



BUENA VISTA
UNIVERSITY

Bold vision. Bright futures.

A MESSAGE FROM THE PRESIDENT

Society places a critically important responsibility on Buena Vista University and all institutions of higher learning.

We are relied upon to produce enlightened, principled and compassionate graduates who will be the leaders in their professions and in their communities - a definition that now extends to the global community in both concept and practice. In fact, over our rich 116-year history, this responsibility has been the overarching commitment of this institution as we have anticipated and responded to the changing needs of society.

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

Our bold vision of what higher education should be includes:

- Distinguished teaching faculty who provide students with practical academic experiences that lead to meaningful careers.
- A broad base of opportunities to learn outside the classroom, ranging from internships to travel, to participation in any of more than 70 student organizations.
- A welcoming campus in picturesque lakeside surroundings.
- Status as a nationally recognized leader in innovation - for everything from our wireless laptop program to our leadership development program.
- High-quality educational programs for adult learners throughout Iowa and beyond.



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

Our supportive campus community shares many of the same values that are important to all of us who believe in the future of our young people - integrity, a strong work ethic, respect for others, and the pursuit of excellence in all that we do. We believe these values are essential for today's learners who will soon have much to offer to society.

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

Sincerely,

A handwritten signature in black ink that reads "Frederick V. Moore". The signature is written in a cursive style with a large initial 'F'.

Frederick V. Moore, president

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The courses, faculty programs and policies described in this catalog are fully accurate to the best of the university's knowledge, but are subject to change without notice.

CONDITIONS OF ADMISSION AND EMPLOYMENT

As approved by the Board of Trustees, May 1993:

“Applicants for admission and employment, students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Buena Vista University are hereby notified that this institution does not discriminate on the basis of race, color, national origin, sex, age, religion or handicap in admission or access to, or treatment or employment in, its programs and activities.

Any person having inquiries concerning the university's compliance with the regulations implementing Title VI, Title IX or Section 504 is directed to contact the dean of faculty, Buena Vista University, 610 W. Fourth Street, Storm Lake, Iowa 50588; 712.749.2243. Any person may also contact the assistant secretary for Civil Rights, the U.S. Department of Education, regarding the institution's compliance with the regulations implementing Title VI, Title IX or Section 504. In addition, Buena Vista University admits students, without regard to sexual orientation, to all rights, privileges, programs and activities generally accorded to or made available to students at the university, and does not discriminate on the basis of sexual orientation in administration of its employment and personnel policies, educational policies, admission policies, scholarship and loan programs, and athletic and other University-administered programs.”

For inquiries regarding accreditation, contact:

Higher Learning Commission of the North Central Association of Colleges and Schools
30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504
800.621.7400, 312.263.0456, Fax: 312.263.7462

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, Dr. Mary Gill, associate dean of faculty, at 712.749.2218 or at gill@bvuu.edu.

GENERAL INFORMATION

Mission Statement

Buena Vista University develops students for lifelong success through innovative and imaginative academic and professional preparation.

Students realize our mission through:

- Real-world, hands-on learning
- Expert personalized mentoring
- A global perspective
- Educational experiences for life success

We aspire to be a remarkable educational community challenging every student, faculty and staff member to set and meet the highest standards of academic achievement, character, conscience, and compassion. Our informed, self-confident graduates leave here with a competitive advantage that enables them to succeed in a changing society.

Curriculum

The curriculum that the Buena Vista University student will experience is one in which all the parts are interconnected and aligned with our values of life-long learning and success through innovative and imaginative academic and professional preparation challenging every student to set and meet the highest standards of achievement.

The curriculum is centered on student learning: delivering and reinforcing explicitly defined, assessable student knowledge, skills and abilities. The curriculum intentionally blends the liberal arts and professional studies, integrates theory and practice, emphasizes hands on learning, and focuses on social values and community engagement in our global society. The following learning objectives of a BVU education provide that all graduates will exhibit the following knowledge, skills and attributes.

- To effectively and creatively solve problems
- To integrate learning from a range of disciplines
- To communicate effectively
- To integrate theory and practice
- To put learning in context
- To demonstrate knowledge of multiple perspectives

These academic objectives require students to integrate knowledge, skills and attitudes. The BVU objectives will be delivered and reinforced through the curriculum, through a balanced distribution among general education requirements, in-depth study in a major field of study and elective courses.

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 Professional & Online Studies 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 14 sites, the BVU Professional & Online Studies are a model for effective, accessible, quality education.

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

school in October 1985.

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

Two important transformations occurred in the mid-1990s. First, in March 1995, Buena Vista received accreditation to offer a master of science in education program. The expanded organizational structure of the college led the Board of Trustees to announce a change in institutional status, renaming the school Buena Vista University. Then, in 1996, long-time President Keith Briscoe retired, replaced by Frederick Moore. This change in presidential leadership provided an occasion for the Buena Vista community to engage in extensive consultation about the institution's strategic direction. Out of these discussions emerged the vision of becoming the "nation's leading New American College." This vision captured Buena Vista University's tradition of "education for service" and provided focus for the many connections that the New American College embodies.

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

time, a new strategic planning initiative began analyzing all aspects of the university resulting in a vibrant refocusing of our mission and vision as we rededicated the university's focus to strong academic achievement to meet the needs of learners in preparation for their futures.

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

University Profile

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

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

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

Campus Location

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

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

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

Enrollment

Enrollment is around 1,000 undergraduate and graduate students at the main campus in Storm Lake. An additional 1,500 students are enrolled at BVU

Professional & Online Studies locations throughout Iowa, located in Council Bluffs, Creston, Denison, Emmetsburg, Estherville, Fort Dodge, Iowa Falls, Le Mars, Marshalltown, Mason City, Newton, Ottumwa, Spencer, and Spirit Lake or through BVU Professional & Online Studies.

Academic Program

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

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

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

Graduate Program

A master of science in education, a master of education in curriculum and instruction with an emphasis in effective teaching and instructional leadership or teaching English as a second language are offered, with programs leading to Iowa licensure.

Faculty

The student/faculty ratio is 13. More than 65 percent of the 79 full-time professors hold doctorates or terminal degrees in their fields. Faculty members serve as academic advisors during the student's undergraduate career and are committed to personalized instruction and academic excellence.

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

The Students

Eighty-six percent of BVU's students are Iowans, with the remaining students coming from surrounding states and several foreign countries. Eighty-six

percent of the students live in campus housing, which includes eight residence halls.

Students participate in more than 65 campus organizations plus 19 intercollegiate sports and intramural athletics.

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

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

Special Events

The William W. Siebens American Heritage Lecture Series and the Academic & Cultural Events Series (ACES) introduce Buena Vista students to world leaders and world-renowned performers and artists.

American Heritage Lecturers visiting BVU's main campus have included former U.S. Presidents George H.W. Bush and Jimmy Carter; former Prime Ministers Benazir Bhutto of Pakistan, Shimon Peres of Israel, F. W. de Klerk of South Africa, Margaret Thatcher and John Major of Britain; Madeleine Albright, Gen. Colin L. Powell, Walter Cronkite, Carl Sagan, Sir John Marks Templeton, Michael Gartner, Harry Blackmun, Bob Woodward, David Gergen, Jehan Sadat, and Vicente Fox.

ACES performances and lectures, for which students earn academic credit, provide as many as 100 separate opportunities each year for students to interact with people in all walks of life — from Holocaust survivors to wildlife photographers, from pro-football players to Shakespearean actors.

Buena Vista University Professional & Online Studies Program

Partnering with ten community colleges, BVU Professional & Online Studies locations across the state, offer the final two years of coursework leading to a bachelor's degree from BVU. These programs are administered from Storm Lake, but are staffed on location to provide academic advising and student service, as well as face-to-face instruction. BVU Professional & Online Studies use the statewide fiber optic system and internet services to provide powerful technological support to faculty, staff, and students.

Financial Strength

In addition to operating within a balanced budget each year, Buena Vista University is committed to building long-term financial strength. Since the late 1970s, the endowment has increased from \$663,000 to a current market value over \$93 million. Believing in prudent financial management, BVU is committed

to endowing the operations of all new educational facilities before construction.

National Recognition

Buena Vista University is recognized nationally as one of the top 20 midwestern comprehensive colleges in U.S. News & World Report, as one of the nation's leading schools promoting student leadership in The Templeton Guide: Colleges that Encourage Character Development and as a "top college for top students" in Peterson's Guide to Competitive Colleges.

ACADEMIC PROGRAM POLICIES & PARTICULARS

Academics at BVU

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

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

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

Requirements for Graduation

Graduation requirements must be met by all Buena Vista University students who seek an undergraduate degree, with appropriate variations made for transfer students reflecting existing articulation agreements. BVU Professional & Online Studies students are

exempt from ACES requirements, First-Year Seminar, and interim. Graduation requirements include all of the following:

- Credit and honor point specifications: a minimum of 128 credit hours of credit with a cumulative grade point average of not less than 2.0
- Completion of a major
- Completion of the general education requirements, both intellectual foundations and intellectual explorations
- First-Year Seminar (Storm Lake) or BVU Seminar (Professional & Online)
- Academic & Cultural Events Series (ACES)
- Interim (freshman year)

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

Credits and Honor Points

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

All students must meet the university's general education program requirements; however, an associate of arts degree from a regionally accredited institution satisfies the general education foundation and exploration 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 area of concentration. A minimum of 6 credit hours in each certification area must be taken at BVU. Check with the specific academic major for specific GPA requirements.

Majors

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

General Education Program

Graduates of Buena Vista University must complete all general education requirements, including:

- Intellectual foundations studies in writing, oral

- communication, technology, and mathematics.
- Intellectual explorations studies in humanities, science, social science, and the fine arts.

Academic Course Distribution

Graduates are required to complete a distribution of at least 72 credit hours outside the major discipline. At least 36 credit hours outside the major school are required for graduation, not counting ACES or University Seminar.

Residency

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

Participation in Commencement

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

General Education Requirements for Graduation

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

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

Mathematics Foundational Requirement

The intellectual foundations requirement in

mathematics is designed to provide students with a basic understanding of mathematical reasoning, techniques, thought processes, and perspectives. All students entering Buena Vista University will take a diagnostic mathematics examination once, prior to registering for their first-semester classes. The results of the examination place each student into one of three categories:

- Category one students will enroll in MATH 050, Basic Mathematics, in their first semester at BVU. They must successfully complete MATH 050 and subsequently enroll in MATH 100, Concepts & Applications of Fundamental Mathematics. Upon successful completion of MATH 100, students enroll in one of the several mathematics courses for which MATH 100 is a prerequisite: 125, 130, 140, 145.
- Category two students will be exempt from MATH 050 and will enroll in MATH 100 during their first year at BVU. Upon successful completion of MATH 100, students enroll in one of the mathematics courses for which MATH 100 is a prerequisite: 125, 130, 140, 145.
- Category three students will be exempt from MATH 050 and MATH 100, and will be required to successfully complete only one of the mathematics courses for which MATH 100 is a prerequisite: 125, 130, 140, 145. Successful completion of one of these courses is required for graduation. The math foundation requirement may be satisfied by students earning a passing grade (“D” or higher) in calculus (or any calculus course more advanced than pre-calculus) from an accredited post-secondary institution.

Mathematics Test-Out

In the case of entering students with a strong mathematics background who complete the diagnostic mathematics examination and place as category three students, an examination is available to test out of the final mathematics requirement. Storm Lake campus students should see the associate dean of faculty for test-out details. BVU Professional & Online Studies students may inquire at the director’s office for more information.

Written Communication Foundational Requirement

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

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

- Category one students with an ACT English score 15 or below will enroll in ENGL 050 Basic Written Communication, a basic introduction to written communication, in their first semester at BVU. Also, students who know they need more

composition experience can enroll. They must successfully complete ENGL 050 and subsequently enroll in ENGL 100 Written Communication I. Upon successful completion of ENGL 100, students enroll in ENGL 200 Written Communications II. Successful completion of ENGL 200 Written Communication II is required for graduation.

- Category two students with an ACT English score 16 and above will enroll in ENGL 100 Written Communication I during their first year at BVU. Students with an ACT score of 16 or above may elect, with consultation with their advisor, to enroll in ENGL 050. Upon successful completion of ENGL 100, students enroll in ENGL 200 Written Communications II. Successful completion of ENGL 200 Written Communication II is required for graduation.
- Category three students with an ACT English score above 30 will be exempt from ENGL 050 and will be consulted about the written communication requirement test-out process. Category Three students are required to successfully complete ENGL 100 and ENGL 200 Written Communication II prior to their junior year, unless they successfully test out of the written communication requirement (see below for test out procedures).

Written Communication Requirement Test-Out

A portfolio examination is available to test out of the final composition requirement for entering students with a strong composition background or students who place in category three. Storm Lake campus students should see the associate dean of faculty for test-out details. BVU Professional & Online Studies students may inquire at the director's office for more information.

Oral Communication Foundational Requirement

Oral communication competence is a Buena Vista University requirement because oral communication is essential to effective citizenship, service, and leadership. Students and employers identify oral communication competence as one of the most important skills essential for personal and professional success.

Each BVU student is required to take CPER 103 Interpersonal Communication, CPER 105 Public Speaking, or CPER 215 Business and Professional Communication.

Oral Communication Test-Out

Students who have extensive experience in oral communication may demonstrate their competency through a two-part test-out, including both a written exam and an oral presentation. Storm Lake campus students should see the associate dean of faculty for test-out details. BVU Professional & Online Studies students may inquire at the director's office for more information.

Technology Skills Foundational Requirement

The faculty members of Buena Vista University believe that students must have the technological skills necessary for success in their academic careers, their professional careers, and for life-long learning. The technology skills areas include word processing, spreadsheet management, presentation development, database management, basic electronic communication, and web navigation. To ensure technology skills at the appropriate level, all students must fulfill a technology proficiency requirement, demonstrating competency in these technology skill areas.

Technology Skills Test-Out

This requirement may be fulfilled in one of two ways: The student may successfully complete OBVU 120 Computer Applications, or the student may successfully complete a technology examination demonstrating competency in the required technology skill areas. Completing a course equivalent to OBVU 120 at another accredited institution also completes the requirement. Storm Lake campus students should see the associate dean of faculty for test-out details. BVU Professional & Online Studies students may inquire at the director's office for more information.

The Intellectual Explorations of General Education

Fine Arts (three credit hours):

- ART 100 Art Survey; ART 201 Art Foundations I; ART 202 Art Foundations II; ART 300 Methodology of Art Criticism and Analysis; ART 301 Prehistoric and Medieval Art History; ART 302 European Renaissance Art History; ART 303 Baroque to Modern Art History; ART 304 Modern Art History
- CPER 110 Introduction to Theatre; CPER 220 Fundamentals of Acting; CPER 401 History of the Theatre I; CPER 402 History of the Theatre II
- HONR 200 Honors Fine Arts
- MUSC 101 Music Appreciation; MUSC 103 Jazz Appreciation

Humanities (nine credit hours from three of the following disciplines) Note: only three credit hours of foreign language may be applied to humanities requirement:

- OBVU 300 BVU Seminar
- CHIN 101 Elementary Chinese I; CHIN 102 Elementary Chinese II
- CPER/ENGL 395 Plays By and About Women; CPER/ENGL 411 Dramatic Literature; CPER 351/ENGL 350 Shakespeare
- ENGL 220 Intro to Literature: Early Classics; ENGL 250 American Literature; ENGL 261 British Literature, Beginnings to 1750; ENGL 262 British Literature, 1750 to Present; ENGL

- 350/CPER 351 Shakespeare; ENGL/CPER 395 Plays By and About Women; ENGL/CPER 411 Dramatic Literature
- GERN 101 Elementary German I; GERN 102 Elementary German II; GERN 201 Intermediate German I; GERN 202 Intermediate German II
 - 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 121 The Emergence of Western Civilization; HIST 122 The Revolutions of Western Civilizations; HIST 125 Asian Civilizations; HIST 222 The History of Iowa; HIST 230 Vietnam Wars; HIST 235 The American Civil War; HIST 240 History of the American West; HIST 241 History of WWII; HIST 242 The Holocaust; HIST 245 Renaissance and Reformation; HIST 284 Empires: The Colonial Experience; HIST 315 History of Immigration in the U.S.
 - HONR 230 Honors Humanities
 - JAPN 101 Elementary Japanese I; JAPN 102 Elementary Japanese II; JAPN 125 Japanese Culture
 - MDST 102 Media & Society; MDST 397 Film Studies
 - PHIL 100 Introduction to Philosophy; PHIL 110 Ethics; PHIL 130 Logic; PHIL 230 Studies in Philosophy; PHIL 240 Philosophy of Religion; PHIL/RELI 321 Women in Philosophy & Religion; PHIL/RELI 335 Topics in Ethics; PHIL 336 Professional Ethics; PHIL/RELI 340 Environmental Ethics; PHIL/SOCI/SCWK/WMST 361 Racism & Sexism in American Life
 - RELI 102 Introduction to Biblical Heritage; RELI 110 Introduction to World Religions; RELI 111 Introduction to Judaism, Christianity, and Islam; RELI 112 Religions of Asia; RELI 122 Religion and Culture; RELI 230 Religious Traditions of the World; RELI/PHIL 321 Women in Philosophy & Religion; RELI 335/PHIL 335 Topics in Ethics; RELI 336 Professional Ethics; RELI/PHIL 340 Environmental Ethics; RELI 355 Topics in Religious History
 - SPAN 101 Elementary Spanish I; SPAN 102 Elementary Spanish II; SPAN 201 Intermediate Spanish I; SPAN 202 Intermediate Spanish II; SPAN 301 Advanced Grammar & Conversation
 - SOCI/SCWK/PHIL/WMST 361 Racism & Sexism in American Life
 - SCWK/PHIL/SOCI/WMST 361 Racism & Sexism in American Life
 - WMST 110 Introduction to Women's Studies

Science (nine credit hours from three of the following disciplines):

- BIOL 104 Cancer and Aging; BIOL 106 The Brain; BIOL 107 Human Genetics; BIOL 108 Human Reproduction & Development; BIOL 109 Ecology; BIOL 110 Infectious Diseases; BIOL 112 Evolution; BIOL 113 Biology of Birds; BIOL 114 Aquatic Biology; BIOL 115 Introduction to Biological Science Laboratory; BIOL 120 Life Science with a Human Focus; BIOL 142 Introduction to Human Physiology; BIOL 163 Biological Principles I; BIOL 164 Biological Principles II; BIOL 270 Evolution; BIOL 303 Ecology and Society; PSYC 281 Introduction to Biological Psychology
 - CHEM 110 Everyday Chemistry; CHEM 151 General and Inorganic Chemistry
 - CMSC 160 Programming in Visual Basic; CMSC 200 Computer Science I
 - ENVS 100 The Biological Environment; ENVS 101 The Physical Environment; ENVS 105 Stream Conservation/Fly Fishing; ENVS 201 Conservation Ecology
 - GENS 101 Physical General Science; GENS 110 Introduction to Astronomy; GENS 115 Atmosphere, Weather and Climate; GENS 125 Oceanography; GENS 300 Geology; GENS 320 Physical Geography
 - HONR 220 Honors Science
 - MATH 160 Calculus I: Differential Calculus; MATH 161 Calculus II: Integral Calculus
 - PHYS 201 General Physics I: Trigonometry-based; PHYS 202 General Physics II: Trigonometry-based; PHYS 211 General Physics I: Calculus-based
- Social Science** (nine credit hours from three of the following disciplines):
- CPER 320 Introduction to Communication Research; CPER 355 Conflict Management
 - CRIM 101 Criminal Justice Systems; CRIM 102 Survey of Criminology
 - ECON 110 Introduction to International Political Economy; ECON 205 Principles of Microeconomics; ECON 206 Principles of Macroeconomics
 - HONR 210 Honors Social Science
 - PSCN 110 Introduction to American Government; PSCN 115 Introduction to Politics; PSCN 245 Introduction to American Law
 - PSPA 265 Introduction to Public Administration; PSPA 320 State and Local Politics; PSPA 360 Introduction to Public Affairs
 - PSYC 100 General Psychology; PSYC/SOCI 203 Social Psychology
 - SOCI/SCWK 100 Modern Social Problems; SOCI 101 Introduction to Sociology; SOCI/PSYC 203 Social Psychology
 - SCWK/SOCI 100 Modern Social Problems; SCWK 200 Intro to Social Work & Social Welfare; SCWK 255 Human Behavior in the Social Environment; SCWK 351 Aging in American Society

First-Year Student Experience

We know the first year of collegiate work is a critical time of transition and development for students having significant effect on students' ability to persist and be successful. Because of our desire for students to achieve academic success, and our belief that students we admit have the potential for success, we intentionally articulate our philosophy and expectations for first-year students.

Our philosophy for the first-year experience is that the faculty, staff, and students at BVU commit to a collaborative, effective, and integrated first year experience that provides a foundation for living the university's mission. Students experience the philosophy through achieving the following goals during their first-year via the collaborative, effective, and integrated first year experience:

1. Students will have achieved academic success in the foundational skills areas, having developed a plan to complete the foundational skills courses by the end of their sophomore year, and will be poised for future academic success (including setting the foundation for the BVU objectives).
2. Students will have moved beyond their comfort zone by experiencing a mixture of rich opportunities outside the experiences they have brought to BVU while becoming engaged in new experiences that broaden their understanding of global issues, including people, ideas, and cultures.
3. Students will have become vested with the institution.
 - Students will have developed positive relationships with faculty, staff, other students, and alumni.
 - Students will have become intentionally involved in campus activities, concentrating on the quality of their involvement.
 - Students will have begun to understand BVU customs and traditions.
4. Students will have a successful transition to college, including the development of self-advocacy skills and independence.
5. Students will have explored potential majors and possible career options.
6. Students will have become more self-reflective about the processes of education, will have a better understanding of the roles and purposes of higher education, and will have developed a personal commitment to graduation.
7. Students will develop a passion and commitment to learning.
8. Faculty and staff will commit to these goals in partnership with students.

First-Year Seminar

The First-Year Seminar is a small-section course

which focuses on the exercise and development of basic academic skills essential for success in university study within the context of a specific discipline-oriented topic. The goal of the course is to enhance critical thinking while sharpening ability in the skill areas of writing, reading, speaking, listening and quantitative reasoning. The course is also intended to assist students in the transition to life within a learning community, and to facilitate understanding of the privileges, responsibilities and expectations which accompany membership in such a community.

Registration in this course in the first fall semester of enrollment is required of all students who enter Buena Vista University as first-year college students. The course is a three-credit course, and is offered only on a graded (A, B, C, D, F) basis and may not be repeated.

BVU Seminar

The BVU Seminar is a three-credit course focused on the exercise of basic academic skills using an emphasis on the topic of globalism. The course is specifically designed to assist students transferring to the Professional and Online Studies Program in achieving the necessary academic skills and familiarity with BVU resources to be successful in their program of study, and to do so within the context of a global topic of contemporary importance. The goal of the course is to enhance critical thinking while sharpening basic academic abilities such as writing, reading, speaking, listening, etc. Registration in this course is required of all new Professional and Online Studies students seeking their first baccalaureate degree, and must be taken within the first 12 credit hours at BVU. Failure to complete BVU Seminar within the first 12 credit hours relinquishes the privilege to continue studying at BVU until the seminar is completed. The BVU Seminar carries the Intellectual Explorations: Humanities designation is graded only on a letter grade (A, B, C, D, F) basis and is not available to Storm Lake students.

Interim

Students at Buena Vista University are involved in just one course during the period in January known as "interim." Freshmen are required to complete a January interim course. All students are encouraged to try a course outside their major area of interest, and to engage at least one travel course and internship during their program of study. The chance to concentrate on one subject offers new challenges and opportunities for students, often offered outside the walls of the university classrooms in non-traditional ways. No independent or directed studies may be enrolled in during January. Students must be enrolled in and attending a BVU interim offering to reside in the residence halls during interim.

Academic and Cultural Events Series (ACES)

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

ACES Credits Required for Graduation

To graduate from Buena Vista University at the Storm Lake campus, all full-time students must register for .5 credits of ACES each semester beginning in their first semester until successfully completing the required number of credits based upon the formula outlined below. These credits shall be graded on the P/F scale. Non-fulfillment of the ACES requirement for a given semester will result in a grade of "F." on the student's transcript.

ACES Requirements For Full-Time Students

For students entering as freshmen, four semesters graded at "P" are required. For transfer students, ACES requirements are based on number of transfer hours accepted by the Registrar's Office based on the following:

- 0-23 credit hours requires 2.0 ACES credits earned
- 24-55 credit hours requires 1.5 ACES credits earned
- 56-86 credit hours requires 1.0 ACES credits earned
- 87 or more credit hours requires .5 ACES credits earned

Non-degree seeking students and part-time students at the Storm Lake campus are not required to fulfill ACES requirements, nor are BVU Professional & Online Studies students.

Earning ACES Credit

A student may earn .5 ACES credit in a semester. To earn .5 credit, the student must be recorded as having attended eight ACES events during the semester with the following distribution:

- Two ACES cultural events
- Three ACES academic events sponsored by three different schools
- Three ACES events electives — cultural events or academic events

ACES events attended in one semester may not be carried over to another semester to earn credit except in the following situation.

If a student has been recorded in attendance for at least 6 events in a fall or spring semester but fails to attend the required 8 with appropriate distribution,

it is still possible to receive credit for that semester through the filing of a change of grade contract.

Contracts must be filed with the ACES instructor prior to the end of the incomplete semester. To successfully complete the course the following must occur:

- The student must complete a change of grade contract at the end of the semester in which he/she wishes to receive an extension. All applications must be approved by the ACES instructor. A failing grade will be recorded until such time as the coursework has been successfully completed. Completion of the requirements must be done during the semester immediately following and is based on:
- Earning the .5 ACES credit required the next immediate semester by meeting quantity and distribution requirements, AND,
- Attending extra events as necessary to meet the quantity and distribution requirements for the previous incomplete semester.

This ACES requirement applies only to the Buena Vista University Storm Lake campus.

General Education Requirements for Transfer Students

Students transferring to BVU's Storm Lake and BVU Professional & Online Studies campuses with an associate of arts degree have satisfied the "intellectual foundations" and the "intellectual explorations" general education categories.

Storm Lake transfer students must complete a "pro-rated" ACES requirement. BVU Professional & Online Studies transfer students are not required to complete ACES. Details of these requirements are outlined in the ACES section.

The transcripts of those transfer students — Storm Lake and BVU Professional & Online Studies — who have not completed an associate of arts degree will be evaluated by the registrar in consultation with the deans on a course by course basis to determine satisfaction of general education requirements.

Programs of Study MAJORS

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

Majors may be selected from the following:

- Accounting
- Art
- Arts Management — Theatre; Vocal or Instrumental Music; Fine Arts
- Athletic Training
- Biology

Business Administration (Online)
 Business Economics
 Business Education
 Chemistry
 Communication and Graphic Design
 Communication and Performance Studies —
 Theatre; Communications Studies; Corporate
 Communication
 Computer Science
 Computer Science/Mathematics
 Criminology and Criminal Justice
 Elementary Education
 English
 Environmental Science
 Exercise Science,
 Physical Education and Coaching;
 Human Performance; Sport Management
 Finance and Banking
 General Science
 History
 Interdisciplinary (Distributive)
 International Business
 Management
 Management Information Systems
 Marketing
 Mathematics; Mathematics: Corporate
 Media Studies
 Music
 Music Production and Technology
 Philosophy and Religion
 Physics
 Political Science
 Political Science/Public Administration
 Psychology
 Social Science (Licensure only)
 Social Work
 Spanish

See BVU Professional & Online Studies listings for majors available at each location.

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

Interdisciplinary (Distributive) Major

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

The interdisciplinary major proposal should be carefully constructed with the assistance of at least two faculty or academic advisors. The major should consist of no fewer than 32 and no more than 64 credit hours from at least two disciplines. The proposal must represent a coherent educational goal with attention given to the nature of introductory, middle-level, and culminating work in the proposed

major. Each such major should include a theory course appropriate to the field of study and a culminating activity, such as a senior seminar or independent project that pulls together the experience of the interdisciplinary major.

To propose an interdisciplinary major, a student may obtain the support of the school dean or BVU Professional & Online Studies director. The student will confer with an appropriate school dean or BVU Professional & Online Studies director about developing the proposal and choosing appropriate advisors. Following the above guidelines for coherence of program content, the student and advisors submit the proposal on an academic action special form to the appropriate school dean(s) or associate dean for BVU Professional & Online Studies for approval. Once approved, the academic advisors and the appropriate school deans or associate dean for BVU Professional & Online Studies 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:

Art
 Art History
 Biology
 Chemistry
 Chinese
 Communication and Performance Studies —
 Theatre; Communication Studies
 Computer Science
 Criminology and Criminal Justice
 Economics
 English
 Environmental Science
 Exercise Science/Coaching
 Exercise Science/Health Education
 General Science
 German
 History
 Interdisciplinary (Distributive)
 International Studies
 Japanese
 Media Studies
 Mathematics
 Music

Music Production and Technology
 Philosophy and Religion
 Physics
 Political Science
 Public Administration
 Psychology
 Sales
 Sociology
 Social Studies
 Spanish
 Women's Studies

See BVU Professional & Online Studies listings for minors available at each location.

Endorsement Programs

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

Interdisciplinary (Distributive) Minor

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

INTERNSHIPS

The internship for academic credit 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.
- Academic internships are fundamental to the BVU student learning experience. They are vital to BVU producing the best graduates among our competitors.
- Internships offer students professional development experience by teaching vital skills for internships as well as future employment success.
- Students learn fundamental success skills such as understanding organizational culture, appropriate dress, and professional communication expectations.
- Research shows that people who do internships receive up to 7% higher salaries and are more often hired than those who do not engage internships (National Association Colleges and Employers).
- Internships ask students to apply theory to practice.

Basic Guidelines for Internships

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

Students may apply a total of 15 internship 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/NC. 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 to be permitted 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 internship sponsor.

Goals of Internships

Student learning goals for internships are to:

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

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

Student Expectations

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

- Conduct oneself in a professional and ethical manner which reflects favorably upon the agency/business and the university as well as the student including but not limited to:
- Working within the scope of the agency/business and department policies and procedures.

- Taking the initiative to seek help and advice from appropriate agency/business personnel and faculty supervisors.
- Notifying the designated employer if a circumstance arises causing the intern to be absent or tardy.
- Attend meetings, conferences, and programs which enhance professional development 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.
- Professionally and properly preparing required presentation works such as journals, logs, portfolios, presentation materials, and reflective essays.
- Accurately accounting for one's hours interning.

Faculty Supervisor Expectations

Faculty members serving as faculty supervisors assume typical faculty responsibilities for the experience as they do with any other course assigned to them. As further clarification, faculty supervisors must:

- Be available for student interns on a daily basis whether via office telephone, cell phone, email correspondence, and/or in person. At times when faculty supervisors may be unable to be available for daily contact, they will provide student interns with at least two other BVU faculty/administrative contacts, i.e. the related school dean or another colleague in the program/school or the internship coordinator and the vice president for academic affairs/associate dean of faculty office in case of emergency. The primary concern is for the safety and professional counsel needs of students in the field. The goal is for emergency needs to be handled immediately and all contacts from students to be addressed and responded to within 24 hours.
- Coordinate the experience and expectations for the student with the site supervisor by:
- Provide site supervisor with a copy of the goals and requirements of the internship program.
- Provide contact information for the faculty supervisors, and others, in cases of emergency.
- Articulate 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.

- Make certain that interns understand they minimally must complete a journal, reflective paper and presentation. The required presentation submitted to the faculty supervisors highlighting the key learning moments from their internship experience will be used for events such as inclusion in an internship symposium, major and/or school internship enhancement for underclass students.
- Secure signatures on the Student Internship Agreement form. The Student Internship Agreement form, containing signatures of the student, the faculty supervisors, and the site supervisor is preferred. A Student Internship Agreement form may include only the student and faculty signatures if a signed letter from the site supervisor delineates his/her agreements to the required elements of the internship experience. The signed copy must be retained in the intern's file by the faculty supervisors.
- Engage a three-way conversation among faculty supervisors, site supervisor and student intern whether face-to-face or via teleconference at least once during the internship.
- Provide site supervisor with the evaluation form to assess the student intern's work.
- Follow up with a thank you letter to site supervisor/business on behalf of the program and university.

