal and ethical issues regarding the rights and responsibilities of media professionals. Students study the range of ethical values and legal regulations guiding and controlling media practices. *Prerequisite: DIGI 210.*

DIGI 301 Advanced Digital Photography S 3 CR

A continuation of DIGI 101 Media Studio: Photo. Advanced digital capture, manipulation and publication. Emphases include such commercial applications as documentary, commercial, and portrait photography with output in an array of formats including digital prints, slide shows, and the web. *Prerequisite: DIGI 101.*

DIGI 302 Advanced Digital Video ALT F 3 CR

This is a production-based course where students work to develop a critical attitude towards the profession of media storytelling. It is an exploration of advanced video production techniques, including lighting, sound, editing, visual/sound effects, CGI and composition. Students produce and direct in all aspects of video. Students gain professional production skills using the “effect-to-cause” model for effective storytelling. *Prerequisite: DIGI 102.*

DIGI 303 Advanced Digital Audio ALT S 3 CR

A continuation of DIGI 103 Media Studio: Audio. Advanced digital audio capture, manipulation and publication. Emphases include such commercial applications as radio, podcasting, and sound tracking with output in an array of formats including broadcast radio, slide shows, and the web. Alternates with DIGI 103 every other spring semester. *Prerequisite: DIGI 103.*

DIGI 400 Media Theory and Representation S 3 CR

This course introduces students to theoretical approaches to the study of media. Students will survey a range of media and cultural theorists and critics, with a particular focus on the critical study of representations of race, class, gender and sexuality in popular media. They will develop the ability to analyze media texts and 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 F 3 CR

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, and challenges students to research and successfully pitch a major capstone project both in written and oral form. *Prerequisite: Senior standing or permission of the instructor.*

DIGI 411 Media Capstone Project S 1 CR

Following DIGI410, students will take DIGI 411 and execute their approved storytelling project by gathering all necessary elements and working in post-production/editing to finalize and present it to the Digital Media community. This course will require regular sessions with at least one Digital Media faculty member for mentoring and feedback. The course will culminate in the successful conclusion of the project and a formal presentation of it. P/F grading. *Prerequisite: Successful completion of DIGI410.*

DIGI 490 Disney Experience F, S 3 CR

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: MATH 075. General Education - Liberal Arts Core - Business 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: MATH 075. General Education - Liberal Arts Core - Business 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 302.*

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 χ^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 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.

EARLY CHILDHOOD SPECIAL EDUCATION (ECSE)

ECSE 204 Characteristics of Young Children with Special Needs

3 CR

This course is designed to facilitate understanding of the nature of child growth and development, both typical and atypical, for infant children from birth through age two, preprimary students from ages 3 through 5, and primary variations in development, and patterns of specific disabilities and special abilities will be explored. Course will

foster understanding that child development is best understood within the contexts of family, culture and society. Cultural and linguistic diversity and its influence on child development and learning will be explored.

ECSE 205 Curriculum Design and Methods for Teaching and Managing Behaviors for Young Learners with Special Needs

3 CR

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. Participants will examine the teachers' role in guiding diverse young children in their learning activities. Topics will include developmentally appropriate practices, instructional strategies, and methods for promoting positive learning outcomes. Managing the roles of both children and adults in a classroom, home and community setting will be explored. A focus is place on self-determination and awareness of school and community-based services to achieve higher levels of independence and readiness for continuing education and transition across grades.

ECSE 206 Assessment and Professional Planning and Collaboration for Early Childhood Special Education Studies with Field Experience

3 CR

This course is designed to provide content and practice in assessment and strategies for teaching young children with diverse learning needs in all curricular areas. 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. A review of approaches to assessment that includes dynamic, performance and curriculum-based assessments using a problem-solving method is included, as well as the use of technology for support of student learning and assessment. The Iowa Common Core Learning Standards are used throughout the course to guide lesson planning and unity development. This course includes a minimum 20 hour field experience in an early childhood special education classroom.

EDUCATION AGRICULTURE

EDAG 200 Foundations of Vocational and Career Education in Agriculture

2 CR

Historical development of agricultural education programs. Philosophic premises, principles, and program goals and objectives are explored. Educational and social issues impacting the implementation of agricultural education programs are examined.

EDAG 201 Coordination of Cooperative Agriculture Education Programs

3 CR

Analyzes the duties and responsibilities of the cooperative education coordinator. The focus is on public and human relations. The primary areas of study include developing liaison relationships with Extension and other community partners, organizing participation in community and civic activities for students, and sponsoring FFA programs.

EDAG 202 Animal and Plant Food Safety

3 CR

Explore various food production and processing systems in the U.S. Focus on safety measures and scientific principles related to post-harvest supply chain, including handling, storage, processing, distribution, and marketing.

Discuss food security issues that face a growing population, while meeting the demand for quality food products. Determine how domestic food supply and demand is related to world food supply and demand issues.

EDAG 400 Methods of Teaching Agriculture Mechanics 3 CR

This course provides emphasis on techniques and strategies for teaching safety, skill development and management of students, facilities, equipment and material in agriculture systems laboratories.

EDUCATION CORE (EDCO)

EDCO 250 Educational Psychology/Human Development and Field Experience F,S 3 CR

A study of classroom behavior with emphasis on motivation and promotion of learning. Introduces development of children, the nature and theories of learning, instructional strategies based on students' learning needs, motivational processes in the classroom and assessment of student learning. This course includes an initial experience in a classroom setting aligned to the endorsement area sought for a minimum of 15 hours per semester/term. The directed observation and classroom content expect 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, 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. As part of the reflective practice, students will complete an EDA Assessment. *Prerequisite: Students must complete a background check prior to field experience. The background check will be conducted by BVU's Human Resource department and is at the student's expense.*

EDCO 255 Educational Psychology/Human Development Field Experience F, S 1 CR

An initial field experience in a classroom setting aligned to the endorsement area sought for a minimum of 15 hours per semester/term. This course is designed for students who transfer the equivalent of the course content requirements of EDCO 250 Educational Psychology/Human Development and Field Experience, but do not transfer the equivalent field experience requirements. The directed observation 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, 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. As part of the reflective practice, students will complete an EDA Assessment. *Prerequisite: Students must complete a background check prior to beginning their field experience. The background check will be conducted by BVU's Human Resource department and is at the student's expense.*

EDCO 256 Educational Psychology/Human Development Reflective Skills F, S 1 CR

This course is designed for students who transfer the equivalent requirements of EDCO 250 Educational Psychology/Human Development and Field Experience. This course expects students 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 course content, 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. As part of the reflective practice, students will complete an EDA Assessment. *Prerequisite: Students must complete a background check prior to beginning their field experience. The background check will be conducted by BVU's Human Resource department and is at the student's expense.*

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 291 and ESSI 101 fulfills the human relations coursework requirements. *General Education - Liberal Arts Core - Fine Arts and Humanities 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 291 Human Relations Field Experience

F, S
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 ESSI 101 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. This course will include an introduction and participation in Professional Learning Communities. *Prerequisite: Must have passed Teacher Education Program Checkpoint II.*

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 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 336 Literacy Foundations I

Online
3 CR

This introductory course will emphasize the foundations of teaching literacy. Teacher candidates will explore how oral language, reading, and writing are developed. The focus of this course is literacy acquisition, development, and assessment. Specifically, it includes an overview of oral and written communication, phonemic awareness, phonics, spelling, fluency, vocabulary, and comprehension. Teaching approaches, standards alignment, and instructional resources will also be explored.

EDUC 337 Literacy Foundations II

3 CR

This course builds upon the groundwork established in Literacy Foundations I. Teacher candidates will explore how to integrate and assess reading and writing instruction with the integration of a Multi-Tiered System of Supports (MTSS) to provide targeted support to struggling students. The focus of this course is an analysis of children's and young adult literature, writing development, and literacy assessment. It also includes an examination of how literacy standards, objectives, and assessments can be aligned and addressed through text genres and writing processes. *Prerequisite: EDUC 336 or with instructor permission for endorsements.*

EDUC 338 Literacy Methods and Field Experience

3 CR

This course focuses on aligning best practices to address the literacy needs of all students. Teacher candidates will analyze effective literacy methods with an emphasis on language arts and technology integration. Further exploration will include methods of organizing and managing literacy instruction including the performance arts. The content of this course will also support teacher candidate participation in the Iowa Reading Research Center Dyslexia Overview certification process. A clinical experience consisting of 10 hours in a literacy classroom is required. *Prerequisites: EDUC 336 and EDUC 337.*

EDUC 360 Elementary Physical Education Methods**and Field Experience****F****3 CR**

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. Student 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****S****2 CR**

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. Student 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 for Elementary Teachers**Online****1 CR**

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 364 Methods of Performing Arts for Elementary**Teachers****Online****1 CR**

This course is a study of instructional methods that promote students' development of performing arts (music and theater) 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. Connections between expressions of art and culture and how performance of art can lead to more meaningful learning will be addressed. *Prerequisite: Must have passed Teacher Education Program Checkpoint I.*

EDUC 381 Language Methods and Strategies**Online****3 CR**

This course develops teacher candidates' knowledge of the unique needs and backgrounds of students with language differences and delays while focusing on the use of effective strategies for academic language learning. The course will also focus on both oral and written language proficiency (including second language development), acquisition of reading skills, linguistics, and the variations related to cultural and linguistic diversity to provide effective instruction in reading and writing. *Prerequisites: EDUC 336 and EDUC 337.*

EDUC 382 Reading Methods and Strategies**3 CR**

This course focuses integrating a range of research-based strategies and instructional technology for designing and delivering effective instruction, including appropriate interventions, remediation, assistive technology, and classroom accommodations for students with dyslexia and other difficulties. Teacher candidates will demonstrate knowledge of designing and implementing an integrated, comprehensive, and balanced curriculum that addresses the major components of reading and contains a wide range of texts, including but not limited to narrative, expository, and poetry, and including traditional print, digital, and online resources. *Prerequisites: EDUC 336, EDUC 337, and EDUC 338.*

EDUC 383 Writing Methods and Strategies**3 CR**

This course develops understanding of the writing process, writing types and the connections between oral and written language. 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 and problem solving. Selecting and integrating digital and interactive technologies as part of written communication and writing instruction are also investigated. *Prerequisites: EDUC 336, 337, and EDUC 338.*

EDUC 384 Literacy Connections Across Disciplines**3 CR**

This course focuses on reading theory, knowledge, and a variety of research-based strategies and approaches to provide effective literacy instruction across content areas. Teacher candidates will develop and demonstrate understanding of integrating literacy instruction into content areas for all students, including but not limited to students with disabilities, students who are at risk of academic failure, students who have been identified as gifted and talented, students who have limited English language proficiency, and students with dyslexia, whether or not such students have been identified as children requiring special education. *Prerequisites: EDUC 381, EDUC 382, and EDUC 383.*

EDUC 385 Literacy Capstone and Field Experience**3 CR**

During this capstone course the teacher candidate will effectively use reading and writing strategies, materials, and assessments based upon appropriate reading and writing research. Additionally, they will work with appropriately licensed professionals who will observe, evaluate, and provide feedback on the candidate's knowledge, dispositions, and performance of teaching of reading and writing. Teacher candidates will work in a literacy classroom for a minimum of 15 hours. A final project will encompass components from all literacy courses. *Prerequisites: EDUC 381, EDUC 382, EDUC 383, and EDUC 384.*

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 II.*

EDUC 394 Elementary Science Methods**F****3 CR**

This course is a study of instructional methods that promote critical literacies, the implementation of *Next Generation Science Standards*, and the learning sciences skills. The focus is on effective elements of 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. *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 schools. EDUC 405 will be required with EDUC 403. *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 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 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.

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. *Prerequisite: Must have passed Teacher Education Program Checkpoint I.*

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 101 Written Communication I and Lab****F, S****4 CR**

English 101 emphasizes writing as a process of learning and focuses on student skills in the preparation, organization, and development of articulate short essays. Assignments focus on responding to texts and using sources appropriately. This course includes a 1-hour writing lab to support students' transition into college-level writing. May not be taken P/F option. *General education - Foundations of Collegiate Learning course. Must earn a grade of "C-" or better.*

ENGL 102 Written Communication I**F, S****3 CR**

English 102 emphasizes writing as a process of learning and focuses on student skills in the preparation, organization, and development of articulate short essays. Assignments focus on responding to texts and using sources appropriately. May not be taken P/F option. *General education - Foundations of Collegiate Learning course. Must earn a grade of "C-" or better.*

ENGL 200 Writing Seminar**F, S****3 CR**

Writing Seminar follows the completion of ENGL 101/102 and focuses on a shared topic. Emphasis is on writing, reading, and critical analysis, culminating in the completion of a research project that contributes to an academic conversation. *May not be taken P/F option. Must earn a grade of "C-" or better. General education - Foundations of Collegiate Learning course. Prerequisite: ENGL 101 or ENGL 102.*

ENGL 225 Narrative in Entertainment Media**ALT F (even years)****3 CR**

An intensive course designed to introduce students to the study of creating fictional narrative designed to entertain. Emphasis will be placed on visual rhetoric, as well as the development, production, and revision of original narrative content individually and in groups. A variety of genres will be covered including (but not limited to): video games, television and film, and interactive and simulated media. *Prerequisite: ENGL 200 with a grade of C- or better, or permission of instructor.*

ENGL 250 American Literature**ALT F (odd years)****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 - Liberal Arts Core - Fine Arts and Humanities Course.*

ENGL 260 British Literature**ALT F (even years)****3 CR**

A one-semester survey of British literature emphasizing literary movements, historical context, and cultural diversity. *General Education - Liberal Arts Core - Fine Arts and Humanities Course.*

ENGL 276 World Literature ALT S (even years) 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 - Liberal Arts Core - Fine Arts and Humanities Course. No prerequisite; students from all disciplines welcome.*

ENGL 300 Advanced Composition ALT S 3 CR

A course devoted primarily to the theory and practice of higher-level composing across genres and styles of nonfiction writing. The course is designed to advance students' independent, collaborative, and research-based writing skills. *Prerequisite: 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. *Prerequisite: ENGL 101 or 102 or equivalent.*

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 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 101 or 102.*

ENGL 334 Introduction to Linguistics and Modern English Grammar AN 3 CR

This course is designed to give aspiring writers, editors, and teachers a deeper understanding of the English language. English is considered historically, structurally, and sociolinguistically. Emphasis will be placed on developing a working understanding of the conventions of modern English grammar and on critically evaluating prescriptive and descriptive approaches to grammar. *Prerequisite: English major or minor, secondary English Education major, Teaching English as a Second Language endorsement, or permission of instructor. Offered only online.*

ENGL 340 Introduction to Literary Theory ALT S (even years) 3 CR

An introduction to the major approaches in contemporary literary theory, including feminist, Marxist, psychoanalytic, post-structuralist, and post-colonial.

ENGL 350 Shakespeare AN F 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. *General Education - Liberal Arts Core - Fine Arts and Humanities Course.*

ENGL 370 Literary Movement AN F 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.

ENGL 395 Dramatic Literature: Topics AN F 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. *General Education - Liberal Arts Core - Fine Arts and Humanities Course.*

ENGL 425 Literary Genre**AN F****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.

ENGL 430 Major Figures**AN F****3 CR**

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.

ENGL 440 Advanced Creative Writing**AN S****3 CR**

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 F****3 CR**

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.

ENGL 491 Senior Seminar**F****3 CR**

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. *Prerequisite: Completion of all other English major requirements.*

ENGL 495 Internship**Variable CR**

An intensive, supervised work experience, over May term 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 begin 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.*

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.*

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.*

ESL 066 English Grammar II AN 3 CR

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.*

ESL 067 English Pronunciation AN 3 CR

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.

ENGLISH AS A SECOND LANGUAGE GENERAL (ESOL)

ESOL 100 International Student Seminar F, S 1 CR

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.*

ENGLISH FOR ACADEMIC PURPOSES (EAP)

EAP 155 Integrated Skills**F, S Variable CR**

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.*

EAP 160 Listening and Speaking for International Students I F, S**3 CR**

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.*

EAP 161 Listening and Speaking for International Students IIF, S**3 CR**

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 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.*

ENTREPRENEURSHIP (ENTR)**ENTR 101 Entrepreneurship and Ideation****3 CR**

This foundational course in entrepreneurship examines the history and role of entrepreneurs in the economy, characteristics of entrepreneurs, career paths of entrepreneurship, and one's personal potential as an entrepreneur. This course offers students the opportunity to explore innovation and entrepreneurship in a cross-disciplinary class setting. Students will investigate entrepreneurial opportunities in fields ranging from the arts to agriculture, from business to biology, and from digital media to drama. The aim of the course is to ignite passion in discovering how

an idea can become a real company, art form, app, or movement. Students will identify a problem worth solving and, drawing on the skills and interests of the class, determine an entrepreneurial solution. The class is highly experiential and collaborative in nature. It will teach participants how to create social and market value, how to assess the feasibility of ideas, and how to create sustainable business models. It is suitable to students with both a business and non-business background and can accommodate student interests in high growth tech fields as well as those interested in nonprofit or social entrepreneurship. *General Education - Liberal Arts Core - Business Course.*

ENTR 200 Small Business Financial Management 3 CR

This course is designed for students who do not have a background in finance or accounting. It provides an overview of how financial data and software can be used by entrepreneurs and small business managers to improve the decision-making process that drives organizational productivity and performance. The financial accounting portion of the course develops student skills in reading and understanding financial statements and measuring and assessing financial performance. The managerial accounting portion develops student skills in budgeting, cost accounting, and analysis and interpretation of internal financial reports and financial projections. *Prerequisite: ENTR 101.*

ENTR 375 Entrepreneurship Business Planning 3 CR

Entrepreneurial ventures innovate existing products and services, markets, processes, or industries. Their disruptive qualities require particularly fine-grained analysis and skilled and persuasive business plans. This course offers students the tools to analyze the feasibility of an entrepreneurial venture, including industry, market, and competitor analyses. Students use this research and their marketing, management, accounting, and finance studies to develop a fully integrated and comprehensive business plan. Cross-listed with MGMT 375. *Prerequisites: ENTR 101, MRKT 220, MGMT 220, and either ENTR 200 or ACCT 205, ACCT 206, and FINC 306.*

ENTR 475 Management Issues for Rural Enterprises 3 CR

This course introduces students to issues and trend data confronting enterprises in America's rural communities. Using high impact learning methods including service-learning activities, it offers student the opportunity to engage in the collection of economic and social data about a rural community, presented to stakeholders as a comprehensive community analysis. Learning teams use results of their research to suggest strategies to enhance the local business sector in the community. The course seeks to expand student awareness of career and lifestyle options in rural communities, and to build appreciation of challenges and opportunities for entrepreneurship in rural areas. Cross-listed with MGMT 475. *Prerequisites: ENTR 101, MRKT 220, MGMT 220, and either ENTR 200 or ACCT 205, ACCT 206 and FINC 306.*

ENTR 496 Rural Entrepreneurship Practicum 3 CR

This course integrates the skills and knowledge students have learned in entrepreneurship and applies these in a rural entrepreneurial setting. Students work individually or in teams in a consultative capacity with entrepreneurs in rural start-ups to solve a current business challenge that the respective entrepreneurs are facing. Practicum sites may range from agricultural business, retail, web and mobile applications, manufacturing, hardware and smart devices, personal or financial services, and more. P/F grading. Repeatable for credit. *Prerequisites: MGMT 220, MRKT 220, and either ENTR 375 or MGMT 375.*

ENVIRONMENTAL SCIENCE (ENVS)

ENVS 210 Global Climate Change ALT F (even years) 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.