Site Supervisor Expectations

For employers who choose to partner with BVU in offering students internships, we expect the site supervisor to:

- Offer a meaningful learning experience for the student.
- Provide timely feedback to the student and BVU faculty supervisors.
- Monitor the match of the internship goals with the experiences offered to the student during the internship.
- Sign a student internship agreement form or provide a letter on company letterhead delineating his/her agreements to the required elements of the internship experience.
- Complete and return a final evaluation of the student's performance on the evaluation form provided by the faculty supervisors.

BVU also recommends that the site supervisor engage in an exit interview/evaluation as an intern leaves the site.

Student Registration Process for Internships

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

1. Students first complete an application form.

- a. Once the faculty supervisor has signed the form, the faculty supervisor keeps a copy for his/her records on the student intern.
 - b. Students take the signed application form to the Registrar's Office, to be placed in their official file. BVU Professional & Online Studies students take the signed application form to their director who will fax the form to the Registrar's Office. The Registrar's Office will supply the internship coordinator in the Career Services Office with a copy of the signed application form for appropriate database and reporting needs.
2. Students provide the signed student internship agreement form to the faculty supervisor; in consultation with the faculty supervisor, the decision is made whether the site supervisor will also sign this form or supply his/her letter on company letterhead.
 3. Students then register for the internship course via campus connect.
 - a. January and semester internships are typically 3 credits; students enrolling for an internship for more or fewer than 3 credits must seek assistance from the Registrar's Office to officially register; BVU Professional & Online Studies students seek assistance from their director.
 - b. Students enrolling in internship hours during the summer sessions must seek assistance from the Registrar's Office (or appropriate director) to officially register.
 4. Students enrolling in internship credit without filing the appropriate signed form to the Registrar's Office will not be granted academic credit for the internship experience. At the beginning of each enrollment period (semester, interim, or term), the Registrar's Office will notify registered students who have not supplied the appropriate application form that they are being dropped from the internship credits.
 5. Students may not begin an internship without demonstrating proof of liability insurance, as needed.

DEGREES OFFERED

The bachelor of science degree is conferred upon students selecting majors from the sciences and/or mathematics. The bachelor of arts degree is conferred upon students meeting requirements for degrees in all other major fields. The bachelor of applied studies degree is conferred upon students who have completed an approved associate of science, associate of applied science, associate of applied arts from an accredited U.S. institution, or comparable degree from foreign institutions which Buena Vista University has entered into sister-school agreements and who meet the following BVU requirements: completion of the BVU general education program

(intellectual foundations, intellectual explorations, designated writing requirement, and for Storm Lake students, Academic and Cultural Events Series (ACES) requirement), and completion of 36 credit hours from BVU at the 300/400 level. (Bachelor of applied studies students do not declare a major and are not required to meet any specified number of credit hours of single content-area upper division coursework but must complete 36 credit hours from BVU at the 300/400 level.) Life experience credits do not count toward the 300/400 level requirement. Students completing a BAS degree must satisfy each of the six BVU objectives via a course taken at BVU or equivalent course transferred in. Only one degree will be conferred upon any one individual.

CREDIT FOR PRIOR LEARNING

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

LIFE EXPERIENCE CREDIT

Life experience credit petitions are produced only after consultation with the faculty advisor or BVU Professional & Online Studies director. These petitions must be supported by a rationale and documentation of the experience, and clearly state the hours of credit requested. Life experience credit must be requested no later than the beginning of the senior year. Guidelines can be obtained from the BVU Professional & Online Studies director or the school dean.

A total of 20 hours of course credit may be earned through examinations and/or life experiences. No more than nine hours may be earned through life experience credit although typically no more than three credits are granted. Life experience credit is elective credit only. Financial aid cannot be used to cover the cost of life experience hours.

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP) AND ADVANCED PLACEMENT (AP) PROGRAM

CLEP and AP are nationally recognized programs that offer students an opportunity to earn university credit by examination. CLEP and AP exams are available in a variety of general and specific subject areas. Credit will be awarded according to the American Council of Education (ACE) guidelines to a student who earns a CLEP score of “C” equivalent or better (as determined by CLEP) and AP score of 3 or higher. Credit will be applied toward earned hours toward graduation. Certain restrictions may apply. See the Registrar’s Office for more information.

INDEPENDENT STUDY

Independent study offers an opportunity to explore an area of study not included in the catalog listing of

approved courses. The topic of an Independent Study should be selected and carefully designed by the student in cooperation with his/her faculty instructor, the appropriate school dean and the associate dean of faculty. The student will be expected to have earned a cumulative grade point average of 3.00 or above, have junior or senior status, and possess the appropriate background and interest to pursue the proposed area of study. A proposal for independent study form may be obtained from the registrar’s web page or BVU Professional & Online Studies director. 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/NC.

DIRECTED STUDY

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

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

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

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

To be considered for a directed study, the student must have junior or senior status. The details of the directed study must be agreed upon by the faculty sponsor and the student, and approved by

the school dean and the associate dean of faculty or BVU Professional & Online Studies director no later than the end of the second week of classes in the semester/term in which the directed study is to occur. The directed study form must be submitted to the Registrar's Office at that time. Forms may be obtained from the registrar's web page or BVU Professional & Online Studies director. In directed study, the student and the professor communicate on a regular basis. Students may take no more than one directed study course per semester or term and no more than four such courses during the course of his/her academic career. A directed study is graded according to the grading system identified for the course in the course description.

There are times when truly exceptional, high-achieving students may seek additional learning opportunities. These additional learning opportunities are best achieved through independent studies. Independent studies are done at the discretion of the faculty member and school dean.

Storm Lake Academic Sessions Semester Designations

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

Interim

Interim courses are typically 3 credit hours. A three-credit course meets the full interim calendar for 150 minutes each day, travel courses are three credit hours. When the interim calendar includes fewer than 15 days of instruction more than 150 minutes may be required each day. Internships and travel courses are typically 3 credit hours. Internships and credit hours are determined by the number of 40-hour weeks contained within the internship experience. A three-credit internship, for example, requires three 40-hour work weeks. Classes meet daily. Grading is determined by the instructor and indicated in each course description. If student option is indicated, the student may choose between P/NC (pass/no credit) or letter grade (ABCDF). All travel courses and internships are P/NC.

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

Students enrolled in courses that require them to be off campus may apply for a refund of meal plan fees for the semester/term during which they are required to be off campus. See the associate dean's office for deadline information.

In order to be eligible to participate in interim, students must either complete the fall semester as a full-time student or plan to enroll full-time for the spring semester. Part-time students have the option of participating in interim. Tuition will be charged on a per-credit-hour basis for part-time students. Similarly, students on tuition exchange attending interim 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 4-1-4 institutions are welcome to participate in BVU's interim. Application should be made to the associate dean's office, 610 W. Fourth Street, Buena Vista University, Storm Lake, IA 50588.

Summer Sessions

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

Academic Enrichment Opportunities Center for Academic Excellence (CAE)

The Center for Academic Excellence (CAE) is the university's academic support unit and as such provides services that enhance the teaching-learning experience for the university community.

Disabilities Accommodations

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

Mathshop and Writing Lab

The CAE houses the mathshop and the writing lab, which accommodate drop-in visits or pre-arranged appointments to help students with coursework.

The mathshop provides tutoring for students in science, math, and business courses. The CAE also offers one-on-one tutoring upon request for specific courses other than those covered by the mathshop's regular schedule. The tutors at the CAE are BVU students who have been chosen because of their academic and teaching skills.

The writing lab has adopted the motto "continuous improvement, not instant perfection" and provides tutors who guide students through the writing process from brainstorming a topic to creating an outline to revising a completed draft. Students use this service while enrolled in writing courses or while taking courses that require a variety of papers.

CAE Skills Courses

The CAE also works with students to improve certain academic skill areas, such as vocabulary building and speed reading, or to build general study skills, including test preparation, time management and scheduling, note-taking and listening, critical thinking and reading, and basic learning strategies. Each semester, the CAE offers semester-long courses designed to improve students' skills regardless of their current level. Students register for these courses just as they would for any course at the university, and then in the first week of classes, students arrange a meeting time with the director to go over the syllabus and discuss the work and schedule for the semester. All CAE courses are graded pass/no credit.

Classes offered in the Center for Academic Excellence are:

- AEXL 021 Spelling
- AEXL 022 Reading Speed and Comprehension
- AEXL 023 Vocabulary Improvement
- AEXL 030 Term Paper Writing

English for Speakers of other Languages (ESOL)

An English for speakers of other languages (ESOL) program is offered to students with a minimal TOEFL or equivalent score of 475; to be fully admitted students must have a minimum TOEFL score of 550. ESOL classes are generally 3 credit hours and are designed to improve international students' reading, writing, speaking and listening skills to enhance the likelihood of their academic success. Reading/writing provides a foundation in English as a second language in order to help the student succeed in mainstream classes. Speaking is a conversation-based class to improve students' spoken English skills through communication and presentations. Listening is designed to prepare the student for lecture driven content in mainstream classes. See course descriptions in the course descriptions section of the catalog for

details on each course. All international students are assessed by the director of ESOL and placed into the appropriate courses based on individual needs for ESOL support. Students are not able to otherwise choose to enroll in ESOL. A maximum of 15 credit hours of ESOL coursework may be applied towards graduation from Buena Vista University.

Intensive English Program

An Intensive English Program is available to students who do not meet the minimum English proficiency requirements to be enrolled at Buena Vista University. Students who have not taken an English proficiency or who have a TOEFL score or equivalent below 475 will be required to enroll in this program. The Intensive English Program is designed to improve reading, writing, speaking and listening skills to enhance the likelihood of success within the academic program. Students will be enrolled in 12 hours of ESOL050, and must complete an English proficiency exam at the completion of each term. 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. Enrollment in Intensive English Program is limited to two semesters.

Honors Program

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

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

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

The honors program encourages students to develop their academic talents beyond the regular programs at the university and is designed to provide

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

Dean's Fellowship Program

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

International Studies

The university provides several opportunities for students to engage in cross-cultural experiences. Study abroad credits from non-U.S. host institutions will transfer as pass/no credit "grades" at BVU with a grade of "C" or better becoming a pass and a grade of "D" or below becoming a no credit.

Interim Education Travel

Each interim, Buena Vista University students may choose from a variety of foreign programs. Past interims have included travel courses to Australia, England, France, Germany, Italy, Mexico, Spain, Greece, Cuba, the Mediterranean, Fiji, Vanuatu, Peru, Egypt, and Japan.

Taiwan Program

In June 1981, the university initiated an exchange program which involves students from Buena Vista University who serve as English tutors at the Taipei Language Institute in Taiwan for a semester while also being tutored in Mandarin Chinese and acquiring general elective university credit.

Japanese Program

The university initiated an exchange program with Hokusei Gakuen University in Sapporo, Japan, in

1981. Hokusei University is a Presbyterian-related university of about 1,500 students. BVU students are given an opportunity to spend a semester studying the Japanese language and culture, as well as Japanese business practices, in this exchange program.

Other Study Abroad Options

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

Academic Policies

ACADEMIC HONESTY

Buena Vista University believes that personal integrity and academic honesty are fundamental to scholarship. We strive to create an environment where the dignity of each person is recognized and an atmosphere of mutual trust exists between instructors and students.

Accordingly, honesty in all academic matters is expected from all students. Actions contrary to academic integrity will not be tolerated. Any attempt to cheat, misrepresent someone else's work as one's own, receive credit for work one did not do, obtain an unfair advantage over other students, or aid another student to do the above will be considered a breach of academic integrity. The faculty have confidence in the integrity of students and encourage 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.

Examples of such activities include, but are 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.
- **Plagiarism** (representing another's ideas, words, expressions, or data in writing or presentation without properly acknowledging the source). For example, 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.

- **Falsification and/or misrepresentation of data** (submitting contrived or made up information in any academic exercise). For example, 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). For example, 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). For example, 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). For example, 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). For example, forging a change of grade slip or registration form, tampering with computer records, etc.
- **Unfair advantage** (trying to gain unauthorized advantage over fellow students). For example, 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. Depending on nature and severity of the offense, the university reserves the right to exact maximum penalty, even in the case of a first offense.

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

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

infraction based on the evidence, may determine the penalty for the infraction. This may involve failing a student for a particular assignment, test or course. The penalty must be communicated in writing to the student. In addition, the dean of faculty may impose academic warning, academic probation, academic suspension or expulsion, depending on the severity of the offense. A BVU Professional & Online Studies director, through consultation with the dean of faculty and associate dean for BVU Professional & Online Studies may enact the same penalties.

- Upon determination of an infraction, the faculty member should notify, in writing, the student's advisor, the faculty member's school dean, and the dean of faculty. This notification should include the student's name, the type of infraction and the penalty (i.e., student failed the assignment, student failed the course, etc.). In the case of a BVU Professional & Online Studies student, the faculty member should notify the BVU Professional & Online Studies director.
- If a student is involved in academic dishonesty but is not enrolled in a particular instructor's course, the instructor may recommend the student to the dean of faculty for disciplinary action (e.g. Student A who is enrolled in a course has Student B, who is not enrolled in a course, write a paper for him/her. Student B may be recommended to the dean of faculty disciplinary action). In the case of a BVU Professional & Online Studies student, the instructor may recommend the student to the BVU Professional & Online Studies director.
- All information related to any violation will be kept in a special file by the dean of faculty, and the appropriate BVU Professional & Online Studies director, during the time in which the student is enrolled at Buena Vista University, serving only as a statement of record if the student is charged with a subsequent act of academic dishonesty. In the case of appeal, the file will be destroyed if the student is found to not have violated academic integrity standards. If the student is found to have violated academic integrity, the file remains in the dean of faculty office until the student's graduation or three years after the student's last date of enrollment.

Appeals Process for Academic Honesty

Students may appeal a faculty member's decision to the dean of faculty (or his/her designee). The decision from the dean of faculty is final.

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

- A written request for hearing must be made with the dean of faculty within two weeks of the faculty member's decision being communicated with the student. The written notification from

the student should include his/her understanding of the events that occurred and his/her reasons for the appeal.

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

GOVERNING CATALOG

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

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

MAJOR AND MINOR COURSE OF STUDY

When a curriculum revision occurs, students may elect to meet course requirements for a major or minor as specified in the catalog in effect at the time of their admission or they may choose to meet the academic requirements in full of a subsequent catalog. Contact the registrar or BVU Professional & Online Studies director for the appropriate forms. NOTE: Education (teaching) students must meet the current requirements for teacher certification.

READMISSION TO BVU

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

ASSESSMENT PROGRAM

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

ACADEMIC STANDING POLICY

Introduction

The academic standing policy addresses the importance of students’ commitment to academic

excellence and outlines the criteria for remaining in good standing academically at BVU.

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

A minimum cumulative grade point average (CGPA) of 2.0 is required for graduation. Specific programs (such as school of education) may have higher CGPA requirements. See catalog program descriptions for details. Any student whose grade point drops below a 2.0, whether for the semester or as a cumulative grade point average, is in academic jeopardy and is encouraged to meet with an advisor and to seek assistance from the Center for Academic Excellence at the Storm Lake campus or, BVU Professional and Online Studies office staff.

THE STANDARDS

A student’s overall “academic standing” in the university is defined by two factors: (1) cumulative grade point average related to total number of credits earned and (2) satisfactory progress toward degree completion. Both of these factors are explained below:

(1) Cumulative grade point average

Because the transition to university learning is challenging, first and second year students are allowed time to build their CGPA to a 2.0 as they accumulate credits; by the time students have achieved junior status, either at BVU or as a transfer student entering as a junior, they must have achieved and are expected to maintain a 2.0 CGPA. A student is considered to be in good academic standing if the student in question meets the CGPA standard or if the student is in compliance with any stipulations placed on the student by admissions or the academic standing committee.

| Cumulative Credits Earned | Probationary status |
|----------------------------------|----------------------------|
| Less than 24 | Less than 1.75 CGPA |
| 24-55.99 | Less than 1.9 CGPA |
| 56+ | Less than 2.0 CGPA |

(2) Satisfactory progress toward degree completion

Adequate progress toward degree completion is measured by an appropriate ratio of credit hours earned in relationship with credit hours attempted. Students must complete 67% of the credit hours attempted to be eligible for financial aid and not subject to probation. For example, for each review period (semester for

Storm Lake students or combination of terms for BVU Professional and Online Studies) student records will be reviewed to determine if a student has completed 67% of the cumulative hours s/he attempted. Students are advised that withdrawing from courses, earning NC (no credit) and/or failing courses may ultimately result in failing to achieve the necessary 67% successful completion rate which allows students to graduate in the time limit allowed. See standards for financial assistance on page 44 for further explanation. A student is considered to be making satisfactory progress if the student in question meets the 67% completion standard detailed above or if the student is in compliance with any stipulations placed on the student by admissions or the academic standing committee.

All courses completed at BVU are included in the analysis of academic standing. BVU does not use incompletes as a grading option; students should be familiar with the change of grade contract process on page 30. Students also may choose to repeat courses they have failed or in which they earned a NC. The repeated attempt counts in the hours attempted by the student for purposes of calculating progress toward degree completion. See repeating courses on page 28.

A student will be allowed to attempt 150% of the hours it is determined are needed to complete the chosen BVU degree/program at the time the student first enrolls. If the attempted program is not completed within this time frame, even in situations where there has been a change in course of study, financial aid eligibility will be terminated.

Extenuating circumstances (i.e. medical or family emergencies, etc.) may cause a student to completely withdraw from the university after a semester/term has begun but before its completion. In these cases, the withdrawal from courses will not be measured in the student's determination of satisfactory progress.

Process to Determine Academic Standing

The academic standing committee is chaired by the associate dean of faculty and includes a representative from BVU Professional and Online Studies, a representative from the deans at Storm Lake, a representative from the Registrar's Office, the dean of students, and director of financial assistance. This committee reviews students' progress three times during each academic year and notifies in writing those students whose academic records fall short of the standards for determining academic standing. For Storm Lake students, course work enrolled in

during summer is reviewed in September, coursework enrolled in during fall is reviewed in January while course work enrolled in during January and spring is reviewed in June. For students in the BVU Professional and Online Studies programs, course work enrolled in during Terms 5 and 6 is reviewed in September; coursework enrolled in during Terms 1 and 2 is reviewed in January while course work enrolled in during Terms 3 and 4 is reviewed in June. Students enrolled in coop programs through the BVU Professional and Online Studies will be evaluated in January and June.

Based on the academic standing committee's review of cumulative grade point average and adequate progress toward degree, a student may be placed on academic probation, may be suspended from the university for one or more semesters/terms, or may be dismissed from the university. A student is considered to be in good academic standing and making satisfactory progress if the student in question meets the two standards detailed above or if the student is in compliance with any stipulations placed on the student by admissions or the academic standing committee.

Academic Probation

Academic probation is a warning that indicates that a student's continued enrollment at BVU is in jeopardy. Academic probation would generally be the result during the first review period after which a student fails to meet either of the standards outlined above. Academic probation may be extended for a second, subsequent review period. For example, a student who has been placed on probation for a review period and whose CGPA would indicate suspension at the next review period, will generally not be suspended, but will be allowed to remain on probation if the most recent review period's GPA shows sufficient progress toward achieving or restoring his/her CGPA to the standards noted above (normally meaning the student has earned at least a 2.0 in the most recent review period).

A contract specifying steps a student must take for continued enrollment while on probation may be required at the discretion of the academic standing committee. Usually, such a contract will limit the total number of credits a student may enroll in during a subsequent semester/term.

Academic Suspension

A student with two consecutive probation-level review periods is suspended from the university for one or more review periods. Under unusual circumstances, the university reserves the right to suspend a student who is not making satisfactory progress at the end of any review period. If a student is currently enrolled and attending when the letter of suspension is received, the student will be allowed to complete the semester/term in progress. The student

will not be allowed to enroll in subsequent semesters/terms unless an appeal for readmission has been granted. Appeals are rarely granted but may be in the case of extenuating circumstances such as illnesses, family emergencies, etc. Students are considered to be making satisfactory academic progress if their cumulative grade point average and progress toward degree completion exceeds the suspension standards.

A student who has been suspended may not enroll or attend classes at Buena Vista University for at least one semester at Storm Lake or term with BVU Professional and Online Studies programs before being eligible to apply for readmission to the university. The process for readmission is outlined below.

Process for Re-Admission after Suspension

Students suspended from the university because of failure to meet the academic standing requirements as outlined above wishing to apply for re-admission should:

1. Consult with their academic advisor for assistance in preparing a letter of application for re-admission.
2. Submit a re-admission letter to the associate dean of faculty. This letter should provide an explanation of the circumstances that contributed to the student's lack of academic progress and a detailed and specific plan outlining steps the student will take to address those circumstances in the future.
3. Re-admission letters of request must be received in sufficient time for processing of those requests. As a rule, these requests should be received by the associate dean's office a minimum of one month prior to the beginning of the semester/term in which the student wishes to re-enroll.
4. The re-admission letter will be reviewed by a committee composed of the associate dean of faculty, the associate dean for BVU Professional and Online Studies or his/her designee, and a school dean from Storm Lake.

Credit hours earned at another institution will be used in the determination of academic standing; however, grades earned at another institution do not calculate into a student's CGPA at Buena Vista University. Students readmitted after suspension may be readmitted on probation, and will be ineligible to receive state and federal financial aid. When appropriate, contingency plans will be written for re-admission to allow students sufficient time to restore their CGPA. For example, a student who was suspended may have earned sufficient credits so that s/he meets the 67% completion standard measuring progress toward a degree. However, because the required CGPA at BVU hasn't yet been achieved, a plan specifying a specific period of time granted to

the student to return his/her CGPA appropriate levels will be written. In such cases, a minimum expectation is that students will achieve a semester GPA of at least a 2.0 and will likely be required to achieve a semester GPA higher than the minimum 2.0 to return their CGPA to a minimum of a 2.0 in a reasonable time period.

Being allowed to return after suspension does not automatically ensure eligibility for financial assistance. A student will be allowed to receive financial assistance only after s/he has met the academic standing policy standards for both GPA and course completion.

Notification of Academic Status

Students will receive notification of their status after application for re-admission within two weeks of the review dates. Notification of probation or suspension is sent from the vice president for academic affairs/dean of faculty to the student and copied to the student's advisor or appropriate BVU Professional and Online Studies personnel. However, it is the student's responsibility to know these standards and failure to receive the notification will not nullify the academic status. Probation and suspension will be noted on the academic transcript for the semester/term in which that status is earned.

Dismissal

The university reserves the right, upon recommendation from the academic standing committee, to dismiss a student who fails to meet the standards even after being placed on probation or suspension.

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

Appeals

A student has the right to appeal the decision of the academic standing committee in cases of suspension and dismissal. The appeal is made to the vice president of academic affairs and consists of an explanatory letter submitted to that office within two weeks of receipt of notification of suspension or dismissal. The decision of the academic vice president is final.

ATHLETIC ELIGIBILITY

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

- Be enrolled in a minimum full-time program of study leading to a baccalaureate or equivalent degree.
- Be eligible as defined by the academic standing policy. Students are considered academically

eligible and making satisfactory progress if their academic standing exceeds the suspension standards detailed in the academic standing policy.

Further, student athletes shall meet the following conditions:

- A student-athlete shall not engage in more than four seasons of intercollegiate competition in any one sport.
- A student-athlete shall complete his/her seasons of competition during the first 10 semesters in which the student is enrolled in a collegiate institution in at least a minimum full-time program of study.
- When determining initial eligibility for a new transfer student who has ever participated in intercollegiate athletics, the student must have been academically and athletically eligible had he or she remained at the previous institution.

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

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

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

STUDENT APPEAL PROCESS

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

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

fall semester.

Prior to a formal appeal, the student should discuss his/her questions with the faculty member involved. The appeal process is intended for those rare occasions when students and faculty cannot come to 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.
2. The letter must include the student's signature and is delivered or mailed to the dean of the school for the course in question. For BVU Professional & Online Studies students, the letter is given to the appropriate director.
3. Generally within a week's time, the school dean or BVU Professional & Online Studies director will meet with the student. The student should bring any related course materials from the course in question with them to this meeting.
4. The school dean or BVU Professional & Online Studies director will meet with the faculty person involved with the grade challenge. At this point, the faculty member may also have documents for review (papers, final exams, etc. for which the student does not have ownership).
5. Based on the materials and information from the student and faculty member, the school dean or BVU Professional & Online Studies director resolves the question(s) identified in the appeal. The school dean or BVU Professional & Online Studies director may choose to ask for a meeting with the student and faculty member or consult with others as appropriate; the school dean's or BVU Professional & Online Studies director's final decision of the appeal will be communicated in writing to the student and faculty person involved. If a change of grade is warranted, appropriate paperwork for a change of grade will be initiated by the school dean.
6. The student or faculty member may appeal the school dean's decision to the vice president for academic affairs (VPAA). Such an appeal must state the reason(s) and be presented in writing within two (2) class days after receiving the decision from the school dean and includes forwarding the paperwork the school dean received to the VPAA. The VPAA reviews the materials and may ask for meetings with the student and/or faculty member involved. The VPAA communicates her/his decision in writing within 2 weeks of receiving the request for appeal. The decision of the VPAA is final.

7. The student or faculty member at a BVU Professional & Online Studies location may appeal the director's decision to the associate dean for BVU Professional & Online Studies. Such an appeal must state the reason(s) and be presented in writing within two (2) class days after receiving the decision from the BVU Professional & Online Studies director and includes forwarding the paperwork the director received to the associate dean for BVU Professional & Online Studies who reviews the materials and may ask for meetings with the student and/or faculty member involved. The associate dean for BVU Professional & Online Studies may also need to confer with appropriate school deans or others. The associate dean for BVU Professional & Online Studies communicates her/his decision in writing within two weeks of receiving the request for appeal.
8. BVU Professional & Online Studies students' final appeal may be made to the vice president for academic affairs (VPAA) and follows the process outlined in number 6 above.

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Access to Records by Students

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

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

Other exclusions include:

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

Access to Student Records by Others

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

However, the university may grant access to student records without the consent of the student to the following parties:

- Members of the faculty and administration and the personnel of their offices shall have such access as may be necessary in the normal course of the educational and administrative functioning of the university.

- Parents of financially dependent students (as defined by the Internal Revenue Service).
- Officers of other educational institutions in which the student seeks or intends to enroll.
- Parties in connection with the granting of financial aid to the student.
- Persons conducting educational or research studies about universities and students, including accrediting organizations, with the provision that only aggregate (not personally identifiable) data will be made public.
- When there exists a bona fide health or safety emergency. This includes alcohol and controlled substance violations.
- Certain state and federal officials as mandated by law (law enforcement officers are not included; they are granted access to student records only with the written consent of the student or in case of a court order or subpoena). In the event of a lawful subpoena, with which the university must comply, Buena Vista University attempts to notify the student that a subpoena has been served. The exception to this notification includes the Patriot Act and other restrictions on notification.
- Disclosure of the final results of a disciplinary proceeding to a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The institution may disclose to the victim the final results, regardless of whether the institution concluded a violation was committed.

Record of Requests for Access to Student Records

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

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

Rights to Inspection

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

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

Questions About Record Accuracy: Challenges to Content

Students have the right to request the amendment of their education records that the student believes are inaccurate or misleading.

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

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

If, as a result of the hearing, the university decides that the information is inaccurate, misleading or otherwise in violation of the privacy rights of the student, it shall amend the record accordingly and inform the student in writing of the amendment. Conversely, if, as a result of the hearing, the university decides the information in the educational record is not inaccurate, misleading, or otherwise in violation of the privacy rights of the student, it shall inform the student of his or her right to place a statement in the record commenting on the contested information in the record or stating why he or she disagrees with the decision of the university, or both.

Note: The above policies and procedures are, to the best of our knowledge, consistent with the requirements mandated by Section 438 of the General Education Provisions Act, as amended (The Family Educational Rights and Privacy Act of 1974—FERPA), and the regulations pursuant thereto as issued by the Department of Health, Education, and Welfare, June 17, 1976.

A student may file a complaint with the following governmental office regarding an alleged violation by the university of the Family Educational Rights and Privacy Act (FERPA). The complaint must be made in writing and addressed to: Family Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4605. The complaint must contain specific allegations of fact giving reasonable cause to believe that a violation of FERPA has occurred. The complaint must be submitted within 180 days of the date of the alleged violation or the date the student knew or reasonably should have known of the alleged violation; the Family Policy Compliance Office may extend this time limit for good cause shown.

Registration for Academic Courses

CLASSIFICATION OF STUDENTS

Freshmen: Students who have earned fewer than 24 credit hours

Sophomores: Students who have earned a minimum of 24 credit hours

Juniors: Students who have earned a minimum of 56 credit hours

Seniors: Students who have earned a minimum of 87 credit hours

NUMBERING OF COURSES

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

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

- Lower division courses, numbered from 100-299, are intended for freshmen and sophomores.
- Upper division courses, numbered from 300-499, are ordinarily available only to juniors and seniors.
- Special courses may be offered by faculty to meet special needs and interests. When offered as a 150 courses are intended for underclass students, while 450 courses are intended for upperclass students.

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

TYPICAL COURSE LOAD

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

Normal load and full-time status for BVU Professional & Online Studies is 6 credit hours per eight-week term.

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

ADDING COURSES

A student may add a course during the first two weeks of the fall or spring semesters or prior to the third class meeting in a summer session, half semester course and before the second class in an eight-week BVU Professional & Online Studies term. Students at the Storm Lake campus must obtain the signature of the instructor of the course and the faculty advisor on a "add/drop" form, which is available on the registrar's web page, if adding a course during the second week of classes in a fall or spring semester. BVU Professional & Online Studies students can obtain the form at their designated location office. A student may drop or add a course the first two days of interim. After the second day no changes will be permitted in interim.

DROPPING COURSES

Students may drop a course prior to the third class in interim or eight-week BVU Professional & Online Studies term, or during the first two weeks of a semester or equivalent period for other terms. Course changes are generally made via online registration. Courses dropped after online access is closed must be completed via paper form and advisor signature is required. Courses dropped prior to the deadline will not appear on the permanent record unless such drop results in a change of status (full-time/part-time) and/or a change in tuition/cost. Courses dropped after the deadline or result in a change as previously described will be processed as withdrawals and a "W" will appear as a grade on the permanent record.

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. A "W" grade is not used in the grade point average (GPA) calculation, but is counted toward hours enrolled.

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/NC courses may be taken either for a letter grade or P/NC.

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.

PERMISSION TO STUDY OFF-CAMPUS

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

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

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

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

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

- Transfer students in need of a course "off-rotation" to avoid delaying graduation, a

situation that is particularly possible for courses that are offered only on alternate years.

- Time schedule conflicts between two required courses in a given semester. Determination of a need for the two courses in the given semester rather than desire for the two courses in a certain semester must be demonstrated by the student's four-year plan of study.
- Facilitating a student's ability to study abroad for a semester or engage a semester long specialized internship.

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

In addition, the following guidelines govern Storm Lake students' enrollments in BVU Professional & Online Studies courses:

- Students must be full-time (minimum of 12 credit hours) at Storm Lake in order to enroll in BVU Professional & Online Studies courses. Enrolling in and later dropping credits at Storm Lake resulting in less than 12 credit hours of Storm Lake enrollment is not permitted. Under no circumstances may BVU Professional & Online Studies course enrollment be used to achieve full-time status at Storm Lake.
- All students, except education majors enrolled in reading endorsements courses which are only offered online, must pay online rates for online credits enrolled in during any fall semester, spring semester or summer session. All students enrolled in BVU Professional & Online Studies on-the-ground courses during any fall semester, spring semester or summer session must pay the appropriate BVU Professional & Online Studies on-the-ground course rates for those credits.
- Because of the intensity of courses and the considerable overlap in time between interim and Term 3, if a student is enrolled in 3 or more credits during interim, Term 3 registration is not permitted. If a student is not enrolled in interim, or is enrolled in 2 credits (such as Supervised Participation), 1 of the 2 credit reading courses would be permitted. Any Term 3

BVU Professional & Online Studies enrollment is counted as part of the spring semester. No student may take more than 5 credit hours of BVU Professional & Online Studies coursework in any given fall or spring semester.

- Education majors enrolling in reading endorsement courses during a fall or spring semester, and not exceeding 18 credit hours total, are not assessed additional tuition charges. Education majors enrolling in reading endorsement online courses which create an overload (more than 18 credit hours) will be charged at Storm Lake rates for the overload. Education students may choose to enroll in reading endorsement courses in the summer to avoid overload fees.
- Terms 5 and 6 are viewed as summer registration and any enrollment is charged at the BVU Professional & Online Studies online or on-the-ground rates respectively.
- Students may take two BVU Professional & Online Studies courses per term during the summer (Terms 5 and 6). Two courses, however, may not be possible in Term 5 given it is reviewed as part of the total credit hours in a student's spring load at Storm Lake (maximum of 18 credit hours).
- If a student wishes to withdraw from any BVU Professional & Online Studies course once it has begun, but before the deadline for that term, the student will receive a grade of "W" and be responsible for the prorated online tuition charges, regardless of what term it is in.

WITHDRAWAL FROM THE UNIVERSITY

A student who seeks to withdraw from the university may do so during the first two-thirds of the semester or an equivalent period for other terms. The academic record will reflect the term's enrollment. A grade of "W" will be recorded for all courses. To initiate a withdrawal a student at the Storm Lake campus must inform student services staff, who initiates the withdrawal process and informs the appropriate offices within the university. BVU Professional & Online Studies 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.

GRADING POLICIES

Grading Reports

A grade report is available to students via the Campus Connect 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: A-excellent; B-good; C-satisfactory; D-poor; F-failed;

L-co-requisite lab; IP-in progress; NRR-no report received; P-pass; NC-no credit; CR-credit/pass; All-audit; F-failure to fulfill ACES requirement.

IP - In Progress

In consultation with the Registrar, this grade is to be used in rare cases for courses where the course requirements extends 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" or "NC" will be conferred.

L-Co-Requisite Lab is non-punitive and does not effect 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 instructor will also submit a contract for change of grade (with the original grade roster for that course) that indicates the work to be completed and a completion deadline, determined by the instructor and not to exceed six weeks into the subsequent term/semester. If a student is unable to meet with the instructor due to a catastrophic situation, the vice president for student services, the vice president for academic affairs or the associate dean for BVU Professional & Online Studies 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" or "NC." 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.

Pass/No Credit Grades (P/NC option alternative)

Courses not otherwise designated may be taken for pass/no credit, but no more than two courses in the major field or a total of eight courses in pass/no credit may be credited toward graduation. Courses for which grading is only pass/no credit do not count toward these totals. A student may choose no more than three pass/no credit courses in an academic year, one of which may be the interim course. No more than one pass-no credit course may be taken in a given semester/term. Although there is no restriction on the number of courses a student may choose P/NC grading for in a minor, students should not take more than one course in a minor and/or area of concentration as P/NC.

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

Designation of a course grading system may be changed once until the end of the ninth week of classes in a regular semester, or the ninth class period during interim, or approximately two-thirds of the way through a term. Only one such change is permitted. Students must secure their advisor's signature before they will be allowed to switch to pass-no credit grading. (See academic calendar for specific dates).

Pass/no credit courses do not count in the grade point average or the cumulative grade point average. Academic honors will be computed on letter grade courses only.

The pass/no credit option cannot be exercised in repeating a course for change of grade previously earned under the traditional letter grade system.

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

Grade Changes. Once a grade has been submitted to the registrar, that grade may be changed only if an error has been made in the calculation or transcription of the original grade. Students will not be allowed to do extra work to improve grades after the grades

have been reported to the registrar. Should a faculty member wish to change a grade for any other reason, the request with justification should be submitted to the VPAA/dean of the faculty for approval. No grade change may be made after the end of the succeeding semester.

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

| | |
|--------|----------------|
| A..... | 4 honor points |
| B..... | 3 honor points |
| C..... | 2 honor points |
| D..... | 1 honor points |
| F..... | 0 honor points |

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.

OFFICIAL TRANSCRIPTS

Students will receive a copy of their transcript upon graduation. Reasonable requests to release official transcripts will be honored. Each request must include the student's written signature. The transcript request form which details the transcript request policy is available on the BVU registrar's web page. A financial obligation to the university will prohibit release of transcripts.

RECOGNITION OF ACADEMIC ACHIEVEMENT

Dean's List

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

Graduation Honors

Students who are completing their initial baccalaureate degree and have completed a minimum of 60 credit hours from BVU will be eligible to graduate with Latin honors; Cum Laude, Magna Cum Laude or Summa Cum Laude. The minimum cumulative grade point averages for these honors are 3.5, 3.7, and 3.9 respectively. 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). Actual honors awarded will be listed on the official transcript and are based on cumulative grade point average at the end of the degree program.

Cum Laude: cumulative grade point average of 3.50 to 3.699

Magna Cum Laude: cumulative grade point average of 3.70 to 3.899

Summa Cum Laude: cumulative grade point average of 3.9 or above

Schools at Buena Vista University

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

Harold Walter Siebens School of Business

The Harold Walter Siebens School of Business offers majors in accounting, business economics, finance and banking, international business, management, management information systems (MIS) and marketing. A person majoring in a business area not only engages in an intensive study of at least one specialty field, but also receives a broad base of instruction in all areas of business. Specialized study is generally undertaken after having obtained a solid grounding in a variety of liberal arts disciplines. Major emphasis is on practical application of theories, tools, and concepts to solve business problems and make business decisions. The business majors assist in preparing students for roles in corporate management and to be entrepreneurs.

School faculty: Joni Anderson, assistant professor of management; Dr. Scott Anderson, assistant professor of marketing; Denise Beebe, assistant professor of MIS; Dr. Richard Beebe, professor of MIS; Beth Blankers, assistant professor of accounting; Dr. Artega Camburn, professor of management; Dr. Sue Cullers, professor of accounting; Henry Hardt, professor of business law and finance; Timothy McDaniel, assistant professor of mathematics and business; Dr. Steven Remington, professor of marketing; Dr. Stanton Ullerich, dean of the Harold Walter Siebens School of Business and professor of economics; and Dr. Lei Wen, assistant professor of finance.

School of Communication & Arts

The School of Communication and Arts offers majors in art, arts management, communication and graphic design, communication and performance studies, English, media studies, music, music production, and Spanish, as well as offerings in Japanese, Chinese, and German. The school is concerned with the many-faceted process of communication. From face-to-face interaction through speech and Spanish, to communication through art, music, drama, writing, or the mass media, the School of Communication

and Arts focuses on the human need to interact. The approach is both pragmatic and creative, teaching students to practice the art of communication, as well as developing in each student an appreciation for the dynamic creative impulse that all men and women share.

School faculty: Jerry Bertrand, assistant professor of music; David Boelter, associate professor of art; Jamii Claiborne, assistant professor of media studies; Hollace Drake, assistant professor of English; Dr. Bruce Ellingson, professor of media studies; Dr. Annamaria Formichella Elsdén, professor of English; Rebecca Frates, assistant professor of graphic design; Dr. Mary Gill, associate dean of faculty and professor of communication studies; Jerry Johnson, assistant professor of media studies; Dr. Bryan Kampbell, director of honors program and assistant professor of communication studies; Kathy Kapitan, instructor of English; Paula Keeler, assistant professor of music; Dr. David Klee, associate professor of music; Dr. Elizabeth Lamoureux, professor of communication studies; Dr. Bethany Larson, assistant professor of theatre; Dr. James McFadden, associate professor of English; Mary Mello-Nee, associate professor of art; Dr. Matthew Packer, assistant professor of English; Dr. Jill Rhea, associate professor of communication studies; Dr. Scott Richey, associate professor of Spanish; Dr. Inez Schaechterle, assistant professor of English; Dr. Francesco Tarelli, associate professor of Spanish; David Walker, assistant professor of communication and performance studies; and Dr. Michael Whitlatch, dean of the School of Communication and Arts and professor of theatre.

School of Education and Exercise Science

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

In addition to majors in elementary education, exercise science with teaching emphasis, and in specific areas leading to secondary education licensure, a number of endorsement programs beyond the majors and minors are available for students seeking a teaching license. Primary endorsements include: 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.

No activity is more productive or satisfying than that which assists children to grow intellectually, physically and spiritually in our public and private schools. Few careers offer the college student greater

opportunities for significant contributions to the future than those in education and exercise science.

School faculty and academic support staff:

Larry Anderson, instructor of exercise science/baseball coach; Janet Berry, assistant professor of exercise science/head women's basketball coach; Dr. Stanley Bochtler, professor of education; Dr. Kline Capps, professor of education; James Day, instructor of exercise science/assistant athletic trainer; Steve Eddie, instructor of exercise science/head baseball coach; Dr. Beverly Edmondson, professor of educational psychology; Julie Finern, assistant professor of education and director of field experiences, Dr. Jon Hixon, professor of guidance and counseling; Dr. Susan Kalsow, dean of the School of Education and Exercise Science and associate professor of education; Dr. Ekaterina Koubek, assistant professor of ESL; Dr. Robbie Ludy, professor of special education; Dr. Rita McKenzie, assistant dean of the School of Education and Graduate Studies and associate professor of educational psychology and counseling; Dr. Ann Petersen, professor of education; Dr. David Pusey, assistant professor of exercise science; Danelle Smith, assistant professor of exercise science/assistant athletic trainer; Dr. Christopher Todden, assistant professor of exercise science/director of athletic training; Brian VanHaften, instructor of exercise science/head men's basketball coach. For coaching staff, please see page 258.

School of Science

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

School faculty: Dr. Melinda Coogan, assistant professor of biology; Dr. Nasser Dastrange, professor of mathematics; Benjamin Donath, dean of the School of Science and associate professor of mathematics and computer science; Dr. Timothy Ehler, associate professor of chemistry; Lanny Grigsby, associate professor of mathematics; Dr. James Hampton, professor of biology; Dr. Richard Lampe, professor of biology; Dr. Brian Lenzmeier, associate professor of biology; Kathleen McDaniel, instructor of mathematics; Timothy McDaniel, assistant professor

of mathematics; Dr. Kenneth Schweller, professor of computer science and psychology; Tom Seieroe, instructor of mathematics; Jason Shepherd, instructor of computer science; Dr. Shawn Stone, associate professor of physics.

School of Social Science, Philosophy & Religion

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

School faculty: Dr. Dixee Bartholomew-Feis, professor of history; Dr. Laura Bernhardt, associate professor of philosophy and religion; Dr. Bradley Best, associate professor of political science; Lisa Kesting Best, associate professor of political science; Dr. Swasti Bhattacharyya, associate professor of philosophy and religion; Dr. Robert Blodgett, professor of psychology; Dr. William Feis, professor of history; Dr. Robert Ferguson, professor of psychology; Dr. Wind Goodfriend, assistant professor of psychology; Dr. Stephanie Hays, assistant professor of criminology and criminal justice; Ellen Holmgren, assistant professor of social work; Kathryn McKinley, assistant professor of social work; Dr. Peter Steinfeld, dean of the School of Social Science, Philosophy, & Religion and professor of philosophy and religion; and Dr. Jeanne Tinsley, professor of psychology.

Pre-Professional Programs – Storm Lake Campus

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

The pre-professional programs offered at the university include:

| | |
|------------------------|---------------------|
| Allied Health Sciences | Optometry |
| Chiropractic Medicine | Osteopathy |
| Dentistry | Pharmacy |
| Engineering | Physical Therapy |
| Law | Podiatry |
| Medical Technology | Theology |
| Medicine | Veterinary Medicine |
| Mortuary Science | |

Early Admission into Professional School

In addition to the pre-professional programs listed above, a student who has met all general education requirements for graduation during three years of residence at Buena Vista University may seek approval to enter a professional school in order to obtain credit not offered on our campus, and to waive the usual baccalaureate degree requirement that the senior year be spent in residence at Buena Vista University. The dean of faculty should be consulted for further information.

Program with the University of Iowa College of Dentistry

Buena Vista University and The University of Iowa College of Dentistry have entered into a joint agreement designed to encourage potential professional students to pursue a liberal arts education enroute to their professional goal of becoming a dentist.

The program is designed to have the student in residence at Buena Vista University engaged in a liberal arts curriculum. The student will be exposed to courses in the arts, social sciences, humanities, biological and physical sciences. Once selected into the early admission program, the student need only to maintain satisfactory academic performance (3.2 GPA) to assure matriculation to the University of Iowa College of Dentistry. After the first three years, the student will move to the University of Iowa in Iowa City. At the end of the first year in dental school (and the transfer of some science credit from the College of Dentistry), the student will be awarded a bachelor's degree from Buena Vista University. Interested students should contact the Buena Vista University School of Science dean for additional information.

Program with Washington University School of Engineering and Applied Science

Buena Vista University and the Washington University School of Engineering and Applied Science share a dual-degree program in engineering and applied science. The dual degree program of studies allows students to earn a baccalaureate degree from Buena Vista University and a bachelor of science degree in engineering or applied science from Washington University. Students will be considered for admission to the School of Engineering and Applied Science if they are recommended by the liaison officer designated by Buena Vista University, have the requisite cumulative grade point average, and complete all continuance course requirements prior to entering Washington University. Typically, students will attend Buena Vista University for three years. Courses taken at Washington University may be used to meet the degree requirements (major/minor, total credit hours for graduation, etc.) of Buena Vista University. Minimum course requirements to

be fulfilled at BVU include a minimum of 60 credit hours of transferable university credit (courses with grades below "C"- do not transfer).

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

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

Program with Palmer College of Chiropractic

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

Academic Lecture Series**Ingeborg Stolee Lecture**

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

Staley Lecture

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

Reynolds Lecture

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

Tollefson Lecture

The Robert and Barbara Tollefson Lectureship in

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

William W. Siebens American Heritage Lecture

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

**STUDENT FOUR-YEAR
ACADEMIC PLANNING**
STUDENT NAME

| I. Intellectual Foundation | <i>Semester Taken</i> | <i>Grade</i> | <i>CR</i> |
|---|-----------------------|--------------|-----------|
| <i>Written Communication</i> | | | |
| ENGL 050 | | | |
| ENGL 100 | | | |
| ENGL 200 | | | |
| <i>Oral Communication</i> | | | |
| CPER 103/105/215 | | | |
| <i>Mathematics</i> | | | |
| MATH 050 | | | |
| MATH 100 | | | |
| Category III Course | | | |
| <i>Technological Literacy</i> | | | |
| OBVU 120 | | | |
| <i>Total Foundation Credit Hours</i> | | | |
| II. Intellectual Exploration | <i>Semester Taken</i> | <i>Grade</i> | <i>CR</i> |
| <i>Fine Arts</i> | | | |
| 1. | | | |
| <i>Social Science</i> | | | |
| 1. | | | |
| 2. | | | |
| 3. | | | |
| <i>Humanities</i> | | | |
| 1. | | | |
| 2. | | | |
| 3. | | | |
| <i>Science</i> | | | |
| 1. | | | |
| 2. | | | |
| 3. | | | |
| <i>Total Exploration Credit Hours</i> | | | |
| Academic & Cultural Events Series (ACES) | <i>Semester Taken</i> | <i>Grade</i> | <i>CR</i> |
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |

ADMISSION

Requests for admission are considered by the Office of Admissions. Applicants whose abilities, academic preparation, interests, and personal qualities give promise of success at Buena Vista University will be selected for admission.

Each application for admission is given personal attention. Applicants are considered on the basis of academic performance, test scores and recommendations, and motivation. The character of the applicant is very important, and qualities such as leadership, special talents, 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. The university adheres to its policy of nondiscrimination against student applicants on the basis of age, sex, race, color, religion, physical handicap, and national or ethnic origin.

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. Obtain, complete, and return to the Office of Admissions an application for admission. To simplify the application process, Buena Vista University does not require an application fee.
2. Arrange to have your high school transcript through the latest completed semester sent directly to the Office of Admissions, Buena Vista University, 610 W. Fourth St., Storm Lake, Iowa 50588.
3. Have the results of the American College Test (ACT) and/or the Scholastic Aptitude Test (SAT) sent directly to the Office of Admissions.
4. If you are a transfer student, also arrange to have official transcripts of academic work from each university attended forwarded to the Office of Admissions.
5. If there is personal information that has affected your past academic performance, please include this information on a separate paper and attach it to the application for admission.
6. Freshman applicants should request their final high school transcript to be sent directly to the Office of Admissions, Buena Vista University, 610 W. Fourth St., Storm Lake, IA 50588.
7. For freshman applicants completing coursework jointly through their high schools and a community college, formal requests for transcripts need to be made with the community 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.

8. 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. Without official transcripts and records, a student may be admitted conditionally but will not be allowed to register beyond the initial term/semester until all records are complete.

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

1. An advance enrollment deposit of \$200. Priority for housing, financial aid, and classes are based on the university's receipt date of the enrollment deposit.
2. A housing application form (resident students only).
3. An institutional application for financial aid (prior to Jan. 1) or a completed free application for federal student aid (after Jan. 1).

Admission of Storm Lake Freshmen

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

1. Certification of graduation from an accredited secondary school or completion of the GED high school equivalency diploma.
2. Rank in secondary school graduating class, plus cumulative grade point average.
3. Quality of coursework taken.
4. Results on standardized tests — ACT, SAT
5. Recommendations from secondary school counselors, teachers or administrators.
6. Character and motivation.
7. Extracurricular activities in school, church, and community.

Admission of Storm Lake Transfer Students

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

Guidelines for Transfer of Credit

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

- New England Association of Schools and Colleges

- Middle States Association of Colleges and Schools
- North Central Association of Colleges and Schools
- Northwest Association of Schools and Colleges
- Southern Association of Colleges and Schools
- Western Association of Schools and Colleges

Official evaluations of past academic work will be made free of charge after all official transcripts of previous work have reached our Office of Admissions.

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

Transfer Credits

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

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

1. Relevance to the curricular program at BVU.
2. Transferability of coursework will be determined by the Registrar's Office in consultation with the appropriate school dean.
3. BVU recognizes associate of arts degrees and selected associate of science and associate of applied science degrees. Credit will be evaluated based on criteria described in this policy.
4. Coursework from all other associate degrees will be evaluated on a course-by-course basis.
5. While not normally accepted in transfer, selected vocational/technical credit may be accepted as elective hours after review by the registrar. A maximum of 16 credit hours of vocational/technical credit will be accepted. Credit from proprietary or non-regionally accredited institutions is generally not accepted in transfer.
6. BVU recognizes successfully completed "arts and sciences" coursework and will make appropriate notations on the official transcript. Students are required to complete a minimum of 60 credit hours from a four-year (baccalaureate) institution and a minimum of 30 credit hours from BVU, therefore, a maximum of 98 credit hours will be applied toward the degree, of

which no more than 68 may be from a two-year college.

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

Veterans Information

Information and assistance for Storm Lake students concerning veterans' certification of enrollment may be obtained from the Registrar's Office and questions regarding tuition assistance should be directed to the Business Office. BVU Professional & Online Studies students should contact their respective office.

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 Professional & Online Studies 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 the their intended enrollment date. In order to be considered for admission, you must submit a completed application, which includes the items listed below. It is very important that you forward all of your documentation to us promptly in order to receive an admission decision in a timely manner. Please submit the following:

1. A completed international student application for admission. We recommend you apply online at www.bvu.edu/international.
2. Official academic records with English translations from every academic institution attended beginning with the first year of secondary school. Records must include date of entry; date of completion; name of certificate/diploma received and certified copies of supporting documents (marks reports).
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: 475 PBT or 50 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.
4. Two letters of reference/recommendation are required. Letters should be sent directly to BVU from the principal(s) or instructor(s) who can lend insight regarding rank in class and comparison with classmates. The letters should

also indicate the length of time the writer has known you.

5. A personal statement providing background on your educational experience thus far and your educational and professional plans for your future.
6. A copy of your passport to ensure accuracy in preparing your admission and immigration documents.
7. 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.

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 International Student Services
 Fax: +001.712.749.2039
 E-mail: international@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 academic good standing policy.

Graduate Students

Contact the School of Education at 712.749.2162 for details.

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 should apply for admission prior to the beginning of the semester or session in which they desire to enroll.

Special Students

Unclassified students may be admitted to study for credit not leading to a degree. They may select courses for which they qualify, if approved by the appropriate school dean. Students should complete a

special application for admission, which is available in the Office of Admissions.

Transient Students

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

Auditors

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

Campus visits

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

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

FEES

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

Fee Information

The fees below are for the 2009-2010 academic year. The university reserves the right to increase the rates charged with due notice.

2009-10 Charges for Resident Students

| | |
|-------------------------------------|----------|
| Standard tuition | \$25,540 |
| Level tuition | \$26,815 |
| Room | \$3,622 |
| Board | \$3,670 |
| Student activities fee | N/C |
| Health service..... | N/C |
| Student government activities | N/C |

| | |
|-----------------------------|-----------------|
| Student publications | N/C |
| Standard TOTAL | \$32,832 |
| Level TOTAL | \$34,107 |

(tuition, regular room and board)

2009-2010 Charges for Commuter Students

| | |
|-------------------------------------|-----------------|
| Standard tuition | \$25,540 |
| Level tuition | \$26,815 |
| 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 | \$25,540 |
| Level TOTAL | \$26,815 |

Additional Fees

| | |
|--|-------|
| Per credit hour | \$858 |
| <i>(less than 12 credit hours or more than 18)</i> | |
| Late fee tuition payments | \$100 |
| Life experience** <i>(per credit hour)</i> | \$271 |
| Audit <i>(per credit hour)</i> | \$60 |
| Summer tuition <i>(per credit hour)</i> | \$282 |
| Student-teaching fee <i>(based on 3 credit hours)</i> .. | \$76 |
| Student-teaching fee <i>(based on 6 credit hours)</i> | \$152 |
| Student-teaching fee | |
| <i>(based on 12 credit hours)</i> | |
| | \$304 |
| Undergraduate graduation fee | \$70 |
| <i>(payable at registration in final semester)</i> | |
| Transcripts | \$6 |
| additional on same form..... | \$3 |
| <i>(one day service)</i> | |
| | \$25 |
| Private acting lessons <i>(per credit hour)</i> | \$250 |
| Private music lessons <i>(per credit hour)</i> | \$250 |
| Art fees <i>(see individual courses)</i> | |
| Organ rental <i>(per semester/per credit hour)</i> | \$150 |
| Credential fax fee | \$10 |
| Credential fee | \$4 |
| Single room | \$258 |
| Room reservation deposit <i>(returning students)</i> .. | \$25 |
| Room damage deposit* <i>(new students)</i> | \$100 |
| I.D. — replacement | \$20 |
| I.D. — passport <i>(three photos)</i> | \$10 |
| Returned-check fee | \$30 |
| Parking sticker | \$60 |
| Second vehicle | \$60 |
| Replacement parking sticker | \$15 |
| Library books late charges | \$5 |
| Not returning laptop <i>(per day)</i> | \$5 |

***Students actually pay \$200, with \$100 being applied to tuition accounts.*

***Tuition remission will cover the costs of life experience; however, federal and state funds are not available for life experience.*

Level Tuition Guidelines

(optional for incoming Freshman Fall 2009 only)

Buena Vista University offers an optional four-year, level tuition plan available only to freshmen Storm Lake students. The level (or guaranteed) tuition rate plan is designed to help entering freshmen and their families better plan for the cost of a college education, while allowing the university to maintain the quality of its academic programs. Students who elect to enroll in this plan must do so prior to August 28, 2009.

- Effective fall 2009, there are two different tuition plans that entering freshmen may choose from:
 1. The continuing or standard student plan – tuition rates are subject to change yearly.
 2. The level tuition plan – tuition rate is not to increase as long as the student maintains continuous, full-time enrollment at Buena Vista university Storm Lake campus for four continuous academic years.
- Under the level tuition plan, students will pay a slightly higher rate of tuition for the first year, but will be guaranteed the same rate for the remaining three years.
- The charge for level tuition will be the standard 09-10 tuition plus \$1,275. This amount will be the cost for the student for up to 8 continuous semesters.
- Full-time tuition is based on enrollment in 12-18 credit hours per semester. Enrollment in fewer hours than 12 or more than 18 will be assessed at the prevailing per hour rate. In addition, any summer enrollment will be charged at a per credit rate based on the prevailing summer tuition charge.
- Room, board, and any fees are not included in the plan and are subject to change each year.
- A student who chooses to participate in the level tuition program will not be financially penalized. In other words, if after completing four years at BVU, a participant paid more than a non-participant would have paid, their tuition for their senior year will be adjusted by the difference.
- If a student exits BVU for any reason, they will not be allowed to re-enter at the level tuition rate. Students who are re-admitted at BVU will be required to pay the tuition rate at the time of re-admission. An exception may be allowed for medical leave for one semester or military duty.
- Students anticipating graduation in less than four years should not participate in the level tuition program.

NOTE: Some of the above fees do not apply to Buena Vista University Professional & Online Studies. For current BVU Professional & Online Studies fee information, contact the individual location at the telephone number listed in the BVU Professional & Online Studies section of this catalog.

Beginning with students first enrolling in the 2001-2002 school year, parking stickers must be purchased on a yearly basis.

Buena Vista University is fully committed to maintaining the high quality of its academic programs and student services. As you are probably aware, economic circumstances have necessitated that quality colleges increase their fees. 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 resident students and a \$100 deposit from commuter students. The deposit is not refundable.

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. Refund checks are mailed out in February and June only. Students who never attend classes are not eligible for the refund. The other \$100 is applied to tuition and fees. For first-time commuters, the entire \$100 deposit is applied to tuition and fees.

For returning resident students, a \$25 room reservation deposit is required before a room assignment is made. This deposit is applied toward room and board costs for the year. This deposit is non-refundable if a student chooses to withdraw his/her application for housing.

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 <i>Payable Aug. 15</i> | \$12,770 | \$1,811 | \$1,835 | \$16,416 |
| Spring semester <i>Payable Jan. 15</i> | \$12,770 | \$1,811 | \$1,835 | \$16,416 |
| Total for Year | \$25,540 | \$3,622 | \$3,670 | \$32,832 |

Level Tuition

(optional for incoming Freshman Fall 2009 only)

| | Level Tuition | Room | Board | Level Total |
|---|---------------|---------|---------|-------------|
| Fall semester <i>Payable Aug. 15</i> | \$13,407 | \$1,811 | \$1,835 | \$17,053.50 |
| Spring semester <i>Payable Jan. 15</i> | \$13,407 | \$1,811 | \$1,835 | \$17,053.50 |
| Total for Year | \$26,815 | \$3,622 | \$3,670 | \$34,107 |

In addition, we estimate that a student living on campus will have approximately \$2,000 in expenses for books, supplies, transportation, clothing, laundry, telephone, entertainment, etc.

Methods of Payment

Arrangements for the payment of all obligations to the university must be completed with the Business Office prior to the beginning of the semester, before a student becomes officially enrolled. Failure to meet this obligation can result in a penalty assessed by the Business Office. In addition, interest will be assessed on past due balances. BVU has a monthly payment plan whereby parents and students can pay the portion of tuition, room, and board fees not covered by financial aid. The plan can extend a maximum of 12 monthly payments beginning no later than August. More information on this plan can be obtained from the Business Office. A BVU Payment Plan application is also available on the BVU website.

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

Withdrawal Process

This policy will assist students who feel the need to completely withdraw from the university after a semester has begun but before its conclusion.

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

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

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

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

withdrawal process should be initiated with the Office of Graduate Studies or the Registrar's Office.

The Office of Student Services/Office of Graduate Studies/registrar will then contact each affected office to provide the official withdrawal date. This date will then be used in the refund calculation. (See Return of Title IV Funds/Institutional Refund Policy.) No refund will be granted for a withdrawal that occurs on or after sixty percent of the enrollment period.

If a student begins but does not complete semester coursework, but does not officially withdraw as described above, they will be considered to have unofficially withdrawn. One example of a student who unofficially withdraws would be one who receives only failing grades for a semester. The withdrawal date for a federal or state aid recipient who unofficially withdraws, will be the midpoint of the payment period or the last documented day of academically related activity, whichever is later. If a student without federal or state aid unofficially withdraws, he/she will be fully charged. In addition, any resident student who unofficially withdraws will receive no refund of that semester's room and board charges. If a student left without notification because of circumstances beyond the student's control, such as those mentioned below, BVU might determine a withdrawal date related to those circumstances. In addition, a withdrawal date determination can be appealed for extenuating circumstances such as:

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

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

A student can rescind a withdrawal by providing a written request to the Office of Student Services or Office of Graduate Studies.

If disciplinary action results in the loss of any college or college-contracted service for the student, there will be no refund, except pro-rated board, unless required by federal, state or other regulations.

If a student wishes to request a leave of absence instead of withdrawing, he/she should contact the Office of Student Services to begin that process.

The Office of Student Services or the Office of Financial Assistance can be contacted with questions concerning the withdrawal process. The Office of Financial Assistance and/or the Business Office can be contacted concerning the refund calculation.

Return of Title IV Funds/Institutional Refund Policy

The percentage of assistance earned by a student who chooses to withdraw 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 consecutive 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) on the student's behalf, for the period of enrollment. If the withdrawal occurs on or after the 60 percent point, then the percentage earned is 100 percent as the student will be fully charged.

BVU will return the lesser of the unearned amount of 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 assistance (which is the complement of the earned percentage above). 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 Stafford Loans
- Subsidized Stafford Loans
- Perkins Loan
- Federal PLUS Loans
- Pell Grants
- FSEOG
- Other Title IV assistance for which return of funds is required

The order of the return of institutional funds will be as follows:

1. BVU grant/scholarships not endowed or restricted
2. Endowed/restricted scholarships
3. Institutional loans

If a student or parent feels that individual circumstances warrant exceptions from stated policy, the following appeal order can be followed:

1. Accounts receivable coordinator
2. Director of financial assistance
3. Controller
4. Director of business services
5. Vice president for business services

6. President of Buena Vista University

Contact the Office of Student Services 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

Buena Vista University provides financial assistance to promising and qualified students through scholarships, grants, loans, and work opportunities. Over 99 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. Gifts are called grants or scholarships and do not have to be repaid.
2. Loans are made to students at low interest rate 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 one of the following publications from the Office of Admissions or Office of Financial Assistance: 1) Funding Education Beyond High School: The Guide to Federal Student Aid; 2) Financial aid award information: 10 Points to Remember.

Specific information concerning financial aid for BVU Professional & Online Studies students may be found in the BVU Professional & Online Studies section on page 60.

Financial Assistance Application

To apply for financial assistance:

1. Complete and submit the application for admission to Buena Vista University.
2. Submit your official high school transcript and test scores (ACT or SAT) to Buena Vista University's Office of Admissions. Any student who has transfer hours should also submit transcripts from all previous colleges and universities attended.
3. As soon after Jan.1 as possible, complete and file an application for financial aid. The application can be found electronically at www.fafsa.ed.gov. By completing the Free Application for Federal Student Aid (FAFSA) correctly, students are applying for all federal, state, and institutional aid sources available. Some forms of aid may require additional information.
4. Students must reapply for financial aid each year they expect to attend Buena Vista

University and request consideration for need-based aid.

General Eligibility Guidelines

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

1. Have financial need, unless otherwise indicated. Financial need will be determined using the information reported on a free needs analysis document (FAFSA) and the following formula: cost of education – family contribution = financial need
2. Have a high school diploma, a GED or demonstrated ability to benefit from the program of interest. Testing may be necessary to prove the ability to benefit for those students who do not have a high school diploma or a GED, unless the student has a completed a two year program.
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 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 electronically while still enrolled. Some forms of federal aid require a June 1 application receipt date to be eligible for consideration.

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.

Gift Assistance

Federal Grants/Scholarships

Federal Pell Grants are awarded to undergraduate students who meet certain financial need qualifications. These grants will range from \$976 to \$5,350 for eligible full-time students in 2009-2010 Eligibility and the amount awarded each year is determined by a federal formula. Students automatically apply by completing the free application for Federal Student Aid (FAFSA) each year. If eligible, a student must release the FAFSA information electronically, while still enrolled, to receive the grant.

A total of 352 BVU-Storm Lake students received Federal Pell Grants averaging \$3,156 each in 2008-

2009. See the Academic Standing Policy for academic renewal requirements.

Federal Supplemental Educational Opportunity Grants (FSEOG) are federally funded grants awarded by BVU in varying amounts. They are given to full and some part-time students who show extreme financial need and, normally, who are also Federal Pell Grant recipients. To be considered for this limited funding, students should complete the FAFSA by June 1 and list BVU. Awards for eligible students normally range from \$200 to \$2,000 per year. Request a copy of the FSEOG awarding policy for additional information. See the Academic Standing Policy for academic renewal requirements.