EXCEPTIONAL STUDENT SERVICES AND INSTRUCTION (ESSI)

ESSI 101 Introduction to Exceptional Learners 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. 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 policies/practices. This includes the general developmental, academic, social, career and functional characteristics of individuals with mild and moderate

disabilities as the characteristics relate to levels of instructional support required, and the psychological and social-emotional characteristics of individuals with mild and moderate disabilities. An overview of current trends in educational programming is provided, to include educational alternatives and related services, and the importance of the multidisciplinary team in providing more appropriate educational programming. Exceptionalities related to students who are at-risk, English language learners, or talented and gifted are also presented.

ESSI 102 Introduction to Learners with Significant Cognitive Disabilities F, S 3 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.

ESSI 103 Introduction to Learners with Significant Behavioral Disabilities F, 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.

ESSI 210 Special Education Law and Professional Practices with Field Experience ALT F (odd years) 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 ALT S (odd years) 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 S (even years) 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. This course is designed to assist the student in developing a more critical perspective in how s/he communicates ideas (both orally and physically) within the various facets of American society. By exploring how signs have developed from other cultures and are integrated in America the student will develop a deeper understanding of the relationship of language and culture. Sophomore status or higher, or special permission of the instructor, is required. *General Education - Liberal Arts Core - Fine Arts and Humanities Course.*

ESSI 292 Instructional Strategies in Special Education and Field Experience F, S 2 CR

In this course and field experience, students will master current instructional strategies related to learning and interventions in inclusive, push-in, and pull-out settings. The course will build upon concepts learned in previous

methods courses, delving deeper into theory and research surrounding special education instruction of individuals with exceptional learning needs, and related instructional and remedial methods and techniques, include appropriate assistive technology. This course includes 40 hours in special education classroom aligned to the endorsement area sought. 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. This course will include an introduction and participation in Professional Learning Communities. *Prerequisite: Must have passed Teacher Education Program Checkpoint II.*

ESSI 303 Methods of Teaching Differentiated Curriculum and Field Experience

F, S**3 CR**

In this course, students explore and employ a variety of methods to teach diverse learners in inclusive settings. A foundation in explicit instruction and universal design for learning is established. Then instructional strategies for collaboration, differentiation, and accommodations and modifications are covered extensively to include decision making based on student data and characteristics. 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 in a classroom aligned to the endorsement area sought where students will engage in developing and teaching at least one co-taught, differentiated lesson. *Prerequisite: Must have passed Teacher Education Program Checkpoint I.*

ESSI 306 Methods for Teaching Students with Cognitive Disabilities with Field Experience

ALT F (odd years)**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

ALT S (odd years)**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

ALT F (even years)**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. *Prerequisite: Must have passed Teacher Education Program Checkpoint II.*

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. *Prerequisite: Must have passed Teacher Education Program Checkpoint I.*

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.*

EXERCISE SCIENCE (EXSC)

EXSC 120 Introduction to Public Health S 3 CR

Public Health is the science of preventing disease, prolonging life, and promoting health through the identification and implementation of effective interventions to promote public health. This course will provide a basic introduction to public health with emphasis on health promotion, disease prevention, and foundational knowledge of key concepts in public health, such as: history of public health, controversial issues, epidemiology and biomedical sciences, and policy making with scientific theoretical foundations. *General Education – Liberal Arts Core – Natural Science Course.*

EXSC 140 Functional Human Anatomy F 3 CR

A study of the essential features of human anatomy with special reference to structures of the skeletal, muscular, nervous systems as they pertain to human movement. This course will introduce and develop knowledge in musculoskeletal tissues, learning muscle origins and insertions, as well as bony landmarks. Additionally, this course will explore motions of the various systems and tissues to analyze normal and abnormal movements through the examination of kinematics and kinesiology of various lifting and exercise techniques. Study of this course will aid in further understanding of human physiology within other science courses. Includes lecture and laboratory experiences.

EXSC 192 Introduction to Kinesiology F 3 CR

This course is an introduction to kinesiology, a discipline that focuses on physical activity and the study of human movement. Throughout this course students will learn about the importance of physical activity as they explore various kinesiology-related subdisciplines and professional opportunities in those subdisciplines. In addition, students will be introduced to research principles that relate to the exercise science field.

EXSC 255 Medical Terminology F, S 2 CR

This course is designed to provide the student with a basic understanding of the unique language needed to communicate effectively as a health care professional. A major focus is to develop skills in word analysis. The basic structure of medical terms and the rules for word building will be discussed in the context of how the body works in health and disease. *This course is only offered online.*

EXSC 271 Care and Prevention of Athletic Injuries S 4 CR

A course to provide students with instruction and practice in fundamental athletic injuries and first aid. An emphasis on physical injuries and condition mechanisms, necessary to provide students with adequate recognition and management of immediate, acute, and chronic injuries will be detailed. Students will be exposed to a variety of injuries, preventative techniques, taping and bracing, basic evaluation skills, and immediate and basic emergency care of numerous injuries. Three lecture hours plus one two-hour laboratory period. *Prerequisite: EXSC 140 or permission from instructor.*

EXSC 273 Therapeutic Exercise and Reconditioning AN 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 140 or BIOL 430.*

EXSC 280 Lifetime Health Management F 3 CR

A study of health-related components necessary to maintain physical fitness. An emphasis is on the knowledge and assessment of muscular strength, muscular endurance, body composition, cardiovascular health, nutrition, and stress management of various populations. Special emphasis will be within the public health arena, analyzing data for special populations to assess, develop, and manage a healthy lifestyle.

EXSC 310 Nutrition S 3 CR

A course to introduce the basic nutritional aspects of health, fitness, and human physical performance. Topics presented include the body's nutritional needs, diet planning, energy balance, and dietary supplements. Additionally, the course will advance to diet and nutrient needs of individuals involved in sport and exercise, and special populations nutrient needs. *Prerequisite: BIOL 120 or BIOL 142, or BIOL 164 or permission of the instructor.*

EXSC 350 Biomechanics of Human Motion**F****3 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 or permission of the instructor.*

EXSC 351 Motor Learning**S****3 CR**

Designed to develop the student's understanding of how bodies grow and develop across the lifespan. Fundamental skills will be observed and broken down to understand how humans progress from novice to advanced movements. Furthermore, special populations will be explored, and implications for these populations will be discussed. *Prerequisite: EXSC 140 or permission of the instructor.*

EXSC 352 Exercise Physiology with Lab**S****4 CR**

Examination of the neuromuscular, metabolic cardiorespiratory and hormonal responses to acute exercise and the physiological adaptations to chronic exercise. Topics include thermoregulation, ergogenic aids, body composition, sports training, growth and development, aging. Three lecture hours plus two hours of laboratory per week. *Prerequisites: BIOL 142 or BIOL 164 or permission from instructor.*

EXSC 432 Measurement and Evaluation in Kinesiology**F****3 CR**

This course is intended to provide students with an exploration of the theory of measurement and evaluation of different physical activity assessments. Assessments observed will come from clinical and fitness settings. Emphasis will be placed on evaluating and interpreting results from tests and performances and making necessary and effective decisions when creating an exercise prescription. *Prerequisite: EXSC 140 or permission from instructor.*

EXSC 446 Pharmacology**AN****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 460 Physiological Principles of Conditioning**F****3 CR**

A look into the fundamental principles of conditioning and their application to specific skills or sports. The course will introduce scientific principles in order to apply evidence-based principles to individual personal training plans and team exercise programs with an emphasis on training of the body's energy systems. *Prerequisite: BIOL 380 or EXSC 352 or permission from instructor.*

EXSC 472 General Medical Conditions**AN****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 495 Internship in Kinesiology**AN****Variable CR**

The upper level internship is an intensive work experience which is related to the student's career interest. Variable credit load for course. One credit hour requires 40 hours of field experience. Maximum 12-credit hours applied toward graduation. P/F grading. *Prerequisite: Must have completed a minimum of 25-credit hours of major course work.*

EXSC 498 Kinesiology and Rehabilitation Health Capstone**S****2 CR**

A culmination of the skills and knowledge that students have gained throughout the kinesiology and rehabilitation health coursework. With an emphasis in research, students will explore current literature, design, and propose a capstone project to be completed throughout the semester. P/F grading.

FINANCE (FINC)**FINC 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 - Liberal Arts Core - Business Course. Prerequisites: MATH 075.*

FINC 301	Personal Finance	AN	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 FINC majors. Does not count as part of the FINC major. <i>Prerequisite: Junior or senior status.</i>			
FINC 306	Business Finance	F, S	3 CR
An introduction to the concepts of finance as applied in business environments. Topics include business organizations, analysis of financial statements, time value of money, capital markets, risk-return relationships, valuation of investment securities, capital budgeting, and debt and equity financing decisions. <i>Prerequisite: ACCT 206, ECON 205 and ECON 206.</i>			
FINC 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. <i>Prerequisite: ACCT 310 (Accounting for Managers). Offered only online.</i>			
FINC 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 and acquisitions, ethical financial decision making, and basic risk management techniques. <i>Prerequisite: FINC 306.</i>			
FINC 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. <i>Prerequisite: FINC 306.</i>			
FINC 356	Financial Planning	AN	3 CR
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. <i>Prerequisite: FINC 306.</i>			
FINC 405	International Finance	AN	3 CR
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. <i>Prerequisite: FINC 306.</i>			
FINC 420	Financial Markets and Institutions	F	3 CR
An introduction to the fundamental principles that govern financial markets and institutions. Topics include the workings of various financial markets, the functions of different types of financial institutions, and the regulatory framework for the financial sector. <i>Prerequisite: FINC 306.</i>			
FINC 430	Investments	S	3 CR
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. <i>Prerequisite: FINC 306.</i>			
FINC 440	Insurance and Real Estate	AN	3 CR
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. <i>Prerequisite: FINC 306.</i>			
FINC 460	Enterprise Risk Management	S	3 CR
This course will examine the various risk management tools and techniques to deal with the various risk exposures of the enterprise. <i>Prerequisite: FINC 306.</i>			

FINC 475 Advanced Financial Management**F, S****Variable CR**

In this course, students will manage the Student Managed Investment Fund using the techniques of fundamental analysis, asset allocation, and portfolio management. Up to 3 credit hours can be used toward the Finance Concentration. *Prerequisite: FINC 306.*

GENDER STUDIES (GNDR)**GNDR 100 Introduction to Gender Studies****F, S****3 CR**

The foundation course for gender studies, this course offers students an opportunity to consider and analyze concepts through feminist perspectives from an interdisciplinary group of academic fields. The focus will be on integrating information, discussing ideas, and applying concepts to a variety of personal and professional contexts to cultivate a better understanding of how gender, sexuality, identity, and intersectionality affect experiences. *General Education - Liberal Arts Core - Fine Arts and Humanities Course.*

GNDR 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 GNDR 490 syllabus; and 3) generating a formal proposal for the capstone project they will complete in GNDR 490. P/F grading. *Prerequisite: Approval of supervising faculty member.*

GNDR 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.

GNDR 495 Internship**Variable CR**

Intensive experiential opportunity related to student's interest in Gender Studies. Placement arranged with approval of gender studies coordinator and supervising faculty member. P/F grading. Repeatable for credit.

GNDR 499 Independent Study**Variable CR**

To be arranged in consultation with gender 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 - Liberal Arts Core - Natural Science Course.*

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 - Liberal Arts Core - Natural Science Course.*

GENS 140 Where Have All the Icebergs Gone?**S****3 CR**

Creating and maintaining a sustainable relationship between humans and the environment is a complex and value laden process. This course examines the connections between changing global processes and their impact on local ecosystems. Students will explore ecosystems, population structure and growth, species interaction, nutrient cycles, energy generation, and waste and environmental management. Students will actively explore and discuss relevant current environmental issues, including the effects of habitat fragmentation and loss, global change, and pollution. Throughout the course, students gain understating of natural systems through cultural, economic, political, and human contexts. *General Education - Liberal Arts Core - Natural 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 - Liberal Arts Core - Natural Science Course.*

GENS 391 Chemistry for Elementary/Middle

Level Teachers

AN

1 CR

This course will focus on introductory chemistry consistent with Iowa state guidelines for chemistry content.

GENS 392 Physics for Elementary/Middle Level Teachers

AN

1 CR

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

Online

3 CR

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

Online

3 CR

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

Online

3 CR

This course introduces the distinguishing features of human cultures including language and religion as well as occupational and political characteristics. This course includes case studies involving competition for limited resources in an increasingly urbanized and interdependent world.

GEOG 391 Geography for Elementary/Middle

Level Teachers

Online

1 CR

Study of basic concepts in geography, consistent with Iowa state guidelines for geography content.

GRADUATE PROGRAMS INTRODUCTION (GRAD)

GRAD 400 Essentials of Graduate Study

3 CR

GRAD 400 prepares students 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 while becoming acquainted with university expectations for writing, critical thinking, and research procedures for applied investigations. The course orients students to the use of the internet and electronic library databases available for research and research and writing standards for graduation 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 engage in multiple forms of writing. NOTE: This course may only be taken by a junior or senior undergraduate student accepted into the baccalaureate + 1 program with permission of the program director. Students may not go beyond six hours in their baccalaureate + 1 program without completing this course successfully. *Prerequisites: ORGL 404/504 or permission of program director.*

HISTORY (HIST)

HIST 100 Introduction to the Historian's Craft

F

1 CR

An introduction to the history major at BVU that prepares majors for history coursework, exposes them to the discipline of history, and provides opportunities to explore career options within the historical profession.

HIST 101 History of the United States to 1877 (U.S.)

F

3 CR

A survey of the origins and development of the United States from the colonial period through the Civil War and Reconstruction Era. *General Education - Liberal Arts Core - Fine Arts and Humanities Course.*

HIST 102 History of the United States After 1877 (U.S.) S 3 CR

A survey of the political, economic, cultural, social, and international forces that have shaped modern America from 1877 to the present. *General Education - Liberal Arts Core - Fine Arts and Humanities Course.*

HIST 111 World Civilizations I (World) ALT F 3 CR

A survey of the cultures and peoples of the world from the classical eras to 1500 and focuses on Egypt, India, China, Greece, and Rome. *General Education - Liberal Arts Core - Fine Arts and Humanities Course.*

HIST 112 World Civilizations II (World) ALT S 3 CR

A survey examining the forces that have shaped the modern world from 1500 to the present, emphasizing industrialization, imperialism, nationalism, and the world wars. *General Education - Liberal Arts Core - Fine Arts and Humanities Course.*

HIST 125 Asian Civilizations (World) ALT S 3 CR

A survey of Asian history from cultural, social, and political perspectives. *General Education - Liberal Arts Core - Fine Arts and Humanities Course.*

HIST 222 The History of Iowa (U.S.) AN 3 CR

A survey of Iowa history from the 17th century to the present, focusing on social, political, cultural, and economics development.

HIST 230 The Vietnam Wars (World) ALT 3 F 3 CR

A survey of the history of Vietnam from the wars for independence from the Chinese and French through the war with the United States. *General Education - Liberal Arts Core - Fine Arts and Humanities Course.*

HIST 235 The American Civil War and Reconstruction (U.S.) ALT S 3 CR

A survey of the American Civil War and Reconstruction Era focusing on the conflict's causes, conduct, and short- and long-term consequences for American society. *General Education - Liberal Arts Core - Fine Arts and Humanities Course.*

HIST 240 History of the American West (U.S.) ALT F 3 CR

A survey of the American west from the late 1700s to the present from cultural, social, political, military, and historiographical perspectives with special focus on the lives of Native peoples. *General Education - Liberal Arts Core - Fine Arts and Humanities Course.*

HIST 241 World War II (World) ALT F 3 CR

A survey of World War II from its origins in the aftermath of World War I through the dropping of the atomic bombs in 1945 and beginning of the Cold War. *General Education - Liberal Arts Core - Fine Arts and Humanities Course.*

HIST 242 The Holocaust (World) ALT 3 F 3 CR

A survey of "The Holocaust" (1939-1945) where between 13 and 15 million people, 6 million of them Jewish, were systematically murdered by Nazi Germany and its accomplices during World War II as part of Adolf Hitler's "Final Solution" to the so-called "Jewish problem". *General Education - Liberal Arts Core - Fine Arts and Humanities Course.*

HIST 284 Empires: The Colonial Experience (World) ALT 3 S 3 CR

A survey of modern European imperialism focusing on the response of colonial peoples to colonialization using nontraditional sources such as novels and films. *General Education - Liberal Arts Core - Fine Arts and Humanities Course.*

HIST 304 U.S. Military History (U.S.) ALT S 3 CR

A research and writing intensive survey of U.S. military history from the colonial period to the present day.

HIST 311 Research and Writing in World History (World) AN 3 CR

This course focuses on researching and writing in World history. Topics vary in response to faculty and student interests. Repeatable for credit.

HIST 312 Research and Writing in U.S. History (U.S.) AN 3 CR

This course focuses researching and writing in U.S. history. Topics vary in response to faculty and student interests. Repeatable for credit.

HIST 315 History of Immigration in the U.S. (U.S.) Online Only 3 CR

A research and writing intensive survey of U.S. immigration history and policy from the colonial period to the present. *General Education - Liberal Arts Core - Fine Arts and Humanities Course. This course is only offered at specific sites and online.*

HIST 320 History of the Middle East (World) ALT F 3 CR

A research and writing intensive survey of 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 (World) Online Only 3 CR

A research and writing intensive survey of "The Holocaust" (1939-1945) where between 13 and 15 million people, 6 million of them Jewish, were systematically murdered by Nazi Germany and its accomplices during World War II as part of Adolf Hitler's "Final Solution" to the so-called "Jewish Problem". *General Education - Liberal Arts Core - Fine Arts and Humanities Course. This course is only offered at specific sites and online.*

HIST 349 Modern Europe (World) AN 3 CR

A research and writing intensive survey of the cultural, political, military, and social forces that have shaped 20th century Europe.

HIST 358 Women Around the World (World) ALT 3 S 3 CR

A research and writing intensive examination of how women around the world have significantly influenced their communities and nations, as well as helped define their various roles in their families and societies.

HIST 360 History of China (World) ALT 3 F 3 CR

A research and writing intensive exploration of 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 (World) ALT 3 F 3 CR

A research and writing intensive survey of the history of Japan from cultural, social, and political perspectives, stressing the Japanese feudal, Meiji, and post-World War II periods.

HIST 375 The American Revolution and Early Republic, 1763-1820 (U.S.) ALT S 3 CR

A research and writing intensive survey of the American Revolution and the new American Republic from the Confederation through the War of 1812.

HIST 390 America and the World Wars (U.S.) ALT F 3 CR

A research and writing intensive examination of the causes, conduct and consequences of U.S. involvement in World War I and World War II.

HIST 397 Recent U.S. History (U.S.) ALT 3 S 3 CR

A research and writing intensive examination of post-1945 U.S. History from the origins of the Cold War to the present.

HIST 481 Senior Capstone in World History (World) F 3 CR

The capstone seminar in World history focusing on researching and writing the History Senior Thesis. For History Education majors, this course can count for elective credit in world history. *Prerequisite: Junior standing or above.*

HIST 482 Senior Capstone in U.S. History (U.S.) F 3 CR

The capstone seminar in U.S. history focusing on researching and writing the History Senior Thesis. For history education majors, this course can count for elective credit in U.S. history. *Prerequisite: Junior standing or above.*

HIST 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.*

HONORS (HONR)**HONR 100 Honors Orientation****AN****1 CR**

A seminar intended to introduce all students admitted to the honors program to the demands and features of honors work. P/F grading. *Prerequisite: Admission to the honors program and permission of the honors program director.*

HONR 200 Honors Fine Arts**AN****3 CR**

The fine arts Liberal Arts Core seminar for honors students. Examines one topic in depth via cross-disciplinary methods of inquiry employing diverse ways of knowing grounded in the fine arts. Topics vary. Repeatable for credit. May not be taken P/F. *General Education - Liberal Arts Core - Fine Arts and Humanities Course. Prerequisite: Admission to the honors program or permission of the honors program director.*

HONR 210 Honors Social Science**AN****3 CR**

The social science Liberal Arts Core seminar for honors students. Examines one topic in depth via cross-disciplinary methods of inquiry employing diverse ways of knowing grounded in the social sciences. Topics vary. Repeatable for credit. May not be taken P/F. *General Education - Liberal Arts Core - Social Science Course. Prerequisite: Admission to the honors program or permission of the honors program director.*

HONR 221 Honors Computational Science**AN****3 CR**

The science Liberal Arts Core 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 - Foundations of Collegiate Learning – Quantitative Reasoning Elective course. Prerequisite: Admission to the honors program or permission of the honors program director.*

HONR 222 Honors Life Science**AN****3 CR**

The science Liberal Arts Core 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 - Liberal Arts Core - Natural 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 Liberal Arts Core 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 - Liberal Arts Core - Natural Science Course. Prerequisite: Admission to the honors program or permission of the honors program director.*

HONR 230 Honors Humanities**AN****3 CR**

The humanities Liberal Arts Core 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 - Liberal Arts Core - Fine Arts and Humanities Course. Prerequisite: Admission to the honors program or permission of the honors program director.*

HONR 240 Honors Business**AN****3 CR**

The business Liberal Arts Core seminar for honors students. Examines one topic in depth via cross-disciplinary methods of inquiry employing diverse ways of knowing grounded in business. Topics vary. Repeatable for credit. May not be taken P/F. *General Education - Liberal Arts Core - Business 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 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 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 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 - Liberal Arts Core - Social Science Course. Offered only 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 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 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 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 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 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 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 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 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 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 online.*

HMSV 380 Research Methods 3 CR

Students engage in research-informed practice as they learn to utilize conceptual frameworks to guide the process 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 human services by designing a research proposal. Students develop competence in various analysis and evaluation methods. *Offered only 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.*

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. IDST 400 is offered on a letter grade basis only and may not be completed on a “pass/fail” basis. *Pre-requisite: 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 Foundations of Collegiate Learning requirements and a minimum of 21 of the required Liberal Arts Core credit hours prior to enrolling in IDST400. Students seeking the BASc degree must have completed ENGL 102, ECON 206 (or an equivalent course), ACCT 205, and at least 15 credit hours of the BASc core prior to enrolling in IDST 400.*

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.

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 220 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 302 Decision Science F, S 3 CR

The development of quantitative decision-making tools, techniques, and methods, and their managerial applications. Topics include cost/revenue/profit models; probability theory and applications; basic forecasting methods; formal decision models; applied game-theoretic decision strategies; graphical sensitivity analysis; risk analysis; indicator information and efficiency; utility theory and applications; and linear programming decision models. *Prerequisite: MATH 140.*

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 AN 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 220.

MGMT 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.

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. Cross-listed with ENTR 375. *Prerequisite:* MGMT 220.

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 220 or permission of the instructor.

MGMT 390 Sport 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 220 and MRKT 220.

MGMT 410 Organization Theory S 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 220.

MGMT 415 Sport Law F 3 CR

This course will demonstrate how constitutional law, contract law, tort law, and anti-trust law apply to the sport industry. In addition, the course will provide a fundamental understanding of negligence, liability for injuries, legal status of sports organizations, risk management, and crisis management. *Prerequisite:* MGMT 315

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 may include social trend analysis, sustainability, social entrepreneurship, rural entrepreneurship, science/technology-oriented entrepreneurship, public entrepreneurship, and/or part-time entrepreneurship. Cross-listed with ENTR 475. *Prerequisite:* MGMT 220 and MGMT 375.

MGMT 480 Management and Leadership in the Nonprofit Sector 3 CR

This survey course provides an overview of nonprofit managerial operations, as well as discussion of real-world issues and potential problem-solving strategies. Using a combination of readings, lectures, and experiential learning, it builds on foundational knowledge students have gained in discipline courses to address a range of critical social and community issues. Topics covered include board development, fund-raising principles, human resource

development and supervision, and general nonprofit management. It also introduces students to distinctions between for-profit firms and nonprofit organizations pertaining to accounting, financial management, marketing, program planning and risk management. *Prerequisites: MGMT 220 and MRKT 220.*

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: FINC 306, MGMT 302, MGMT 220, MGMT 315 and MRKT 220.*

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 online.*

MARKETING (MRKT)

MRKT 220 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 220.*

MRKT 350 Retailing **AN** **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 220.*

MRKT 353 Field Experiences in Sports Marketing and Management **M** **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. *Prerequisite: MRKT 220 and MGMT 220.*

MRKT 354 Sport Marketing **F** **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 220.*

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 220.*

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**AN****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 220 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 220.

MRKT 414 Selling**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 220.

MRKT 415 Sales Management**AN****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 220.

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 220 and MGMT 302.

MRKT 432 Strategic Marketing**AN****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 220, at least two other marketing courses, and senior standing.

MATHEMATICS (MATH)**MATH 075 Introductory Mathematics****F, S****4 CR**

This course covers basic mathematics topics such as arithmetic of fractions, decimals, and signed numbers; percents, ratios, and proportions; basic rules and techniques for manipulation of algebraic symbols and expressions (including exponents and radicals); and solution methods, graphs, and applications of linear equations. Enrollment by university placement. *General education - Foundations of Collegiate Learning course. Must earn a grade of “C-” or better.*

MATH 100 Algebra Review**Online****3 CR**

This course covers fundamental concepts and techniques of algebra and geometry. 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: University placement. Note: This course is for students in prior academic catalogs.*

MATH 120 Understanding and Interpreting Data**F,S****3 CR**

This course prepares students to extract meaning from, and respond critically to, data in various representations. Extending computational skills acquired in MATH 075, the principal goals of MATH 120 include (a) developing capacities for enlightened consumption of data across disciplinary and professional contexts; and (b) preparing students to make reasoned choices when selecting analytical tools in problem solving situations. *General education - Foundations of Collegiate Learning – Quantitative Reasoning Elective course. Prerequisite: MATH 075 or university placement. Not open to students who have passed MATH 140 or higher.*

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 075 or university placement. Open only to Elementary Education majors, or by consent of instructor.*

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 075 or university placement. Open only to Elementary Education majors, or by consent of instructor.*

MATH 131 Mathematics of Finance**AN****3 CR**

This course covers mathematics central to modern financial life. Topics include simple interest, simple interest applications, compound interest, future value and present value, ordinary annuities, amortization of loans, including residential mortgages, investments in stocks and bonds, bonds valuations and sinking funds. *General education - Foundations of Collegiate Learning – Quantitative Reasoning Elective course. Prerequisite: MATH 075 or university placement.*

MATH 132 Cryptography and Cryptocurrency**AN****3 CR**

This course provides a historical overview of cryptography. As long as human beings have been communicating, there has been a desire to keep information away from others. Encryption has had dramatic effects throughout history, impacting individual lives, the outcomes of wars, and the rise and fall of nations. The story of the intellectual weapon of secrecy is one of human ingenuity and achievement – developing ever stronger encryption on the one hand, and clever ways of breaking it on the other. *General education - Foundations of Collegiate Learning – Quantitative Reasoning Elective course. Prerequisite: MATH 075 or university placement.*

MATH 140 Applied Statistics**F, S****4 CR**

Descriptive statistics, probability and probability distributions, confidence intervals, hypothesis testing, correlation and bivariate regression, analysis of variance. Applications involving the use of software are an integral part of the course; students who are not comfortable using basic Excel are strongly encouraged to co-enroll in ACCT 210 Basic Excel Spreadsheets. Generally taken in the sophomore year. *General education - Foundations of Collegiate Learning – Quantitative Reasoning Elective course. Prerequisite: MATH 075 or university placement.*

MATH 141 Business Calculus**AN****3 CR**

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). *Prerequisite: MGMT 302.*

MATH 210 Calculus I**F****4 CR**

This course develops the basic concepts and techniques of calculus. Topics include limits, differentiation, basic integration, and applications. *General education - Foundations of Collegiate Learning – Quantitative Reasoning Elective course. Prerequisite: High school precalculus.*

MATH 211 Calculus II**S****4 CR**

This course is a continuation of MATH 210, covering techniques and applications of integration, differential equations, infinite sequences and series, Taylor polynomials and series, and general power series. *General education - Foundations of Collegiate Learning – Quantitative Reasoning Elective course. Prerequisites: MATH 210, or one semester of college calculus.*

MATH 215 Formal Logic**AN****3 CR**

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.

MATH 225 Differential Equations**ALT F (even years)****3 CR**

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 211.*

MATH 230 Multivariable Calculus**ALT F (odd years)****4 CR**

This course covers polar coordinates, parametric equations, basic vector algebra, and multivariable calculus. *Prerequisite: MATH 211.*

MATH 240 Foundations of Advanced Mathematics**F****3 CR**

Topics central to all higher mathematics including proofs, logic, sets, relations and functions, and abstract systems. *Pre/Co-requisite: MATH 210.*

MATH 292 Mathematics Career Exploration**S****1 CR**

This course guides students in considering the broad range of post-graduation career options in mathematics by surveying career possibilities, constructing resumes, and holding discussions with current professionals. P/F grading. *Prerequisite: MATH 240 or permission of instructor.*

MATH 322 Linear Algebra**ALT S (even years)****3 CR**

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 211 and MATH 240, or permission of instructor.*

MATH 330 Regression Models in Business and**Social Science****ALT F (odd years)****3 CR**

Applied statistical analysis techniques including multiple regression and associated topics, categorical variables, and logistic regression. Applications involving the use of statistical software and cross-disciplinary datasets are an integral part of the course. Not recommended for first year students. *Prerequisite: MATH 140*

MATH 340 Overview of Advanced Mathematics**S****3 CR**

This course is a continuation of MATH 240, covering introductory proofs from various mathematical subdisciplines. Possible topics include group theory, real analysis, combinatorics, number theory, graph theory, or topology. *Prerequisite: MATH 240.*

MATH 360 History of Mathematics**AN****1 CR**

In this course, students examine historical developments and trends in mathematics, their broader scientific and social contexts, and the lives and contributions of major figures in the field of mathematics.

MATH 371 Numerical Analysis**ALT S (even years)****3 CR**

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 210.*

MATH 391 Topics in Pure Mathematics**AN****3 CR**

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.*

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 420 Elements of Geometry ALT S (odd years) 3 CR

Geometry from an advanced viewpoint, including topics in Euclidean and non-Euclidean geometries. *Prerequisite: MATH 240.*

MATH 430 Mathematical Probability for Actuarial Science 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, beta, etc.), and the central limit theorem. *Prerequisite: MATH 211 and MATH 240.*

MATH 440 Modern Algebra ALT S (even years) 3 CR

A study of algebraic systems, including groups, rings, integral domains, and fields. *Prerequisite: MATH 340.*

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 340 and MATH 230, or permission of instructor.*

MATH 470 Real 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 340.*

MATH 480 Senior Capstone F 3 CR

An interactive seminar developed around a selected topic in advanced mathematics. Significant student presentation and interaction, and engagement with current literature in mathematics, will be central to the course. Students will produce a formal paper and presentation around a capstone research project. Pass/Fail grading. *Prerequisites: Senior standing, a declared mathematics major, and completion of a minimum 24 hours of MATH courses (including MATH 340, if required) 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.*

MILS 102 Lab – Basic Military Skills I F 1 CR

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. *Prerequisites: Student must be concurrently enrolled in MILS 101.*

MILS 103 Military Communication Skills S 1 CR

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. *Prerequisite: Student must be concurrently enrolled in MILS 104.*

MILS 104 Lab – Basic Military Skills I

S

1 CR

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.

Prerequisites: Student must be concurrently enrolled in MILS 103.

MILS 160 Military Physical Training

F, S

0-1 CR

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.

MILS 201 Basic Principles of Leadership

F

2 CR

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. *Prerequisite: Student must be concurrently enrolled in MILS 202.*

MILS 202 Lab – Basic Military Skills II**F**

1 CR

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. *Prerequisite: Student must be concurrently enrolled in MILS 201.*

MILS 203 Basic Military Planning

S

2 CR

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. *Prerequisite: Student must be concurrently enrolled in MILS 204.*

MILS 204 Lab – Basic Military Skills II

S

1 CR

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 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
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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
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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
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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	S	3 CR
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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 bold cadet status.*

MILS 404	Lab – Advanced Leadership Laboratory	S	1 CR
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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 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
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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
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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 495	Military Science Internship	0-3 CR
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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
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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 - Liberal Arts Core - Fine Arts and Humanities 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 - Liberal Arts Core - Fine Arts and Humanities Course.*

MUSC 108 Survey of Music History**F (even years)****3 CR**

An introduction to Western art music from the Middle Ages to the 21st century. Students will explore music from Europe and the Americas through a sequential introduction of representative music literature and composers that includes research and listening activities. *General Education - Liberal Arts Core - Fine Arts and Humanities Course.*

MUSC 109 Introduction to the Music Industry**F (odd years)****3 CR**

A broad overview of the music industry that introduces students to its key players from artists to record labels and publishers, and explores related concepts such as copyright, licensing, and contracts. Students will also examine various music industry careers with an emphasis on freelancing and entrepreneurship. *General Education - Liberal Arts Core - Fine Arts and Humanities Course.*

MUSC 111 Music Theory I**F (even years)****3 CR**

A study of the fundamental principles of traditional harmony including pitch, meter, rhythms, scales, key signatures, intervals, and chords. Students will also practice basic aural skills such as interval recognition, chord-quality recognition, and rhythm dictation.

MUSC 112 Music Theory II**S (odd years)****3 CR**

A study of basic diatonic harmony with emphasis on four-part writing and analysis. Students will explore concepts such as voice leading, chord functions, embellishments, and tonicization. Students will also practice aural skills such as sight-singing simple diatonic melodies and recognizing fundamental diatonic chord progressions by ear.

Prerequisite: MUSC 111 with a grade of "C-" or better.

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**

The BVU Concert Choir is a choral ensemble that sings diverse repertoire from all major historical time periods and styles. The Concert Choir is a non-auditioned ensemble that is open to students from all academic programs.

Through ensemble rehearsal, periodic voice testing, and study of text and compositional styles, the Concert Choir aims to promote choral artistry and choral arts education advocacy in the BVU community and abroad. May be repeated for credit.

MUSC 123 Vista Chamber Singers**F, S****0-0.5 CR**

The BVU Vista Chamber Singers is a select chamber choral ensemble that sings diverse repertoire from all major historical time periods and styles. The Vista Singers is an auditioned ensemble that is open to students from all academic programs. Through ensemble rehearsal, periodic voice testing, and study of text and compositional styles, the Vista Singers aim to promote choral artistry and choral arts education advocacy in the BVU community and abroad. May be repeated for credit. *Co-requisite: MUSC 122 and vocal audition or permission of director.*

MUSC 125 Introduction to Audio Production**F****3 CR**

An exploration of the basic tools and techniques used to record, edit, and mix audio for a variety of applications in music production and digital media. Through multiple hands-on projects, students will explore digital audio workstation software and engage in a wide range of activities related to audio production and storytelling through sound and music. *General Education - Liberal Arts Core - Fine Arts and Humanities Course.*

MUSC 127 Concert Band**F, S****0-1 CR**

Open to all students. Three rehearsals per week with concerts on and off campus. The concert band season will be both fall (beginning in November following Marching Band season) and spring semesters. Traditional to contemporary band literature performed. Admission by audition or permission of director. May be repeated for credit.