Academic Competitiveness Grant/Science and Math Access to Retain Talent (SMART) Grants

may be available to students who show exceptional financial need. U.S. citizenship or eligible non-citizenship status and Pell Grant eligibility are required for both programs. Academic Competitiveness (AC) Grants of \$750 will be available to first year students who meet the previous criteria and who have also graduated from a rigorous high school program after January 1, 2006. The award is renewable at \$1,300 for the student's second year provided the student earned a 3.0 or better CGPA after the first year and continues to meet the other eligibility requirements. SMART Grants of \$4,000 are available for each of the third and fourth academic years if the student is enrolled in a program leading to a degree in physical or life sciences, computer science, technology, math or certain foreign languages, has met the previous criteria, and has earned and continues to maintain, a 3.0 or better CGPA. Awarded students must enroll in at least one course a semester in a SMART Grant eligible major.

The TEACH Grant is a federally-funded program created to help college students who plan to teach, pay for college. These grants are available to eligible students who agree to serve as full-time teachers in high need fields at schools that serve students from low income families. Eligible students are those that are US citizens or eligible non-citizens enrolled in teacher education, who have scored above the 75th percentile on at least one of the batteries in an admissions test or who have earned and maintained a cumulative 3.25 GPA. The award amount is \$4,000 per year. The grant could become a loan if all the employment conditions are not met. For more information, please see the Office of Financial Assistance.

Robert C. Byrd Scholarships of up to \$1,500 are made available by the federal government in the form of grants provided to the state. Students can apply for this scholarship through their State Education Agency.

Evidence of financial need is not a requirement. The scholarship is only available during years when funding is appropriated.

State Grants/Scholarships

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

Iowa Tuition Grants are awarded, based on need, to Iowa residents who attend Iowa private colleges and universities and file by the deadline, which is currently July 1. Seventy-three percent of Buena Vista University's Storm Lake full-time students who reside in Iowa qualified for the \$4,000 grant in 2008-2009. Iowa residents will automatically be considered by listing Buena Vista University on an application for financial aid (FAFSA). See the Academic Standing Policy for academic renewal requirements.

Iowa Grants of up to \$1,000 a year will be provided by the State of Iowa to needy Iowa students attending Iowa colleges and universities. Funding is limited. Buena Vista University will select the recipients, with priority going to the neediest applicants. The award may be renewable. See the Satisfactory Academic Standing Policy for academic renewal requirements.

Iowa National Guard Educational Assistance Grants are available to Iowa residents who are members of an Iowa Army or Air National Guard unit while enrolled in higher education. The individual award amount will not exceed the average tuition rate for full-time students at Iowa Regents Universities. Other gift aid programs, such as the Iowa Education & Training Voucher Grant, All Iowa Opportunity Foster Care Grant and the All Iowa Opportunity Scholarship, are available from the State of Iowa in limited amounts. These funds currently help Iowa students who have been in foster care, TRIO programs, alternative high schools or are homeless.

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

BVU Grants/Scholarships Academic Merit Awards

Trustee Scholarships amounting to full tuition, will be awarded to up to five freshmen each year.

Applicants for this scholarship must meet two of the following criteria: 3.85 CGPA, 29 ACT or a high school class rank in the top 5 percent. Recipients will be selected through competition. Recipients must enroll full-time and may renew a trustee scholarship for a maximum of three additional years by maintaining a 3.25 CGPA and full-time status. Financial need is not required.

If a trustee scholarship recipient is eligible for Iowa Tuition Grant funds, the amount available will be subtracted from the Trustee Scholarship. The total of all gift aid will never be less than the BVU tuition charge. **However, an individual's financial need and direct charges may limit total gift aid (including outside scholarships).**

Multicultural Scholarships amounting to full tuition and room and board, will be awarded to four full-time freshmen from diverse backgrounds each year. Students with a strong academic and leadership background would be eligible to complete the scholarship application and interview with the director of intercultural programs and the director of admissions. Recipients will be eligible to renew a BVU multicultural scholarship for a maximum of three additional years by maintaining a 2.5 CGPA and full-time status.

Any Pell Grant and/or Iowa Tuition Grant funds a multicultural scholarship recipient receives will be subtracted from the multicultural scholarship. **The total of all gift aid will be limited to direct costs.**

Foundation Scholarships/Grants of \$5,500-\$13,000 are awarded upon acceptance to Buena Vista University. Individual award amounts are based on meeting certain academic requirements. Students enrolled full-time are eligible to renew their individual foundation scholarship/grant for up to three years, based on the renewal requirements presented at the time the award was made. For more information on the eligibility or renewal requirements for a specific award, please contact the Office of Financial Assistance. There is no limit on the number of awards available, but only students awarded a foundation scholarship as a new student are eligible to be considered in subsequent years.

Eligible students may receive only one foundation scholarship/grant per year and are able to renew the scholarship/grant amount they received at the time they entered BVU based on the renewal requirements indicated.

Recognition Awards

Dean's Fellowship Awards of \$2,000 were offered through application prior to the 2008-09 school year.

A dean's fellowship is renewable for those who qualified for a maximum of three additional years with full-time enrollment, a 3.0 CGPA by the end of

the freshman year and a 3.3 CGPA thereafter, and upon approval by the appropriate school. The number of awards is limited.

School Awards of \$2,000 per year were available beginning in the 2006-07 academic year and prior to 2009-10, to full-time freshmen entering BVU if they meet two of the following criteria: minimum 3.0 CGPA, minimum 20 ACT or top 50 percent of their high school class.

All awarded students are eligible to renew their award for a maximum of three additional years, by maintaining a 2.5 CGPA and full-time status. The number of available awards is not limited.

Math Science Excellence Awards were available prior to the 2006-07 academic year.

All previously awarded students are eligible to renew their individual award amount by continuing to major in a program offered by the BVU School of Science, maintaining full-time status, and earning a 3.0 or better CGPA. The number of available awards is limited.

Master Teacher Scholarships were available prior to the 2006-07 academic year.

All previously awarded students are eligible to renew their individual award amount by maintaining interest in a program offered by the School of Education, a 3.0 CGPA and full-time status. The number of available awards is limited.

Pre-law excellence awards were available prior to the 2006-07 academic year.

All previously awarded students are eligible to renew their individual award by maintaining a 3.0 or better CGPA, continuing to have interest in attending law school and remaining a full-time student. The number of awards available is limited.

Art, Music, Theatre And Media Studies Awards are available in various amounts to recognize and reward students who demonstrate talent and wish to participate in art, theatre, music and/or media studies at the college level. Students must have a strong interest in art, music, theatre, and/or media studies. Students may be required to audition or provide a portfolio for specific art, theatre, performance theatre, vocal music and instrumental music. Students are eligible to renew these awards for a maximum of three additional years by meeting participation criteria.

A student may be awarded only one academic merit award. Only one recognition award may be "stacked" onto that award. The maximum that can be "stacked" is \$2,000 per year. No "stacking" will be allowed with the Trustee Scholarship or Multicultural Scholarship.

Other Scholarships and Grants

Out-of-State Scholarships were awarded, prior to the 2009-10 year, in the amount of \$1,000 to students that qualified for any Buena Vista University foundation scholarship and who resided in states other than Iowa. The number of available awards is not limited. Out-of-state scholarships are renewable for non-residents with full-time enrollment and continued eligibility for a foundation scholarship.

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.

Loyal Hays Scholarships of \$3,000 per year were awarded beginning in the 2008-09 school year to new freshmen or transfer students who graduated from high school in one of the following counties in Iowa: Buena Vista, Calhoun, Carroll, Cherokee, Clay, Crawford, Dickinson, Emmet, Harrison, Humboldt, Ida, Kossuth, Lyon, Monona, O'Brien, Osceola, Palo Alto, Plymouth, Pocahontas, Sac, Shelby, Sioux, Webster, or Woodbury. The number of awards is not limited and financial need is not required.

Buena Vista University Transfer Scholarships are awarded based on the student's college grade point average. To be considered for one of the transfer scholarships, students must have completed at least one semester of college as a full-time student (12 credit hours). A student is considered a transfer student after they have graduated from high school or completed their GED and have completed one semester at a community college or four-year college/university as a full-time student (12 credit hours or more). The awards will range from \$5,000-\$11,000, depending on college CGPA. The number of awards is not limited.

Phi Theta Kappa Scholarships of \$1,000 are available to full-time transfer students who have membership in Phi Theta Kappa and who wish to transfer to BVU immediately following graduation from a community college. A 3.5 CGPA is required. Students with a prior bachelor's degree are not eligible.

Multicultural Incentive Grants are available to some full-time students from diverse backgrounds. The maximum award is \$1,000. Financial need and the total of other BVU gift aid awarded will determine if an award is made. The number of awards available is limited. Students eligible for trustee or multicultural scholarships are not eligible for consideration.

Sibling Grants are available to any student who has a sibling enrolled. Eligible students will receive a \$500 grant for each year of simultaneous enrollment on the

Storm Lake campus. The number of awards available is not limited.

National Presbyterian Scholarships of up to \$1,400 per year are available to students who show need and apply to the National Presbyterian Church prior to the freshman year, by the yearly deadline. The student's first year award may be renewed provided the student continues to show financial need and maintains a 3.0 CGPA. The number of awards available is limited.

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

In addition, gifts from friends of BVU, organizations and special endowments are awarded based upon financial need and/or other criteria. Students are automatically considered for these aid sources when they apply for financial assistance each year. A complete list of benefactors may be found on the BVU Office of Institutional Advancement web page.

Any awards made from institutional funds will not change mid-year unless enrollment or living arrangements change. The post-Interim CGPA will normally determine the award for the next full academic year.

If you plan to enroll in summer classes and wish to use any federal aid eligibility you may have, you must notify the Office of Financial Assistance. There is no institutional gift aid available for summer courses.

Other Grants/Scholarships

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

Your financial assistance from these scholarships must be packaged into your aid award so your financial need is not exceeded.

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

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.

Availability of Study Abroad Funds

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

Work Opportunities

The university's work-study program provides employment opportunities to students who normally 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. Whenever possible, students are assigned to positions that will support their academic interests. Currently, positions are available both on- and off-campus. Students will be paid, by check, at two-week intervals. See the academic standing policy for academic renewal requirements. Priority deadline date for FAFSA filing is June 1. For additional eligibility requirements, please request a copy of the federal CWS awarding policy.

The university also provides referrals for a variety of part-time jobs in the community. These jobs are available to all students and financial need is not a factor. Employment may also be available for the summer.

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

Low-Interest Loans

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

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

Federal 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 until six months after the student graduates, withdraws from college or enrolls less than half-time. 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. An application for financial aid must be submitted to determine eligibility for either loan source. Interested students must also complete a federal Stafford loan master promissory note, prior to the first semester of borrowing, regardless of the type of Stafford 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/default fee, will be received by the university and credited to the student's account each semester. Freshmen 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 is 6.8% for unsubsidized and 5.6% for a Subsidized Stafford Loan. Since this is a loan, any amount borrowed will have to be repaid with future earnings. The aggregate subsidized maximum that may be borrowed for a undergraduate program is \$23,000. As evidenced by the repayment schedule on page 49, monthly repayment can be affordable. See the academic progress policy for academic renewal requirements. Additional information, including cancellation, forgiveness or deferment options, is

available from the Office of Financial Assistance or Business Office.

Additional Federal Unsubsidized 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 parent loan (PLUS). Up to \$5,000 is available for similar students who have completed two or more years. Students must be enrolled at least part-time. Financial need is not required. Monthly repayment of interest normally begins within 60 days after the loan is made. Repayment of principle and interest will begin once the student is no longer enrolled at least half-time. The interest rate is 6.8 percent. The aggregate maximum that may be borrowed is \$34,500. Interested students can receive more information from our Office of Financial Assistance. See the academic standing policy for academic renewal requirements.

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

Federal Parent Loans, called Federal PLUS Loans, are available to parents who have dependent children in college. Parents can borrow up to an amount equal to the cost of education minus other financial aid, at an interest rate of 8.5 percent. Financial need is not required. An origination/default fee will be taken out before the funds are disbursed. Monthly repayment normally begins no later than 60 days after the loan proceeds are disbursed. Our Office of Financial Assistance has additional information about this federal loan program.

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 \$35,000 annually. The interest rates are variable. Repayment generally begins within 30 to 60 days after the loan money is received, although the loan may be deferrable while the student is enrolled. The borrower may take up from 12-20 years to repay. Financial need is not a prerequisite. For more information on any alternative loan source, please contact the Office of Financial Assistance.

Standards For Financial Assistance Satisfactory Academic Progress

The academic standing policy describes the criteria to be used for assessing the academic standing of students at Buena Vista University and will also be used to access a student’s eligibility for financial assistance. This policy will be used to assess academic standing for all students, not just those receiving financial aid. A student must maintain both a specific cumulative grade point average (qualitative) and proceed through the degree at a specific minimum rate (quantitative). The full policy can be found on page 22 and at www.bvu.edu/academicstanding.

A federal or state aid recipient will be allowed to attempt 150% of the hours it is determined are needed to complete the chosen BVU degree/program at the time the student first enrolls. If the attempted program is not completed within this time frame, even in situations where there has been a change in the course of study, financial aid eligibility will be terminated.

Rights and Responsibilities

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

1. Job placement rates and how they were calculated
2. How your financial need was calculated and the percentage of your need that has been met with financial assistance

APPROXIMATE MONTHLY STAFFORD LOAN REPAYMENT SCHEDULE

| Total Borrowed | Monthly Payment Amount at 5% | Monthly Payment Amount at 6% | Monthly Payment Amount at 6.8% |
|----------------|------------------------------|------------------------------|--------------------------------|
| \$2,625 | \$50 | \$50 | \$50 |
| \$3,500 | \$50 | \$50 | \$50 |
| \$5,500 | \$58.34 | \$61.06 | \$63.29 |
| \$7,000 | \$74.25 | \$77.71 | \$80.56 |
| \$15,000 | \$159.10 | \$166.53 | \$172.62 |
| \$18,500 | \$196.22 | \$205.39 | \$212.90 |
| \$20,000 | \$212.13 | \$222.04 | \$230.16 |
| \$25,000 | \$265.16 | \$277.55 | \$287.70 |

Please note that the final monthly payment may be larger or smaller than the amount indicated above. Payment based on a 10-year repayment period.

3. Each type and amount of assistance in your financial aid award and how you were selected as a recipient
4. How to receive a review or reconsideration of your aid award if you feel an error has been made or if your financial situation changes

You may also find a copy of any of the following Buena Vista University policies/reports at www.bvu.edu/financialassistance.

- Drug and alcohol policy – this policy will describe acceptable conduct, applicable legal sanctions for unlawful activities, health risks associated with the use of illicit drugs/alcohol and available counseling related to drug or alcohol abuse
- Campus security report – this report details occurrences of offenses reported to campus security personnel or local police and other security issues dealing with campus facilities and safety
- Family Education Rights and Privacy Act (FERPA) – this policy deals with the rights of students/parents to inspect records, procedures to request amendments to those records, rights concerning disclosure of personally identifiable information, and rights concerning filing a complaint with the Department of Education for a school's failure to comply with FERPA requirements
- Code of conduct – this policy governs educational loan activities.
- Graduation or completion rates report – this report will disclose the graduation/completion rates for the general population of full-time, first-year undergraduate students. BVU's full report can be found at www.bvu.edu/research.

The following reports is also available:

- Report on athletic program participation rates and financial support data – this report will disclose data on revenues and expenses of intercollegiate athletic programs at BVU. For a full copy of this report, please contact the BVU director of athletics

As a student, you also have the following responsibilities:

1. Review and consider all information about Buena Vista University before you enroll
2. Pay special attention to your application for financial aid, being sure to complete it accurately and submit it on time and to the correct place
3. Know all the deadlines for applying or reapplying for aid and meet them
4. Provide all documentation, corrections, and/or new information requested
5. Notify us of any changes in your original

- application information
6. Read, understand, and keep copies of all forms you're asked to sign
7. Repay any student loans you have; when you sign a promissory note, you are agreeing to repay the loan
8. Complete both an entrance and exit interview if you have a federal Stafford loan, a federal Perkins loan, or any institutional loan
9. Notify Buena Vista University of a change in your name, address or enrollment status; if you have a loan, you must also notify your lender
10. Understand the Buena Vista University refund policy
11. Understand the BVU academic standing policy

Eligibility Requirements

Federally Funded Programs

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

State Funded Programs

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

*Unless otherwise noted in the program description

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 or race, color, national origin, sex, age, religion, or disability in admission or access to, or treatment of employment in, its programs and activities.

For Further Information

You may contact the director of financial assistance at the following address to obtain answers to any questions you may have: Buena Vista University, Office of Financial Assistance, 610 W. Fourth Street, Storm Lake, Iowa 50588, 1.800.383.2821 or 712.749.2164. You may also find additional

information on our web page at www.bvu.edu/financialassistance or e-mail us at financialaid@bvu.edu.

CAMPUS LIFE

Buena Vista University believes that important learning experiences occur in the residence hall, on the playing field, and in university meeting rooms, as well as in the classroom and laboratory. Our co-curricular program provides opportunities for students to link theory to practice. Through these programs students develop leadership skills, explore career possibilities, provide service to others, participate in wellness activities, develop an understanding and appreciation of those from different backgrounds and cultures, and enjoy special student activities. Our co-curricular program complements the formal academic curriculum, emphasizing a holistic and well-rounded education. We teach you the skills to not only get a good job, but to do a good job.

Residence Life

The residence life program recognizes the need for students to establish a personal living unit where meaningful relationships are nurtured and a sense of community is developed. Our residential areas provide opportunities for social, emotional, spiritual, and physical development, providing living-learning centers for our students.

To facilitate a personalized living environment, five traditional residence halls are divided into living units called "houses." There are 35 houses within these halls, each of which has a resident community population of approximately 35 students. Traditions, camaraderie, informality, and self-governance are characteristics of the house system. Residents elect house officers who are responsible for the organization and leadership of the hall government, student programming, intramural sports, and social events.

In addition to our traditional residence halls, Buena Vista University offers suites to accommodate our upper-class students. Briscoe Honor, McCorkle, and Constitution Halls are designed to house groups of six. Each suite includes three bedrooms, three baths, and a common living area.

Grand Hall provides yet another living option. This residential area is co-educational, providing a social and study lounge on each floor. Freshmen through seniors reside in this 98-bed complex.

Finally Liberty Hall, is similar in design to Grand Hall. Like Grand, it also houses freshmen through seniors and is co-educational. However, this 86-bed facility also hosts a faculty-in-residence and is a substance-free living option for our students.

The director of residence life and director of housing coordinate all housing operations and are

assisted by residence directors. These residence directors are full-time professionals who live in apartments that are situated in the residential living areas. These staff members advise their residents, handle emergency situations, provide programs, and enforce university policies. resident advisors (R.A.s) work closely with the residence directors to provide a quality living experience for students. R.A.s provide programs, serve as a resource, develop a sense of community, and enforce policies to protect the rights and privileges of students. residence directors and resident advisors work together to help students achieve a balance between their needs for privacy, social interaction, and friendship within their living area.

Rooms are furnished with a desk, chair, dresser, bed, and closet. Residence halls provide common lobby areas, study facilities, coin-operated laundry facilities, and vending machines.

The Office of Student Services is responsible for assigning rooms to new students. Individual roommate and hall requests for new students are honored according to the date of the housing deposit. Returning residents participate in a "room draw" process, which takes place in April. The university, however, reserves the right to make changes in room assignments at any time during the academic year.

The residence halls are closed, and the university does not provide housing or meals, during vacation periods. Summer housing is available for those students attending summer school or working at the university through the college work-study program.

Commuter Students

A number of commuter students from the surrounding communities attend Buena Vista University. Many of these students find the Harold Walter Siebens School of Business/Siebens Forum, "The Underground," and the Centennial Room to be good places to relax between classes. "The Underground," which includes plenty of room to relax, a microwave, and refrigerator, is located in Smith Hall.

A variety of services are available to commuters, including career services, counseling, health services, religious life, student activities, and wellness programming. The commuter student advisor serves as an advocate and source of support. The office is located in the Student Services Complex of the Harold Walter Siebens School of Business/Siebens Forum. The Geisinger Student Leadership Center provides information about student organizations and other activities for commuters. Lockers may be obtained from the Office of Student Services.

Athletics

Buena Vista University is a NCAA Division III institution and a member of the highly competitive Iowa Intercollegiate Athletic Conference. The intercollegiate athletic program is integral to the

institution and enhances the overall quality of the educational experience. Approximately one third of our students participate in at least one of the nineteen sponsored intercollegiate sports. Men's teams include baseball, basketball, cross country, football, golf, soccer, tennis track, and wrestling. Women's teams include basketball, cross country, golf, soccer, softball, tennis, track, and volleyball. Buena Vista University student-athletes strive for success at the highest level of NCAA championship play while also successfully completing their academic degree.

Career Services

Quality career development opportunities are integral to the student development program at Buena Vista University. The Office of Career Services provides personalized career counseling to facilitate a holistic approach to life planning. Throughout their university career, students are encouraged to thoroughly investigate career options. The career services staff promotes systematic career inquiries and provides a comprehensive program that includes self-assessment tools, exploration resources and programs, internship coordination, and recruiting services for undergraduates as well as alumni.

Presentations on job search skills are offered in workshop format several times each semester and at the invitation of faculty into their classrooms. Career networking with alumni is intentional and ongoing, and highlighted through an annual day-long career symposium allowing alumni to inform and inspire current students. A career fair targeted to all students for summer jobs, internships, full-time jobs, and graduate schools is held every spring.

Many students participate in our internship program, facilitated by a partnership between designated faculty members and our internship coordinator, whose office is located in the career services area. Internships for fieldwork experiences are offered for academic credit and are ideal for acquiring "hands-on" experience in a chosen field. For details about these programs, students are encouraged to refer to the entries under specific major descriptions in this catalog, consult with their faculty advisor, or stop by the Office of Career Services, or visit www.bvu.edu/career.

The Office of Career Services offers an updated online job listing service for both students and alumni. For further description of the many services and programs designed to facilitate BVU students' career success, please visit the website.

Community Service

At Buena Vista University, we believe students learn best and most by doing. With this goal in mind, the director of community service serves as an excellent resource for students seeking experiential learning opportunities. Local, regional, national, and international volunteer opportunities help students

realize the importance of civic responsibility and service.

Counseling

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

Food Service

The food service program at Buena Vista University is more than just three meals a day, seven days a week. Our food service program involves people who care about providing for our students the best food and service possible. The food service is centrally located in the Harold Walter Siebens School of Business/Siebens Forum. The main servery features several different food formats ranging from Cafe Olé to a Fresh Fruit Stand. In addition, the Centennial Room Snack Bar, a unique eating and entertainment establishment, features short order foods in the evenings.

Our concept of diversified university dining is called the Sodexo marquis plan. It is recognized as a plan that offers variety and freedom of choice for students. The marquis plan offers a flat-rate meal plan that allows students to eat as much or as often as they like in the Dows Grand Ballroom. Students may visit the servery anytime from 7 a.m. to 7 p.m. on weekdays (weekend hours vary depending on student schedules and food service needs) to eat a meal, pick up a healthy snack, or have something to drink.

For those who prefer a lighter option and do not require the flexibility of the marquis plan, two other food plans are available: 14-meals-per-week and 10-meals-per-week. These plans provide meals during specific time periods.

Each of these plans provide students with high quality food, including trendsetter food bars and theme nights to increase options and variety. All resident students are required to participate in this food plan.

The food committee of the Student Senate meets regularly with the food service director to discuss food service-related matters. Students are encouraged to become acquainted with the food service management team. They are anxious to hear comments and suggestions about the food service.

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 of Academic Excellence, 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 dean of students in the Harold Walter Siebens School of Business/Siebens Forum, 712.749.2123.

Health Services

Health Services and Wellness is a free service to students and is located in the lower-level of Siebens Fieldhouse L25, 712.749.1238. All health records are confidential and do not become part of the university record. Our 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. We can provide students with assessment, treatment and referrals for illness or injury. Referrals and appointments are made to appropriate health care providers. Payment for these services will be handled between the provider and the student. Basic medical supplies and over-the-counter medications are available to students at no charge. Other special equipment such as crutches, ice packs, heating pads and vaporizers are available for use on a loan basis. Students, who are ill, are responsible to notify their professors. Health Services and Wellness and the Office of Student Services will contact professors of a student's medical absence if requested by the student. It is at the professor's discretion whether or not to excuse an absence.

All full-time students (12 credit hours or more) and students residing on-campus are required to have medical insurance while attending Buena Vista University. Students may purchase a health insurance policy, made available through the university, if they are not currently covered by their own policy.

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

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

This form must be received and immunization status approved before you will be permitted to complete final registration.

Required Immunizations of all students born after 1956:

- MMR (measles, mumps, rubella)
- Dose #1 15 months or after
 - Dose #2 age 4-5 years

Tetanus/Diphtheria

- Primary series completion date
- Booster within the past 10 years

Polio

- Primary series completion date tuberculosis screening
- Required of ALL international students or anyone that has traveled outside the U.S. in the past 12 months

Meningococcal Vaccine (Menaetra or Menomume)

- Required of all students to reduce the risk for potentially fatal bacterial meningitis

International Student Services

With the support of numerous faculty and staff, the Office of International Student Services provides a variety of services to international students attending, or who are considering attending Buena Vista University. Services provided include visa and travel information; admission and enrollment information; immigration advising; orientation to our campus and the community of Storm Lake; and assisting students with the transition to college life. With guidance and support from the International Student Services Support Group (ISSSG), this office serves to enhance international student learning experiences and outcomes. International students are encouraged to become members of the international club to establish a network of support, provide educational programs to the campus community, and improve leadership skills. The International Student Services Office is located in the Office of Student Services in the Harold Walter Siebens School of Business/Siebens Forum.

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 144,000 book volumes and access to over 26,000 periodical titles in print or online format within a comfortable and elegant study atmosphere that features a mix of individual and group study seating areas. Reference services include group and individual instruction in the use of both electronic and print library resources as well as assistance with all research and information queries. An online chat option allows for interactive dialog with a librarian. Reference librarians may be reached by telephone 712.749.2095, toll-free 1.877.288.2240 or via e-mail library@bvu.edu.

Access to the online catalog and 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 desktop computers and wireless access for those

using laptops, replacement batteries for laptops at the circulation desk, and photocopier, scanning and FAX services. The lending period for most library materials is 30 days.

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

Library Hours:

| | |
|----------------------------|------------------|
| Sunday..... | 1 p.m. – 12 a.m. |
| Monday-Thursday..... | 8 a.m. – 12 a.m. |
| Friday..... | 8 a.m. – 6 p.m. |
| Saturday..... | 9 a.m. – 6 p.m. |
| Semester Breaks and Summer | |
| Monday-Friday..... | 8 a.m. – 5 p.m. |

Office Of Intercultural Programs

The director of intercultural programs is responsible for providing a learner-centered multicultural/diversity education program, which is intended to create a campus climate that celebrates diversity. The office is charged with coordinating programs on issues of diversity and promoting understanding and respect for all members of the BVU community. The director identifies and addresses the needs of students from diverse populations as well as the entire student body, with the goal of enhancing diversity and multiculturalism in all aspects of campus life. The office also serves as a campus resource regarding diversity and multicultural issues.

Spiritual Life/Campus Ministry

Buena Vista University seeks to nurture spiritual growth, enhance faith development, strengthen connections through intentional dialogue and engage the world that surrounds us. Affiliated with the Presbyterian Church (U.S.A.), all students are welcomed and supported. A praise and worship is provided each Thursday at 11 a.m. throughout the academic year. The BVU student organization, IMPACT, is instrumental in providing peer led Bible and book studies, retreats, mission and service projects, along with weekly activities that offer opportunities to build community. The university chaplain is available to provide spiritual direction, counseling, leadership and hopes to offer students a link between faith and learning. Students are encouraged to grow in a personal relationship with God, intelligently reflect on the faith they seek to understand, and offer selfless service to one another and the wider world.

Student Activities and Leadership Development

Keeping students socially connected with the university and with each other is an integral part of their development and enjoyment in college life. The student activities program, under the leadership of the director of student activities and the Student Activities

Board (SAB), is designed to provide a wide variety of programs for the Buena Vista University community. Students are actively involved in the planning, promotion, and implementation of all programs and play a vital role in the development of community. Campus events are also designed to create and develop student interest in the cultural, social, recreational, spiritual, academic, and fine arts areas.

Programs and resources to involve students in key areas of personal and professional growth are:

- Student Activities Board (SAB). Buena Vista University’s Student Activities Board (SAB) is a student run organization which brings diverse social and recreational activities to campus. SAB provides free, fun entertainment planned to fit the diverse interests of the student body. It is hoped that these shared experiences will help students connect to each other and the BVU community.
- Leadership development. The two major formal leadership opportunities for students at BVU are the leadership development program and involvement in student organizations. The leadership development program is the university’s program for students from all majors. The members participate in a series of educational sessions designed to improve the overall leadership competence of the individual. Students are recommended or selected through application for this honor and program.
- Student organizations. Student organizations at BVU represent a wide variety of interests, services and disciplines. The majority of BVU students are involved in one or more groups. Each organization elects an executive board including presidents, vice presidents, etc. Student organization president’s council meetings and other training activities are designed to improve performance of the individual in the role presently occupied.

Wellness Programs

Wellness is a positive and balanced approach to living that encompasses emotional, intellectual, occupational, physical, spiritual, and social well being. Individual programs focus on such issues as alcohol education, fitness, nutrition, stress management, and leading a balanced life. The goal of the wellness program is to encourage a healthy lifestyle for all members of the Buena Vista University community.

Student Responsibilities and Regulations

In an effort to maintain individual rights, freedom of choice, maintenance of university facilities, and development of community, specific policies have been established to guide student actions and

behaviors. As in society in general, certain laws and expectations cannot be ignored. Our goal is to assist students to make sound, responsible choices of action and behavior. In making these decisions, certain expectations are established, among those being the assurance of individual freedom, the guarantee of rights for self and others, and the assumption of individual responsibility.

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

Campus and Buildings

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

Baseball/Softball Fields

The baseball and softball teams practice and compete on shared fields with the local public high school located on Tornado Drive. A complete renovation of both fields was undertaken in 2007. The baseball field has an infield turf making it the only turf in fields in the state used for college play.

Bradford Field

Bradford Field is the site of football and track competition. It is home to the J. Leslie Rollins Football Stadium. The stadium has a seating capacity of 4,000 with an all-weather, eight-lane track that was renovated in 2006.

Briscoe Honor Hall

This coed residence hall houses 102 students and

was completed in 1991, the university’s centennial year. Originally named Centennial Hall, it features 17 suites which house six students each. Suites include three bedrooms (each with its own bathroom) and a common living area. A refrigerator and microwave are furnished for each suite.

Buena Vista Athletic Complex

The athletic complex is the site of men and women’s soccer and a football practice facility. The complex is located north of the main campus on Vestal Street.

Center for Sculpture and Ceramics

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

Constitution Hall

This residence hall opened in Jan. of 1995 as an addition to Briscoe Honor Hall, providing 12 suite-style living quarters for 72 students. An addition to Constitution Hall, which was completed in Jan. 1998, houses an additional 30 students.

Dixon-Eilers Hall

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

Edson Hall

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

Estelle Siebens Science Center

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

The 18 laboratories complement seven

classrooms, three research areas, and 24 offices. "Science Avenue," a prominent atrium corridor that puts projects on display, connects the two-story, glass-walled rotunda (nicknamed "the beaker") to a greenhouse with three environmental growth chambers. The \$28 million building was made possible by a \$13 million matching gift from the Harold Walter Siebens Foundation and numerous private philanthropic sources.

Finkbine Natatorium

Finkbine Natatorium is a 25-yard pool that is used for recreation, lap swimming, water aerobics, lessons, and competitive meets, and is located in the lower level of the Siebens Fieldhouse.

Grand Hall

Grand Hall is a 98-bed coed residence hall, located on the corner of W. Fourth Street and Grand Avenue. The building opened in the fall of 1998.

Harold Walter Siebens School of Business/Siebens Forum

The Harold Walter Siebens School of Business/Siebens Forum was completed in the spring of 1985. In addition to the Harold Walter Siebens School of Business and a conference center, it houses the Student and Career Services Offices, food service and cafeteria, Anderson Auditorium (a 386-seat auditorium), The Siebens Den, Geisinger Student Leadership Center, the bookstore, post office, games area and snack bar, and other offices and lounges. Included in the Harold Walter Siebens School of Business/Siebens Forum are tiered seminar rooms, a case-study seminar room, faculty offices, and a special resource room that enables students to receive the latest market information from Wall Street and other sources. The conference center includes a board room, conference rooms, lobbies, and offices. The \$10 million building, made possible by an \$18 million gift from the late Dr. Harold Walter Siebens, also has telecommunication capabilities.