MUSC 129 Contemporary Rock Ensemble	F, S	0-0.5 CR
A small ensemble in which students rehearse and perform a variety of popular music from classic rock to more current styles. Students are expected to participate in live concerts and other events as arranged. May be repeated for credit.		
MUSC 130 Jazz Band	F, S	0-0.5 CR
Study and performance of various jazz idioms and styles. May be repeated for credit.		
MUSC 136 Class Voice	F	1 CR
A group voice experience for non-major vocalists. Topics include classical vocal technique, solo vocal literature, performance practice, and music fundamentals of music theory, aural training, and sight singing.		
MUSC 137 Marching Band	F	0-0.5 CR
The BVU Marching Blue marching band is open to all students. Placement auditions will be held for woodwind, brass, drum-line, flag and twirler positions. Presentation of pre-game and half-time performances at each home football game and additional performances are also scheduled on and off campus. Placement audition information is listed on the band website. Marching band will run from mid-August to the end of the football season. If you are a member of the BVU Marching Blue, you are also a member of the football Pep Band. May be repeated for credit.		
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. <i>Prerequisite: Consent of instructor.</i>		
MUSC 188 Class Piano I for Non-Music Majors	F	1 CR
A piano lab class designed for the non-music major having had no piano background who wants to learn the basics of keyboard playing.		
MUSC 189 Class Piano II for Non-Music Majors	S	1 CR
A continuation of MUSC 188. <i>Prerequisite: MUSC 188.</i>		
MUSC 211 Music Theory III	F (odd years)	3 CR
A study of chromatic harmony with emphasis on part writing and analysis. Students will explore concepts such as modulation, mode mixture, chromatic mediants, Neapolitan sixth chords, augmented sixth chords, and chromatic voice leading. Students will also examine the structure of various musical forms such as binary, ternary, sonata, rondo, and fugue. <i>Prerequisite: MUSC 112 with a "C-" or above grade.</i>		
MUSC 212 Music Theory IV	S (even years)	3 CR
A survey of music theory as it evolved through the 20 th and 21 st centuries. Students will examine the materials and techniques of modern tonal and post-tonal styles including the harmonic and formal organization of various popular music genres. <i>Prerequisite: MUSC 211 with a "C-" or above grade.</i>		
MUSC 220 Music Notation and Notation Software	S (odd years)	2 CR
An introduction to writing, arranging, and transcribing music using music notation software. Through hands-on lessons and activities, students will practice the techniques needed to enter music notation with speed and efficiency, and prepare professional-looking scores for a variety of instruments and ensembles. This course will also examine notation conventions for various instruments including drums and percussion. <i>Prerequisite: MUSC 111 with a grade of "C-" or better. Recommended: MUSC 112 and 171.</i>		
MUSC 221 Pro Tools Certification I	AN	2 CR
This course will cover the official Avid courseware for certification in Pro Tools® software. Students will learn and practice the skills necessary to complete a Pro Tools project from initial setup to mixdown. Students who successfully complete the required exams will be certified as "Pro Tools Specialists" by Avid Technology. <i>Prerequisite: MUSC 125 with a grade of "C-" or better.</i>		

MUSC 222 Pro Tools Certification II**AN****2 CR**

Building upon the skills learned in MUSC 221, this course will cover the official Avid courseware for further certification in Pro Tools® software. Students will develop the skills necessary to operate a Pro Tools | HDX system in a professional studio environment. Students who successfully complete the required exams will be certified as “Pro Tools Professionals” by Avid Technology. *Prerequisite: MUSC 221 with a grade of “C-” or better.*

MUSC 225 Digital Music Production**S (even years)****2 CR**

Building upon the skills learned in MUSC 125, this course offers a deeper exploration of creating and producing music using a digital audio workstation. Students will create larger music projects using software-based tools such as loops, MIDI sequencing, pitch and time correction, synthesis and sampling, and a variety of signal processors and effects. This course will also introduce basic mixing and mastering techniques for music. *Prerequisite: MUSC 125 with a grade of “C-” or better.*

MUSC 300 Introduction to Understanding Live Sound**AN****3 CR**

An introduction to the fundamentals of live sound technology. Through lectures and hands-on activities, students will explore a variety of hardware including analog and digital mixing consoles, set up PA systems in a variety of configurations, and evaluate the acoustical properties and sound reinforcement needs of different venues. *Prerequisite: MUSC 125 with a grade of “C-” or better. Recommended: MUSC 225.*

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 315 Orchestration Techniques**F (odd years)****3 CR**

An introduction to both traditional orchestration techniques and how to apply them to modern MIDI sequencing. Students will explore the characteristics of each instrument family including rhythm section, strings, woodwinds, brass, and voices, and learn to orchestrate for a variety of ensembles in various styles. Students will apply these techniques to create both MIDI mock-ups and scores for live performance. *Prerequisite: MUSC 112, 220 and 225 with grades of “C-” or better OR consent of instructor.*

MUSC 320 Introduction to Music Composition**F (even years)****2 CR**

Designed to guide students in developing their personal composition style and voice through a variety of guided exercises and open-ended music composition projects. Students will explore writing for a variety of musical textures, instruments, voices, and ensembles, receiving feedback on their work from their peers and the instructor. *Prerequisite: MUSC 112, 220, and 225 with grades of “C-” or better 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 325 Recording Studio Production**S (odd years)****3 CR**

Building upon the skills learned in MUSC 125 and 225, students will explore music production in a recording studio environment with emphasis on mixing and mastering. Students will learn proper recording session etiquette and protocol, critically evaluate techniques for recording various instruments and vocals, operate both software and hardware used in recording and signal processing, practice advanced mixing and mastering techniques, and complete one or more large-scale multitrack recording projects. *Prerequisite: MUSC 125 with a grade of “C-” or better. Recommended: MUSC 225.*

MUSC 400 Film Scoring **S (odd years)** **3 CR**
Designed to guide students through the process of creating music to accompany a linear visual medium. Students will explore the aesthetics, terminology, procedures, and technical aspects of scoring, then develop a dramatic concept for a score and synchronize it to visual events. Students will apply these techniques through a variety of scoring projects. *Prerequisite:* MUSC 125, 225, and 320 with grades of “C-“ or better OR consent of instructor. *Recommended:* MUSC 315.

MUSC 410 Interactive Audio for Video Games **S (even years)** **3 CR**
An exploration of the techniques and technologies used by composers and sound designers to create interactive audio for video games. Students will examine the functions of music and audio in games through an analysis of soundtracks heard in the context of gameplay, design sound and compose music cues using non-linear techniques, learn to set up interactive audio logic using audio middleware, and implement audio in a game engine. *Prerequisite:* MUSC 125 with a grade of “C-“ or better. *Recommended:* MUSC 225 and 320.

MUSC 425 Co-Curricular Lab Recording Studio **F,S** **0-0.5 CR**
Students will work as a team to produce one or more large-scale music or audio productions and distribute them to the public via one or more annual releases. Students will be responsible for developing the concept, planning the project, creating and performing music or other material as needed, holding recording sessions, mixing and mastering the project, and arranging for the distribution of the finished product. Majors are required to complete a total of one credit (two semesters). It is recommended that students enroll in the co-curricular for consecutive fall and spring semesters. Non-majors may also enroll. Repeatable for credit for a maximum of four credits. *Prerequisite:* MUSC 125 and Sophomore standing OR consent of instructor. *Recommended:* MUSC 225 and 325.

MUSC 485 Music Production Capstone Project **S** **1 CR**
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 music industry. Students will plan and execute a large-scale music production project that aligns with their personal, professional, or educational goals, and integrate it into their portfolio. This course will require regular sessions with at least one Music Production faculty member for mentoring and feedback. It will culminate in the successful conclusion and formal presentation of the project. P/F grading. *Prerequisite:* Approval of supervising faculty member.

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 music industry work environment. 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, guitar and bass, 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

Guitar and Bass:
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

ORGANIZATIONAL LEADERSHIP (ORGL)

ORGL 404 History and Theory of Leadership Studies

3 CR

ORGL 404 is the first course in the program and 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. *Prerequisite: Junior or Senior standing.*

ORGL 406 Managing Team Leadership

3 CR

ORGL 406 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. *Prerequisite: Junior or Senior standing.*

ORGL 408 Leading Across Boundaries

3 CR

ORGL 408 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. *Prerequisite: Junior or Senior standing.*

ORGL 440 Leading Organizational Change

3 CR

This course asks students to consider the business and people skills necessary to lead and manage change. Leaders with the capacity to maximize strategic thinking, minimize change-aversion, and inspire those around them are ultimately the most successful. Using case studies and other analytical processes, students will critique and design change interventions and change management strategies, demonstrate competencies in the areas of systems thinking, consultation skills, and strategic visioning. *Prerequisite: ORGL 404.*

ORGL 495 Internship

3 CR

The organizational leadership 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.

ORGL 498 Senior Capstone Seminar

3 CR

This capstone seminar is meant to be taken as a final course in organizational leadership and is an alternative to the internship. It considers connections among the various theoretical and practical elements of the discipline. It offers students a starting point for a more refined awareness of the applied skill and critical thinking process necessary for

success either in graduate school or as a professional holding a leadership position. P/F grading. *Prerequisite: Senior standing and approval of supervising faculty member.*

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.

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.

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.

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.

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.

PHIL 336 Professional Ethics **AN** **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 - Liberal Arts Core - Fine Arts and Humanities 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.

PHYSICAL EDUCATION

PHED 183 Movement Education **F** **3 CR**
Fundamental skills and knowledge of the history, rules, strategy, and general methods of play and teaching lifetime leisure, team, and rhythmic activities. Emphasis is placed on individual skill development and preparation of students for teaching in a school setting.

PHED 217 Theory and Ethics of Coaching **S** **3 CR**
This course will focus on theories, techniques and ethics needed when coaching interscholastic sports. Students will study theory and history of traditional sports while exploring best practices in regard to teaching. In addition, it will also provide knowledge and understanding of professional ethics and legal responsibilities of coaches.

PHED 290 Substance Abuse and Consumer Health S 3 CR

Course designed to enrich student's understanding of public and community health programs, school health topics relative to teaching and working with school age children, self-care, and hygiene in relation to the environment. Topics will include consumer health and substance abuse.

PHED 308 Methods of Elementary and Secondary Health F 1 CR

A course designed to prepare goals, content, material, teaching strategies and evaluation procedures. Students will learn planning and implementing strategies and lessons for a health education program. Topics will include sex education, drug education, family life issues, health social problems, dimensions of health, and various other mandated by state guidelines. *Prerequisite: SEDU 310, strongly suggested that it is taken concurrently with SEDU 365.*

PHED 321 Adapted Physical Education F 3 CR

This course is designed to provide developmental knowledge of current concepts and trends in adapted physical education as well as the ability to plan and implement a physical education program that meets the unique needs of individuals. Engagement with various diseases, conditions, and disabilities will occur over the course.

PHED 432 Assessment and Evaluation in Health and Physical Education F 3 CR

Course is designed to effectively implement assessment techniques, prepare and administer physical fitness tests, health assessment procedures, and various athletic skills used in school and non-school settings. A grading system in physical education and health is formulated. *Prerequisite: PHED 308 and SEDU 431.*

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 - Liberal Arts Core - Natural 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 - Liberal Arts Core - Natural Science Course.*

PHYS 115 Environmental Physics AN 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 075. Three lectures. General Education - Liberal Arts Core - Natural 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 - Liberal Arts Core - Natural Science Course. Prerequisite: Knowledge of algebra and trigonometry.*

PHYS 202 General Physics II: Trigonometry-Based S 4 CR

A treatment of electricity, magnetism, light, and a survey of modern physics. Continuation of PHYS 201. Three lectures and one two-hour laboratory period. *Prerequisite: PHYS 201.*

PHYS 211 General Physics I: Calculus-Based F 5 CR

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 - Liberal Arts Core - Natural Science Course. Prerequisite: MATH 210 or concurrent enrollment in MATH 210.*

PHYS 212 General Physics II: Calculus-Based S 5 CR

A treatment of electricity, magnetism, light, and a survey of modern physics. Three lectures and one two-hour laboratory period. *Prerequisite: PHYS 211, MATH 211 or concurrent enrollment in MATH 211.*

PHYS 353 Thermodynamics ALT S (Odd Years) 3 CR

A study of the laws and principles of chemistry and physics with an emphasis on thermodynamics and kinetics. *Prerequisite: PHYS 211 and MATH 211.*

PHYS 370 Quantum Mechanics ALT S (Even Years) 3 CR

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 211 and MATH 210.*

POLITICAL SCIENCE (PSCN)**PSCN 110 Introduction to American Government F, S 3 CR**

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. *General Education - Liberal Arts Core - Social Science Course.*

PSCN 115 Introduction to Politics ALT F 3 CR

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. *General Education - Liberal Arts Core - Social Science Course.*

PSCN 205 Introduction to Political Philosophy ALT F 3 CR

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.

PSCN 240 Judicial Process ALT S 3 CR

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.

PSCN 245 Introduction to American Law ALT F 3 CR

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. *General Education - Liberal Arts Core - Social Science Course.*

PSCN 310 Comparative Politics AN 3 CR

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.

PSCN 315 International Relations**ALT S****3 CR**

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.

PSCN 340 Congress and the Presidency**ALT S****3 CR**

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.

PSCN 370 Legal Research and Writing**ALT F****3 CR**

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.

PSCN 400 Pre-Professional Seminar**ALT F****3 CR**

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.*

PSCN 401 LSAT Preparation**ALT S****1 CR**

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.

PSCN 460 Constitutional Law**ALT F****3 CR**

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 votes on the merits in key decisions. *Prerequisite: PSCN 110 or permission of the instructor.*

PSCN 465 Civil Liberties**ALT F****3 CR**

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**ALT F****3 CR**

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 490 Washington Center Internship Program**F, S****3-12 CR**

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.*

PSCN 495 Political Science Internship **F, S** **Variable CR**
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)

PRKK 300 Home, School, and Community Relations **Online** **3 CR**
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.

**PRKK 330 Guidance and Instructional Methods in
Preschool and Kindergarten Education** **Online** **3 CR**
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.*

**PRKK 405 Preschool and Kindergarten Curriculum
Development and Organization** **Online** **3 CR**
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.*

**PRKK 410 Early Childhood Assessment for Learning
and Field Experience** **Online** **3 CR**
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 engage 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)

PSYC 100 General Psychology **F, S** **3 CR**
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 - Liberal Arts Core - Social Science Course.*

PSYC 111 Social Psychology **F, 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. Cross-listed with SOCI 111. *General Education - Liberal Arts Core - Social Science Course.*

PSYC 210 Developmental Psychology**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 other aspects of human life and social interactions. The influence of heredity, family, culture, school, and peers will be considered. *Prerequisite: PSYC100. This course is only offered on the Storm Lake campus.*

PSYC 215 Psychology in Popular Film**ALT S****3 CR**

This course encourages critical thinking regarding the accuracy of popular media portrayals of psychological topics such as amnesia, psychological disorders, mental institutions, and classical conditioning. Assignments focus on whether the movies are accurate, how psychologists are portrayed, and the effect of such media portrayals on layperson understanding of psychology-relevant concepts. Students will write analyses of every film and will be responsible for a presentation on an area of psychology chosen from a provided list. P/F grading. *Prerequisite: PSYC 100 or 111.*

PSYC 222 Psychology of Cults**AN****3 CR**

Cults have been a fascinating – and dangerous – phenomenon for centuries. What makes a group a “cult”? We will analyze various aspects of cults from a psychological perspective. Major units include (1) defining cults, (2) analyzing whether various historical groups “count” as cults, (3) psychological traits of cult leaders and followers, (4) psychological tactics of manipulation used by cults, and (5) escape and healing from cults. Several famous groups will be analyzed (e.g. Jonestown, Scientology, NXIVM). *Prerequisite: PSYC 100 or PSYC 111, or permission from instructor.*

PSYC 239 Mental Disorders**S****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. *Prerequisite: PSYC 100.*

PSYC 265 Health Psychology**AN****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. *Prerequisite: PSYC 100 or permission from instructor.*

PSYC 270 Psychology of Personality**ALT S****3 CR**

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. *Prerequisite: PSYC 100 or PSYC 111, or permission from instructor.*

PSYC 291 Learning and Memory**ALT F****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. *Prerequisite: PSYC 100.*

PSYC 298 Drugs and Behavior**ALT S****3 CR**

This course is an introduction to psychopharmacology, the study of drugs that affect behavior, cognition, and emotions. Concepts relevant to numerous psychological, sociological, and biomedical careers in which clients are taking drugs, therapeutically or recreationally, will be covered. Students will be exposed to the principles of pharmacology (pharmacokinetics, pharmacodynamics, etc.), factors that influence the variability of drug effects, the implications and challenges of categorizing drugs, the mechanisms of action of selected psychoactive drugs, and how drugs affect behavior. *Prerequisite: PSYC 100.*

PSYC 300 Experimental Design and Statistical Analysis I**F****3 CR**

This is the first semester of a two-semester sequence which presents the methods and principles of experimental design and statistical analysis. Statistical computing software 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 junior year. *Prerequisite: 3 semesters of high school algebra.*

PSYC 303 Experimental Design and Statistical Analysis II S 3 CR

This is a continuation of PSYC 300. *Prerequisite: PSYC 300.*

PSYC 329 Psychology of Gender ALT F 3 CR

This course will examine the empirical literature and theories in psychology that document sex, gender, and sexual orientation as continuous, fluid constructs. The gender spectrum, a false gender binary, and transgender individuals will all be discussed. Applied topics will also be explored including (but not limited to) stereotypes and prejudice, sex trafficking, toxic masculinity, and more. *Prerequisite: PSYC 100 or PSYC 111 and one 200-level psychology course.*

PSYC 333 Adolescent Psychology Online Only 3 CR

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. *Prerequisite: PSYC 100 and one 200 level psychology course.*

PSYC 352 Brain and Behavior ALT S 3 CR

This course provides a broad survey of the field of behavioral neuroscience. It begins with the basic structure and function of the nervous system and builds through how said system substantiates our outward behavior and complex mental process across multiple levels of analysis. Students will be exposed to current methodology and areas of investigation in this field. Special emphasis will be placed on scientific information literacy and communication. *Prerequisite: PSYC 100 and one 200 level psychology course.*

PSYC 371 Intimate Relationships AN 3 CR

The study of friendships, attraction, sexuality, and adult intimate relationships is covered by this course. Topics will include major theoretical approaches to studying relationships, relationships across the lifespan, communication and conflict, sexual assault and violence, and research on how to maintain a happy and health long-term commitment to a life partner. Same as SOCI 371. *Prerequisite: One 200 level sociology course or one 200 level psychology course, or permission from instructor.*

PSYC 379 Forensic Psychology AN 3 CR

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 psychological practice. *Prerequisite: PSYC 100 and PSYC 239; or permission of instructor.*

PSYC 389 Introduction to Counseling AN 3 CR

A survey of the basic theories and techniques of psychological counseling. *Prerequisite: PSYC 100 and one 200 level psychology course.*

PSYC 415 Sensation and Perception AN 3 CR

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 and one 200 level psychology course.*

PSYC 429 Stereotypes and Prejudice AN 3 CR

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 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 111 and one 200-level psychology course.*

PSYC 434 Addiction**AN****3 CR**

This course will focus broadly on the topic of addiction. Students will examine the validity of the addiction construct and explore the biological, psychological, and social underpinnings of “addiction”-related behavior. Students will also explore diverse behaviors that have been described as “addictive,” including substance use, gambling, sex, love, pornography, shopping, eating, internet, social media, and video gaming. Addiction treatment programs will be explored, as will the empirical support for the effectiveness of those programs. *Prerequisite: PSYC 100 and one upper-level psychology course (300- or 400-level), or permission from instructor*

PSYC 440 Cognition**AN****3 CR**

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 and one 200-level psychology course.*

PSYC 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 both classic and contemporary journal articles and book chapters. *Prerequisite: PSYC 100 or PSYC 111 and one 200-level psychology course.*

PSYC 480 Advanced Research**AN****3 CR**

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. *Prerequisite: PSYC 100 or 111, one 200-level psychology course, and permission from instructor.*

PSYC 481 Research Thesis**AN****3 CR**

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. *Prerequisite: PSYC 480.*

PSYC 495 Internship**Variable CR**

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. *Prerequisite: PSYC 100, one 200 level psychology course, and permission of the instructor.*

PSYC 498 Psychology Capstone: History and Systems**S****3 CR**

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. *Prerequisite: Senior standing or permission of the instructor.*

PSYC 499 Independent Study in Psychology**AN****1-3 CR**

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. *Prerequisite: 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.*

PUBLIC ADMINISTRATION (PSPA)

PSPA 165 Introduction to Public Administration ALT S 3 CR

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 policy planning, and group dynamics in public sector organizations. *General Education - Liberal Arts Core - Social Science Course.*

PSPA 320 State and Local Politics ALT S 3 CR

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. *General Education - Liberal Arts Core - Social Science Course.*

PSPA 360 Introduction to Public Affairs ALT S 3 CR

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. *General Education - Liberal Arts Core - Social Science Course.*

PSPA 380 Administrative Agencies AN 3 CR

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.