Lage Communication Center

Lage Communication Center is the home of telecommunication at BVU. Renovated in 1985-86, Lage houses the radio, television and print studios for the School of Communication and Arts. It is the control center for the telecommunication system, which extends throughout campus.

Recent upgrades to the building's equipment include updates of FM 97.5/KBVU Radio's studio and transmitter equipment; a new editing system and updated production facilities for University Cable Network (campus television); and a Macintosh multimedia lab for desktop publishing and generation of multimedia presentations.

Lamberti Recreation Center

Lamberti recreation center was designed to house intercollegiate athletic competition/practice, intramural sports and campus events. Constructed in 2001, this 65,000 square foot addition to Siebens Fieldhouse features a six-lane 200 meter Mondo track, three courts for basketball, volleyball and tennis. Both baseball and softball teams utilize the court area and two batting cages for practice during inclement weather. The \$9.5 million project, funded entirely by donors, also included an 18,000 square foot renovation of Siebens Fieldhouse.

Liberty Hall

Liberty Hall, which opened in the fall of 2002, is a substance-free co-educational residence housing 86 students. It is located on the corner of Iowa Street and Grand Avenue.

Lighthouse

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

McCorkle Hall

McCorkle Hall was completed in January 1996 and houses 72 students in six-person suites.

Pierce-White Halls

Pierce and White Residence Halls provide housing for 500 students. All of Pierce and half of White are men's rooms, while half of White houses women. The two halls are linked by a common entry and foyer.

The lower levels of these residence halls house TV and study lounges, laundry machines, and vending facilities.

The halls were renovated in 1992-93, with installation of new windows, heating and plumbing systems, carpet, and lighting. Pitched roofs were also added.

Schaller Memorial Chapel

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

Siebens Fieldhouse

Located on the main level of Siebens Fieldhouse is the competitive arena that seats 3,000 spectators and is used for intercollegiate basketball, volleyball, wrestling and campus events. The athletic administrative offices, the Athletic Hall of Fame

room, a classroom and one of the most extensive weight lifting facilities in the Iowa Conference, are also located on the main level.

The lower level of Siebens Fieldhouse includes coaches' offices, Finkbine Natatorium, varsity locker rooms, equipment/laundry facilities, wrestling practice area, athletic training facilities, two racketball courts and the Health Center.

Smith Hall

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

Social Sciences and Art Hall

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

Stewart D. Siebens Computer Center

The Stewart D. Siebens Computer Center offers hardware and software technical support via the help desk, 2FIX hotline (712.749.2349), and 2FIX e-mail (2fix@bvu.edu). The help desk also provides checkout services for digital still cameras, digital video cameras, extra batteries, laptop computers, and automobile A/C adapters. The help desk is also one of four locations on campus offering battery swap services. The Help Desk hours vary throughout the year and are available on the web at <http://2fix.bvu.edu/>. In the lab area, the Computer Center has a laser printer and several scanners.

The Teaching and Learning with Technology Center, (TLTC) is located in the Computer Center. The TLTC supports faculty in the integration of technology tools into teaching and learning.

Swope Hall

Swope Hall is a three-story residence hall which provides single and double rooms for 200 female students. Near the front entrance is a main lounge with a piano and television. Laundry, cooking and vending facilities are also available.

Tennis Courts

Four lighted outdoor tennis courts that were resurfaced in 2007 are located just east of Siebens Fieldhouse; they are used for intercollegiate tennis competition and recreational play.

Victory Arch

The Victory Arch was constructed from the remains of the Old Main archway. Old Main, constructed in 1893, was the principal building on campus until it

was destroyed by fire in 1956. The Victory Arch is a symbol linking the past to the present. The Victory Arch stood on the southeast corner of Chapel lawn for many years before it was rebuilt atop the Harold Walter Siebens School of Business/Siebens Forum in 1984-85.

BUENA VISTA UNIVERSITY PROFESSIONAL & ONLINE STUDIES GENERAL INFORMATION

Buena Vista University Professional & Online Studies offers unique educational opportunities across the state of Iowa at its off-campus locations. BVU demonstrates that educational institutions can reach out and serve all people within their regions.

Academic Programs

Upper division courses are offered in the major and minor fields and to serve non-degree seeking students. BVU Professional & Online Studies features a variety of different programs. Cooperative 2+2 programs with partnering community colleges are also offered at specified locations. All locations offer evening programs. Daytime and weekend courses are also offered at various locations.

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

Online courses and degree programs are also available. Students enrolled at any BVU Professional & Online Studies location may take undergraduate courses offered online. Select degree programs may be completed entirely online. For the 2009-10 academic year, several degree completion programs are offered, as well as two tracks in a masters of education (M.Ed.) in conjunction with the School of Education. Online courses are offered in 8-week terms closely following the schedule at most BVU Professional & Online Studies locations.

Academic Calendar

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

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

community college.

Services

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

BVU Library Services

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

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

BVU Professional & Online Studies 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 refdesk@bvu.edu.

Career Services

The professional staff in the Office of Career Services on the Storm Lake campus offers consultation services on career planning, resume preparation, and job searches. In addition, BVU Professional & Online Studies students are welcome to attend any Storm Lake programs including the annual alumni career symposium in the fall and the job summit (career fair) each spring. They are also encouraged to register with College Central Network, the online job board for all BVU students which is accessible in the career services section of the BVU Professional & Online Studies web pages. Complete information on upcoming events and available resources is available at www.bvu.edu/career.

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

Handicapped Accessibility

Nearly all buildings are handicapped accessible. Students seeking assistance regarding handicapped

accessibility should contact their BVU Professional & Online Studies director.

Insurance

All students should have medical insurance while attending college. A medical insurance policy made available by the university may be purchased by students. Contact the Office of Student Services at 712.749.2123 for information.

Online Student Services

For online students, a full range of support services are provided including, online orientation, online book ordering, registration, advising, and library access. More specific information about BVU online support services and how to access them may be found at www.bvu.edu/online.

Student Responsibilities and Regulations

In an effort to maintain individual rights, freedom of choice, maintenance of university facilities, and development of community, specific policies have been established with regard to student actions and behaviors. As in society in general, certain laws and expectations of community behavior cannot be ignored. Paramount to this is the need for the assumption of individual responsibility for action. Our goal is to assist students to make sound, logical choices of action and behavior. In making these choices, certain expectations are set, among those being assurance of individual freedom, the guarantee of rights for self as well as others, and the assumption of individual responsibility.

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

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

Application Process

Programs within BVU Professional & Online Studies are classified as junior-senior level. Persons who have completed an associate degree or two years of college work (60 credit hours) with a satisfactory grade point average qualify for admission. Academic work taken at an accredited college is typically transferable. College level examination program credits (CLEP) and life experience credit may be available as described in the academic section.

Admission of BVU Professional & Online Studies Students

To enroll at BVU Professional & Online Studies, please identify the location you wish to attend and work directly with your academic advisor.

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

Online Program Admissions

Students who wish to enroll in an online degree program must complete an application process with requirements identical to all other BVU Professional & Online Studies programs. Students may complete this application form at www.bvu.edu/learn. Students enrolled at a BVU Professional & Online Studies location may take individual courses without any additional application. Students from other institutions who seek to take selected BVU online courses must complete the non-degree seeking application. Interested students may contact the BVU Professional & Online Studies Office for assistance with the admissions process.

Students enrolled in BVU Online courses or programs must provide a computer that meets minimum technical specifications as well as access to the internet. For complete details on current technical specifications see www.bvu.edu/online.

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 within the first 7 calendar days of the start of the course. To validate enrollment for

directed studies, internships, or other non-classroom experiences, students are expected to communicate with the site office and the instructor within the first week of the course. If a student is not planning on completing the requirements for directed studies, internships, or other non-classroom experiences, the student must contact the site office in writing via email or by completing an add/drop form within the first week of the term.

Failure to notify the site office of 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.

Financial Assistance

Fees and refunds

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

Withdrawal Policy

This policy will assist students who feel the need to completely withdraw from the university after a term has begun but before its conclusion.

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

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

If a student triggers both definitions above of official withdrawal on different dates, 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, logging into the coursework, turning in a class assignment, attending a study group, etc.

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

If a student begins but does not complete coursework for a term/semester, but does not officially withdraw as described above, they will be considered to have unofficially withdrawn. The withdrawal date for a federal or state aid recipient who unofficially withdraws will be the midpoint of

the payment period or the last day of academically related activity, whichever is later. No refund will be granted for a withdrawal that occurs on or after sixty percent of the payment period. If a student without federal or state aid unofficially withdraws, no refund will be given. If a student left without notification because of circumstances beyond the student's control, BVU Professional & Online Studies might determine a withdrawal date related to those circumstances.

If disciplinary action results in the loss of any college or college-contracted service for the student, there will be no refund, unless required by federal, state or other regulations.

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/institutional refund 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.

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 document (FAFSA) and the following formula: cost of education - family contribution = financial need.
2. Have a high school diploma, a GED, or demonstrated ability to benefit from the program of interest. Testing may be necessary to prove the ability to benefit for those students who do not have a high school diploma, GED certificate, or have not completed a 2-year program.
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 academic standing policy.
7. Be current on all previously borrowed educational loans.
8. Release your FAFSA information to BVU electronically while still enrolled.
9. Submit academic transcript(s) to BVU Professional & Online Studies locations for all previous colleges/universities attended.

Gift Assistance

Federal grants/scholarships

Federal Pell Grants are awarded to undergraduate students who meet certain financial need qualifications. These grants will range from \$609 to \$5,350 for the 2009-10 school year. Eligibility and the

amount awarded each year are determined by federal formula. Students automatically apply by completing an application for financial aid (FAFSA). If a student is eligible for a federal Pell grant, his or her account will be credited. Students with a prior degree are not eligible. See the satisfactory academic standing policy for academic renewal requirements of this aid source.

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

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

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

In the event that available state funds are insufficient to pay the full amount of each approved grant, the Iowa College Student Aid Commission has the authority to administratively reduce the award.

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. Repaying loan obligations is a serious financial responsibility.

Federal 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 until six months after the student graduates,

or enrolls less than half-time. If eligible for an unsubsidized loan, the student will be responsible for interest accrual while in college as well as interest and principal after they are no longer enrolled at least half-time. An application for financial aid must be submitted to determine eligibility for either loan source. Interested students must also complete a federal Stafford loan master promissory note before the first term of borrowing, regardless of the type of loan for which the student is eligible. After submitting the master promissory note for the first time, a subsequent signature may not be required for borrowing. Freshmen 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 undergraduate subsidized aggregate total cannot exceed \$23,000. The interest rate is 6.8% for unsubsidized Stafford loan and 5.6% for subsidized Stafford loan. Loan proceeds, minus a possible origination fee, will be received by the university and credited to the student's account.

Additional information, including cancellation, forgiveness, or deferment options, including those available for Peace Corps and volunteer services, is available from the lender or the Office of Financial Assistance. Since this is a loan, any amount borrowed will have to be repaid. However, the monthly repayment can be very affordable. See the schedule on page 49. Also see the academic standing policy for academic renewal requirements.

Additional Federal Unsubsidized 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 parent loan (PLUS). Up to \$5,000 is available for similar students who have completed two or more years. Students must be enrolled at least half-time. Financial need is not required. Monthly repayment of interest normally begins within 60 days after the loan is made. Repayment of principle and interest will begin once the student is no longer enrolled at least half-time. The interest rate is 6.8%. Interested students can receive more information from the Office of Financial Assistance. See the academic standing policy for academic renewal requirements.

Federal Parent Loans (PLUS) are available to parents who have a dependent child in college. These loans are guaranteed by the federal government. Individual eligibility is determined by subtracting other financial aid from the cost of education. Financial need is not a prerequisite. Monthly repayment, with an annual interest rate of 8.5%, begins within 60 days after the loan is disbursed. The borrower may usually take 10 years to repay the

loan. For additional information including application materials, contact the Office of Financial Assistance, your site office, or visit www.bvu.edu/loans.

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 to repay. Principle payments may be deferred, in most cases, while the student is enrolled at least half-time. Financial need is not a prerequisite. For more information on loan options, please contact our Office of Financial Assistance, or go to: www.bvu.edu/loans.

Other sources of aid

Agency support is available to many of our Professional & Online Studies campus 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 which you may receive from sources not listed on your aid award, such as 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. 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).

BVU Professional & Online Studies

BVU Professional & Online Studies

Administration

610 W. Fourth Street, Box 2014
Storm Lake, Iowa 50588
Telephone: 712.749.2250
Toll-Free: 800.383.2821, ext. 2250
Fax: 712.749.1470
E-mail: professional@bvu.edu

Council Bluffs

2700 College Road, Box 4-C
Council Bluffs, Iowa 51502
Telephone: 712.328.0788
Toll-Free: 800.798.0788
Fax: 712.322.8604
E-mail: councilb@bvu.edu

In July 1976, BVU Professional & Online Studies located in Council Bluffs opened on the Iowa Western Community College campus to serve southwest Iowa

and the Council Bluffs-Omaha area. The office is located in Ashley Hall, Suite AH 149, on the IWCC Council Bluffs campus. Selected courses are available in a weekend format. Summer workshops are offered.

Majors:

Accounting
Arts Management – Theatre
Bachelor of Applied Studies
Business Administration
Business Economics
Business Education*
Communication and Performance Studies – Theatre
Criminology and Criminal Justice
Distributive Majors:
 General
 Health Services Leadership
 Human Services
Elementary Education
English*
Finance and Banking
History*
Management – Entrepreneurship Track
Management – Human Resource Track
Marketing
Organizational Leadership – Business Track
Organizational Leadership – Human Services Track
Post Baccalaureate Certification Program
Psychology
Social Science*

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

Creston

1501 W. Townline, Room 726
Creston, Iowa 50801
Telephone: 641.782.6113
Toll-Free: 800.556.7151
Fax: 641.782.1364
E-mail: creston@bvu.edu

BVU Professional & Online Studies located in Creston began offering classes in September 1986. Classes are held on the Southwestern Community College campus. Weekend and summer workshops are offered.

Majors:

Accounting
Bachelor of Applied Studies
Business Administration
Business Education*
Distributive Majors:
 General
 Health Services Leadership
 Human Services
Elementary Education
Management – Entrepreneurship Track
Management – Human Resource Track

Organizational Leadership – Business Track
 Organizational Leadership – Human Services Track

Post Baccalaureate Certification Program
 Psychology

Selected education endorsements are offered

*Secondary (5-12) Certification option available

Denison

11 N 35th Street
 Denison, Iowa 51442
 Telephone: 712.263.2127
 Toll-Free: 800.672.2127
 Fax: 712.263.8518
 E-mail: denison@bvu.edu

In January 1986, BVU Professional & Online Studies located in Denison opened in conjunction with Western Iowa Tech Community College. The BVU Denison office is located in the administrative area of the WIT Denison campus. Besides the evening programs, weekend and summer workshops are offered.

Majors:

Accounting
 Bachelor of Applied Studies
 Business Administration
 Criminology and Criminal Justice
 Distributive Majors:

General
 Health Services Leadership
 Human Services
 Health Care Administration
 Technology Management

Elementary Education
 Management – Entrepreneurship Track
 Management – Human Resource Track
 Organizational Leadership – Business Track
 Organizational Leadership – Human Services Track

Post Baccalaureate Certification Program
 Psychology
 Selected education endorsements are offered.

Fort Dodge

One Triton Circle, 102 Library
 Fort Dodge, Iowa 50501
 Telephone: 515.576.4881
 Toll-Free: 800.798.4881
 Fax: 515.576.5375
 E-mail: ftdodge@bvu.edu

The first BVU Professional & Online Studies program located in Fort Dodge opened in February 1975. Located on the campus of Iowa Central Community College, this partnership of a public and a private institution serves the region by offering the first and second years at Iowa Central and the final 2 years at Buena Vista University.

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

Majors:

Accounting
 Bachelor of Applied Studies
 Business Administration
 Business Education*
 Criminology and Criminal Justice
 Distributive Majors:

General
 Health Services Leadership
 Human Services
 Technology Management

Elementary Education
 English*
 History*
 Management – Entrepreneurship Track
 Management – Human Resource Track
 Organizational Leadership – Business Track
 Organizational Leadership – Human Services Track

Post Baccalaureate Certification Program
 Psychology
 Social Science*
 Sociology

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

Iowa Falls

1100 College Avenue
 Iowa Falls, Iowa 50126
 Telephone: 641.648.3840
 Toll-Free: 888.648.3840
 Fax: 641.648.3858
 E-mail: iowafalls@bvu.edu

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

In addition to the evening program, the Iowa Falls location offers daytime programs and summer workshops.

Majors:

Accounting
 Bachelor of Applied Studies
 Business Administration
 Business Education*
 Criminology and Criminal Justice
 Distributive Major:

General
 Health Services Leadership
 Human Services
 Health Care Administration

Elementary Education
 English*
 History*

Management – Entrepreneurship Track
 Management – Human Resource Track
 Organizational Leadership – Business Track
 Organizational Leadership – Human Services Track
 Post Baccalaureate Certification Program
 Psychology
 Social Science*
 Sociology
 Selected education endorsements are offered

*Secondary (5-12) certification option available

Lakes and Prairies

Emmetsburg

3200 College Drive, P.O. Box 452
 Emmetsburg, Iowa 50536
 Telephone: 712.852.2912
 Toll-Free: 800.861.8981
 Fax: 712.852.2801
 E-mail: emmetsburg@bv.edu

Estherville

300 S. 18th Street, P.O. Box 135
 Estherville, Iowa 51334
 Telephone: 712.362.3985
 Toll-Free: 800.650.4346
 Fax: 712.362.3986
 E-mail: estherville@bv.edu

Spencer

1900 N. Grand Avenue, P.O. Box 245
 Spencer, Iowa 51301
 Telephone: 712.262.8090
 Toll-Free: 800.798.8090
 Fax: 712.262.5163
 E-mail: spencer@bv.edu
 Note: office and classes at Gateway North Center

Spirit Lake

2008 Hill Avenue, P.O. Box 24
 Spirit Lake, Iowa 51360
 Telephone: 712.336.4651
 Toll-Free: 800.670.5582
 Fax: 712.336.4964
 E-mail: spiritlake@bv.edu

One of the earliest BVU Professional & Online Studies, the Spencer location was established in 1976 in partnership with Iowa Lakes Community College. The partnership with Iowa Lakes Community College expanded to include programs in Estherville in 1994, Spirit Lake in 1996 and Emmetsburg in 1997. Daytime programs are offered at Estherville and Spirit Lake. Weekend classes and summer workshops are offered at all the sites.

Majors:

Accounting
 Bachelor of Applied Studies
 Business Administration

Business Education*
 Criminology and Criminal Justice**
 Distributive Major:

General
 Health Services Leadership
 Human Services
 Health Care Administration**
 Technology Management**

Elementary Education

English*

Finance and Banking

History*

Management – Entrepreneurship Track

Management – Human Resource Track

Marketing

Organizational Leadership – Business Track

Organizational Leadership – Human Services Track

Post Baccalaureate Certification Program

Psychology

Social Science*

Sociology

Sociology/Corrections**

Selected education endorsements are offered

*Secondary (5-12) certification option available

**Cooperative program with ILCC

Le Mars

940 Lincoln Street SW
 Le Mars, Iowa 51031
 Telephone: 712.546.9459
 Toll-Free: 888.546.9459
 Fax: 712.546.5399
 E-mail: lemars@bv.edu

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

Majors:

Bachelor of Applied Studies
 Business Administration
 Criminology and Criminal Justice
 Distributive Major:

General
 Health Services Leadership
 Human Services
 Health Care Administration
 Technology Management*

Elementary Education

Organizational Leadership – Business Track

Organizational Leadership – Human Services Track

Post Baccalaureate Certification Program

Psychology

Selected education endorsements are offered.

Marshalltown

3700 S. Center Street
 Marshalltown, Iowa 50158
 Telephone: 641.752.0076
 Toll-Free: 800.798.0076
 Fax: 641.752.8455
 E-mail: marshalltown@bv.u.edu

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

Majors:

- Accounting
- Bachelor of Applied Studies
- Business Administration
- Business Education*
- Criminology and Criminal Justice
- Distributive Major:
 - General
 - Health Services Leadership
 - Human Services
 - Health Care Administration
 - Technology Management
- Elementary Education
- Finance and Banking
- Management – Entrepreneurship Track
- Management – Human Resource Track
- Management Information Systems
- Organizational Leadership – Business Track
- Organizational Leadership – Human Services Track
- Political Science
- Post Baccalaureate Certification Program
- Psychology
- Sociology
- Selected education endorsements are offered

*Secondary (5-12) certification option available

Mason City

500 College Drive
 Mason City, Iowa 50401
 Telephone: 641.424.8764
 Toll-Free: 800.798.8764
 Fax: 641.424.8055
 E-mail: masoncity@bv.u.edu

BVU Professional & Online Studies located in Mason City has worked in partnership with North Iowa Area Community College since August of 1984. BVU Professional & Online Studies offices are located in the activity center on the Mason City campus. Weekend and summer courses are offered.

Majors:

- Accounting

- Bachelor of Applied Studies
- Business Administration
- Business Education*
- Criminology and Criminal Justice
- Distributive Major:

- General
- Health Services Leadership
- Human Services
- Health Care Administration
- Technology Management
- Elementary Education
- English*
- Finance and Banking
- History (Social Science)*
- Management – Entrepreneurship Track
- Management – Human Resource Track
- Marketing
- Organizational Leadership – Business Track
- Organizational Leadership – Human Services Track
- Post Baccalaureate Certification Program
- Psychology

Selected education endorsements are offered

*Secondary (5-12) certification option available

Newton

600 N. Second Avenue W. Suite C
 Newton, Iowa 50208
 Telephone: 641.791.1750
 Toll-Free: 800.236.0484
 Fax: 641.791.1752
 E-mail: newton@bv.u.edu

BVU Professional & Online Studies located in Newton was established in August of 2002 on the Newton DMACC campus in cooperation with Des Moines Area Community College.

Majors:

- Bachelor of Applied Studies
- Business Administration
- Distributive Majors:
 - General
 - Health Services Leadership
 - Human Services
- Elementary Education
- Management – Entrepreneurship Track
- Management – Human Resource Track
- Organizational Leadership – Business Track
- Organizational Leadership – Human Services Track
- Psychology
- Selected education endorsements are offered.

Ottumwa

525 Grandview Avenue, Room 149
 Ottumwa, Iowa 52501
 Telephone: 641.682.4572
 Toll-Free: 800.682.8208
 Fax: 641.682.0850
 E-mail: ottumwa@bv.u.edu

BVU Professional & Online Studies located in Ottumwa was established in August 1984 in cooperation with Indian Hills Community College. BVU Professional & Online Studies Offices are located in the Arts and Sciences Building on the Ottumwa campus of IHCC.

Majors:

- Accounting
- Bachelor of Applied Studies
- Business Administration
- Business Education*
- Criminology and Criminal Justice**
- Distributive Major:
 - General
 - Health Services Leadership
 - Human Services
 - Health Care Administration
 - Technology Management
- Elementary Education
- Finance and Banking
- History (Social Science)*
- Management – Entrepreneurship Track
- Management – Human Resource Track
- Organizational Leadership – Business Track
- Organizational Leadership – Human Services Track
- Political Science
- Post Baccalaureate Certification Program
- Psychology
- Public Administration
- Sociology

Selected education endorsements are offered

*Secondary (5-12) certification option available

**Also available as an integrated 2+2 program with Indian Hills Community College (daytime)

BVU Online Programs

Buena Vista University
 610 W. Fourth Street
 Storm Lake, Iowa 50588
 Telephone: 877.288.0423
 Fax: 712.749.1241
 E-mail: online@bvu.edu

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. Buena Vista University was approved to offer any approved degree program online. The online program was established to provide degree programs for fully online students as well as individual courses in support of programs offered through BVU Professional & Online Studies. The staff provides student support services and coordination for all online courses and programs as well as curriculum, faculty, and course development. Currently undergraduate degree completion programs are offered as well as two tracks in a masters of education (M.Ed.) in conjunction with the School of Education.

Majors:

- Bachelor of Applied Studies
- Business Administration
- Distributive Majors:
 - General
 - Health Services Leadership
 - Human Services
- Organizational Leadership – Business Track
- Organizational Leadership – Human Services Track
- Psychology

Graduate Degrees:

- Effective Teaching and Instructional Leadership
- Teaching English as a Second Language

General Education:

A broad range of general education explorations courses plus other elective courses are available online to support on ground majors in BVU Professional & Online Studies.

PROGRAM DESCRIPTIONS

ACCOUNTING

Accounting is one of seven majors offered by the Harold Walter Siebens School of Business. Along with the accounting courses specified for the major, accounting students take several business courses to enrich their program. Internships provide on-the-job experience. Completion of the major qualifies the student for work experience in accounting and provides the background for the certified public accounting examination and the certificate of management accounting.

Beginning Jan. 1, 2001, students wanting to be certified in public accounting in Iowa are required to have completed 150 credit hours of academic work at the collegiate level. Students should contact the Harold Walter Siebens School of Business regarding suggested programming to meet this requirement.

MAJOR IN ACCOUNTING: 58 credit hours

Common business core:

- ACCT 205 Financial Accounting
- ACCT 206 Managerial Accounting
- ECON 205 Principles of Microeconomics
- ECON 206 Principles of Macroeconomics
- FNBK 306 Managerial Finance
- MATH 140 Elementary Applied Statistics
- MGMT 206 Management Science
- MGMT 306 Principles of Management
- MGMT 315 Business Law I
- MGMT 492 Business Policy and Strategy
- MRKT 306 Principles of Marketing

Major courses:

- ACCT 301 Intermediate Accounting I
- ACCT 302 Intermediate Accounting II
- ACCT 309 Cost Accounting
- ACCT 403 Advanced Accounting
- ACCT 405 Auditing
- ACCT 415 Individual Federal Income Tax
- ACCT 416 Corporate Federal Income Tax

Recommended support work:

- ACCT 300 Accounting Information Systems
- ACCT 495 Accounting Internship
- CPER 215 Business and Professional Communication
- MGMT 380 Social Responsibility of Business
- MIS 300 Introduction to Management Information Systems

The following courses are available to help students prepare for the CPA exam:

- ACCT 465 Auditing and Attestation
- ACCT 466 Financial Accounting and Reporting

ART

Buena Vista University's art program is conceived as an integral part of the university's liberal arts curriculum and is designed both for the student artist and the student interested in art. The art curriculum includes two courses in studio foundations, four courses in art history, and beginning and advanced courses in the five studio disciplines of painting, sculpture, ceramics, printmaking, and drawing. A course in photography is offered jointly between art and media studies.

The art program provides students with an opportunity to actively participate in the shaping of their education. Courses are available in the traditional media and all involve direct experience in creative activity. The program is supported by well-equipped studio spaces with courses that are taught by faculty members who are producing artists/educators. The BVU art major presents a solid base for continuing work in graduate school and art-related fields such as teaching, arts administration, publishing, or exhibition.

MAJOR IN ART: 51 credit hours

ART 201 Art Foundations I
ART 202 Art Foundations II
ART 301 Prehistoric and Medieval Art History
ART 302 European Renaissance Art History
ART 303 Baroque to Modern Art History
ART 304 Modern Art History
ART 310 Painting
ART 320 Sculpture
ART 331 Ceramics: Introduction to Wheel Throwing or ART 332 Ceramics:
Handbuilding and Sculptural Forms
ART 340 Printmaking: Intaglio or ART 341 Printmaking: Lithography
ART 460 Advanced Drawing
ART 492 Senior Seminar
ART 493 Senior Exhibition

9 credit hours from:

ART 279 Photography
ART 331 Ceramics: Introduction to Wheel Throwing or ART 332 Ceramics:
Handbuilding and Sculptural Forms
ART 340 Printmaking: Intaglio or ART 341 Printmaking: Lithography
ART 410 Advanced Painting
ART 420 Advanced Sculpture
ART 430 Advanced Ceramics
ART 440 Advanced Printmaking
ART 495 Internship
MDST 379 Advanced Photography

6 credit hours from:

AMGT 425 Issues in Arts Management
CHEM 110 Everyday Chemistry
EXSC 140 Functional Human Anatomy or BIOL 280 Human Anatomy
GDES 349 Graphic Design
MDST 250 Introduction to Advertising or MRKT 306 Principles of Marketing

MINOR IN ART: 21 credit hours

ART 201 Art Foundations I
ART 202 Art Foundations II

9 credit hours from:

ART 301 Prehistoric and Medieval Art History
ART 302 European Renaissance Art History
ART 303 Baroque to Modern Art History
ART 304 Modern Art History

6 credit hours from:

ART 279 Photography
ART 310 Painting
ART 320 Sculpture
ART 331 Ceramics: Introduction to Wheel Throwing or ART 332 Ceramics:
Handbuilding and Sculptural Forms
ART 340 Printmaking: Intaglio or ART 341 Printmaking: Lithography
ART 410 Advanced Painting
ART 420 Advanced Sculpture
ART 430 Advanced Ceramics
ART 440 Advanced Printmaking
ART 460 Advanced Drawing
MDST 379 Advanced Photography

MINOR IN ART HISTORY: 25 credit hours

- ART 301 Prehistoric and Medieval Art History
- ART 302 European Renaissance Art History
- ART 303 Baroque to Modern Art History
- ART 304 Modern Art History
- ART 497 Senior Directed Research
- HIST 111 World Civilizations I and HIST 112 World Civilizations II or HIST 121 The Emergence of Western Civilization and HIST 122 The Revolutions of Western Civilizations

6 credit hours from:

- HIST 125 Asian Civilizations (research paper is strongly encouraged to assist with graduate school requirements)
- HIST 284 Empires: The Colonial Experience
- HIST 320 History of the Middle East
- HIST 349 Modern Europe
- HIST 360 History of China
- HIST 362 History of Japan

Note: When taking electives in the art history minor, research papers in those classes are expected to focus on the artwork of the subject culture.

For 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. Most graduate programs in art history include a foreign language proficiency requirement. Spanish and German are the languages taught at BVU that would qualify.

MAJOR IN ART WITH TEACHING LICENSURE (K-8):

Students may earn a teaching degree with the art major or one of the minors by completing the requirements for the major or minor listed above. In addition, the following requirements must be met:

Art major plus:

- EDUC 405 Field Experience/Methods
- EDUC 451 K-6 Art Methods
- EDUC 460 Elementary Student Teaching
- Plus requirements listed under elementary education and education core

MAJOR IN ART WITH TEACHING LICENSURE (5-12):**Art major plus:**

- SEDU 400 Reading Strategies for Secondary Teachers
- SEDU 401 Methods of Teaching Secondary Art
- SEDU 405 Field Experience/Methods
- SEDU 490 Secondary Student Teaching
- Plus requirements listed under secondary education and education core

MAJOR IN ART WITH TEACHING LICENSURE (K-8 & 5-12):**Art major plus:**

- EDUC 405 Field Experience/Methods
- EDUC 451 K-6 Art Methods
- EDUC 460 Elementary Student Teaching
- SEDU 400 Reading Strategies for Secondary Teachers
- SEDU 401 Methods of Teaching Secondary Art
- SEDU 405 Field Experience/Methods
- SEDU 490 Secondary Student Teaching
- (EDUC 460 and SEDU 490 may be taken concurrently)
- Plus requirements listed under secondary education and education core

ARTS MANAGEMENT

The arts management program offers students a broad education in the liberal arts, humanities, social sciences, and quantitative reasoning to enable them to function in a diverse and rapidly changing

world. Students are presented with opportunities to sharpen their artistic skills and deepen their understanding of art, theatre, or music, while also developing a working understanding of business. Emphasizing the dual importance of a strong arts background and a competent understanding of business theories and procedures, the arts management program challenges students to synthesize an understanding of their chosen art field with a comprehension of business foundations.

MAJOR IN ARTS MANAGEMENT – THEATRE: 60 credit hours

ACCT 205 Financial Accounting
 ACCT 206 Managerial Accounting
 AMGT 425 Issues in Arts Management
 AMGT 490 Portfolio
 AMGT 495 Internship
 CPER 110 Introduction to Theatre
 CPER 190 Stagecraft or CPER 290 Production Design or CPER 390 Specialty Design
 CPER 220 Fundamentals of Acting
 CPER 242 Production and Performance (to be repeated 3 times)
 CPER/MDST 250 Introduction to Advertising or CPER/MDST 272 Introduction to Public Relations or GDES 223 Publication Design and Production
 CPER 280 Group Communication
 CPER 300 Fundamentals of Directing
 CPER 401 History of the Theatre I
 CPER 402 History of the Theatre II
 CPER 411 Dramatic Literature
 ECON 205 Principles of Microeconomics
 ECON 206 Principles of Macroeconomics
 FNBK 306 Managerial Finance
 MGMT 306 Principles of Management
 MGMT 315 Business Law I
 MRKT 306 Principles of Marketing

MAJOR IN ARTS MANAGEMENT – MUSIC (VOCAL AND INSTRUMENTAL):

57 credit hours

ACCT 205 Financial Accounting
 ACCT 206 Managerial Accounting
 AMGT 425 Issues in Arts Management
 AMGT 490 Portfolio
 AMGT 495 Internship
 CPER 103 Interpersonal Communication or CPER 105 Public Speaking or
 CPER 215 Business and Professional Communication
 ECON 205 Principles of Microeconomics
 ECON 206 Principles of Macroeconomics
 FNBK 306 Managerial Finance
 MGMT 315 Business Law I
 MRKT 306 Principles of Marketing
 MUSC 111 Music Theory I
 MUSC 112 Music Theory II
 MUSC 122 Major Performance Ensemble – Concert Choir or MUSC 127 Major Performance Ensemble – Concert Band (six semesters required)
 MUSC 211 Music Theory III
 MUSC 212 Music Theory IV
 MUSC 307 Music History and Literature I
 MUSC 308 Music History and Literature II
 MUSC 321 Conducting I
 MUSC 322 Conducting II
 Private lessons - three semesters

MAJOR IN ARTS MANAGEMENT – FINE ARTS: 60 credit hours

ACCT 205 Financial Accounting
 ACCT 206 Managerial Accounting

AMGT 425 Issues in Arts Management
AMGT 490 Portfolio
AMGT 495 Internship
ART 201 Art Foundations I
ART 202 Art Foundations II
ART 301 Prehistoric and Medieval Art History
ART 302 European Renaissance Art History
ART 303 Baroque to Modern Art History
ART 304 Modern Art History
CPER/MDST 250 Introduction to Advertising or GDES 223 Publication Design
and Production or MDST/CPER 272 Introduction to Public Relations
ECON 205 Principles of Microeconomics
ECON 206 Principles of Macroeconomics
FNBK 306 Managerial Finance
MGMT 306 Principles of Management
MGMT 315 Business Law I
MRKT 306 Principles of Marketing

9 credit hours from:

ART 310 Painting
ART 320 Sculpture
ART 331 Ceramics: Introduction to Wheel Throwing or ART 332 Ceramics:
Handbuilding and Sculptural Forms
ART 340 Printmaking: Intaglio or ART 341 Printmaking: Lithography
ART/MDST 279 Photography

ATHLETIC TRAINING

See exercise science for a description of requirements.

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 intellectual foundations, intellectual explorations, and designated writing courses. These courses may count toward the required 300/400 level courses necessary for the degree. Storm Lake students must also complete the requirement for the Academic and Cultural Event Series. A 2.000 GPA from Buena Vista is required for all students. A “major” is neither completed nor listed on their transcript, only the bachelor of applied studies degree. Therefore, the requirement for hours outside the major/school is eliminated. Students completing a B.A.S. degree must satisfy each of the six BVU objectives 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, populational; and evolutionary levels. Students of biology will learn fundamental concepts within each of these areas. Once the foundation of biological concepts has been achieved, students will select courses from four key areas of biology. Science involves the search for understanding by proposing hypotheses and testing them to determine if they are valid. In classes starting in the freshman year through the senior year, students will be asked to conduct research projects based upon a hypothesis testing method.

As seniors, students will consider the role of science in society as well as the limits of science in a capstone seminar.

Students may select various electives to satisfy the remaining hours within the major. No more than four credit hours of internship or travel experience may be used toward the major.

To equip themselves for the life that they will lead as biologists, students also will be required to complete one year of chemistry and one year of physics. Students will be encouraged to build their understanding of mathematics to the highest level that they are capable of achieving.

BIOL 163 and BIOL 164 are required for all biology majors and must be passed before students are allowed to continue in the biology curriculum.

MAJOR IN BIOLOGY: 54 credit hours with a minimum of 38 credit hours in biology with a minimum of 12 credit hours at the 300 or 400 level. Biology courses numbered 301-304 do not count toward the biology major.

Support work:

CHEM 151 General and Inorganic Chemistry

CHEM 152 Inorganic Chemistry and Qualitative Analysis

PHYS 201 General Physics I or PHYS 211 General Physics I

PHYS 202 General Physics II or PHYS 212 General Physics II

AREA 1:

BIOL 163 Biological Principles I

BIOL 164 Biological Principles II

AREA 2: Distributional Course Selection and Electives

Students will select courses from four primary areas of biology: organismal biology; ecology/evolutionary biology; cell biology and genetics. Minimum of 8 credit hours must be at the 300 or 400 level. Biology courses numbered 301-304 do not count toward fulfilling this requirement.

Choices within organismal biology:

BIOL 280 Human Anatomy

BIOL 380 Mammalian Physiology

Choices within ecology/evolution:

BIOL 210 Zoology

BIOL 270 Evolution

BIOL 360 Ecology

Choices from cell biology:

BIOL 240 Microbiology

BIOL 305 Cell Biology

Choices from genetics:

BIOL 260 Genetics

BIOL 390 Molecular Biology

Select additional biology electives (Courses eligible for a biology major are those numbered above BIOL 164, except for biology courses numbered 301-304, which do not count toward the major).

AREA 3: Research Experience

BIOL 200, BIOL 300, and BIOL 400

Objective: to conduct an actual research project while working within the context of a group or team. Following the introduction to biological research that is provided in the University Seminar and the biological principles courses, students in their sophomore year will join a team of upper class students who are conducting a research project. As sophomores, they will learn how to conduct research in a careful and thoughtful manner. They will assist other students (juniors) who are actively carrying out a project. Sophomore students (BIOL 200) will read the literature on some aspect of the broad research topic that is being pursued by the team. They will complete a proposal for the project that they will conduct during their junior year.

As juniors (BIOL 300), students become leaders of a team composed of a small number

of sophomores and one or more fellow juniors working on a very similar topic. Juniors will carry out the project that they designed during their sophomore year while getting assistance from the younger team members (sophomores).

As seniors (BIOL 400), students will analyze the data from their project and organize it in a manner that is suitable for presentation and/or publication. At some point (probably in the spring) they will give a formal public presentation on campus of their conclusions.

AREA 4: BIOL 498 Senior Capstone Seminar

AREA 5: BIOL 495 Internship or BIOL 496 Field Studies

MINOR IN BIOLOGY: 24 credit hours

BIOL 163 Biological Principles I

BIOL 164 Biological Principles II

Distributional course selection (organismal, ecology/evolution, cell biology and genetics area)

MAJOR IN BIOLOGY WITH TEACHING LICENSURE (5-12):

Option 1: 54 credit hours

BIOL 163 Biological Principles I

BIOL 164 Biological Principles II

26 credit hours from distributional course selection (see biology major)

Three credit hours of Research Experience (BIOL 200, 300 and 400)

BIOL 498 Senior Capstone Seminar

BIOL 496 Field Studies

CHEM 151 General and Inorganic Chemistry

CHEM 152 Inorganic Chemistry and Qualitative Analysis

PHYS 201 or PHYS 211 General Physics I

PHYS 202 or PHYS 212 General Physics II

Must have 12 credit hours at 300/400 level, however biology courses numbered 301-304 do not count toward the biology major.

Plus requirements listed under secondary education and education core

Option 2: 30 credit hours

BIOL 163 Biological Principles I

BIOL 164 Biological Principles II

15-16 credit hours from distributional course selection

3 credit hours of Research Experience (BIOL 200, 300, and 400)

3-4 elective credit hours in science

Must have 12 credit hours at 300/400 level, however biology courses numbered 301-304 do not count toward the biology major.

Plus requirements listed under secondary education and education core

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

BIOL 163 Biological Principles I

BIOL 164 Biological Principles II

16 credit hours of distributional course selection (organismal, ecology/evolution, cell biology and genetics area)

Plus requirements listed under secondary education and education core

BUSINESS

The Harold Walter Siebens School of Business aspires to be regarded as the premier provider of business education in the midwest.

Our mission is to develop students into business professionals and life-long learners through a high quality educational process and value-added experiences in a learning-centered environment.

Business students at Buena Vista University can choose from seven majors: accounting, business economics, finance and banking, international business, management, management information systems, and marketing. (See individual listings). Minors in business, economics, and sales are also offered. Additionally, in cooperation with the School of Education, students may major

in economics with a teaching licensure for grades 7-12. An online degree completion program in business administration is available also.

A Harold Walter Siebens School of Business major may satisfactorily complete an internship or its equivalent, earning one to 12 credit hours. The internship will be coordinated with the business faculty and can occur at three different times. A three-credit hour internship may be arranged for the sophomore, junior or senior during interim. The internship semester may consist of an internship for 7-14 weeks. Internships may also be taken during the summer. A maximum of 15 credit hours may be earned for multiple internships.

A minor in business will provide non-business majors an opportunity to gain some exposure and breadth to the study of business. This is desirable because a minor in business will enhance a student's education and job placement opportunities.

MINOR IN BUSINESS: 24 credit hours

ACCT 205 Financial Accounting
 ACCT 206 Managerial Accounting
 ECON 205 Principles of Microeconomics
 ECON 206 Principles of Macroeconomics
 FNBK 306 Managerial Finance
 MGMT 306 Principles of Management
 MGMT 315 Business Law I
 MRKT 306 Principles of Marketing

BUSINESS ECONOMICS

This field of study emphasizes and examines the intersection of human needs and desires with physical, monetary, and institutional limits. The examination of human behavior, market's allocative and price discovery roles, economic efficiency, economic growth, economic measurement and assessment, and trade in both descriptive and prescriptive contexts satisfy the student bent on problem recognition, analysis, and solving. Economics also serves those studying law, public administration, political science, and applied business disciplines such as finance, marketing, management, and accounting.

MAJOR IN BUSINESS ECONOMICS: 52 credit hours

Common business core:

ACCT 205 Financial Accounting
 ACCT 206 Managerial Accounting
 ECON 205 Principles of Microeconomics
 ECON 206 Principles of Macroeconomics
 FNBK 306 Managerial Finance
 MATH 140 Elementary Applied Statistics
 MGMT 206 Management Science
 MGMT 306 Principles of Management
 MGMT 315 Business Law I
 MGMT 492 Business Policy and Strategy
 MRKT 306 Principles of Marketing

Major courses:

ECON 301 Microeconomic Theory
 ECON 302 Macroeconomic Theory
 ECON 405 International Economics

9 credit hours from:

ECON 340 Econometrics
 ECON 420 Money and Credit Institutions
 ECON 485 Topics in Economics (may be repeated once)
 MATH 330 Applied Regression Analysis

MINOR IN ECONOMICS: 18 credit hours

ECON 205 Principles of Microeconomics
 ECON 206 Principles of Macroeconomics

ECON 405 International Economics
 ECON 301 Microeconomic Theory or ECON 302 Macroeconomic Theory

6 additional credit hours from:

ECON 301 Microeconomic Theory or ECON 302 Macroeconomic Theory
 (one not taken above)
 ECON 340 Econometrics
 ECON 420 Money and Credit Institutions
 ECON 485 Topics in Economics*
 *May not be repeated for credit in the business economics minor

MAJOR IN BUSINESS ECONOMICS WITH TEACHING LICENSURE (5-12):

Option 1: 52 credit hours

Business economics major
 Plus requirements for secondary education and education core

Option 2: 40 credit hours

Business Education – All (5-12)

9 credit hours from:

ECON 301 Microeconomic Theory
 ECON 302 Macroeconomic Theory
 ECON 340 Econometrics
 ECON 405 International Economics
 ECON 420 Money and Credit Institutions
 Plus requirements for secondary education and education core

Option 3: 60 credit hours

Social science licensure major (see page 121)
 One option area must be economics
 Plus requirements for secondary education and education core

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: 31 credit hours

OBVU 120 Computer Applications
 ACCT 205 Financial Accounting
 ACCT 206 Managerial Accounting
 BUED 320 Technical Applications in Business
 CPER 215 Business and Professional Communication
 ECON 205 Principles of Microeconomics
 ECON 206 Principles of Macroeconomics
 FNBK 301 Personal Finance
 MGMT 306 Principles of Management
 MGMT 315 Business Law I
 MRKT 306 Principles of Marketing
 Plus requirements for secondary education and education core

CHEMISTRY

Chemistry strives to understand the properties of materials and the transformations they undergo. Called the “central science,” chemistry plays a key role in many different fields: agriculture, food, medicine, geology, energy production, metallurgy, polymers, and plastics, to name a few. The chemistry program at Buena Vista University offers courses in the traditional areas: inorganic, organic, analytical, physical, and biochemistry, and some in newer fields, such as environmental

chemistry. Recent graduates have entered several of the above fields, specifically: medicine, pharmaceuticals, research, forensic science, teaching, chemical engineering, and industry, often after pursuing graduate education.

The chemistry program has two tracks, depending upon the student's goals and occupational interests. One major meets the needs of those who wish to be professional chemists, while the other major is designed for liberal arts students preparing for medicine, teaching, sales, or industrial work.

Both majors and minors provide opportunities for independent and specialized summer research projects and special Interim courses.

MAJOR IN CHEMISTRY PROFESSIONAL: 57 credit hours

(Designed for further graduate study or for industry)

Support work:

MATH 160 Calculus I: Differential Calculus
MATH 161 Calculus II: Integral Calculus
PHYS 211 General Physics I (Calculus based)
PHYS 212 General Physics II (Calculus based)

Major courses:

CHEM 151 General and Inorganic Chemistry
CHEM 152 Inorganic Chemistry and Qualitative Analysis
CHEM 261 Organic Chemistry I
CHEM 262 Organic Chemistry II
CHEM 300 Chemistry Research or CHEM 495 Chemistry Internship
CHEM 311 Quantitative Analysis
CHEM 321 Spectroscopy or CHEM 322 Chemical Separations
CHEM 353 Physical Chemistry I
CHEM 354 Physical Chemistry II
CHEM 355 Physical Chemistry Laboratory
CHEM 498 Chemistry Seminar
Six credit hours of chemistry electives (300 level or above)

MAJOR IN CHEMISTRY – LIBERAL ARTS: 43 credit hours

(Designed for pre-medical students, assistants in industry and high school teaching)

Support work:

MATH 160 Calculus I: Differential Calculus
PHYS 201 or PHYS 211 General Physics I
PHYS 202 or PHYS 212 General Physics II

Major courses:

CHEM 151 General and Inorganic Chemistry
CHEM 152 Inorganic Chemistry and Qualitative Analysis
CHEM 261 Organic Chemistry I
CHEM 262 Organic Chemistry II
CHEM 300 Chemistry Research or CHEM 495 Chemistry Internship
CHEM 311 Quantitative Analysis
CHEM 353 Physical Chemistry I
CHEM 498 Chemistry Seminar
3 credit hours of Chemistry electives 300/400 level

MINOR IN CHEMISTRY: 20 credit hours

CHEM 151 General and Inorganic Chemistry
CHEM 152 Inorganic Chemistry and Qualitative Analysis
CHEM 261 Organic Chemistry I
CHEM 311 Quantitative Analysis
3 credit hours of chemistry electives

MAJOR IN CHEMISTRY WITH TEACHING LICENSURE (5-12):

Option 1:

Liberal arts chemistry major and requirements listed under secondary education and the

education core.

Option 2: Only science education students. Must have 12 credit hours at 300/400 level.

30 credit hours in science, including:

CHEM 151 General and Inorganic Chemistry
 CHEM 152 Inorganic Chemistry and Qualitative Analysis
 CHEM 261 Organic Chemistry I
 CHEM 311 Quantitative Analysis
 CHEM 498 Seminar
 4 or more credit hours in organic chemistry
 8 additional credit hours in science
 Plus requirements for secondary education and education core

MINOR IN CHEMISTRY WITH TEACHING LICENSURE: 24 credit hours

CHEM 151 General and Inorganic Chemistry
 CHEM 152 Inorganic Chemistry and Qualitative Analysis
 CHEM 261 Organic Chemistry I
 CHEM 311 Quantitative Analysis
 4 or more additional credit hours in organic chemistry
 3 additional credit hours in chemistry
 Plus requirements for secondary education and education core

CHINESE

See modern languages for a description of requirements and course listings.

COMMUNICATION AND GRAPHIC DESIGN

The communication and graphic design program is designed to provide a broad professional and cultural study for students interested in careers in the area of visual communication.

The major draws coursework from the disciplines of art, corporate communication, marketing, and media studies. In addition, the program adds concentrated training in graphic design and an internship.

It is the intention of this program to provide and allow the student individual growth while giving focus in their major. This program will challenge and instill in the student the desire to explore the area of visual communications, the larger world, and themselves both pro-actively and with a sense of enthusiasm and passion.

MAJOR IN COMMUNICATION/GRAPHIC DESIGN: 57 credit hours

ART 201 Art Foundations I
 ART 202 Art Foundations II
 ART/MDST 279 Photography
 ART 301 Prehistoric and Medieval Art History or ART 302 European Renaissance Art History
 ART 303 Baroque to Modern Art History or ART 304 Modern Art History
 ART 492 Senior Seminar
 ART 493 Senior Exhibition
 CPER/MDST 250 Introduction to Advertising
 GDES 223 Graphic Design Foundations
 GDES 305 History of Graphic Design
 GDES 349 Graphic Design
 GDES 350 Typography
 GDES 449 Advanced Graphic Design
 GDES 495 Internship
 MDST 102 Media and Society
 MDST 200 Multimedia Design
 Communication and graphic design majors must earn a final grade of C or better in GDES 223, GDES 305, GDES 349, GDES 350, and GDES 449.

12 credit hours from:

- ART 301 Prehistoric and Medieval Art History or ART 302 European Renaissance Art History
(class not taken above)
- ART 303 Baroque to Modern Art History or ART 304 Modern Art History
(class not taken above)
- CPER 215 Business and Professional Communication
- CPER/MDST 272 Introduction to Public Relations
- GDES 440 Illustration
- MDST 281 Electronic Media Production
- MDST 350 Advanced Advertising
- MDST 379 Advanced Photography
- MDST 381 Advanced Electronic Media Production
- MRKT 306 Principles of Marketing
- MRKT 355 Consumer Behavior

COMMUNICATION AND PERFORMANCE STUDIES

The Communication and Performance Studies program offers students the choice of four majors: theatre, communication studies, corporate communication, and education certification. Regardless of specialty, the program presents students with opportunities to study communication and performance behaviors at intrapersonal, interpersonal, group, and organizational levels. Committed to the ethical development and treatment of communication in its rich variety of forms, the program challenges students to understand, apply, analyze, and articulate the complexity of human communication in a variety of contexts.

MAJOR IN COMMUNICATION AND PERFORMANCE STUDIES (THEATRE):

39 credit hours

- CPER 110 Introduction to the Theatre
- CPER 220 Fundamentals of Acting
- CPER 242 Production and Performance (3 semesters)
- CPER 300 Fundamentals of Directing
- CPER 401 History of the Theatre I
- CPER 402 History of the Theatre II
- CPER 411 Dramatic Literature
- CPER 490 Portfolio
- CPER 495 Internship

3 credit hours from:

- CPER 190 Stagecraft or CPER 290 Production Design or CPER 390 Specialty Design

6 credit hours from:

- CPER 395 Plays By and About Women or CPER 405 Advanced Acting or
- CPER 406 Advanced Directing

6 credit hours from:

- CPER electives at the 300 level or higher

MINOR IN COMMUNICATION AND PERFORMANCE STUDIES (THEATRE):

21 credit hours

- CPER 110 Introduction to the Theatre
- CPER 220 Fundamentals of Acting
- CPER 242 Production and Performance (3 semesters)
- CPER 300 Fundamentals of Directing

3 credit hours from:

- CPER 190 Stagecraft or CPER 290 Production Design or CPER 390 Specialty Design

6 credit hours from the following list:

- CPER 395 Plays By and About Women
- CPER 401 History of Theatre I

CPER 402 History of Theatre II
CPER 405 Advanced Acting
CPER 406 Advanced Directing
CPER 411 Dramatic Literature

MAJOR IN COMMUNICATION AND PERFORMANCE STUDIES (COMMUNICATION STUDIES): 39 credit hours

CPER 103 Interpersonal Communication
CPER 105 Public Speaking
CPER 215 Business and Professional Communication
CPER 280 Group Communication
CPER 285 Intercultural Communication
CPER 320 Introduction to Communication Research
CPER 330 Messages, Meaning, and Society
CPER 350 Organizational Communication Theory and Practice
CPER 355 Conflict Management
CPER 370 Leadership and Communication
CPER 374 Interviewing
CPER 442 Human Communication Theory
CPER 490 Portfolio
CPER 495 Internship
A business minor is highly recommended

MINOR IN COMMUNICATION AND PERFORMANCE STUDIES (COMMUNICATION STUDIES): 21 credit hours

CPER 103 Interpersonal Communication
CPER 105 Public Speaking or CPER 215 Business and Professional Communication
CPER 285 Intercultural Communication
CPER 280 Group Communication or CPER 374 Interviewing
CPER 330 Messages, Meaning, and Society or CPER 350 Organizational Communication Theory and Practice
CPER 355 Conflict Management
CPER 370 Leadership and Communication

MAJOR IN COMMUNICATION AND PERFORMANCE STUDIES (CORPORATE COMMUNICATION): 60 credit hours

ACCT 205 Financial Accounting
ACCT 206 Managerial Accounting
CPER 103 Interpersonal Communication
CPER 105 Public Speaking
CPER 215 Business and Professional Communication
CPER/MDST 250 Introduction to Advertising
CPER/MDST 272 Introduction to Public Relations
CPER 285 Intercultural Communication
CPER 320 Introduction to Communication Research
CPER/MDST 376 Public Relations Campaigns
CPER 442 Human Communication Theory
CPER 490 Portfolio
CPER 495 Internship
MDST 200 Multimedia Design
MDST 205 Reporting
GDES 223 Publication Design and Production
ECON 205 Principles of Microeconomics
ECON 206 Principles of Macroeconomics
FNBK 306 Managerial Finance
MGMT 315 Business Law I
MRKT 306 Principles of Marketing

Recommended support work:

CPER 280 Group Communication
 ENGL 300 Advanced Composition
 MDST 305 Advanced Media Writing
 MDST 350 Advanced Advertising
 MGMT 206 Management Science
 MGMT 306 Principles of Management

MAJOR IN COMMUNICATION AND PERFORMANCE STUDIES WITH TEACHING**LICENSURE (5-12): 30 credit hours**

CPER 103 Interpersonal Communication
 CPER 105 Public Speaking
 CPER 110 Introduction to the Theatre
 CPER 220 Fundamentals of Acting
 CPER 260 Oral Interpretation of Literature
 CPER 280 Group Communication
 CPER 300 Fundamentals of Directing
 CPER 355 Conflict Management
 CPER 411 Dramatic Literature
 1 media studies course (MDST)
 Plus requirements for secondary education and education core

MINOR IN COMMUNICATION AND PERFORMANCE STUDIES (EDUCATION**LICENSURE 5-12): 24 credit hours**

CPER 103 Interpersonal Communication
 CPER 105 Public Speaking
 CPER 110 Introduction to the Theatre
 CPER 220 Fundamentals of Acting
 CPER 260 Oral Interpretation of Literature
 CPER 280 Group Communication
 CPER 300 Fundamentals of Directing
 1 media studies course (MDST)
 Plus requirements for secondary education and education core

COMPUTER SCIENCE

Computer science is the study of programs, algorithms, machine organization, data structures, and the mathematical structures that underlie them. The computer science program has two distinct areas of emphasis which lead to a major in either computer science or computer science/mathematics.

The computer science and computer science/mathematics curricula are designed to produce graduates who can understand and apply fundamental algorithms and data structures to real world problems. Graduates will have an understanding of computer and network architecture and be able to write programs in a high level language. 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 be able to communicate with both technical and non-technical audiences and conduct themselves in an ethical and socially responsible manner.

MAJOR IN COMPUTER SCIENCE: 52 credit hours**Computer Science core:**

CMSC 180 Discrete Mathematics
 CMSC 200 Computer Science I
 CMSC 201 Computer Science II
 CMSC 310 Data Structures
 CMSC 320 Assembly Language and Machine Architecture

Major courses:

CMSC 330 Operating Systems
 CMSC 350 Computer Design
 CMSC 365 Principles of Programming Languages

MATH 160 Calculus I: Differential Calculus
MIS 410 Database Design
CMSC 460 Software Engineering
4 additional CMSC courses at or above the 300 level

2 courses from the following:

GDES 349 Graphic Design
MIS 209 COBOL
MIS 211 File Processing
MIS 300 Introduction to Management Information Systems
MIS 345 Introduction to Networking
MIS 360 Simulation and Modeling
PHIL 110 Ethics
PHIL 130 Logic or MATH 215 Formal Logic
PHYS 390 Computational Physics
PSYC 440 Cognition

MINOR IN COMPUTER SCIENCE: 21 credit hours

Computer Science core plus:

2 additional computer science courses at or above the 300 level

COMPUTER SCIENCE/MATHEMATICS

The computer science/mathematics curriculum shares the same goals and objectives as those outlined for computer science but has an added emphasis on additional preparation in mathematics and the mathematical foundations of computer science. Students will be prepared for graduate study or careers in other computer-related fields requiring a knowledge of higher-level mathematics.

MAJOR IN COMPUTER SCIENCE/MATHEMATICS: 53 credit hours

Computer Science core plus:

CMSC 340 Theory of Computation
CMSC 460 Software Engineering
MATH 160 Calculus I: Differential Calculus
MATH 161 Calculus II: Integral Calculus
MATH 240 Foundations of Advanced Mathematics
MATH 260 Calculus III: Intermediate Calculus
MATH 322 Linear Algebra
MATH 371 Numerical Analysis

2 courses from:

MATH 261 Calculus IV: Multivariable Calculus
MATH 341 Modern Algebra
MATH 352 Elements of Geometry (should be selected ONLY by students seeking 5-12 Mathematics licensure)
MATH 361 Differential Equations
MATH 432 Probability and Mathematical Statistics I

2 courses from:

CMSC 330 Operating Systems
CMSC 350 Computer Design
CMSC 365 Principles of Programming Languages
CMSC 420 Principles of Compiler Design

Recommended support work:

CMSC 495 Internship

MAJOR IN COMPUTER SCIENCE/MATHEMATICS WITH TEACHING LICENSURE

(5-12): 59 credit hours

The computer science/mathematics major may be used for secondary licensure in

mathematics subject to the following provisions:

1. The 2 elected MATH courses must be MATH 352 and MATH 432;
2. Students must also complete MATH 140;
3. All secondary education requirements, including SEDU 400 Reading Strategies for Secondary Students and SEDU 421 Methods for Teaching Secondary Mathematics, and education core.

CORPORATE COMMUNICATION

See communication and performance studies for a description of requirements and course listings.

CRIMINOLOGY AND CRIMINAL JUSTICE

Criminology is the scientific study of the nature, extent, cause, and control of criminal events, including offender motivation, the situation/context of crime, and crime victimization. Criminology also involves the measurement of crime; crime typologies; and theory construction and analysis. Criminal justice is the study of the law enforcement, judicial, and correctional systems that are directly involved in the apprehension, prosecution, defense, sentencing, incarceration, and supervision of those suspected of, charged with, or convicted of criminal offenses.

The criminology and criminal justice major is designed to prepare students for various positions in the criminal justice system. Students in this program pursue careers in community corrections (probation and parole), state and federal correctional institutions, the courts, law enforcement (local, state and federal), juvenile justice agencies, government agencies, social service agencies, and private industry. The criminology and criminal justice program is also a solid foundation for students who wish to pursue advanced degrees in the social sciences, law school, and other professional programs.

Through an integration of the disciplines of criminology and criminal justice, the program seeks to provide students the opportunity to connect theory and practice inside and outside of the classroom. A senior capstone or internship is considered a vital part of the criminology and criminal justice program.

MAJOR IN CRIMINOLOGY AND CRIMINAL JUSTICE: 48 credit hours

Support work:

- PSYC 100 General Psychology
- PSYC 203 Social Psychology or PSYC 239 Abnormal Psychology
- SOCI 101 Introduction to Sociology or SCWK 100 Modern Social Problems

6 credit hours from the following, one course must be 200 level or higher:

- PSCN 110 Introduction to American Government
- PSCN 115 Introduction to Politics
- PSCN 240 Judicial Process
- PSCN 465 Civil Liberties
- PSPA 360 Introduction to Public Affairs
- PSPA 320 State and Local Politics
- PSPA 380 Administrative Agencies

Major courses:

- CRIM 101 Criminal Justice Systems
- CRIM 102 Survey of Criminology
- CRIM 220 Introduction to Law Enforcement
- CRIM 230 Survey of Criminal Courts
- CRIM 290 Institutional Corrections or CRIM 291 Community Corrections
- CRIM 343 Juvenile Justice Systems
- CRIM 398 Criminological Research Methods
- CRIM 470 Criminological Theory
- CRIM 495 Internship or CRIM 498 Capstone in Criminology and Criminal Justice

6 additional credit hours from:

- CRIM 240 Criminal Law
- CRIM 276 Topics in Offender Populations

CRIM 290 Institutional Corrections
CRIM 291 Community Corrections
CRIM 350 Organization and Management in Criminal Justice
CRIM 371 Criminal Procedure
CRIM 375 Criminal Investigation
CRIM 376 Advanced Topics in Policing
CRIM 440 Drugs, Crime, and Criminal Justice
CRIM 476 Seminar in Contemporary Issues in Criminology
CRIM 477 Seminar in Contemporary Issues in Criminal Justice

MINOR IN CRIMINOLOGY AND CRIMINAL JUSTICE: 21 credit hours

CRIM 101 Criminal Justice Systems
CRIM 102 Survey of Criminology
CRIM 220 Introduction to Law Enforcement
CRIM 230 Survey of Criminal Courts
CRIM 290 Institutional Corrections or CRIM 291 Community Corrections
CRIM 343 Juvenile Justice Systems

3 credit hours from:

CRIM 240 Criminal Law
CRIM 290 Institutional Corrections
CRIM 291 Community Corrections
CRIM 350 Organization and Management in Criminal Justice
CRIM 371 Criminal Procedure
CRIM 375 Criminal Investigation
CRIM 376 Advanced Topics in Policing
CRIM 398 Criminological Research Methods
CRIM 440 Drugs, Crime, and Criminal Justice
CRIM 470 Criminological Theory
CRIM 476 Seminar in Contemporary Issues in Criminology
CRIM 477 Seminar in Contemporary Issues in Criminal Justice

ECONOMICS

See business economics for a description of requirements and course listings.

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 majors. Endorsements in areas such as special education, teaching English as a second language, reading, coaching and 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 has designed a program that will prepare students to enter the teaching profession equipped with the knowledge, skills, and dispositions that will make them effective teachers. As a performance-based program, we emphasize 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 New Teacher Assessment and Support Consortium), the Iowa Department of Education, and various professional associations in education.

The organizing framework of the teacher education program is 'teacher as reflective practitioner.' This theme requires students to develop and reflect in three areas: as learner, as instructor, and as professional. The reflective practitioner theme requires students to be conscious of their practice and its impact on others, to have a thoughtful explanation for the course of action chosen, and to develop

a mindset that constantly reflects on current practice and activity so as to improve upon it.

The Teacher Education Program:

The 4 checkpoints below outline progressively the requirements of the teacher education program and serve as a guideline for students as they move toward licensure.

Note: 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.

Checkpoint I: Admission to the teacher education program

The candidate will submit the teacher education program (TEP) application and the teacher education subcommittee will review the candidate's file to ensure that the following requirements have been met:

- EDCO 250: Educational Psychology/Human Development completed with minimum grade of a "C"
- EDCO 260: Directed Observation completed with passing grade and positive recommendation from cooperating teacher
- EDCO 279: Structure and Philosophy of American Education completed with minimum grade of a "C"
- Successful completion of portfolio artifacts required in EDCO 250, 260 and 279
*Transfer students see note below
- Successful completion of Praxis I Exam (Reading = 173, Writing = 172, and Math = 171)
- Minimum cumulative grade point average of 2.5
- 2 professional progress reports
- Good conduct policy statement
- Confidentiality statement

Note: Transfer students whose coursework does not conform to the first three bullets are required to complete the portfolio assignment for EDCO 260, two other EDCO courses with a grade of a "C" or better and the portfolio requirements of those courses.