PSPA 400 Pre-Professional Seminar ALT S 3 CR

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. *Prerequisite: public administration major and senior status.*

PSPA 485 Special Topics in Public Administration AN 3 CR

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. *Prerequisite: PSCN 110 and PSPA 165.*

PSPA 495 Public Administration Internship F, S Variable CR

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. *Prerequisite: Political administration major, junior status, and consent of instructor.*

RELIGION (RELI)**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 - Liberal Arts Core - Fine Arts and 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 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.

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. *Prerequisite: Must have passed Teacher Education Program Checkpoint II.*

SEDU 310 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. *General Education - Liberal Arts Core - Fine Arts and Humanities Course.*

SEDU 336 Literacy Foundations I**Online****3 CR**

This introductory course will emphasize the foundations of teaching literacy. Teacher candidates will explore how oral language, reading, and writing are developed. The focus of this course is literacy acquisition, development, and assessment. Specifically, it includes an overview of oral and written communication, phonemic awareness, phonics, spelling, fluency, vocabulary, and comprehension. Teaching approaches, standards alignment, and instructional resources will also be explored.

SEDU 337 Literacy Foundations II**3 CR**

This course builds upon the groundwork established in Literacy Foundations I. Teacher candidates will explore how to integrate and assess reading and writing instruction with the integration of MTSS. The focus of this course is an analysis of young adult literature, writing development, and literacy assessment. It also includes an examination of how literacy standards, objectives, and assessments can be aligned and addressed through text genres and writing processes. *Prerequisite: EDUC 336 or SEDU 336 and must have passed Teacher Education Program Checkpoint I, or with instructor permission for endorsements.*

SEDU 365 Methods of Reading in the Content Areas and Field Experience**F, S****3 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: Must have passed Teacher Education Program Checkpoint I.*

SEDU 381 Language Methods and Strategies**Online****3 CR**

This course develops teacher candidates' knowledge of the unique needs and backgrounds of students with language differences and delays while focusing on the use of effective strategies for academic language learning. Oral and written language proficiency (including second language development), acquisition of reading skills, linguistics, and the variations related to cultural and linguistic diversity to provide effective instruction in reading and writing. *Prerequisites: SEDU 336 and SEDU 337 and must have passed Teacher Education Checkpoint I.*

SEDU 382 Reading Methods and Strategies **3 CR**

This course focuses integrating a range of research-based strategies and instructional technology for designing and delivering effective instruction, including appropriate interventions, remediation, assistive technology, and classroom accommodations for students with dyslexia and other difficulties. Teacher candidates will demonstrate knowledge of designing and implementing an integrated, comprehensive, and balanced curriculum that addresses the major components of reading and contains a wide range of texts, including but not limited to narrative, expository, and poetry, and including traditional print, digital, and online resources. *Prerequisites:* SEDU 336, SEDU 337 and must have passed Teacher Education Checkpoint I.

SEDU 383 Writing Methods and Strategies **3 CR**

This course develops understanding of the writing process, writing types and the connections between oral and written language. 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 and problem solving. Selecting and integrating digital and interactive technologies as part of written communication and writing instruction are also investigated. *Prerequisites:* SEDU 336, SEDU 337, and must have passed Teacher Education Checkpoint I.

SEDU 385 Literacy Capstone and Field Experience **3 CR**

During this capstone course the teacher candidate will effectively use reading and writing strategies, materials, and assessments based upon appropriate reading and writing research. Additionally, they will work with appropriately licensed professionals who will observe, evaluate, and provide feedback on the candidate's knowledge, dispositions, and performance of teach of reading and writing. Teacher candidates will work in a literacy classroom for a minimum of 15 hours. A final project will encompass components from all the literacy courses. *Prerequisites:* SEDU 336, SEDU 337, SEDU 381, SEDU 382, SEDU 383, and must have passed Teacher Education Program Checkpoint II

**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 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 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 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 310 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 Physical Education and Field Experience**S****3 CR**

The intent of this course is to help students translate educational theory into best practice in order to teach effectively in a secondary 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 432 Methods of Teaching Secondary Science 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 science classroom. Particular attention will be given to the following topics: 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. 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 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 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 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 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 instrumental 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. SEDU 405 will be required with one of the following courses: 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 485 Methods of Teaching Agriculture Education
and Field Experience** **3 CR**

The intent of this course is to help students translate educational theory into best practices in order to teach agriculture education effectively in a secondary 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.*

SOCIAL WORK (SCWK)

SCWK 100 Modern Social Problems **F** **3 CR**

This course provides a critical examination of major problems in contemporary global society with a diversity focus 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 at a societal level and to discover directions in which solutions may be sought. Same as SOCI 100. *General Education - Liberal Arts Core - 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, explores current social welfare issues and beginning knowledge, skills, values of the profession while students discover their thought and feeling responses to this material. Students begin to identify as a social worker and learn social work ethical principles that guide professional practice. They identify the importance of diversity and difference in practice, learn beginning skills to advance human rights and social and economic justice, engage in research-informed practice and practice-informed research, discover 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 at all levels. *General Education - Liberal Arts Core - Social Science Course.*

SCWK 211 Field Observation

F, S, M**3 CR**

Students complete a 112-hour placement in a social service agency under the supervision of a social welfare field instructor. Goals include observing how social workers provide generalist social work services and understanding how social welfare agencies assist clients. Students demonstrate ethical and professional behavior in a practice setting, begin to engage, assess, intervene, and evaluate clients, and learn to use supervision to guide these processes. Students critique their understanding of the profession of social work at both thinking and feeling levels. 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 May term. P/F grading. *Prerequisite: Satisfactory completion of SCWK 200.*

SCWK 235 Human Behavior and the Social Environment I

F**3 CR**

This is the first of two courses in the human behavior and the social environment sequence. It focuses on biological, social, and psychological development of the individual in the environment from conception to death. The course addresses the complex interpersonal relationships of the individual and family systems and explores the impact of oppressions and privileges as they interact with larger social structures. Students develop knowledge of human behavior within the social environment, engage diversity in practice, and apply critical thinking skills to use this knowledge to advance human rights and social and economic justice.

SCWK 255 Human Behavior and the Social Environment II

S**3 CR**

The second human behavior and the social environment course focuses on generalist social work understanding of large systems including communities, organizations, and groups. Knowledge of theoretical perspectives, diversity, difference, privileges, oppressions, and economic and policy influences is used to understand the interaction between the environment and the person. Students analyze how larger systems shape human behavior and the importance of macro policy and practice to enhance human rights and social and economic justice. *General Education - Liberal Arts Core - Social Science Course.*

SCWK 270 Family Relationships

ALT S**3 CR**

This class explores the family as a primary social institution. Diversity issues and challenges affecting families in modern society are considered as are the influences of social and family policy. Students apply knowledge of human behavior and the social environment and engage in practice-informed research to expand their understanding of the influences that affect family social and economic well-being. Same as SOCI 270. *General Education - Liberal Arts Core - Social Science Course.*

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 historic, economic, political, and social structures and forces that impact the development of social welfare policy at federal, state, and local levels. Students critique how policy affects human rights, social and economic justice, and the development of social welfare and services. Students engage in legislative advocacy, analyze policies relative to their role in service delivery and their influence on human rights, and develop strategies to promote social and economic justice. *Prerequisite: SCWK 200 and 255 or permission of the instructor.*

SCWK 351 Group Work with Older Adults**ALT F****3 CR**

Students will explore group-work practice principles and skills with older adults. Students examine social work policies relevant to older adults along with the range of settings in which social work with older adults may be practiced. Students develop knowledge of and critique social work ethical principles, principles of diversity and difference, and ways to advance human rights and social and economic justice for older adults. Students develop knowledge using research-informed practice, apply knowledge of human behavior and the social environment, and engage, assess, intervene, and evaluate practice with older adults, their families and the groups, organizations, and communities with which they interact. *General Education - Liberal Arts Core - Social Science Course.*

SCWK 352 Child and Family Welfare**ALT F****3 CR**

Students learn and apply knowledge, principles, and skills to engage, assess, intervene, and evaluate practice with children and their families as well as explore the interaction with groups, organizations, and communities with which they interact. Social work policies are critiqued along with the range of settings in which social work with children and their families may be practiced. Students apply ethical and professional principles and the principles of diversity and difference to families and children, appraise ways to advance human rights and social and economic justice, and engage in research-informed practice and practice-informed research with families and children, all within the context of understanding human behavior and the social environment.

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 355 Gender, Sexuality, Race, and**Class: Intersectionality****F****3 CR**

Students in this seminar will explore the overlap of intersecting social identities, including gender, sexuality, race, and class. This class will appraise the role of societal institutions in perpetuating oppression for some social identities and privilege for others. Students will evaluate their ideas through class interaction, journals, and the analyses of ideas and policies. The class will culminate in a critique of students' own efforts to implement social and economic justice. Same as SOCI 355. *General Education - Liberal Arts Core - Social Science Course.*

SCWK 380 Methods of Social Research I**S****3 CR**

Students learn how to engage in research-informed practice and practice-informed research and utilize the scientific method to guide the research process and program evaluation. Quantitative research concepts, designs, and analysis procedures are introduced. Students develop competence in quantitative research and evaluation methods as they learn and critically analyze quantitative research methods and findings. They develop skill in analyzing quantitative research reports, as they critique and apply knowledge to understand the person in the environment at both the mezzo and macro levels. 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. Qualitative research concepts, designs, and analysis procedures are introduced. Students develop competence in qualitative analysis and evaluation methods as they learn and critically analyze qualitative research methods and findings. Students develop knowledge and theory relevant to social work by designing and conducting a qualitative research project designed to inform and improve practice, policy, and service delivery. In addition, they apply mixed methods research in a service-learning project that uses and translates research findings to inform and improve practice, policy, and service delivery. *Prerequisite: SCWK 380.*

SCWK 390 Social Work Practice I**S****4 CR**

Students learn and apply generalist social work principles with emphasis on developing competency to practice with individuals, families, and small groups. Students develop their identity and conduct as professional social workers, apply social work ethical principles to practice, and apply diversity and difference in practice situations. Students evaluate policy analysis and research skills as they apply to practice, and learn and implement skills to engage, assess, intervene, and evaluate clients within the context of human behavior and the social environment. This course consists of three lecture hours and one hour of laboratory per week. *Prerequisite: Admitted to the social work major.*

SCWK 402 Practicum Readiness**F****1 CR**

This course prepares social work seniors for their senior practicum (Field Practicum: SCWK 440, 441, 442) the following semester. Students demonstrate understanding of the core competencies, explore areas of practice interest, and complete the work necessary to secure a practicum. P/F grading. *Prerequisite: SCWK 390.*

SCWK 410 Social Work Practice II**F****4 CR**

Students learn and apply generalist social work principles and theories with emphasis on developing competency to practice with large groups, organizations and communities. Students appraise their identity and conduct as professional social workers, apply and critique application of social work ethical principles to practice, and evaluate the impact of diversity and difference in practice situations. They apply policy analysis and research skills to larger systems practice, and learn, apply, and critique skills to engage, assess, intervene, and evaluate macro-level clients within the context of human behavior and the social environment. This course consists of three lecture hours and one hour of laboratory per week. *Prerequisite: SCWK 390 and admitted to the social work major.*

SCWK 440 Field Practicum**S****4 CR****SCWK 441 Field Practicum****S****4 CR****SCWK 442 Field Practicum****S****4 CR**

Students integrate social work knowledge, values, skills, and thought and feeling processes during practice in a social welfare agency. Field Practicum is an individually planned experience where students provide 480 hours of social work service in an approved agency under the guidance of a social work supervisor. A learning contract is developed by the student and field supervisor to guide activities and assure mastery of the nine CSWE core competencies, practice behaviors, and dimensions. *Prerequisite: Satisfactory completion of all social work major courses.*

SCWK 443 Senior Seminar**S****3 CR**

This course is taken concurrently with Field Practicum (SCWK 440, 441, 442) and integrates social work knowledge, values, skills, and thought and feeling processes developed in the classroom with social work practice activities in the field. Students critique professional and ethical judgments, diversity and difference in practice, and the challenges involved in advancing human rights and social and economic justice. Students implement research-informed practice and practice-informed research, and policy practice to advance social and economic well-being, and to deliver effective social services using the skills of engaging, assessing, intervening, and evaluating. *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 - Liberal Arts Core - Social Science 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 - Liberal Arts Core - Social Science Course.*

SOCI 111 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. Cross-listed with PSYC 111. *General Education - Liberal Arts Core - Social Science Course.*

SOCI 240 Rural Sociology**S****3 CR**

This course provides a sociological overview of American rural society and the challenges facing rural communities today. Multiple sociological aspects of rural life are explored with an emphasis on the rural Midwest and Iowa. *General Education - Liberal Arts Core - Social Science Course.*

SOCI 270 Family Relationships**ALT S****3 CR**

Same as SCWK 270. *General Education - Liberal Arts Core - Social Science Course.*

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 355 Gender, Sexuality, Race, and **F** **3 CR**
Class: Intersectionality

Same as SCWK 355. *General Education - Liberal Arts Core - Social Science Course.*

SOCI 371 Intimate Relationships **AN** **3 CR**

The study of friendships, attraction, sexuality, and adult intimate relationships is covered by this course. Topics will include major theoretical approaches to studying relationships, relationships across the lifespan, communication and conflict, sexual assault and violence, and research on how to maintain a happy and health long-term commitment to a life partner. Same as PSYC 371. *Prerequisite: One 200 level sociology course or one 200 level psychology course, or permission from instructor.*

SOCI 380 Methods of Social Research I **S** **3 CR**

Same as SCWK 380.

SOCI 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.*

SPANISH (SPAN)

SPAN 110 Elementary Spanish **AN F** **4 CR**

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. This course moves at an accelerated rate and prepares students for intermediate Spanish in the spring. One of the five days serves as a conversation lab to improve conversation skills in the target language. *General Education - Liberal Arts Core - Fine Arts and Humanities Course.*

SPAN 210 Intermediate Spanish **S** **4 CR**

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 cultural competency. One of the four days serves as a conversation lab to improve conversation skills in the target language. This is the first course in the Spanish major core. *General Education - Liberal Arts Core - Fine Arts and Humanities Course. Prerequisite: SPAN 110 or appropriate placement through the BVU placement exam.*

SPAN 300 Spanish for Spanish Speakers **F** **3 CR**

This class is intended for students who grew up speaking Spanish, and it focuses on introducing students to academic and professional forms of Spanish. The class draws on important literature and current global issues as it addresses elements of written and oral expression in casual and formal contexts. Topics that may be addressed include accents, grammar, borrowed words, identities, or regional differences in the Spanish language. *General Education - Liberal Arts Core - Fine Arts and Humanities Course. Prerequisites: self-identify as a Spanish speaker, permission from a professor, or a 450 or better on the placement exam.*

SPAN 301 Advanced Grammar and Conversation **F** **4 CR**

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. This class is part of the core. *General Education - Liberal Arts Core - Fine Arts and Humanities Course. Prerequisite: SPAN 210 or appropriate placement through the BVU placement exam.*

SPAN 302 Advanced Grammar and Composition **ALT S** **4 CR**

A continuation of the grammar principals studied in 301 with an addition of emphasis on composition. This course is taught in Spanish. This course is part of the core. *General Education - Liberal Arts Core - Fine Arts and Humanities Course. Prerequisite: SPAN 300 or SPAN 301.*

SPAN 308 Spanish in the Community **AN F** **4 CR**

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. *Prerequisite: SPAN 300 or SPAN 301.*

SPAN 311 Culture and Civilization of Spain AN F 4 CR

A study of the culture and civilization of Spain through its history of social, political, and religious institutions. Conducted in Spanish. *Prerequisite: SPAN 300 or SPAN 301.*

SPAN 312 Culture and Civilization of Latin America AN F 4 CR

A study of the culture and civilization of Latin America through its history of social, political, and religious institutions. Conducted in Spanish. *Prerequisite: SPAN 300 or SPAN 301.*

SPAN 335 Introduction to Hispanic Literature ALT S 4 CR

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. This course is part of the core. *Prerequisite: SPAN 300 or SPAN 301.*

SPAN 410 Survey of the Literature of Spain AN S 3 CR

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. *Prerequisite: SPAN 302 or SPAN 335.*

SPAN 415 Survey of the Literature of Latin America AN S 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 302 or SPAN 335.*

SPAN 450 Special Topics AN 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 302 or SPAN 335.*

SPAN 490 International Experience F, S, M 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. This course may be taken as part of a semester-long study abroad program and can be taken for 0 credit or as an elective up to 6 credit hours. A Spanish major must have either a semester abroad-like experience or a minimum of 3 credit hours of SPAN 490 otherwise arranged for in consultation with the faculty. May be repeated for credit up to a total of 6 credit hours. *Recommended: SPAN 210 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.

F

3 CR

permission of the instructor.

S

3 CR

Prerequisites: STPR 330.

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)

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.*

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.*

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.*

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.*

TEAC 411 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 Student Teaching in Elementary Physical Education and/or Health

3-6 CR

During this capstone field experience in physical education and/or health 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 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 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 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 418 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 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 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 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 Student Teaching in Secondary Physical Education and/or Health

3-6 CR

During this capstone field experience in physical education and/or health 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 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 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 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 428 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 Student Teaching in Secondary Business (9-12) 3-6 CR

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. No other courses may be taken concurrently with student teaching. 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 Post-Baccalaureate Student Teaching in Secondary Social Sciences 6-12 CR

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. 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 431 Post-Baccalaureate Student Teaching in Secondary Science 6-12 CR

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. 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 432 Post-Baccalaureate Student Teaching in Elementary Physical Education and/or Health 3-6 CR

During this capstone field experience in physical education and or health 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 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 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 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 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 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 Post-Baccalaureate 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. 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 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 Student Teaching in Elementary ESL (K-6)

3-6 CR

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. Repeatable for credit with approval from the Teacher Education Committee. *Prerequisite: Must have passed Teacher Education Program Checkpoint III.*

TEAC 442 Post-Baccalaureate Student Teaching in Secondary Physical Education and/or Health

6-12 CR

During this capstone field experience in physical education and/or health 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 444 Student Teaching in Elementary Music

3-6 CR

During this capstone field experience in 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 445 Student Teaching in Secondary Music

3-6 CR

During this capstone field experience in 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. Repeatable for credit with approval from the Teacher Education Committee. *Prerequisite: Must have passed Teacher Education Program Checkpoint III.*

TEAC 446 Post-Baccalaureate Student Teaching in Secondary Vocal Music

6-12 CR

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 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 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 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 485 Student Teaching in Secondary Agriculture Education (9-12) 6-12 CR

During this capstone field experience in agriculture 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 486 Post Baccalaureate Student Teaching in Secondary Agriculture Education (9-12) 6-12 CR

During this capstone field experience in agriculture 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 488 Student Teaching – Early Childhood Inclusion 3 CR

Students will complete a 4-week minimum student teaching experience in an approved early childhood inclusion classroom/program serving students both general education preschool students and preschool students with disabilities. This placement will be after the candidate completes student teaching placements in Special Education or Elementary Education. This student teaching experience is specifically designed for students who are seeking completion of the PreKindergarten/Kindergarten and Early Childhood Special Education endorsement concurrently. *Prerequisite: Must have passed Teacher Education Program Checkpoint III.*

TEAC 489 Student Teaching Early Childhood Special Education 3 CR

Students will complete a 4-week minimum student teaching experience in an approved classroom/program serving students with disabilities in Early Childhood settings. This placement will be after the candidate completes student teaching placements in Special Education or Elementary Education. *Prerequisite: Must have passed Teacher Education Program Checkpoint III.*

TEAC 490 Student Teaching – Mild/Moderate (K-8) 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 Student Teaching – Mild/Moderate (5-12)

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 Student Teaching – Significant Support Needs, Cognitive (K-12)

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 Student Teaching – Significant Support Needs, Learning/Behavioral (K-12)

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 Student Teaching – Elementary Special Education

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 Student Teaching – Secondary Special Education 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.*

TEAC 496 Post-Baccalaureate Student Teaching – Elementary Special Education 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 497 Post-Baccalaureate Student Teaching – Secondary Special Education 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.*

TEAC 499 Student Teaching in K-12 Education 12 CR

During this capstone field experience, 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 is limited to teacher candidates who have requested a semester long student teaching experience. Teacher candidates seeking an endorsement that requires student teaching would not be eligible for this experience. *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 - Liberal Arts Core - Fine Arts and Humanities Course. Co-requisite: Graduate Portfolio for Plus One TESL program ONLY.*

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. Co-requisite: Graduate Portfolio for Plus One TESL program ONLY.*

TESL 407 Curriculum Development, Assessment, and Field Experience 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. In addition to the course, students will complete 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. *Prerequisite: TESL 330 and must have passed Teacher Education Program Checkpoint II.*

GRADUATE COURSE DESCRIPTIONS

EDUCATION CORE (EDCO)

EDCO 500 Technology Integration in Education **1 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. 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.

EDCO 560 Foundations of Education and Field Experience **3 CR**
In this course students learn and demonstrate their understanding of individual learner development K-12. Students are required to apply this knowledge in designing developmentally appropriate and challenging learning experiences, adapting to meet the needs of all learners. Students will be introduced to the use of evidence to evaluate the effectiveness of their professional practices including planning and instruction. This course is required for admission into the Master of Arts in Teaching (MAT) program. As part of the reflective practice, students will complete an Educational Dispositional Assessment (EDA). Students will be charged a one-time Education Assessment Fee.
Prerequisite: Students must complete a background check prior to field experience. The background check will be conducted by BVU's Human Resources department and is at the student's expense.

EDCO 591 Human Relations Field Experience**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. This field experience also provides students with an opportunity to observe and to continue development of skills of the reflective practitioner. This course will include an introduction and participation in Professional Learning Communities. *Prerequisite: MAT student must have passed Teacher Education Program Checkpoint II.*

EDCO 610 Standards, Assessment, and Instruction for Engaged Learners 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: MAT Student Must have passed Teacher Education Program Checkpoint II.*

EDCO 665 Reading in the Content Areas and Field Experience**3 CR**

This course will emphasize the foundations of teaching literacy. Students will learn how to respect 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. This course includes 15 hours of field experience. *Prerequisite: Must have passed Teacher Education Program Checkpoint I.*

SPECIAL EDUCATION (EXCEPTIONAL STUDENT SERVICES AND INSTRUCTION)**ESSI 501 Characteristics of Exceptional Learners****3 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.

ESSI 502 Characteristics of Learners with Significant Cognitive Disabilities**3 CR**

In this course, 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. *Prerequisite: MAT student must have passed Teacher Education Program Checkpoint I.*

ESSI 503 Characteristics of Learners with Significant Behavioral Disabilities**3 CR**

In this course, 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. *Prerequisite: MAT student must have passed Teacher Education Program Checkpoint I.*

ESSI 510 Advanced Special Education Law and Professional Practices 3 CR

This course emphasizes 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. *Prerequisite: MAT student must have passed Teacher Education Program Checkpoint I.*

ESSI 520 Multidisciplinary Assessment and Evaluation 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. *Prerequisite: MAT student must have passed Teacher Education Program Checkpoint I.*

ESSI 530 Advanced Transitions and Self-Determination 3 CR

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. *Prerequisite: MAT student must have passed Teacher Education Program Checkpoint II.*

ESSI 590 Practicum Instructional Strategist I Mild/Moderate (K-8) 2 CR

A minimum eighty hours clinical experience in approved classrooms/programs serving students with mild/moderate disabilities. P/F grading.

ESSI 591 Practicum Instructional Strategist I Mild/Moderate (5-12) 2 CR

A minimum eighty hours clinical experience in approved classrooms/programs serving students with mild/moderate disabilities. P/F grading.

ESSI 592 Practicum Instructional Strategist II Cognitive (K-12) 1-2 CR

A clinical experience in an appropriate classroom setting for a minimum of 40 hours for MAT students and 80 hours for M.Ed students. 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 implantation of a variety of instructional strategies, individual and group motivational factors, characteristics of effective instruction, and working with diverse learners. This field experience also provides students with an opportunity to observe and to continue development of skills of the reflective practitioner. This course will include an introduction and participation in Professional Learning Communities. *Prerequisite: MAT student must have passed Teacher Education Program Checkpoint II.*

ESSI 593 Practicum Instructional Strategist II Behavior (K-12) 1-2 CR

A clinical experience in an appropriate classroom setting for a minimum of 40 hours for MAT students and 80 hours for M.Ed students. 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. This field experience also provides students with an opportunity to observe and to continue development of skills of the reflective practitioner. This course will include an introduction and participation in Professional Learning Communities. *Prerequisite: MAT student must have passed Teacher Education Program Checkpoint II.*

ESSI 603 Curriculum Development and Differentiated Instruction 3 CR

In this course, 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. For MAT students, this course will have 10-hour field experience. *Prerequisite: MAT student must have passed Teacher Education Program Checkpoint I.*

ESSI 604 Literacy Methods 3 CR

In this course, 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.

ESSI 605 Math Methods 3 CR

In this course, teachers will learn and apply intervention strategies for academic and life-based mathematics skills using a developmental approach that spans elementary through secondary pedagogy.

ESSI 606 Methods for Teaching Students with Cognitive Disabilities 3 CR

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. *Prerequisite: MAT student must have passed Teacher Education Program Checkpoint II.*

ESSI 607 Methods for Teaching Students with Behavioral Disabilities 3 CR

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. *Prerequisite: MAT student must have passed Teacher Education Program Checkpoint II.*

ESSI 610 Advanced Behavior Interventions and Supports 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. *Prerequisite: MAT student must have passed Teacher Education Program Checkpoint II.*

ESSI 620 Characteristics of Learners with Autism Spectrum Disorders 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 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 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 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 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 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.

ESSI 631 Assessments of Learners with Emotional and Behavioral Disorders 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.

ESSI 632 Instructional Strategies for Learners with Emotional and Behavioral Disorders 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.

ESSI 633 Transition and Self-Determination for Learners with Emotional and Behavioral Disorders 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 developing networks for community resources.

ESSI 634 Field Experience and Portfolio in Working with Learners with Emotional and Behavioral Disorders 3 CR

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 635 The Special Education Consultant 3 CR

This course focuses on the interpersonal relations, interaction patterns, interpersonal influence, and communication skills necessary to be a consultant in special and regular education. As part of this consulting process, students will examine, analyze, and apply a methodological model for consulting with teachers and other adults involved in the educational programming. In this class, students will develop the skills required for conducting a needs assessment, delivering staff in-service needs, and evaluating in-service sessions.

ESSI 640 Characteristics of Learners with Intellectual Disabilities 3 CR

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 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

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

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

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

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

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

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

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

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 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 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 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 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.

ESSI 664 Field Experience and Portfolio in Working with Learners with Multiple Disabilities 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. 40 hour field experience.

ESSI 670 Characteristics of Learners with Physical Disabilities 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.

ESSI 671 Assessments of Learners with Physical Disabilities 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.

ESSI 672 Instructional Strategies for Learners with Physical Disabilities 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.

ESSI 673 Transition and Self-Determination for Learners with Physical Disabilities 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.

**ESSI 674 Field Experience and Portfolio in Working
with Learners with Physical Disabilities 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 Practicum and Capstone Portfolio Instructional Strategist I
Mild/Moderate (K-8) 3 CR**

A minimum eighty hours clinical experience in approved classrooms/programs serving students with mild/moderate disabilities. The capstone portfolio is designed to promote student synthesis of learning across the program. Students will assemble learning artifacts which demonstrate their competency in the standards and their growth across the program. P/F grading.

**ESSI 691 Practicum and Capstone Portfolio Instructional Strategist I
Mild/Moderate (5-12) 3 CR**

A minimum eighty hours clinical experience in approved classrooms/programs serving students with mild/moderate disabilities. The capstone portfolio is designed to promote student synthesis of learning across the program. Students will assemble learning artifacts which demonstrate their competency in the standards and their growth across the program. P/F grading.

**ESSI 692 Practicum and Capstone Portfolio Instructional Strategist II
Cognitive (K-12) 3 CR**

A minimum eighty hours clinical experience in approved classrooms/programs serving students with learning disabilities. The capstone portfolio is designed to promote student synthesis of learning across the program. Students will assemble learning artifacts which demonstrate their competency in the standards and their growth across the program. P/F grading.

**ESSI 693 Practicum and Capstone Portfolio Instructional Strategist II
Behavior (K-12) 3 CR**

A minimum eighty hours clinical experience in approved classrooms/programs serving students with behavior disabilities. The capstone portfolio is designed to promote student synthesis of learning across the program. Students will assemble learning artifacts which demonstrate their competency in the standards and their growth across the program. P/F grading.

**ESSI 694 Practicum and Capstone Portfolio – Elementary
Special Education 3 CR**

A minimum eighty hours clinical experience in approved classrooms/programs serving students with a variety of disabilities. The capstone portfolio is designed to promote student synthesis of learning across the program. Students will assemble learning artifacts which demonstrate their competency in the standards and their growth across the program. P/F grading.

**ESSI 695 Practicum and Capstone Portfolio – Secondary
Special Education 3 CR**

A minimum eighty hours clinical experience in approved classrooms/programs serving students with a variety of disabilities. The capstone portfolio is designed to promote student synthesis of learning across the program. Students will assemble learning artifacts which demonstrate their competency in the standards and their growth across the program. P/F grading.

GRADUATE EDUCATION CURRICULUM AND INSTRUCTION PROGRAM (GECI)

GECI 001 Graduate Credit Achieved for GEDU 510 0 CR

This course recognizes a student's completion Graduate Education Curriculum and Instruction listed requirements in the baccalaureate + 1 program course GEDU 410 and subsequent work to qualify for completing the learning outcomes for graduate credit of GEDU 510. Based on review and recommendation of the graduate program director, the course is indicated on the candidate's graduate transcript. A student is not permitted to move on to full graduate course enrollment until this course is passed. P/F grading. Repeatable with approval from the graduate program director.

GECI 002 Graduate Credit Achieved for GEDU 512 0 CR

This course recognizes a student's completion Graduate Education Curriculum and Instruction listed requirements in the baccalaureate + 1 program course GEDU 412 and subsequent work to qualify for completing the learning outcomes for graduate credit of GEDU 512. Based on review and recommendation of the graduate program director, the course is indicated on the candidate's graduate transcript. A student is not permitted to move on to full graduate course enrollment until this course is passed. P/F grading. Repeatable with approval from the graduate program director.

GECI 003 Graduate Credit Achieved for GEDU 517 0 CR

This course recognizes a student's completion Graduate Education Curriculum and Instruction listed requirements in the baccalaureate + 1 program course GEDU 417 and subsequent work to qualify for completing the learning outcomes for graduate credit of GEDU 517. Based on review and recommendation of the graduate program director, the course is indicated on the candidate's graduate transcript. A student is not permitted to move on to full graduate course enrollment until this course is passed. P/F grading. Repeatable with approval from the graduate program director.

GECI 004 Graduate Credit Achieved for GECI 541 0 CR

This course recognizes a student's completion Graduate Education Curriculum and Instruction listed requirements in the baccalaureate + 1 program course TESL 270 and subsequent work to qualify for completing the learning outcomes for graduate credit of GECI 541. Based on review and recommendation of the graduate program director, the course is indicated on the candidate's graduate transcript. A student is not permitted to move on to full graduate course enrollment until this course is passed. P/F grading. Repeatable with approval from the graduate program director.

GECI 005 Graduate Credit Achieved for GECI 543 0 CR

This course recognizes a student's completion Graduate Education Curriculum and Instruction listed requirements in the baccalaureate + 1 program course TESL 330 and subsequent work to qualify for completing the learning outcomes for graduate credit of GECI 543. Based on review and recommendation of the graduate program director, the course is indicated on the candidate's graduate transcript. A student is not permitted to move on to full graduate course enrollment until this course is passed. P/F grading. Repeatable with approval from the graduate program director.

GECI 006 Graduate Credit Achieved for GECI 544 0 CR

This course recognizes a student's completion Graduate Education Curriculum and Instruction listed requirements in the baccalaureate + 1 program course TESL 407 and subsequent work to qualify for completing the learning outcomes for graduate credit of GECI 544. Based on review and recommendation of the graduate program director, the course is indicated on the candidate's graduate transcript. A student is not permitted to move on to full graduate course enrollment until this course is passed. P/F grading. Repeatable with approval from the graduate program director.

GECI 501 Effective Coaching and Instructional Design 3 CR

This course will introduce students to the skills necessary to collaborate with other professionals and how to bring research-based instructional practices to the classroom. 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 work from a coaching perspective 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 educational level and content specialization of the student.

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.

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.

GECI 504 Instructional Leadership and Professional Development**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. This course also focuses on the skills required for conducting a needs assessment, delivering staff in-service needs, and evaluating in-service sessions. The literature on teacher development is reviewed and characteristics of effective schools and their practices are presented.

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.

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 and Administration**3 CR**

Examines teaching methods and models used for teaching talented and gifted students. In addition, develops the knowledge, skills, and techniques for managing and administering TAG programs and evaluating personnel. This course places emphasis on assessment, analysis, and supervision of both TAG students and TAG instructors.

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 512 Promoting Creativity and Thinking Skills for Gifted Learners**3 CR**

This course provides an examination of the 21st century skills of promoting thinking and creativity as they apply to the gifted learner. It introduces students to definitions, theories, and practice in developing these skills within their students. Creative problem solving, thinking skills, questioning, and curricular modifications will be the basis of this course.

GECI 541 Introduction to Second Language Acquisition**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 of Teaching English as a Second Language**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. Teachers will demonstrate teaching and learning principles that lead to a student-centered, interactive classroom. *Prerequisite: GECI 541*

GECI 544 Curriculum Development and Assessment in ESL**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: GECI 543.*

GECI 556 Practicum in Teaching English as a Second Language (K-6)**2 CR**

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. P/F grading.

GECI 557 Practicum in Teaching English as a Second Language (7-12)**2 CR**

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. P/F grading.

GECI 558 Practicum in Teaching English as a Second Language and Capstone Portfolio (K-6)**3 CR**

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. There will be an additional component of the capstone portfolio which 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: GECI 544.*

GECI 559 Practicum in Teaching English as a Second Language and Capstone Portfolio (7-12)**3 CR**

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. There will be an additional component of the capstone portfolio which 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: GECI 544.*

GECI 561 Characteristics of Learners with Disabilities and the IEP Process**2 CR**

This course first presents the philosophical, historical and legal basis 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 3 CR

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 584 Capstone Portfolio in Special Education 1-3 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 across the program. P/F grading.

GRADUATE EDUCATION PROGRAM (GEDU)

GEDU 410 Plus One 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 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 provides an overview of the teacher leadership research that is the basis for teacher learning, development and motivation. Topics include the foundations of leadership and how that applies to a school system and building, as well as how leadership is modeled and demonstrated in the classroom.

GEDU 517 Leadership in a Changing Society and Culture 3 CR

Surveys diversity across cultural and ethnic dimensions, the impact this has on school learning, and how to provide leadership in a changing landscape. 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 leadership teaching with an increasingly diverse student population.

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: MAT student must have passed Teacher Education Program Checkpoint I.*

GEDU 591 Capstone Portfolio 1-3 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.*

DISCOVERY EDUCATION (DISC)

DISC 500 Reimagining Learning with Digital Content 3 CR

This course will introduce students to the national technology standards and guide them through experiences that will allow them to create pedagogical connections between the standards and their own educational experiences.

Topics will include digital literacy, creating learners, networked learning, use multimedia to communicate effectively, and fostering innovation in students.

DISC 501 Empowering Students for a Technology Rich Future 3 CR

This course will provide students with a broader understanding of the pedagogical models that support higher order thinking skills. Topics focus on the study of four technologically-based pedagogies, investigation into emerging technologies, the creation of assessments at each level of Bloom's Revised Taxonomy, with a concentration on the Analyzing, Evaluating, and Creating levels. Students will also create an online portfolio intended to be used by other educators to learn about this topic.

DISC 502 School Leadership in the Digital Age 3 CR

This course will provide students with a greater understanding leadership in a digital age by focusing on new trends and issues in education related to technology. Specifically, it will explore the need to build networks as part of sustaining digital literacy. In addition, students, will develop skills and dispositions in engaging in conversations around change and innovation.

DISC 503 Technology Integration Coaching 3 CR

This course will provide educators with the skills necessary to help coach and support teachers in the integration of technology into the classroom. This class will ask participants to work from a coaching perspective in support of helping other teachers become more proficient in their technology use in the classroom.

GRADUATE PROFESSIONAL DEVELOPMENT COURSES (GAEA, GPRD, GFPD, GRED)

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 CLINICAL 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. Students will review and apply the ACA ethical standards. 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 525 Research Methodology and Program Evaluation 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 and ways those approaches may also be used in evaluation of programs and services. Topics include quantitative and qualitative design and methodology; basic statistical concepts and approaches to data analysis; research tools and resources; ethical, legal and cultural considerations; and effective ways to communicate results.

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 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 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 558 Trauma-Informed Counseling and Crisis Interventions

3 CR

This course will provide an overview of the roles and responsibilities counselors can fulfill in preventing crises and emergencies that occur on an individual/couple/family level such as suicide and self-harm; at a community level such as poverty, bullying, and abuse; and on a societal level such as racism and mass shootings; and the implementation of models and methods of intervention after crises, disasters and/or emergencies have taken place. Students will learn how to advocate for systems-level adoption of trauma-informed approaches to education, government, community, and healthcare settings.

GMHC 560 Diagnosis and Treatment Planning

3 CR

This course will examine genetic, cognitive, environmental, and interpersonal factors that may lead to emotional and mental disorders such as those found in the current edition of the Diagnostic and Statistical Manual. Students will learn evidence basis and ethical considerations related to diagnostic procedures, assessment methods, and practice treatment selection and planning.