This variation within Checkpoint I does not exempt students from the grade and portfolio requirements for EDCO 250 and 279. These requirements must be completed at another time in the program. The remaining requirements in Checkpoint I must be completed as outlined.

Elementary majors may take only two methods courses, none with the EDUC 405 field experience attached, prior to formal admission to the program. No methods courses may be taken by other education students until they are formally admitted to the program.

Based on submitted information, the teacher education subcommittee will:

- Fully approve the candidate for the teacher education program
- 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 II: Teacher education program progress

In order to advance to the next field experiences, EDCO 290 and EDUC/SEDU/SPED 405/406, the teacher education student must successfully satisfy the following:

- Review of mandatory reporters protocol
- Universal precautions workshop
- Minimum cumulative grade point average of 2.5
- Improvement in areas of concern noted in Checkpoint I, professional progress reports, or other areas noted since those reports. Particular attention will be given to dispositions
- Successful completion of "unsatisfactory" elements from portfolio assignments
- Teacher education subcommittee endorsement

Checkpoint III: Admission 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.

The student teacher candidate will submit an application for student teaching after having completed the following:

- All EDCO and methods course requirements with a minimum grade of a "C"
- Minimum cumulative grade point average of 2.5

- Minimum grade point average of 2.5 in the major/minor/concentration, and will have completed all major/minor/concentration requirements.
- Successful completion of remaining non-student teaching portfolio artifacts
- Written biographical summary for the cooperating school

In addition, the applicant will have senior standing and will be in residence (as defined by the university catalog) the semester/term immediately preceding student teaching.

The teacher education subcommittee will review the candidate's file. After review, the Subcommittee will vote to accept or deny the student's admittance to the student teaching semester. Students denied admittance to the professional semester have the right to an appeal.

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 these fees. Students are provided information and appropriate forms to apply for licensure. The basic requirements that must be met in order to be recommended for licensure are as follows:

- Successful completion of Buena Vista University requirements
- Successful completion of the teacher education program that Buena Vista University has on file with the Iowa Department of Education
- Minimum grade point average of 2.5 for the total program, the major, the minor, the second major or area of concentration
- Minimum grade of a "C" in each of the student teaching placements
- Successful completion of portfolio requirements
- Fingerprinting/background check 10-12 weeks prior to completion of student teaching
- Teacher education subcommittee recommendation
- Successful completion of the Praxis II exam per state requirements (elementary majors only)

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 about these options.

Teaching Licensure Requirements For Other States:

The teacher education program at Buena Vista University provides coursework which meets the criteria approved for Iowa certification by the Iowa State Department of Education. 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: 15 credit hours

The education core is the nucleus of the teacher education program and includes basic courses in education and psychology. The core requirement is 15 credit hours and is required of all students seeking a teaching licensure.

- EDCO 250 Educational Psychology/Human Development
- EDCO 260 Directed Observation
- EDCO 279 Structure and Philosophy of American Education
- EDCO 290 Supervised Participation
- EDCO 301 Exceptional Learner
- EDCO 369 Human Relations
- EDCO 401 Classroom Management and Evaluation Techniques

MAJOR IN ELEMENTARY EDUCATION: 87 credit hours

The elementary education major requires completion of four components:

- The education core (above)
- The elementary education courses
- Required support coursework
- An area of concentration outside the School of Education

Elementary education courses including student teaching:

- EDUC 317 Foundations of Reading/Language Arts
- EDUC 332 Children's Fiction and Nonfiction
- EDUC 360 Elementary Health and Physical Education
- EDUC 371 Analysis and Correction of Reading Difficulties
- EDUC 392 Elementary Math and Science
- EDUC 405 Field Experience/Methods
- EDUC 410 Elementary Curriculum/Social Studies
- EDUC 429 Kindergarten Student Teaching (K) or EDUC 430 Elementary Student Teaching (1-3)
- EDUC 440 Elementary Student Teaching (4-6)

Support work:

- 3 credit hours of biological science
 - CPER 105 Public Speaking
 - ENGL 300 Advanced Composition or ENGL 320 Creative Writing
 - 3 credit hours of fine arts
 - GEOG 200 World Regional Geography of the Developed World or GEOG 201 World Geography of the Developing World or GEOG 300 Human and Cultural Geography
 - 3 credit hours of history
 - 3 credit hours of literature
 - MATH 125 Math for Elementary Teachers
 - 3 credit hours of physical science
 - PSCN 110 Introduction to American Government or PSPA 320 State and Local Politics Science lab
- Most of these courses will be completed through the general education program.

AREAS OF CONCENTRATION:

The area of concentration must be 12 credit hours from: art, biology, chemistry, computer science, economics, English, a second language, geography, history, mathematics, music, political science, psychology, sociology, speech or drama, English/language arts, science-basic, or social studies.

The 12 credit hours in the area of concentration may not be counted as part of the required support coursework or as part of the general education requirements. With the exception of mathematics, an area of concentration must include at least one three-credit hour course at the 300/400 level.

Students completing a minor or a major in one of the areas identified above are not required to complete an area of concentration.

Broad-based concentrations will follow the guidelines below:**Social studies:**

- 6 to 9 credit hours in history (minimum of three credit hours in U.S. history and 3 credit hours in non-U.S. history)
- 3 to 6 credit hours in American government, economics, geography, sociology, and/or psychology)

History:

- 6 credit hours in U.S. history
- 6 credit hours in non-U.S. history

English:

- 6 credit hours in literature
- 6 credit hours in written communication/ grammar/linguistics

English/Language Arts:

- 6 credit hours in literature
- 6 credit hours in written/oral communication

Science (Basic):

- 6 credit hours biological science

6 credit hours physical science/environmental science

MAJOR IN SECONDARY EDUCATION:

The secondary education major requires a content major in a certifiable teaching area and completion of the following six components:

- Distribution, core, and university graduation requirements
- The education core (see above)
- Specific certification, distribution, and core requirements
- Reading strategies for secondary teachers to be taken prior to or concurrent with the methods courses. (Not required for secondary language arts major).
- The secondary methods course(s)
- Field experience linked to methods
- Student teaching

Specific certification, distribution, and core requirements:

As the distribution and core requirements of the university are met, the following must be selected:

3 credit hours of biological science

CPER 105 Public Speaking

3 credit hours of fine arts

3 credit hours of physical science

PSCN 110 Introduction to American Government or PSPA 320 State and Local
Politics or U.S History Course

Secondary Methods

Students must take the methods course related to their major. In addition, if one desires to add another secondary teaching endorsement, the methods course for that endorsement must be taken.

Secondary methods courses are offered every other year.

SEDU 401 Methods of Teaching Secondary Art

SEDU 402 Methods of Teaching Secondary Business

SEDU 411 Methods of Teaching Secondary English/Language Arts

SEDU 412 Methods of Teaching Secondary Foreign Language

SEDU 421 Methods of Teaching Secondary Mathematics

SEDU 431 Methods of Teaching Secondary Health/Physical Ed

SEDU 432 Methods of Teaching Secondary Science

SEDU 441 Methods of Teaching Secondary Social Science

SEDU 442 Methods of Teaching Secondary Music – Vocal

SEDU 443 Methods of Teaching Secondary Music – Instrumental

Field experience linked to methods:

SEDU 405 Field Experience/Methods

Reading strategies:

SEDU 400 Reading Strategies for Secondary Teachers (except for students completing
SEDU 411)

Student teaching:

SEDU 490 Secondary Student Teaching

Special Education Endorsement:

Buena Vista University offers coursework in special education leading to an educational endorsement as an Instructional Strategist I: Mild/Moderate. This endorsement is designed to accompany coursework for a major in elementary or secondary education. Completion of this endorsement allows one to teach in resource, integrated, and contained settings with students having exceptionalities in the area of mental handicaps, learning disabilities, or behavioral disorders.

INSTRUCTIONAL STRATEGIST I, WITH TEACHING LICENSURE (K-8): 31 credit hours

EDCO 301 Exceptional Learner

EDUC 317 Foundations of Reading/Language Arts

EDUC 371 Analysis and Correction of Reading Difficulties

EDCO 401 Classroom Management and Evaluation Techniques
 SPED 205 Characteristics of Students with Mild/Moderate Disabilities
 SPED 321 Diagnosis and Assessment
 SPED 352 Professional Practices in Special Education
 SPED 396 Supervised Participation in Special Education
 SPED 401 Methods and Teaching Strategies for Students with Mild/Moderate Disabilities
 SPED 402 Teaching in a K-8 Special Education Program
 SPED 405 Field Experience/Methods (K-8)
 SPED 447 Student Teaching – Special Education - Mild/Moderate (K-8)

Note: This endorsement must be accompanied by an elementary education major leading to a teaching license with an endorsement in elementary classroom teacher (K-8).

INSTRUCTIONAL STRATEGIST I, WITH TEACHING LICENSURE (5-12): 34 credit hours

EDCO 301 Exceptional Learner
 EDUC 317 Foundations of Reading/Language Arts or SEDU 365 Reading in the Content Areas
 EDUC 371 Analysis and Correction of Reading Difficulties
 EDCO 401 Classroom Management and Evaluation Techniques
 SPED 205 Characteristics of Students with Mild/Moderate Disabilities
 SPED 285 Career Development and Transition
 SPED 321 Diagnosis and Assessment
 SPED 352 Professional Practices in Special Education
 SPED 396 Supervised Participation
 SPED 401 Methods and Teaching Strategies for Students with Mild/Moderate Disabilities
 SPED 403 Teaching in a 5-12 Special Education Program
 SPED 406 Field Experience/Methods (5-12)
 SPED 448 Student Teaching – Special Education – Mild/Moderate (7-12)

Note: This endorsement must be accompanied by a secondary content major leading to licensure in a subject area endorsement.

READING ENDORSEMENT (K-8): 24 credit hours

This reading program fulfills the Iowa Department of Education reading endorsement #148. It qualifies the teacher as a Chapter 1 reading teacher, but is not valid for a position as director of a reading program. This endorsement must be accompanied by endorsement #102, elementary classroom teacher.

EDUC 317 Foundations of Reading/Language Arts
 EDUC 332 Children's Fiction and Nonfiction
 EDUC 335 Oral Communication for Reading Teachers
 EDUC 342 Written Communication for Elementary Reading Teachers
 EDUC 365 Reading in the Content Areas
 EDUC 371 Analysis and Correction of Reading Difficulties
 EDUC 380 Language Development for Reading Teachers
 EDUC 442 Reading Instructional Strategies
 EDUC 443 Reading Practicum

READING ENDORSEMENT (5-12): 24 credit hours

This reading program fulfills the Iowa Department of Education reading endorsement #149. It qualifies the teacher as a Chapter 1 reading teacher but is not valid for a position as director of a reading program. This endorsement must be accompanied by a 5-12 certification in a secondary content area.

EDUC 317 Foundations of Reading/Language Arts
 SEDU 333 Young Adult Fiction and Nonfiction
 SEDU 335 Oral Communication for Reading Teachers
 SEDU 342 Written Communication for Secondary Reading Teachers
 SEDU 365 Reading in the Content Areas
 EDUC 371 Analysis and Correction of Reading Difficulties
 SEDU 380 Language Development for Reading Teachers
 SEDU 454 Reading Instructional Strategies
 SEDU 455 Reading Practicum

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): 28 credit hours*

- CPER 285 Intercultural Communication
- EDCO 369 Human Relations*
- ENGL 331 Introduction to Linguistics
- ENGL 332 Modern English Grammar
- TESL 270 Introduction to Second Language Acquisition
- TESL 330 Methods of Teaching English as a Second Language
- TESL 405 Field Experience in Teaching English as a Second Language
- TESL 407 Curriculum Development and Assessment in ESL
- TESL 408 Practicum in ESL Classroom K-6 or TESL 409 Practicum in ESL Classroom 7-12
- TESL 447 Student Teaching in ESL Classroom K-6* or TESL 448 Student Teaching in ESL Classroom 7-12*

* The ESL endorsement is taken in addition to a student's primary area of teacher preparation (elementary or secondary education) which already includes EDCO 369 Human Relations and 12 credit hours of student teaching. TESL 447 or 448 will substitute for six of those student teaching hours.

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 from an accredited institution
- Hold a bachelor's degree which meets the Iowa Department of Education content requirements for certification per secondary field: art, business general, business office and business marketing/management, English/language arts, foreign language, health, journalism, mathematics, music, physical education, reading, biological science, chemistry, earth science, general science, physical science, physics, American government, American history, economics, psychology, sociology, world history, speech communication/theatre, special education. The program is available in these secondary field(s) contingent upon the availability of student teaching placements in that particular field
- Seek certification only (not second degree from BVU)
- Have achieved a 2.5 cumulative grade point average and a 2.5 in the teaching field
- Successful completion of Praxis I exam (Reading 173, Writing 172, Math 171)
- Have received their bachelor's degree at least 12 months prior to beginning this program
- Have coursework that is 10 years old or older reviewed for relevancy and currency

To complete a secondary certification program:

- Complete the education core
- Reading strategies for secondary teachers to be taken prior to or concurrent with the methods courses. (Not required for secondary language arts major).
- Complete a 2 credit hour generic methods course and a 1 credit hour methods course specific to the content area, except for special education where the 2 credit hour and 1 credit hour methods courses from the special education program will be used
- 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 12 weeks (state minimum) in one secondary setting
- Complete the following requirements for Checkpoint I (modified for this program):
 - Professional reference reports
 - Confidentiality statement
 - Universal precautions workshop
 - No more than six credit hours of EDCO at BVU until admitted into the teacher education program
- Checkpoint II: Admission to student teaching. The requirements for this checkpoint correspond to those required in Checkpoint III for students who do not have their bachelor's degree
- Checkpoint III: Licensure requirements. The requirements for this Checkpoint correspond to those required in Checkpoint IV for students who do not have their bachelor's degree

ENGLISH

The English department supports the scholarship of engagement by fostering communication skills and critical authority for our students' professional development, academic excellence, and life-long learning. Through a program of study that includes world literatures, writing in various genres, linguistic theory and development, and critical perspectives, our students develop a keen sense of the power of language and learn to deploy that power to benefit themselves and their communities. It is our belief that such mastery of written communication is fundamental to professional success, self-expression, and personal growth.

MAJOR IN ENGLISH: 40-46 credit hours

ENGL 220 Introduction to Literature: Early Literary Classics

ENGL 250 American Literature

ENGL 261 British Literature, Beginnings to 1750

ENGL 262 British Literature, 1750 to the Present

ENGL 300 Advanced Composition

ENGL 320 Creative Writing

ENGL 331 Introduction to Linguistics

ENGL 340 Introduction to Literary Theory

ENGL 376 Modern Continental Literature

ENGL 490 Major Portfolio

ENGL 491 Senior Seminar

9 credit hours of English electives numbered above 300; at least 2 of the courses should be at the 400 level; 1 course must be in American literature

2 semesters of same foreign language at the college level, or a passing MLA or CLEP score

MINOR IN ENGLISH: 21 credit hours

ENGL 220 Introduction to Literature: Early Literary Classics

ENGL 250 American Literature

ENGL 261 British Literature, Beginnings to 1750

ENGL 262 British Literature 1750-Present

ENGL 300 Advanced Composition or MDST 305 Advanced Media Writing or

ENGL 320 Creative Writing

ENGL 331 Introduction to Linguistics

One English elective 340 or above

MAJOR IN ENGLISH WITH TEACHING LICENSURE (5-12): 40 credit hours

ENGL 220 Introduction to Literature: Early Literary Classics

ENGL 250 American Literature

ENGL 261 British Literature, Beginnings to 1750

ENGL 262 British Literature, 1750 to Present or ENGL 376 Modern Continental Literature

ENGL 300 Advanced Composition

ENGL 331 Introduction to Linguistics

ENGL 332 Modern English Grammar

ENGL 340 Introduction to Literary Theory

ENGL 350 Shakespeare

ENGL 490 Major Portfolio
ENGL 491 Senior Seminar
1 ENGL elective numbered 400 or above

Support work:

SEDU 333 Young Adult Fiction and Nonfiction
SEDU 365 Reading in the Content Areas
Plus requirements for secondary education and education core
Foreign language is not required for major in English with teaching licensure

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

ENGL 220 Introduction to Literature: Early Literary Classics
ENGL 250 American Literature
ENGL 261 British Literature, Beginnings to 1750
ENGL 300 Advanced Composition
ENGL 331 Introduction to Linguistics
ENGL 332 Modern English Grammar
ENGL 340 Introduction to Literary Theory
ENGL 350 Shakespeare

Support work:

SEDU 333 Young Adult Fiction and Nonfiction
SEDU 365 Reading in the Content Areas
Plus requirements for secondary education and education core

MAJOR IN ENGLISH WITH TEACHING LICENSURE (K-8): 27 credit hours

Major in elementary education
CPER 220 Acting or CPER 260 Oral Interpretation of Literature
ENGL 250 American Literature
ENGL 261 British Literature, Beginnings to 1750 or ENGL 262 British Literature,
1750 to Present
ENGL 300 Advanced Composition
ENGL 331 Introduction to Linguistics
ENGL 332 Modern English Grammar
ENGL 350 Shakespeare
2 courses numbered ENGL 370 or above

ENVIRONMENTAL SCIENCE

At a time when environmental issues are becoming ever more a part of our lives, this curriculum enables students to study the nature of these problems and how they can find a life's work in solving them. The environmental science program at Buena Vista University provides students with the opportunity to pursue a major with an emphasis in either science, social science or conservation education. Students may select electives from a varied list of courses enabling them to build upon their interest.

MAJOR IN ENVIRONMENTAL SCIENCE: 49 credit hours**Common environmental core:**

ENVS 100 The Biological Environment
ENVS 101 The Physical Environment
ENVS 201 Conservation Ecology
ENVS 301 Human Ecology
ENVS 310 Topics in Environmental Science
ENVS 400 Supervised Project or ENVS 495 Internship
ENVS 498 Senior Capstone Seminar
MATH 140 Elementary Applied Statistics
PHIL/RELI 340 Environmental Ethics

Choose 1 track from below:**Science track:**

BIOL 163/164 Principles of Biology I and II
 CHEM 151 General and Inorganic Chemistry

Social science track:

ECON 205 Principles of Microeconomics
 GEOG 200 World Regional Geography of the Developed World or GEOG 201 World
 Regional Geography of the Developing World
 HIST 101 History of the United States to 1877 or HIST 102 History of the United
 States After 1877
 PSPA 360 Introduction to Public Affairs or PSPA 380 Administrative Agencies

Conservation education track:

CPER 105 Public Speaking or ENGL 300 Advanced Composition
 EDCO 250 Educational Psychology/Human Development
 HIST 101 History of the United States to 1877 or HIST 102 History of the United
 States After 1877
 MDST 200 Multimedia Design or GDES 223 Publication Design and Production or
 MDST/ART 279 Photography or MDST 305 Advanced Media Writing or ART 201 Art
 Foundations I or ART 202 Art Foundations II

Students will select courses from the following list to complete the remaining credit hours needed to reach 49 credit hours. Some of these courses are specifically oriented to environmental science and thus bear that designation (ENVS). Other courses have been selected from existing programs. Many of the courses are science oriented because many environmental professions require fundamental knowledge of ecosystem function.

Electives:

BIOL 163 Principles of Biology I (non-science tracks only)
 BIOL 164 Principles of Biology II (non-science tracks only)
 BIOL 210 Zoology
 BIOL 240 Microbiology
 BIOL 260 Genetics
 BIOL 270 Evolution
 BIOL 360 Ecology
 BIOL 365 Freshwater Biology
 BIOL 366 Mammalogy
 BIOL 370 Animal Behavior
 CHEM 151 General and Inorganic Chemistry (non-science tracks only)
 CHEM 152 Inorganic Chemistry and Qualitative Analysis
 CHEM 261 Organic Chemistry I
 CHEM 262 Organic Chemistry II
 CHEM 311 Quantitative Analysis
 ECON 206 Principles of Macroeconomics
 ECON 485 Topics in Economics
 ENVS 105 Stream Conservation/Fly Fishing
 ENVS 302 Historical Geology
 ENVS 310 Topics in ENVS: (repeatable)
 Global Climate Change
 Remote Sensing and Geographic Information Systems Water Quality Analysis
 Environmental Political Theory
 Environmental Policy and Regulation
 Saving Wild Places
 Environmental Literature
 Agriculture and the Environment
 Environmental Chemistry
 GENS 101 General Physical Science
 GENS 115 Atmosphere, Weather and Climate

GENS 125 Oceanography
PHYS 201 General Physics I: Trigonometry-Based
PHYS 202 General Physics II: Trigonometry-Based
PHYS 211 General Physics I: Calculus-Based
PHYS 212 General Physics II: Calculus-Based

MINOR IN ENVIRONMENTAL SCIENCE: 25 credit hours

ENVS 100 The Biological Environment
ENVS 101 The Physical Environment
ENVS 201 Conservation Ecology
ENVS 301 Human Ecology
ENVS 310 Topics in Environmental Science
ENVS 400 Supervised Project or ENVS 495 Internship
ENVS 498 Senior Capstone Seminar
MATH 140 Elementary Applied Statistics
PHIL/RELI 340 Environmental Ethics

EXERCISE SCIENCE

The exercise science program at Buena Vista University offers majors in athletic training, human performance, sport management, and teaching licensure in physical education and coaching.

Athletic Training Education Program (ATEP):

The athletic training education program (ATEP) is an academic and clinical education program fully accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The athletic training major provides students with a thorough knowledge of many areas including the prevention, evaluation, management, and rehabilitation of injuries to those who are physically active. This preparation, along with the passing of the board of certification exam, will prepare a student for an entry-level position in the field of athletic training.

Students interested in the ATEP should contact the program director to ensure the most up to date admissions criteria and seek early course advising due to the sequential nature of the major and obtain additional information on specific admission criteria. Only upon formal admission into the ATEP can students continue with advanced courses and clinical education. Admission into the ATEP is competitive, with enrollment limited by clinical availability. Admission to the ATEP is determined by the following criteria:

- Completion of ATEP application
- Completion of student mentor experience
- Demonstrated written and oral communication skills
- Major grade point average of 2.5
- Completion of courses EXSC 140, 160, 170, 173, 251
- Completion of BVU technical standards form
- Demonstration of appropriate clinical conduct and performance
- Completion of application process interview and endorsement by the athletic training review committee

Transfer Policy

Transfer students to BVU who desire to complete the athletic training education program must be admitted to this competitive enrollment program. In order to be admitted one must meet all of the published admission requirements and be approved by the athletic training review committee. Persons eligible for admission to the program who desire prior course work and clinical experiences be considered as equivalents of BVU courses and/or clinical experiences must follow the procedures outlined on the athletic training education program web site. Accepted transfer students must begin their coursework in the athletic training education program in the fall semester or Interim. All transfer students admitted to the program should plan on three full academic years to complete the program regardless of their college academic status. Contact the athletic training education program director for the most current information.

MAJOR IN ATHLETIC TRAINING: 57 credit hours

BIOL 142 Introduction to Human Physiology
BIOL 280 Human Anatomy
CHEM 151 General and Inorganic Chemistry
EXSC 140 Functional Human Anatomy
EXSC 160 Athletic Training Observation
EXSC 170 Fundamentals of Athletic Training
EXSC 173 Introductory Techniques in Athletic Training
EXSC 205 Clinical Experiences I in Athletic Training
EXSC 251 First Aid and Injury Prevention
EXSC 272 Therapeutic Modalities
EXSC 273 Therapeutic Exercise and Reconditioning
EXSC 304 Clinical Experiences II in Athletic Training
EXSC 305 Clinical Experiences III in Athletic Training
EXSC 306 Clinical Experiences IV in Athletic Training
EXSC 310 Nutrition
EXSC 333 Lower Extremity Evaluation
EXSC 334 Upper Extremity Evaluation
EXSC 335 Selected Topics in General Medicine and Pharmacology
EXSC 350 Biomechanics of Human Motion
EXSC 351 Motor Learning
EXSC 352 Exercise Physiology
EXSC 405 Clinical Experiences V in Athletic Training
EXSC 406 Clinical Experiences VI in Athletic Training
EXSC 444 Organization and Administration of Athletic Training
PSYC 100 General Psychology

ATHLETIC TRAINING CLINICAL INTRASHIP

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

Program Specifics

- Each intraship is at maximum one semester in length and can be taken for 1-3 credits.
- Students 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

Exercise Science: Human Performance:

The undergraduate exercise science/human performance major has a science-based curriculum providing an expansive background for students planning to further their education at the graduate level. The factual and conceptual program offers students a foundation in the interdisciplinary nature of human movement. The charge of the program is to prepare students in the primary disciplines of:

- Anatomy
- Biomechanics and Functional Human Anatomy
- Exercise Physiology
- Sport Psychology and Sociology
- Motor Learning/Control
- Nutrition
- Health and Disease Prevention
- Injury Prevention

The exercise science/human performance major offers students excellent preparation for graduate work in adult or corporate fitness, biomechanics, exercise physiology, motor control, sport psychology, or sports medicine. In addition, the exercise science/human performance major may prepare students for graduate level education in physical therapy, occupational therapy, medicine, podiatry, osteopathy, or other professional allied health care fields.

Students planning to enter the job market with an undergraduate major in exercise science/human performance prepare for entry level employment in the areas such as corporate and community fitness venues, personal training, health clubs, and similar fitness-related industries. In addition, the major makes it a suitable option for those students interested in the coaching profession, but not wishing to teach in a secondary education setting.

Students who major in exercise science/human performance may also select from a variety of institutionally offered minor degrees to gain the background necessary for success in adjacent job markets. Examples may include coaching, psychology, business, and chemistry.

MAJOR IN EXERCISE SCIENCE: HUMAN PERFORMANCE: 51 credit hours

- EXSC 140 Functional Human Anatomy
- EXSC 170 Fundamentals of Athletic Training
- EXSC 180 Lifetime Health Management
- EXSC 190 Physiological Principles of Conditioning
- EXSC 192 Introduction to Sport Management
- EXSC 200 History, Philosophy and Ethics of Sport
- EXSC 202 Public and Community Health
- EXSC 251 First Aid and Injury Prevention
- EXSC 310 Nutrition
- EXSC 321 Adapted Physical Education
- EXSC 345 Facility and Event Management
- EXSC 350 Biomechanics of Human Motion
- EXSC 351 Motor Learning
- EXSC 352 Exercise Physiology
- EXSC 435 Psycho-Social Dimensions of Sport
- EXSC 495 Internship
- BIOL 142 Introduction to Human Physiology
- PSYC 100 General Psychology

Exercise Science: Sport Management:

The exercise science/sport management major focuses on preparing students for career opportunities within the sport industry. The sport industry includes intercollegiate sport, professional sport teams,

health and fitness clubs, sport marketing and management firms, facility and event management, and youth and community agencies such as the YMCA. Other related positions include sport journalism, media relations, human resources, sport information, and retail sales. The curriculum is structured to provide an interdisciplinary approach to learning. Students receive a strong foundation in the area of exercise science by completing the sport management core. Required support work from the fields of business and communication enhance the student's knowledge in such important areas as finance, economics, marketing, management, and communications. The tracks offer the student the opportunity to specialize in the area that best meets the student's individual needs and interest. Course work will be selected from one track area. To develop hands-on professional experience, students participate in an internship within the sport industry. The internship should be taken during the junior or senior year and must be a minimum of three credits.

MAJOR EXERCISE SCIENCE/SPORT MANAGEMENT: 59 credit hours

EXSC 140 Functional Human Anatomy
 EXSC 190 Physiological Principles of Conditioning
 EXSC 192 Introduction to Sports Management
 EXSC 200 History, Philosophy, and Ethics of Sport
 EXSC 251 First Aid and Injury Prevention
 EXSC 301 Liability in Sport
 EXSC 341 Advanced Sport Management
 EXSC 345 Facility and Event Management
 EXSC 435 Psycho-Social Dimension of Sport
 EXSC 495 Internship

Required support work:

ACCT 205 Financial Accounting
 ECON 205 Principles of Microeconomics
 CPER 272/MDST 272 Introduction to Public Relations
 MGMT 306 Principles of Management
 MGMT 320 Human Resource Management
 MRKT 306 Principles of Marketing
 MRKT 354 Sports Marketing

Choose 1 track from the below (9 credit hours):

Communication and media studies track

CPER 103 Interpersonal Communication
 CPER 105 Public Speaking
 CPER 215 Business and Professional Communication
 CPER 250 Introduction to Advertising
 CPER 280 Group Discussion
 CPER 370 Leadership and Communication
 CPER 374 Interviewing
 MDST 200 Multimedia Design
 MDST 205 Reporting

Business track

ACCT 206 Managerial Accounting
 ECON 206 Principles of Macroeconomics
 FNBK 301 Personal Finance
 FNBK 306 Managerial Finance
 MGMT 315 Business Law I

Sport studies track (may not select more than 2 coaching theory courses)

EXSC 181 Lifetime Leisure Activities
 EXSC 182 Teaching Team Sports
 EXSC 210 Coaching Volleyball
 EXSC 211 Coaching Basketball
 EXSC 212 Coaching Baseball and Softball
 EXSC 213 Coaching Wrestling

EXSC 214 Coaching Soccer
 EXSC 215 Coaching Football
 EXSC 216 Coaching Track, Field and Cross Country
 EXSC 240 Dance and Rhythms
 EXSC 310 Nutrition
 EXSC 321 Adapted Physical Education
 EXSC 350 Biomechanics of Human Motion
 EXSC 351 Motor Learning
 EXSC 352 Exercise Physiology

Exercise Science: Physical Education And Coaching:

The physical education and coaching major specifically allows students to be licensed to teach K-8 and 5-12 physical education and to coach at all grade levels. It is recommended that students with this emphasis complete another teaching endorsement to increase the possibilities of placement.

MAJOR IN EXERCISE SCIENCE: PHYSICAL EDUCATION AND COACHING

(K-8 AND 5-12): 72 credit hours

BIOL 142 Introduction to Human Physiology
 EXSC 140 Functional Human Anatomy
 EXSC 170 Fundamentals of Athletic Training
 EXSC 181 Lifetime Leisure Activities
 EXSC 182 Teaching Team Sports
 EXSC 190 Physiological Principles of Conditioning
 EXSC 200 History, Philosophy, and Ethics of Sport
 EXSC 240 Dance and Rhythms
 EXSC 251 First Aid and Injury Prevention
 EXSC 321 Adapted Physical Education
 EXSC 350 Biomechanics of Human Motion
 EXSC 351 Motor Learning
 EXSC 432 Measurement and Evaluation in Health/Physical Education
 EXSC 435 Psycho-Social Dimensions of Sport

2 courses from:

EXSC 210 Coaching Volleyball
 EXSC 211 Coaching Basketball
 EXSC 212 Coaching Baseball/Softball
 EXSC 213 Coaching Wrestling
 EXSC 214 Coaching Soccer
 EXSC 215 Coaching Football
 EXSC 216 Coaching Track, Field and Cross Country

Plus requirements under secondary education and education core and:

EDUC 360 Elementary Health and Physical Education
 EDUC 460 Elementary Student Teaching: K-6 PE
 SEDU 405 Field Experience/Methods

Note: A minor is strongly recommended.

MINOR IN EXERCISE SCIENCE HEALTH EDUCATION WITH TEACHING LICENSURE

(K-8 & 5-12): 24 credit hours

EXSC 180 Lifetime Health Management
 EXSC 202 Public and Community Health
 EXSC 291 Current Health Issues
 EXSC 310 Nutrition
 PSYC 100 General Psychology
 SCWK 270 Family Relationships

6 credit hours from:

BIOL 108 Human Reproduction and Development
 EXSC 352 Exercise Physiology

EXSC 435 Psycho-Social Dimensions of Sport
PSYC 201 Child Development
PSYC 203 Social Psychology
PSYC 239 Abnormal Psychology
PSYC 265 Health Psychology
SCWK 100 Modern Social Problems or SOCI 101 Introduction to Sociology
SCWK 353 Social Intervention with Families

Additional certification for non-exercise science majors:

Select the courses consistent with the level of your teaching endorsement

K-8 teaching licensure:

EDUC 360 Elementary Health and Physical Education
EDUC 405 Field Experience/Methods
EDUC 460 Elementary Student Teaching: PE/Health

5-12 teaching licensure:

SEDU 400 Reading Strategies for Secondary Teachers
SEDU 405 Field Experience/Methods
SEDU 431 Methods of Teaching Secondary Health/Physical Education
SEDU 490 Secondary Student Teaching

MINOR IN EXERCISE SCIENCE/COACHING: 24 credit hours

EXSC 140 Functional Human Anatomy
EXSC 170 Fundamentals of Athletic Training
EXSC 301 Liability of Sport
EXSC 351 Motor Learning

Note: The student must select at least one course from each area below to total 24 credit hours for the coaching minor. Remaining hours to reach 24 must also come from the courses listed below.