GMHC 565 Overview of Psychopharmacology

3 CR

This course will provide students with an introduction to psychopharmacology, the scientific study of the effects of drugs on the mind and behavior. Students will gain an understanding of basic classifications, indications, and contraindications of commonly prescribed medications so appropriate referrals can be made for medication evaluations and so that the side effects of medications can be identified in treatment. Students will learn the therapeutic use of psychotropic medication, in addition to psychological interventions, for the treatment of mental health disorders and promotion of well-being. This course will also identify the counselor's role, as well as limits, in education, collaboration, and ongoing evaluation.

GMHC 570 Advanced Counseling Practices and Interventions

3 CR

This course provides an overview of the current practices in the counseling field and explores counselors' roles and responsibilities in addressing related concerns through the implementation of advanced counseling skills and through participation on interdisciplinary teams. Topics include the evolving use of technology within the field of counseling, appropriate use of referrals, and advocacy within interdisciplinary teams. This course also provides an overview of leadership development, clinical documentation, evidence of continued development of personal counselor identity through theoretical frameworks, and cultural application of techniques and interventions.

GMHC 580 Supervised Practicum I in Mental Health Counseling

1 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. This course covers the first eight weeks of the practicum experience. 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 be done at the conclusion.

GMHC 581 Supervised Practicum II in Mental Health Counseling

1 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. This course covers the last four weeks of the practicum experience. 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 be done at the conclusion.

GMHC 590 Internship I in Mental Health Counseling

1 CR

This internship is an advanced clinical supervision. 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. Students will gain experience in their identified concentration including addictions

counseling, child and adolescent counseling, and/or couple and family counseling. Required each week will be one hour of individual or triadic supervision, an hour and a half of group supervision, and appropriate evaluation. At the end of the internship experience (GMHC 590, GMHC 591, GMHC 592, GMHC 597) students will accrue a minimum of 600 hours with 240 of those direct client service. *P/F grading.*

GMHC 591 Internship II in Mental Health Counseling 2 CR

This internship is an advanced clinical supervision. 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. Students will gain experience in their identified concentration including addictions counseling, child and adolescent counseling, and/or couple and family counseling. Required each week will be one hour of individual or triadic supervision, an hour and a half of group supervision, and appropriate evaluation. At the end of the internship experience, (GMHC 590, GMHC 591, GMHC 592, GMHC 597) students will accrue a minimum of 600 hours with 240 of those direct client service. *P/F grading.*

GMHC 592 Internship III in Mental Health Counseling 2 CR

This internship is an advanced clinical supervision. 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. Students will gain experience in their identified concentration including addictions counseling, child and adolescent counseling, and/or couple and family counseling. Required each week will be one hour of individual or triadic supervision, an hour and a half of group supervision, and appropriate evaluation. At the end of the internship experience (GMHC 590, GMHC 591, GMHC 592, GMHC 597) students will accrue a minimum of 600 hours with 240 of those direct client service. *P/F grading.*

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 594 Internship IV in Mental Health Counseling 2 CR

This internship is an advanced clinical supervision. 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. Students will gain experience in their identified concentration including addictions counseling, child and adolescent counseling, and/or couple and family counseling. Required each week will be one hour of individual or triadic supervision, an hour and a half of group supervision, and appropriate evaluation. At the end of the internship experience (GMHC 590, GMHC 591, GMHC 592, GMHC 594) students will accrue a minimum of 600 hours with 240 of those direct client services. *P/F grading.*

GMHC 597 Internship IV in Mental Health Counseling 5 CR

This internship is an advanced clinical supervision. 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. Students will gain experience in their identified concentration including addictions counseling, child and adolescent counseling, and/or couple and family counseling. Required each week will be one hour of individual or triadic supervision, an hour and a half of group supervision, and appropriate evaluation. In addition to completing hours at your internship site, students are required to complete one hour individual or triadic supervision, an hour and a half of group supervision, and appropriate evaluation. *P/F grading (Elective)*

GRADUATE EDUCATION PROFESSIONAL SCHOOL COUNSELING PROGRAM (GPSC)

GPSC 502 Meeting the Needs of All Learners in School Counseling Programs 3 CR

This course is designed specifically for school counseling candidates who are not licensed educators. In this course, candidates will learn how to identify and address the needs of exceptional learners and the effective application of classroom management strategies to promote learning for all.

GPSC 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. Students will review and apply the ACA ethical standards. 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.

GPSC 520 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.

GPSC 527 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.

GPSC 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.

GPSC 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.

GPSC 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, learning, thoughts, emotions and functioning; the role of theory in conceptualizing and addressing concerns, navigating change, motivation, 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.

GPSC 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; theories, models and phases of consultation; problem conceptualization and needs assessment; strategies for intervention; current research; and ethical, legal, and cultural considerations.

GPSC 536 Advanced Counseling Practices and Crisis Interventions 3 CR

This course provides an overview of the impact of crisis and trauma across the lifespan, as well as the strategies and techniques for prevention and intervention. 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; procedures for reporting abuse; strategies to intervene on the individual and community level and to engage in trauma-informed care; strategies to facilitate primary prevention, suicide prevention, and school safety; use of community-based resources; integration of current research; and ethical, legal, and cultural considerations relevant to working with individuals affected by crisis and trauma.

GPSC 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 diagnosis and access to treatment; orientation to developmental psychopathology; contemporary understanding of causal factors of mental health and behavioral concerns including neurobiological, psychological, social and cultural influences; introduction to a biopsychosocial approach to conceptualizing concerns; signs and symptoms of substance abuse related to children and adolescents; introduction to evidence-based approaches for prevention and intervention; introduction to basic psychopharmacology that may affect learning, behavior, and mood in children and adolescents; ethical, legal, and cultural considerations relevant to working with individuals affected by psychological disorders.

GPSC 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.

GPSC 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.

GPSC 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.

GPSC 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.

GPSC 551 Supervised Practicum I in School Counseling 1 CR

This course adheres to the current Iowa Board of Education licensure regulations which require a minimum of 100 hours, and at least 40 of these hours must be direct service. An average of an hour a week of triadic supervision and at least an hour and a half a week of group supervision will be included. Completion of Background Check: Students must complete a background check prior to beginning their practicum experience. The background check will be completed by BVU's Human Resource department and is at the student's expense. Students must earn a letter grade of "B" or better to register for GPSC 552 Internship II in School Counseling.

GPSC 552 Supervised Practicum II in School Counseling 1 CR

This course is a continuation of GPSC 551 Supervised Practicum I in School Counseling. An average of an hour a week of triadic supervision and at least an hour and a half a week of group supervision will be included. A formal evaluation will be completed at the conclusion. Students must earn a letter grade of "B" or better to register for GPSC 553 Internship I in School Counseling. *Prerequisite: GPSC 551.*

GPSC 553 Internship I in School Counseling 2 CR

This internship is an intensive supervision which includes 200 hours per internship course. The total internship experience (Internship I, Internship II, and Internship III) will total 600 hours, with at least 240 of hours of direct service. The internship hours can be collected after the 100 hour practicum is completed. This comprehensive work experience is designed to integrate the student's developing professional school counseling skills into the educational workplace where both interpersonal communication skills and organizational skills are reinforced. A minimum of 100 hours of the practicum or internship experiences must be completed at each endorsement level (K-8 and 5-12). Required each week will be one hour of individual or triadic supervision, an hour and a half of group supervision, and appropriate evaluation. *P/F grading. Prerequisite: GPSC 552.*

GPSC 554 Internship II in Secondary School Counseling 2 CR

This internship is an intensive supervision which includes 200 hours per internship course. The total internship experience (Internship I, Internship II, and Internship III) will total 600 hours, with at least 240 of hours of direct service. This comprehensive work experience is designed to integrate the student's developing professional school counseling skills into the 5-12 workplace where both interpersonal communication skills and organizational skills are reinforced. A minimum of 100 hours of the practicum or internship experiences must be completed at each endorsement level (K-8 and 5-12). Required each week will be one hour of individual or triadic supervision, an hour and a half of group supervision, and appropriate evaluation. *P/F grading. Prerequisite: GPSC 553.*

GPSC 555 Internship III in Elementary School Counseling 2 CR

This internship is an intensive supervision which includes 200 hours per internship course. The total internship experience (Internship I, Internship II, and Internship III) will total 600 hours, with at least 240 of hours of direct service. This comprehensive work experience is designed to integrate the student's developing professional school counseling skills into the educational workplace where both interpersonal communication skills and organizational skills are reinforced. A minimum of 100 hours of the practicum or internship experiences must be completed at each endorsement level (K-8 and 5-12). Required each week will be one hour of individual or triadic supervision, an hour and a half of group supervision, and appropriate evaluation. *P/F grading. Prerequisite: GPSC 554.*

GPSC 556 Supplemental Elementary School Counseling Internship 2 CR

This internship course is available for students who need additional supervision hours at the elementary level following the completion of GPSC 555. This internship is an intensive supervision which includes 200 hours per internship course. The total internship experience (Internship I, Internship II, and Internship III) will total 600 hours, with at least 240 hours of direct service. This comprehensive work experience is designed to integrate the student's developing professional school counseling skills into the educational workplace where both interpersonal communication skills and organizational skills are reinforced. A minimum of 100 hours of the practicum or internship experiences must be completed at each endorsement level (K-8 and 5-12). Required each week will be one hour of individual or triadic supervision, an hour and a half of group supervision, and appropriate evaluation. *P/F grading. Prerequisite: GPSC 555.*

GPSC 557 Supplemental Secondary School Counseling Internship 2 CR

This internship course is available for students who need additional supervision hours at the secondary level following the completion of GPSC 554. This internship is an intensive supervision which includes 200 hours per internship course. The total internship experience (Internship I, Internship II, and Internship III) will total 600 hours, with at least 240 hours of direct service. This comprehensive work experience is designed to integrate the student's developing professional school counseling skills into the educational workplace where both interpersonal communication skills and organizational skills are reinforced. A minimum of 100 hours of the practicum or internship experiences must be completed at each endorsement level (K-8 and 5-12). Required each week will be one hour of individual or triadic supervision, an hour and a half of group supervision, and appropriate evaluation. *P/F grading. Prerequisite: GPSC 554.*

GPSC 598 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.*

GRADUATE ORGANIZATIONAL LEADERSHIP PROGRAM (GRAD & ORGL)

GRAD 500 Essentials of Graduate Study

3 CR

GRAD 500 prepares students 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 while becoming acquainted with university expectations for writing, critical thinking, and research procedures for applied investigations. The course orients new students to 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 engage multiple forms of applied writing. Students may not go beyond six hours in their program without completing this course successfully. *Prerequisite: ORGL404/504 or permission of program director.*

ORGL 001 Graduate Credit Achieved for GRAD 500, ORGL 504, 506, 508

0 CR

This course recognizes a student's completion of listed requirements in the baccalaureate + 1 program courses (GRAD400, ORGL404, ORGL406, ORGL408) and subsequent work completing the integrated analysis assignment to qualify for completing the learning outcomes for graduate credit of the courses. Based on review and recommendation of the graduate program director, the courses are indicated on the candidate's graduate transcript. A student is not permitted to move on to full graduate course enrollment until this course is passed. P/F grading. Repeatable with approval from the graduate program director.

ORGL 504 History and Theory of Leadership Studies

3 CR

ORGL 504 is the first course in the program and includes the investigation of leadership theories and approaches 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. Students may not go beyond six hours in their program without completing this course successfully.

ORGL 506 Managing Team Leadership

3 CR

ORGL 506 exposes students to various team-building, problem-solving, and conflict management strategies essential for effective leadership. Emphasis is placed on the strategies and tactics necessary for successful team building through a variety of approaches. 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. *Prerequisites: GRAD 500 and ORGL 504 or permission of program director.*

ORGL 508 Leading Across Boundaries

3 CR

ORGL 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. *Prerequisites: GRAD 500 and ORGL 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

Mastering leadership decision-making is a critical success factor for the 21st century professional. The course develops the knowledge, skills, abilities, and behaviors leaders need to make ethical, credible, and reliable business decisions. Through a detailed review of methods, principles and theories on effective decision-making, a leadership perspective is taken to examine the factors that influence decision-making from a psychological, sociological, and

anthropological perspective. Students will develop the aptitude for answering difficult questions, examine the internal and external factors that influence business decision-making, and evaluate ethical implications of leadership decision-making. *Prerequisites:* GRAD 400/500 and ORGL 404/504

ORGL 520 Maximizing Ethical Leadership **3 CR**

This course provides an applied understanding of leadership communication ethics. The course offers a brief survey of various theories of ethics 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 Contexts **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 narrated Power Point of the paper. *Prerequisites:* GRAD 400/500, ORGL 404/504, 406/506, 408/508, 510, 514, 520, 522, 530, and 540.

ORGL 555 Executive Leadership Mentorship **3 CR**

ORGL students have a choice of capstone experience. They may choose either ORGL 550 or ORGL 555. In ORGL 555 students spend all-encompassing hands-on applied time in a professional mentoring relationship via a formal written proposal specifying individual learning objectives and measurement of those objectives. Extensive time is spent in mentoring conversations and reflections with a selected mentor. At the completion of the mentorship, students produce an extensive reflective essay addressing key learning outcomes integrating program and applied learning to their experiences. Students also deliver a professionally developed narrated Power Point of their learning. *Prerequisites:* GRAD 400/500, ORGL 404/504, 406/506, 408/508, 510, 514, 520, 522, 530, and 540.

SECONDARY EDUCATION (SEDU)

SEDU 602 Methods of Teaching Secondary Business and Field Experience **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 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. *Prerequisite:* MAT student must have passed Teacher Education Program Checkpoint II.

SEDU 611 Methods of Teaching Secondary English/Language Arts and Field Experience

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, 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. *Prerequisite: MAT student must have passed Teacher Education Program Checkpoint II.*

SEDU 613 Methods of Teaching K-12 Foreign Language and Field Experience

3 CR

The intent of this course is to help students translate educational theory into best practices in order to teach effectively within the K-12 foreign language classrooms. 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. *Prerequisite: MAT student must have passed Teacher Education Program Checkpoint II.*

SEDU 621 Methods of Teaching Secondary Mathematics and Field Experience

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. *Prerequisite: MAT student must have passed Teacher Education Program Checkpoint II.*

SEDU 631 Methods of Teaching Physical Education and Field Experience

3 CR

The intent of this course is to help students translate educational theory into best practices in order to teach effectively in K-12 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 includes a minimum of 10 hours of clinical experience promoting the integration of methods and field experience. *Prerequisite: MAT student must have passed Teacher Education Program Checkpoint II.*

SEDU 632 Methods of Teaching Secondary Science and Field Experience

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 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. *Prerequisite: MAT student must have passed Teacher Education Program Checkpoint II.*

SEDU 641 Methods of Teaching Secondary Social Sciences and Field Experience

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 studies 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. *Prerequisite: MAT student must have passed Teacher Education Program Checkpoint II.*

STUDENT TEACHING (TEAC)

TEAC 610 Student Teaching in Secondary Social Sciences (5-8)

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.*

TEAC 611 Student Teaching in Secondary Science (5-8)

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 612 Student Teaching in Elementary Physical Education (K-6)

6 CR

During this capstone field experience in physical education and/or health 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 613 Student Teaching in Secondary Math (5-8)

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 614 Student Teaching in Elementary Foreign Language (K-6)

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 615 Student Teaching in Secondary English/Language Arts (5-8)

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 619 Student Teaching in Secondary Business (5-8)

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 620 Student Teaching in Secondary Social Sciences (9-12)

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 621 Student Teaching in Secondary Science (9-12)

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 622 Student Teaching in Secondary**Physical Education (7-12)****6 CR**

During this capstone field experience in physical education and/or health 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 623 Student Teaching in Secondary Math (9-12)**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 624 Student Teaching in Secondary Foreign**Language (7-12)****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 625 Student Teaching in Secondary English/Language**Arts (9-12)****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 629 Student Teaching in Secondary Business (9-12)**6 CR**

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. No other courses may be taken concurrently with student teaching. 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 693 Elementary Student Teaching Significant Support Needs –
Learning/Behavioral (K-8)**

6 CR

During this capstone experience in approved classrooms/programs serving students with learning or behavioral 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 694 Secondary Student Teaching Significant Support Needs –
Learning/Behavioral (5-12)**

6 CR

During this capstone experience in approved classrooms/programs serving students with learning or behavioral 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 695 Elementary Student Teaching Significant Support Needs –
Cognitive (K-8)**

6 CR

During this capstone experience in approved classrooms/programs serving students with intellectual or physical 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 696 Secondary Student Teaching Significant Support Needs –
Cognitive (5-12)**

6 CR

During this capstone experience in approved classrooms/programs serving students with intellectual or physical 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.*

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A listing of adjunct faculty at Buena Vista University is available by writing the office of the Provost, Buena Vista University, Storm Lake, Iowa 50588. If you are requesting BVU Online or Graduate Programs adjuncts, please specify which division list you desire.

INDEX

A

Absences

- denial of excused absence, 30
- Excused, 29
- Policy, 29
- student responsibility, 30

Academic Assistantships, 40

Academic Honesty, 16

Academic Honors, 31

Academic misconduct, 16

- guidelines and procedures, 17

Academic Personnel

- Administration, 265

- Full Time Faculty, 266

Academic Policies, 16

Academic Program Overview, 4

Academic Schools, 31

- Harold Walter Siebens School of Business, 31
- School of Education, 31
- School of Liberal Arts, 31
- School of Science, 31

Academic Sessions

- May Term, 14
- semester designations, 14
- summer, 15

Academic standing review

- graduate programs, 140

Academic Support, 15

Accelerated Law School Entry Programs, 32

- Creighton University, 32
- Drake University, 32
- University of Iowa, 32

Accelerated Masters of Athletic Training Program

- with Drake University, 32
- with Grand View, 33

Accelerated Pharmacy Doctorate (PharmD)

- program
- with Drake University, 32

Accounting

- Courses, 144
- Major, 52
- Minor, 53

Accreditation, 2

- Higher Learning Commission, 2

Adding Courses, 25

Administration, 265

Administrative Withdrawal

- overview, 26
- policy, 26
- procedures, 26

Admission, 33

- Application Process, 34
- factors considered, 34
- former students, 36
- graduate students, 36

- of international students, 35
- part-time students, 36
- post-graduates, 36
- social work program, 103
- special students, 36
- storm lake transfer students, 34
- transient students, 36

Advanced Placement (AP), 14

Affiliations with Des Moines University, 32

Agricultural Business

- concentration, 65
- courses, 145
- Major, 53

Agricultural Science

- courses, 147
- Major, 53
- Minor, 55

Agricultural Science - Agronomy Track

- major, 54

Agricultural Science – Animal Science Track

- major, 54

Agricultural Science - General Track

- major, 54

Agricultural Science – Pre-Vet Track

- major, 54

Agriculture Education

- Major, 76

All Iowa Opportunity Scholarship, 39

All Science

- Major For Secondary Education, 78

Alternative loans, 48

Animation

- Major, 58
- Minor, 58

Appeals

- Academic Concerns, 21
- academic honesty, 17
- denial of excused absence, 30
- dismissal, 20
- Grade, 21
- graduate academic progress, 140
- graduate student academic appeals, 142
- suspension, 19

Application

- Online and hybrid programs, 46

Application Process

- Storm Lake, 34

Area Coordinator, 44

Art And Design

- courses, 149
- Majors, 55

Art Education

- Major, With Licensure, 56

Art History

- Minor, 57

Art Therapy. See Pre-Professional Art Therapy

Assessment, 18

Athletic Eligibility, 20

Attendance and Absentee Policy
graduate programs, 136
Auditors, 36

B

Bachelor Of Applied Science
courses, 153
Bachelor Of Applied Science Degree, 60
Bachelor Of Applied Studies, 62
BASc. *See* Bachelor Of Applied Science Degree
BASc Agricultural Studies, 61
major, 61
BASc Applied Management
major, 61
Basic Science Endorsement, 79
Biochemistry
courses, 153
Biology
courses, 154
Major, 62
minor, 63
teaching licensure major, 63
teaching licensure minor, 64
Biology - forensic science track, 63
Biology - general track, 63
Biomedical Sciences
Major, 64
Board Of Trustees, 264
Buena Vista University
Campus Location, 4
history, 3
Buena Vista University Loans, 41
Business
courses, 159
Major, 65
minor, 66
Business and Regulatory Biology
courses, 153
Business Concentrations, 65
Business Education
courses, 159
Business Education Major, 67

C

CAE. *See* Center for Academic Excellence
Campus Ministry, 44
Campus Security, 41
Campus visits, 34
Career and Leadership Development, 41
Career and Personal Development, 45
Center for Academic Excellence, 42
Center for Diversity and Inclusion, 44
Change of Grade
contract, 29
Chaplain, 44
Cheating, 16

Chemistry
courses, 159
Minor, 67
Civil Rights
Contact information, 2
Class Attendance
expectations, 29
Classification of Students
first year, 23
junior, 23
senior, 23
sophomore, 23
CLEP - College level exam program, 14
Clinical Mental Health Counseling
degree program requirements, 112
graduate courses, 250
Coaching
Minor, 78
Coaching Authorization, 78
Communication Studies
courses, 161
Major, 67
Minor, 68
Community Coordinator, 44
Community Engagement, 42
Commuter Student Services, 42
Computer crimes, 17
Computer Science
courses, 162
Major, 68
minor, 70
Computer Science - Information Technology (IT)
Track
major, 69
Computer Science - Mathematics Track
major, 69
Computer Science - Systems Track
major, 69
Computer Science-Artificial Intelligence/Robotics
Track
Major, 69
Concentrations, 11
Council Bluffs location, 50
Counseling Services, 43
Course Load, 25
Course Numbering, 24
000-099, 24
100-level, 24
200-level, 24
300-level, 24
400-level, 24
Credit hour definition, 24
Creighton University, 32
Creston location, 50
Criminology And Criminal Justice
courses, 165
criminal justice track, 70
criminology track, 70

forensic science track, 71
 Major, 70
 minor, 71
 Cum Laude, 31
 Curriculum And Instruction
 graduate courses, 244

D

Dean's List, 31
 Degrees Offered
 undergraduate, 5
 Denial of an excused absence
 appeal, 30
 Denison location, 50
 Deposits, 37
 Digital Media
 courses, 167
 Major, 71
 minor, 72
 Directed Study, 14
 Director of Residence Life & Housing, 44
 Disability Accommodations, 15
 Disability-related concerns
 contact information, 2
 Discovery Education
 courses, 249
 Dismissal, 20
 Distinction, 31
 Distributive major, 10
 Distributive minor, 11
 Drake University, 32
 Dropping Courses, 25
 Duration of Eligibility for Financial Assistance
 graduate programs, 141

E

Early Admission into Professional School, 33
 Early Childhood Special Ed Endorsement, 85
 Early Childhood Special Education
 courses, 170
 Economics
 courses, 169
 Education, 72
 accreditation, 2
 Education Agriculture
 courses, 171
 Education core, 74
 Education Core
 courses, 171
 graduate courses, 237
 Education for Service Scholars, 143
 Educational Studies
 major, 86
 minor, 87
 Effective Teaching and Instructional Leadership
 graduate track, 123

Elementary Education
 courses, 173
 major, 75
 Emmetsburg location, 50
 Engineering program. *See* Washington University
 School of Engineering
 English
 courses, 176
 major, 87
 major with teaching licensure, 87
 minor, 87
 minor with teaching licensure (5-12), 88
 English as a second language. *See* ESL
 English As A Second Language
 courses, 178
 K-12 endorsement, 84
 English for Academic Purposes, 15
 English For Academic Purposes
 courses, 180
 English for Speakers of other Languages, 15
 English Language Arts
 Major For Secondary Education, 76
 Enrollment Status, 39
 online and hybrid programs, 47
 Entrepreneurship
 courses, 181
 Environmental Science
 courses, 182
 Estherville location, 50
 Event Services, 42
 Exceptional Student Services And Instruction
 (SPED)
 courses, 182
 Exercise Science, 88
 courses, 184

F

Facilitating academic dishonesty, 17
 Faculty, 266
 Falsification of data, 17
 Federal Direct PLUS Loans, 40, 48
 Federal Direct Stafford Loans, 40, 48
 federal grants and awards, 39, 47
 Federal Parent Loans, 40, 48
 Federal Pell grant, 39, 47
 Federal Supplemental Education Opportunity
 Grants, 39, 47
 Federal Unsubsidized Direct Stafford Loans, 40,
 48
 Federal Work-Study Program, 40
 Fees, 36
 Storm Lake Students, 36
 FERPA - Family Educational Rights And Privacy
 Act, 21
 Finance
 courses, 186
 Finance concentration, 66

Financial Aid. *See* Financial Assistance
 graduate policies, 137
 reporting other, 41
 Financial Aid Contact Information, 41
 Financial Aid Eligibility
 Graduate Programs, 140
 Financial assistance
 eligibility guidelines, 38
 Financial Assistance, 38, 47
 application, 38
 enrollment status, 39
 Financial Information, 41
 Fine Arts and Humanities requirement, 8
 Former Students, 36
 Fort Dodge location, 50
 Foundations of Collegiate Learning, 6
 FSEOG
 Federal Supplemental Education Opportunity
 Grants, 39, 47
 Future Ready Iowa You Can Go Back Grant, 39

G

Game Design
 minor, 89
 Gender And Women's Studies
 minor, 90
 Overview, 89
 Gender and Women's Studies
 courses, 187
 General Education Requirements, 6
 transfer students, 9
 General English. *See* ESL
 General Science
 courses, 188
 Geography
 courses, 188
 Gift Aid
 graduate programs, 136
 Governing Catalog, 17
 GPA. *See* grade point average
 Grade Appeal Process, 21
 Grade point average
 calculation, 28
 Grade Point Average
 honor points, 29
 Grading Policies, 28
 Graduate academic policies, 140
 Graduate Course Descriptions, 237
 Graduate Course Registration, 236
 Graduate credit hour definition, 110
 Graduate Education Program
 courses, 248
 Graduate Financial Aid, 136
 Graduate level endorsements, 124
 Graduate program
 introductory course for undergraduates, 189
 Graduate Program course level descriptions, 110

Graduate Program Mission Statement, 110
 Graduate Program Values Statement, 110
 Graduate programs
 attendance and absentee policy, 136
 gift aid, 136
 Institutional Charges & Aid Policy for
 Withdrawals, 139
 retention policies, 136
 Typical Course Load, 136
 Graduate Programs
 Academic Standing Review, 140
 Contact information, 111
 Federally Funded Programs Eligibility
 Requirements, 137
 Financial Aid Eligibility, 140
 Loans, 137
 Overview, 109
 Return of Title IV Funds policy, 139
 Satisfactory Academic Progress, 140
 technology needs, 136
 time limitations, 136
 Withdrawal Process, 138
 Graduate Student Academic Appeals Process, 142
 Graduate Student Financial Aid Policies, 137
 Graduation Honors, 31
 Graduation Requirements--Undergraduate
 general, 5
 Graphic Design. *See* Art and Design
 Major, 57
 Minor, 57

H

Handicapped Accessibility, 43, 46
 Harold Walter Siebens School of Business, 31
 Health Education Minor, 77
 Health Services and Wellness, 43
 High Distinction, 31
 Highest Distinction, 31
 History
 courses, 189
 Major, 90
 major with teaching licensure, 90
 Minor, 90
 Honors
 courses, 191
 Honors Program, 15, 91
 Human Services
 courses, 192
 Major, 108

I

Independent Study, 14
 Institutional Charges & Aid Policy for Withdrawals
 graduate programs, 139
 Institutional learning outcomes. *See* signature
 skills

- Instructional Strategist
 - 5-12 endorsement, 82
 - k-12 significant support needs endorsement - cognitive, 83
 - K-12 significant support needs endorsement - Learning/Behavior, 83
 - K-8 Endorsement, 82
 - Interdisciplinary Capstone, 9
 - Interdisciplinary major. *see Distributive major*
 - Interdisciplinary minor. *See distributive minor*
 - Interdisciplinary Studies
 - courses, 194
 - International students
 - admission, 35
 - International Studies, 16
 - Internships, 11
 - faculty expectations, 12
 - goals, 12
 - guidelines, 11
 - registration, 13
 - site supervisor expectations, 13
 - student expectations, 12
 - Intisutlional memberships, 2
 - Iowa Education and Training Voucher, 39
 - Iowa National Guard Education Grant, 39, 47
 - Iowa Tuition Grant, 39, 47
- J
- Japanese
 - courses, 195
- K
- Kinesiology & Exercise Science
 - Major, 88
 - Minor, 89
- L
- Lehnus Campus Store, 44
 - Letter Grades, 28
 - IP-in progress, 28
 - L-Lab, 28
 - Liberal Arts Core, 7
 - Library Services, 45
 - Loans, 40
 - alternative, 41
 - Buena Vista University Loans, 41
 - Federal Direct PLUS Loans, 40, 48
 - graduate programs, 137
 - Stafford Loans, 40, 48
 - Unsubsidized Stafford Loans, 40, 48
 - Low-Interest Loans, 40
- M
- Magna Cum Laude, 31
 - Mail and Printing Services, 44
 - Major Descriptions, 52
 - Majors
 - for online and hybrid students, 10
 - for Storm Lake students, 9
 - Management
 - courses, 195
 - Management concentration, 66
 - Management Information Systems
 - courses, 196
 - Marketing
 - courses, 197
 - Marketing concentration, 66
 - Marshalltown location, 50
 - Mason City location, 50
 - Master of Arts in Organizational Leadership
 - degree requirements, 132
 - Program Learning Outcomes, 132
 - Master Of Arts In Organizational Leadership
 - overview, 132
 - Master of Arts in Teaching - Secondary Education, 118, 121
 - Master of Arts in Teaching - Special Education, 118, 120
 - Master of Education (M.ED.) – Special Education
 - overview, 128
 - Master Of Education (M.ED.) – Teacher Leadership, Curriculum & Instruction
 - program overview, 123
 - Master of Education in Educational Studies, 125
 - Master Of Science In Education (M.S.Ed.) – Professional School Counseling
 - Overview, 115
 - Master Of Science In Education (M.S.Ed.) –Clinical Mental Health Counseling
 - Overview, 111
 - Mathematics
 - corporate mathematics major, 93
 - courses, 198
 - major, 92
 - major with teaching licensure (5-12), 93
 - minor, 93
 - minor with teaching licensure (5-12), 93
 - May Term
 - academic information, 14
 - travel courses, 16
 - Medical leave policy, 27
 - Middle School Endorsement, 84
 - Mild to Moderate Disabilities
 - graduate track, 128
 - Military Science
 - courses, 201
 - Overview, 93
 - Minors, 10
 - Misrepresentation of academic records, 17
 - Mission, 3
 - Multicultural and International Student Services, 45

Multiple submission, 17

Music

- courses, 203
- Overview, 94
- Private Lessons courses, 207

Music Performance

- minor, 95

Music Production and Technology

- minor, 95

Music Production And Technology

- business track major, 94
- film scoring/audio for video games track major, 94

N

National Recognition, 5

Natural Science and Business requirement, 7

NCAA Division III, 20

Newton location, 50

O

Official Communications, 2

Official Transcripts, 31

Online and Hybrid Locations, 50

- addresses, 50

Online and Hybrid Programs

- academic schedules, 45
- Application Process, 46
- Charges And Withdrawal Policy, 49
- Degrees, 50
- Fee Information, 46
- locations, 4
- Majors And Minors, 108
- refunds, 47
- Student Services, 45
- Validation Policy, 46
- Withdrawal Policy, 49

Oral Communication

- foundations requirement, 7
- test-out, 7

Organizational Leadership

- graduate courses, 256
- Major, 108
- undergraduate courses, 207

Ottumwa location, 50

Outside scholarships and grants, 39

P

Palmer College of Chiropractic, 33

Parent Loans, 40, 48

Part-time Students, 36

Pass/Fail

- grades, 29

Payment

- methods, 37

Payment Schedule, 37

Pell grant, 39, 47

Philosophy

- courses, 208

Physical Education

- courses, 209

Physical Education & Coaching

- Major, 77

Physics

- courses, 210
- engineering major, 96
- minor, 97
- teaching licensure minor, 97

Plagiarism, 16

Plus 1 Programs, 11

Plus One Master Degree Option

- in TESL, 125

Political Science

- courses, 210
- legal studies track major, 98
- minor, 99
- Overview, 97
- politics and policy track major, 98
- public administration track major, 99

Post Baccalaureate Certification Program, 85

Pre-Kindergarten/Kindergarten

- courses, 212

Pre-Kindergarten/Kindergarten Endorsement, 85

Pre-Professional Art Therapy

- Major, 59

Pre-Professional Programs, 32

President, 1

Prior Learning, 13

Professional Development

- graduate courses, 249

Professional School Counseling

- Application for School Counseling License, 116
- graduate courses, 253
- graduate program requirements, 115
- Licensure Only Admissions, 116

Psychology

- courses, 213
- Major, 100
- minor, 100
- teaching licensure major, 100
- teaching licensure minor, 100

Public Administration

- courses, 216

Q

Quality Science

- minor, 64, 67
- Minor, 100

R

Reading Endorsement (5-12), 84

Reading Endorsement (K-8), 83
 Readmission, 18
 after suspension, 20
 Recreation Services, 44
 Re-establishing Satisfactory Academic Progress
 Graduate Programs, 141
 Registration, 23
 adding courses, 25
 dropping courses, 25
 graduate programs, 136
 repeating courses, 27
 Withdrawal from Courses, 26
 Rehabilitation Health Sciences
 Major, 101
 Religion
 courses, 217
 Repeating Courses, 27
 Reserve Officer Training Corps (ROTC), 39
 Residence Hall Live-In Requirement, 44
 Residence Life, 44
 Residency, 6
 Resident Assistant (RA), 44
 Return of Title IV Funds Policy
 graduate programs, 139
 Robert C. Byrd Scholarship, 39, 47

S

SAP. *See* Satisfactory Academic Progress
 Satisfactory Academic Progress
 graduate programs, 140
 policy, 18
 re-establishing, 19
 review process, 19
 standards, 18
 Scholarships, 39
 School of Education, 31
 School of Liberal Arts, 31
 School of Science, 31
 Scientific Illustration/Pre-Medical Illustration
 Major, 59
 Secondary Education
 courses, 217
 Secondary Education Graduate
 courses, 258
 Secondary Education Licensure, 75
 Section 504
 contact information, 2
 Signature Skills, 3
 Significant Support Needs - Behavior
 graduate track, 129
 Significant Support Needs - Cognitive
 graduate track, 128
 Sioux City location, 51
 Sir John Marks Templeton Life Trustees, 264
 Small Business & Rural Entrepreneurship
 Minor, 66
 Social Innovation

 Minor, 102
 Social Science requirement, 9
 Social Work
 accreditation, 2
 Admissions, 103
 courses, 221
 major, 104
 Overview, 103
 Sociology
 courses, 223
 minor, 105
 Spanish
 courses, 224
 Major, 105
 minor, 106
 teaching licensure major, 106
 Special Education, 81
 courses. *See* Exceptional Student Service and
 Instruction
 graduate courses, 237
 major, 81
 Special Education Comprehensive
 graduate track, 129
 Special Education Consultant
 Endorsement, 130
 Special Students, 36
 Spencer location, 51
 Spiritual Life, 44
 Sport Business concentration, 66
 Stafford Loans, 40, 48
 State Grants and Awards, 39, 47
 Strategic partnerships, 47
 Strategic Public Relations
 courses, 226
 Major, 106
 Student Complaints, 41
 Student success coach program, 41
 Student Success Services, 41
 Student Teaching
 courses, 226
 Student Teaching Graduate
 courses, 259
 Studio Art
 major, 55
 Minor, 55
 Study Abroad, 16, 39
 Study Off-Campus
 obtaining permission, 27
 Summa Cum Laude, 31
 Summer Sessions
 academic sessions, 15
 Suspension
 appeal process, 19
 readmission process, 20

T

TAG Endorsement only option, 124

Talented and Gifted	
graduate program track, 123	
TEACH grant, 39, 47	
Teacher Education	
Checkpoint I, 73	
Checkpoint II, 73	
Checkpoint III, 73	
Checkpoint IV, 74	
general information, 72	
licensure requirements, 74	
program overview, 73	
Teacher Education Assistance for College and	
Higher Education (TEACH) Grant, 39, 47	
Teacher Technology Integrationist	
graduate program track, 123	
Teaching English as a Second Language	
graduate track, 124	
Teaching English As A Second Language	
courses, 236	
Teaching Licensure Requirements	
other states, 74	
Technology, 4	
TESL Certification only option, 124	
TESL Plus One Program, 125	
Title I compliance	
compliance, 2	
Title II compliance	
compliance, 2	
Title IV Funds	
Return Policy, 38	
Title IX, 2	
Title VI	
contact information, 2	
Transcripts, 23	
Transfer Credit	
guidelines, 34	
Transfer of Graduate Credit, 141	
Transfer of Undergraduate Credits	
to graduate programs, 142	
Transfer Seminar, 143	
Transient Students, 36	
Tuition, 36	
Tuition and Fees	
graduate programs, 135	
Online and Hybrids, 46	
Storm Lake students, 36	
Tutoring, 42	
	U
Undergraduate Programs	
overview, 5	
Unfair advantage, 17	
University of Iowa, 32	
University Seminar, 143	
Unsubsidized Loans, 40, 48	
	V
Validation Policy, 46	
graduate programs, 138	
Values, 3	
Veterans	
Veterans Benefits and Transition Act, 35	
Yellow ribbon program, 39	
Veterans Benefits and Transition Act, 35	
Veterans Information, 35	
Principles of Excellence, 35	
Yellow Ribbon Institution, 35	
Vision, 3	
Vocational Rehabilitation, 39	
	W
Washington University School of Engineering, 33	
West Burlington location, 51	
Withdrawal	
from the university, 28	
Policy For Charges, 38	
Withdrawal from Courses, 26	
Withdrawal Policy, 49	
Withdrawal Process, 38	
graduate programs, 138	
Work Opportunities, 40	
Written Communication	
foundations requirement, 7	
placement, 7	
	Y
Yellow Ribbon Institution, 35	
Yellow ribbon program, 39	