Coaching: (Maximum of two courses will count towards the minor)

EXSC 210 Coaching Volleyball
EXSC 211 Coaching Basketball
EXSC 212 Coaching Baseball/Softball
EXSC 213 Coaching Wrestling
EXSC 214 Coaching Soccer
EXSC 215 Coaching Football
EXSC 216 Coaching Track, Field and Cross Country

Health:

EXSC 180 Lifetime Health Management
EXSC 202 Public and Community Health
EXSC 291 Current Health Issues
EXSC 310 Nutrition

General:

EXSC 350 Biomechanics of Human Motion
EXSC 352 Exercise Physiology
EXSC 435 Psycho-Social Dimensions of Sport

EXERCISE SCIENCE COACHING AUTHORIZATION/ENDORSEMENT: 10 credit hours

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

EXSC 140 Functional Human Anatomy
EXSC 170 Fundamentals of Athletic Training
EXSC 351 Motor Learning

1 course from:

EXSC 210 Coaching Volleyball
EXSC 211 Coaching Basketball
EXSC 212 Coaching Baseball/Softball

EXSC 213 Coaching Wrestling
EXSC 214 Coaching Soccer
EXSC 215 Coaching Football
EXSC 216 Coaching Track, Field, and Cross Country

FINANCE AND BANKING

Finance and banking explores the financial management of traditional corporations, banks, and financial services firms and insurance companies. As a finance and banking major, you will gain knowledge in bank management, portfolio and investment management, and the financial services industry. The major courses are integrated with other Harold Walter Siebens School of Business courses in order to provide you with a well-rounded and practical business curriculum to take into your future career.

MAJOR IN FINANCE AND BANKING: 58 credit hours

Common business core:

ACCT 205 Financial Accounting
ACCT 206 Managerial Accounting
ECON 205 Principles of Microeconomics
ECON 206 Principles of Macroeconomics
FNBK 306 Managerial Finance
MATH 140 Elementary Applied Statistics
MGMT 206 Management Science
MGMT 306 Principles of Management
MGMT 315 Business Law I
MGMT 492 Business Policy and Strategy
MRKT 306 Principles of Marketing

Major courses:

FNBK 316 Corporate Finance
FNBK 322 Analysis of Financial Statements
FNBK 356 Financial Planning
FNBK 405 International Finance
FNBK 420 Money and Credit Institutions
FNBK 430 Capital Markets and Investments
FNBK 440 Insurance and Real Estate
FNBK 495 Internship

For maximizing career and graduate school potential, finance and banking majors are strongly encouraged to supplement their major courses by advancing their communication, accounting, and quantitative skills. Please consult with the FNBK faculty in determining the appropriate coursework to achieve these objectives.

GENERAL SCIENCE

General science is selected by students planning to enter a wide variety of vocations. A number of pre-professional students will major in general science prior to entering schools of medicine, dentistry, veterinary medicine, medical technology, physical therapy, etc. The major is also designed for students interested in teaching science in the public schools by encouraging a broad acquaintance with biology, chemistry, general physical science, physics, and mathematics.

MAJOR IN GENERAL SCIENCE: 54 credit hours

BIOL 163 Biological Principles I
BIOL 164 Biological Principles II
BIOL 300 level or above
One course from Distributional Course Listing Area 2 (see biology major)
CHEM 151 General and Inorganic Chemistry
CHEM 152 Inorganic Chemistry and Qualitative Analysis
CHEM 300 level or above
CMSC 160 Programming in Visual Basic or CMSC 200 Computer Science I

GENS 300 Geology
GENS 498 Seminar (two semesters)
MATH 160 Calculus I: Differential Calculus
MATH 161 Calculus II: Integral Calculus
PHYS 201 or PHYS 211 General Physics I
PHYS 202 or PHYS 212 General Physics II
PHYS 300 level or above

MINOR IN GENERAL SCIENCE: 27 credit hours

BIOL 163 Biological Principles I
BIOL 164 Biological Principles II
CHEM 151 General and Inorganic Chemistry
CHEM 152 Inorganic Chemistry and Qualitative Analysis
MATH 145 Precalculus
PHYS 201 or PHYS 211 General Physics I
PHYS 202 or PHYS 212 General Physics II

Recommended support work:

GENS 300 Geology or CMSC 160 Programming in Visual Basic or CMSC 200
Computer Science I
MATH 160 Calculus I: Differential Calculus

MAJOR IN GENERAL SCIENCE WITH TEACHING LICENSURE (5-12):

Option 1:

General science major and requirements listed under secondary education and education core

Option 2: 33 credit hours in science, including:

BIOL 142 Introduction to Human Physiology
BIOL 163 Biological Principles I
BIOL 164 Biological Principles II
CHEM 151 General and Inorganic Chemistry
CHEM 152 Inorganic Chemistry and Qualitative Analysis
MATH 145 Precalculus
PHYS 201 or PHYS 211 General Physics I
PHYS 202 or PHYS 212 General Physics II
3 additional hours of science coursework
Plus requirements for secondary education and education core

Recommended support work:

CMSC 160 Programming in Visual Basic or CMSC 200 Computer Science I

MINOR IN GENERAL SCIENCE WITH TEACHING LICENSURE (BASIC SCIENCE K-8 ONLY): 29 credit hours

BIOL 163 Biological Principles I
BIOL 164 Biological Principles II
CHEM 151 General and Inorganic Chemistry
CHEM 152 Inorganic Chemistry and Qualitative Analysis
GENS 101 General Physical Science
GENS 300 Geology
And two additional courses from:
GENS 110 Introduction to Astronomy
GENS 115 Atmosphere, Weather and Climate
GENS 125 Oceanography

GERMAN

See modern languages for a description of requirements and course listings.

HISTORY

The history major is designed to provide breadth and depth of study in American, world, and European history. Upon completion of the program, history majors should be able to: utilize both a factual and interpretive knowledge of history to help make informed choices about the world around them; understand as well as relate various local, national, and world events, ideas, and beliefs to their historical antecedents; create, verify, or challenge historical interpretations based upon focused reading and research; demonstrate competency in analyzing, synthesizing, and evaluating evidence and interpretations; effectively construct and communicate an argument in a knowledgeable and technically proficient manner; understand and adhere to the ethical standards in the field both as teachers and as practitioners. Combined with their other coursework and experiences at BVU, a student graduating with a degree in history should possess basic intellectual tools to continue developing an historical consciousness and for cultivating the life of the mind after graduation. Courses in the program cover the history and cultures of Asia, the Middle East, Africa, Europe, and the United States. The small size of the major, the diversity of offerings, and flexibility within the requirements allow students to choose courses based on interest and to pursue a second major.

MAJOR IN HISTORY: 30 credit hours

AREA 1: Students must take 12 credit hours at the 100-level in a minimum of 3 fields

U.S. history field:

HIST 101 History of the United States to 1877

HIST 102 History of the United States after 1877

World history field:

HIST 111 World Civilizations I

HIST 112 World Civilizations II

European history field:

HIST 121 The Emergence of Western Civilization

HIST 122 The Revolutions of Western Civilizations

Asian history field:

HIST 125 Asian Civilizations

AREA 2: 9 credit hours HIST 300 level or above

AREA 3: 6 credit hours HIST electives

AREA 4: HIST 481 The Historian's Craft (World) or HIST 482 The Historian's Craft (US)

MINOR IN HISTORY: 21 credit hours

AREA 1: Students must take 9 credit hours at the 100-level in a minimum of 2 fields.

U.S. history field:

HIST 101 History of the United States to 1877

HIST 102 History of the United States after 1877

World history field:

HIST 111 World Civilizations I

HIST 112 World Civilizations II

European history field:

HIST 121 The Emergence of Western Civilization

HIST 122 The Revolutions of Western Civilization

Asian history field:

HIST 125 Asian Civilizations

AREA 2: 12 credit hours HIST electives (minimum)

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

HIST 101 History of the United States to 1877

HIST 102 History of the United States after 1877

9 additional credit hours of American history (if taking History 482, then 6 credit hours)

HIST 111 World Civilizations I or HIST 121 The Emergence of Western Civilization

HIST 112 World Civilizations II or HIST 122 The Revolutions of Western Civilizations

HIST 125 Asian Civilizations

6 additional credit hours of World history (if taking History 481, then 3 credit hours)

HIST 481 The Historian's Craft (World, Counts for elective credit in World history) or

HIST 482 The Historian's Craft (U.S., Counts as elective credit in U.S. history)

Plus requirements for secondary education and education core

MINOR IN HISTORY WITH TEACHING LICENSURE (5-12) AMERICAN HISTORY:**Option 1:** 24 credit hours

HIST 101 History of the United States to 1877

HIST 102 History of the United States after 1877

18 credit hours additional American history

Plus requirements for secondary education and education core

Option 2: 30 credit hours

HIST 101 History of the United States to 1877

HIST 102 History of the United States after 1877

9 credit hours additional American history

15 credit hours of social sciences

Plus requirements for secondary education and education core

MINOR IN HISTORY WITH TEACHING LICENSURE (5-12) WORLD HISTORY:**Option 1:** 24 credit hours

HIST 111 World Civilizations I and HIST 112 World Civilizations II or HIST 121 The Emergence of Western Civilization and HIST 122 The Revolutions of Western Civilizations

18 credit hours additional world history

Plus requirements for secondary education and education core

Option 2: 30 credit hours

HIST 111 World Civilizations I and HIST 112 World Civilizations II or HIST 121 The Emergence of Western Civilization and HIST 122 The Revolutions of Western Civilizations

9 additional credit hours of world history

15 credit hours of social sciences

Plus requirements for secondary education and education core

HISTORY TEACHING LICENSURE (K-8): 24 credit hours

HIST 101 History of the United States to 1877

HIST 102 History of the United States after 1877

6 additional credit hours of American history

HIST 111 World Civilizations I and HIST 112 World Civilizations II or HIST 121 The Emergence of Western Civilization and HIST 122 The Revolutions of Western Civilizations

6 additional credit hours of world history

Plus requirements for 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 two of the three following standards: ACT 28 or higher, HS rank in top 10 percent or HS GPA of 3.75 are eligible to apply to

the honors program. New international students wishing to enroll in the honors program should see the honors program director. Continuing participation requires all honors students to maintain a 3.5 minimum cumulative GPA. Honors students whose GPA falls below 3.5 will be placed on probationary status relative to the program for a term of one semester, after which they may be re-admitted provided their GPA returns to 3.5. Students who successfully complete the program will receive transcript recognition to that effect.

All college honors with research: 15 credit hours

HONR 100 Honors Orientation
9 hours of Honors Explorations from among HONR 200, 210, 220, 230
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 Research
HONR 498 Honors Capstone

Students may choose either track for honors distinction. Students on the research track may enroll in honors explorations courses if they wish (and are encouraged to do so), but the “all college honors with research” designation will only appear on the transcripts of those students who have nine honors explorations credit hours.

INTERNATIONAL BUSINESS

The international business major prepares students to excel in the global business environment through internationally focused courses in business and the liberal arts. Additionally, students achieve breadth in business education through the business core. To give the students true understanding of international issues of culture, politics, and more, international business majors must minor in a foreign language of their choice and will gain invaluable practical, international experience through fulfilling the requirement to study abroad, in a setting where they can develop their foreign language and cultural skills. For details on study abroad requirements, please refer to the catalog selection for the student’s chosen modern language minor.

MAJOR IN INTERNATIONAL BUSINESS: 73-79 credit hours**AREA 1: Common business core:**

ACCT 205 Financial Accounting
ACCT 206 Managerial Accounting
ECON 205 Principles of Microeconomics
ECON 206 Principles of Macroeconomics
FNBK 306 Managerial Finance
MATH 140 Elementary Applied Statistics
MGMT 206 Management Science
MGMT 306 Principles of Management
MGMT 315 Business Law I
MGMT 492 Business Policy and Strategy
MRKT 306 Principles of Marketing

AREA 2: Major courses:

ECON 405 International Economics
FNBK 405 International Finance
MGMT 307 International Business
MRKT 407 International Marketing
PSCN 315 International Relations
RELI 110 World Religions or RELI 111 Introduction to Judaism, Christianity, and Islam or
RELI 112 Religions of Asia

1 course from:

An international January interim travel course to a different country than the study/internship abroad site

HIST 112 World Civilizations II
 HIST 125 Asian Civilizations
 HIST 227 Topics in World History
 HIST 320 History of the Middle East
 HIST 349 Modern Europe
 HIST 358 Women Around the World
 HIST 360 History of China
 HIST 362 History of Japan
 HIST 364 History of India
 PSCN 310 Comparative Politics

AREA 3: A foreign language minor including:

CPER 285 Intercultural Communication
 CHIN, JAPN, GERN, or SPAN 490 International Experience

Recommended support work:

Additional 3 courses within a single business discipline
 2 courses in an additional foreign language
 Additional courses from the above interdisciplinary list

INTERNATIONAL STUDIES MINOR

An understanding of the world in which we live and work and an ability to relate to the people who populate that world are considered essential ingredients in a liberal arts education. The international studies minor was devised to give students the opportunity to develop cultural understanding in a flexible program which will add support to any major.

MINOR IN INTERNATIONAL STUDIES: 24 credit hours

No more than 15 credit hours may be taken in a given school. At least 15 of the 24 credit hours must be in courses numbered 200 or above. Each year additional courses are available in various departments. The course list is currently under revision. Contact the history department for more information.

JAPANESE

See modern languages for a description of requirements and course listings.

MANAGEMENT

Management is one of the majors offered by the Harold Walter Siebens School of Business. The basic goals of this major are to help prepare students to enter the workforce across a variety of organizations, to allow students flexibility in structuring their education, and to allow students to build a knowledge base for further development within their career field and as citizens after successfully completing their college education.

Students selecting a management major will choose either the entrepreneurship track or the human resource track. Each track is built on the learning and coverage of the business core plus the management core.

MAJOR IN MANAGEMENT: 58 credit hours**Common business core:**

ACCT 205 Financial Accounting
 ACCT 206 Managerial Accounting
 ECON 205 Principles of Microeconomics
 ECON 206 Principles of Macroeconomics
 FNBK 306 Managerial Finance
 MATH 140 Elementary Applied Statistics

MGMT 206 Management Science
MGMT 306 Principles of Management
MGMT 315 Business Law I
MGMT 492 Business Policy and Strategy
MRKT 306 Principles of Marketing

Major courses:

FNBK 301 Personal Finance
MGMT 307 International Business
MGMT 320 Human Resource Management
MGMT 380 Social Responsibility of Business

Choose one track from below:**Entrepreneurship track:**

ACCT 309 Cost Accounting or FNBK 322 Analysis of Financial Statements
MGMT 375 Entrepreneurship/Small Business
MIS 300 Introduction to Management Information Systems
MRKT 415 Sales Management

Human resource track:

CPER 350 Organizational Communication Theory and Practice or CPER 370
Leadership and Communication
CPER 355 Conflict Management
MGMT 420 Advanced Human Resource Management
PSYC 364 Industrial Psychology

MANAGEMENT INFORMATION SYSTEMS

The MIS major at Buena Vista University is designed to produce students who combine knowledge of business processes with practical knowledge of information systems. The approach is business oriented, dealing with organizational and managerial needs. An MIS major needs to be aware of what management information systems can contribute to an organization. The strength of an MIS major lies in his/her ability to apply the knowledge of management information systems to help organizations compete more successfully in the marketplace or to streamline current operations. MIS professionals utilize their business-based backgrounds in working with managers and users to specify information system needs that benefits the organization.

MAJOR IN MANAGEMENT INFORMATION SYSTEMS: 63 credit hours**Required support work:**

ACCT 205 Financial Accounting
ACCT 206 Managerial Accounting
ECON 205 Principles of Micro Economics
ECON 206 Principles of Macro Economics
CMSC 180 Discrete Mathematics
MATH 160 Calculus I: Differential Calculus or MATH 140 Elementary Applied Statistics

1 course from:

FNBK 306 Managerial Finance
MGMT 306 Principles of Management
MRKT 306 Principles of Marketing

Major courses:

CMSC 200 Computer Science I
CMSC 201 Computer Science II
MIS 209 COBOL
MIS 211 File Processing
MIS 300 Introduction to Management Information Systems
CMSC 310 Data Structures
CMSC 320 Assembly Language and Machine Architecture

MIS 308 Systems Analysis, Design, and Implementation
MIS 345 Introduction to Networking
MIS 410 Database Design
MIS 498 Seminar (Enrollment required both junior and senior year)
Three additional CMSC/MIS courses at or above the 300 level

Recommended support work:

MIS 495 MIS Internship
Additional courses from CMSC/MIS

MARKETING

Marketing is one of seven majors offered in the Harold Walter Siebens School of Business. Along with specialized marketing courses, students are also provided experiential opportunities outside the classroom including membership in the Buena Vista Marketing Association, consultancy to local businesses through our small business institute program, internships throughout Iowa and the United States, and travel opportunities both inside and outside the U.S.

MAJOR IN MARKETING: 61 credit hours

Common business core:

ACCT 205 Financial Accounting
ACCT 206 Managerial Accounting
ECON 205 Principles of Microeconomics
ECON 206 Principles of Macroeconomics
FNBK 306 Managerial Finance
MATH 140 Elementary Applied Statistics
MGMT 206 Management Science
MGMT 306 Principles of Management
MGMT 315 Business Law I
MGMT 492 Business Policy and Strategy
MRKT 306 Principles of Marketing

Major courses:

MGMT 307 International Business
MRKT 340 Business Marketing
MRKT 355 Consumer Behavior
MRKT 418 Market Research
MRKT 432 Strategic Marketing
MRKT 495 Marketing Internship

2 electives from:

MRKT 350 Retailing
MRKT 353 Field Experience in Sports Marketing and Management
MRKT 354 Sports Marketing
MRKT 400 Practicum in Marketing Problems/Small Business Institute (SBI)
MRKT 407 International Marketing
MRKT 410 E-Commerce
MRKT 414 Selling
MRKT 415 Sales Management

1 course from:

ACCT 309 Cost Accounting
CPER 215 Business and Professional Communication
CPER/MDST 250 Introduction to Advertising
CPER/MDST 272 Introduction to Public Relations
CPER 285 Intercultural Communication
CPER 355 Conflict Management
FNBK 322 Analysis of Financial Statements
MGMT 320 Human Resource Management

Recommended support work:

- Florida interim
- International interim

MATHEMATICS

Mathematics is the discipline that analyzes the quantitative behavior of naturally occurring as well as human-designed systems. Through mathematical analysis we gain a more complete understanding of such diverse areas as motion of objects within systems from planetary to subatomic levels, growth and decline of populations from human to cellular levels, the flow and growth of money within financial systems, the secure dissemination and retrieval of information in communications systems, and many other such applications. With a firm grounding in mathematics, we are better prepared to more thoroughly understand the nature of the world and society in which we live and work, and to predict the future behavior of the systems with which we interact on a daily basis.

Through the study of mathematics at Buena Vista University, students learn the broad array of concepts and techniques required for studying the quantitative behavior of the varied systems of the world in which we live. A major in mathematics can lead to careers in areas such as actuarial science, statistical analysis, computer science, financial analysis, cryptography, a cognate field such as physics or engineering, and teaching.

MAJOR IN MATHEMATICS: 38 credit hours

- MATH 160 Calculus I: Differential Calculus
- MATH 161 Calculus II: Integral Calculus
- MATH 240 Foundations of Advanced Mathematics
- MATH 260 Calculus III: Intermediate Calculus
- MATH 261 Calculus IV: Multivariable Calculus
- MATH 322 Linear Algebra
- MATH 361 Differential Equations
- MATH 433 Probability and Mathematical Statistics II** or MATH 140 Elementary Applied Statistics**
- MATH 480 Senior Capstone

**Students interested in actuarial science must elect MATH 433

3 courses from:***

- MATH 320 History of Mathematics
- MATH 330 Applied Regression Analysis
- MATH 341 Modern Algebra
- MATH 352 Elements of Geometry
- MATH 371 Numerical Analysis
- MATH 432 Probability and Mathematical Statistics I
- MATH 460 Complex Variables
- MATH 470 Intermediate Analysis

***For students pursuing secondary teaching licensure, the three courses must be MAT 341, MATH 352 and MATH 432

***Students interested in actuarial science should choose MATH 330, MATH 371 and MATH 432.

***Students with a double major in chemistry, biology, economics, or finance and banking may reduce the requirement to one elective from the indicated group.

Recommended support work:

- CMSC 200 Computer Science I
- PHYS 211 General Physics I: Calculus Based

(Credit in these courses may not replace credit in the indicated mathematics courses.)

Note: Mathematics majors pursuing secondary teaching licensure are required to complete CMSC 200 Computer Science I as an additional requirement for licensure in mathematics.

MAJOR IN MATHEMATICS: CORPORATE: 56-57 credit hours

- ACCT 205 Financial Accounting
- ACCT 206 Managerial Accounting
- ECON 205 Principles of Microeconomics

ECON 206 Principles of Macroeconomics
ECON 301 Microeconomic Theory or ECON 302 Macroeconomic Theory or
any FNBK course with FNBK 306 Managerial Finance as a prerequisite
ECON 340 Econometrics or MATH 330 Applied Regression Analysis
FNBK 306 Managerial Finance
MATH 160 Calculus I: Differential Calculus
MATH 161 Calculus II: Integral Calculus
MATH 240 Foundations of Advanced Mathematics
MATH 260 Calculus III: Intermediate Calculus
MATH 261 Calculus IV: Multivariate Calculus
MATH 322 Linear Algebra
MATH 371 Numerical Analysis
MATH 432 Probability and Mathematical Statistics I
MATH 433 Probability and Mathematical Statistics II** or MATH 140 Elementary Applied
Statistics
MATH 480 Senior Capstone
MGMT 206 Management Science

**Students interested in actuarial science should elect MATH 433.

Recommended support work:

CMSC 200 Computer Science I
PHYS 211 General Physics I

(Credit in these “recommended” courses may not replace credit in the indicated courses required for the major.)

MINOR IN MATHEMATICS: 20 credit hours

MATH 160 Calculus I: Differential Calculus
MATH 161 Calculus II: Integral Calculus
MATH 240 Foundations of Advanced Mathematics
MATH 260 Calculus III: Intermediate Calculus
MATH 261 Calculus IV: Multivariable Calculus
MATH 361 Differential Equations

MAJOR IN MATHEMATICS WITH TEACHING LICENSURE (K-8): 33 credit hours

CMSC 160 Programming in Visual Basic or CMSC 200 Computer Science I
MATH 130 Mathematical Ideas for the Liberal Arts
MATH 140 Elementary Applied Statistics
MATH 160 Calculus I: Differential Calculus
MATH 161 Calculus II: Integral Calculus
MATH 240 Foundations of Advanced Mathematics
MATH 260 Calculus III: Intermediate Calculus
MATH 320 History of Mathematics
MATH 352 Elements of Geometry
MATH 480 Senior Capstone
Plus requirements for elementary education and education core

MAJOR IN MATHEMATICS WITH TEACHING LICENSURE (5-12): 41-42 credit hours

CMSC 200 Computer Science I
MATH 160 Calculus I: Differential Calculus
MATH 161 Calculus II: Integral Calculus
MATH 240 Foundations of Advanced Mathematics
MATH 260 Calculus III: Intermediate Calculus
MATH 261 Calculus IV: Multivariable Calculus
MATH 322 Linear Algebra
MATH 341 Modern Algebra
MATH 352 Elements of Geometry
MATH 361 Differential Equations
MATH 432 Probability and Mathematical Statistics I
MATH 433 Probability and Mathematical Statistics II or MATH 140 Elementary Applied Statistics

MATH 480 Senior Capstone
Plus requirements for secondary education and education core

MINOR IN MATHEMATICS WITH TEACHING LICENSURE (K-8): 27 credit hours

CMSC 160 Programming in Visual Basic or CMSC 200 Computer Science I
MATH 130 Mathematical Ideas for the Liberal Arts
MATH 140 Elementary Applied Statistics
MATH 160 Calculus I: Differential Calculus
MATH 161 Calculus II: Integral Calculus
MATH 240 Foundations of Advanced Mathematics
MATH 260 Calculus III: Intermediate Calculus
MATH 352 Elements of Geometry
Plus requirements for elementary education and education core

MINOR IN MATHEMATICS WITH TEACHING LICENSURE (5-12): 29 credit hours

CMSC 160 Programming in Visual Basic or CMSC 200 Computer Science I
MATH 130 Mathematical Ideas for the Liberal Arts
MATH 160 Calculus I: Differential Calculus
MATH 161 Calculus II: Integral Calculus
MATH 240 Foundations of Advanced Mathematics
MATH 260 Calculus III: Intermediate Calculus
MATH 261 Calculus IV: Multivariable Calculus
MATH 322 Linear Algebra
MATH 352 Elements of Geometry
Plus requirements for secondary education and education core

MEDIA STUDIES

Media permeate modern life and saturate modern society. Nearly all of contemporary life is experienced, at least in some part, through the media, from politics to science, from entertainment to information. In Buena Vista University’s media studies program, students learn to both recognize and contribute to the ways the media influence their lives. Students in the program will become creative media practitioners as well as critical media consumers. Majors will develop professional-level, storytelling skills in a variety of media formats that will prepare them for careers as 21st century media professionals. They will also examine media messages and processes in order to develop a critical perspective and a greater understanding of how the media they create and consume shape culture and affect society.

MAJOR IN MEDIA STUDIES: 36 credit hours plus required minor or second major

MDST 102 Media & Society
MDST 202 Media Perspectives
MDST 206 Introduction to Digital Journalism
MDST 295 Media Practicum
MDST 302 Media & Cultural Studies
MDST 306 Advanced Digital Journalism
MDST 402 Issues & Investigations
MDST 472 Portfolio
MDST 495 Internship

Required Tracks:

Each track consists of two courses, a basic and an advanced practice course. Students must complete two tracks including two Basic Practice and Advanced Practice courses.

GDES 223 Graphic Design Foundations – GDES 349 Graphic Design
MDST 200 Multimedia Design – MDST 300 Digital Design Studio
MDST 215 Introduction to Radio – MDST 315 Advanced Radio Studies
MDST 250 Introduction to Advertising – MDST 350 Advanced Advertising
MDST 272 Public Relations – MDST 376 Public Relations Campaigns
MDST 279 Photography – MDST 379 Advanced Photography
MDST 281 Electronic Media Production – MDST 381 Advanced Electronic Media Production

REQUIRED MINOR:

Media studies majors are also required to complete a minor or second major in another discipline.

MINOR IN MEDIA STUDIES: 18 credit hours

MDST 102 Media and Society
MDST 202 Media and Perspectives
Electives in media studies coursework

MAJOR IN MEDIA STUDIES “JOURNALISM” WITH TEACHING LICENSURE (5-12):

33 credit hours

Note: The State Department of Education does not recognize certification in media studies, only in journalism.

GDES 223 Graphic Design Foundations
MDST 102 Media and Society
MDST 202 Media Perspectives
MDST 206 Introduction to Digital Journalism
MDST 279 Photography
MDST 295 Media Practicum
MDST 302 Media and Cultural Studies
MDST 306 Advanced Digital Journalism
MDST 402 Issues and Investigations
MDST 495 Internship
3 credit hours of Basic Practices courses
Plus requirements for secondary education and education core

MINOR IN MEDIA STUDIES “JOURNALISM” WITH TEACHING LICENSURE (5-12):

21 credit hours

Note: The State Department of Education does not recognize certification in media studies, only in journalism.

GDES 223 Graphic Design Foundations
MDST 102 Media and Society
MDST 206 Introduction to Digital Journalism
MDST 279 Photography
MDST 295 Media Practicum
MDST 302 Media and Cultural Studies
MDST 306 Advanced Digital Journalism
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 Social Science, Philosophy and Religion. The mission of the program is derived directly from the regulations governing the Army Reserve Officers Training Corps (AROTC) which are issued by the Army Cadet Command and Army Training and Doctrine Command and cannot be modified by this program. Army ROTC is an elective curriculum that students take along with their major program of study through which they will gain an appreciation for ground warfare and doctrine. ROTC is designed to give students tools, training and experiences that will help them succeed in any competitive environment. ROTC courses promote leadership and sound management practices that investigate the military's role in American domestic and foreign policy, and can be used in any career path. Enrolling in the Army ROTC basic course does NOT involve a commitment of service to the Army unless students have received a ROTC Scholarship. Students may participate in ROTC as first-year and sophomore students without any obligation to join the Army. Students completing four years of the ROTC program upon graduation will be commissioned as an officer in the Army. At that point, graduates have a wide range of interest areas in which to specialize.

ROTC is bound by congressional policy, which is not consistent with Buena Vista University's nondiscrimination policies for employment, education, admission, scholarship and loan programs, athletics, and other University-administered programs. Students are cautioned that contracted cadets enrolled in ROTC who identify themselves, or are identified as gay, lesbian, or bisexual, will be

discharged from the program and may be required to repay scholarships received from the program. This policy is established by the federal government, and Buena Vista University has no authority to alter or ignore it.

MODERN LANGUAGE MINOR

In addition to a Spanish major and minor (see Spanish), Buena Vista University offers language instruction using a combination of on-campus offerings and exchange programs. Languages offered in this form are Chinese, German, and Japanese. The aim of such programs is to provide a degree of language competency as well as an understanding of the culture of the country in which the language is predominantly spoken.

A minor in one of these languages is available with the approval of the dean of the School of Communication and Arts. A minor requires 18 credit hours, including 101, 102, 201, 202, 490 in the specific language area and CPER 285. Teaching licensure is not available.

MINOR IN CHINESE: 18 credit hours

CHIN 101 Elementary Chinese I
CHIN 102 Elementary Chinese II
CHIN 490 International Experience
CPER 285 Intercultural Communication

MINOR IN GERMAN: 18 credit hours

CPER 285 Intercultural Communication
GERN 101 Elementary German I
GERN 102 Elementary German II
GERN 201 Intermediate German I
GERN 202 Intermediate German II
GERN 490 International Experience (may be 3-9 credit hours)

MINOR IN JAPANESE: 18 credit hours

CPER 285 Intercultural Communication
JAPN 101 Elementary Japanese I
JAPN 102 Elementary Japanese II
JAPN 490 International Experience

MUSIC

In keeping with Buena Vista University's tradition of a comprehensive teaching institution, the music department provides a curriculum that prepares students for professional careers and life-long learning.

The Buena Vista University music program offers degree programs in three areas. The music performance degree prepares students for careers in the music performing arts. The music education degree prepares students interested in careers in public and private school education. Core courses for both majors include a study in music theory, music history, conducting and private instruction in the student's applied area. Other requirements include participation in major ensembles and passing a piano proficiency exam. The performance capstone for music majors and minors is a recital in the final semesters before graduation.

The music production & technology program offers students a broad education in the liberal arts, humanities, social sciences and quantitative reasoning to enable them to function in a diverse and rapidly changing world. Students are presented with opportunities to sharpen their artistic skills and deepen their understanding of art, theatre, or music, while also developing a working understanding of business. Emphasizing the dual importance of a strong arts background and a competent understanding of business theories and procedures, the music production and technology program challenges students to synthesize an understanding of their chosen art field with a comprehension of business foundations.

MAJOR IN MUSIC EDUCATION INSTRUMENTAL WITH TEACHING LICENSURE (5-12): 41 credit hours

MUSC 100-400 Private Lessons on Major Instrument (7 semesters)
MUSC 111 Music Theory I
MUSC 112 Music Theory II
MUSC 127 Concert Band (7 semesters)
MUSC 192 Class Piano I for Music Majors
MUSC 193 Class Piano II for Music Majors
MUSC 194 Piano Proficiency
MUSC 203 Instrumental Techniques –Woodwinds
MUSC 204 Instrumental Techniques – Brass
MUSC 207 Instrumental Techniques – Percussion
MUSC 211 Music Theory III
MUSC 212 Music Theory IV
MUSC 307 Music History and Literature I
MUSC 308 Music History and Literature II
MUSC 321 Conducting I
MUSC 322 Conducting II
MUSC 490 Recital
Piano proficiency and recital must be passed prior to the student teaching experience
Plus requirements for secondary education and education core

MAJOR IN MUSIC EDUCATION VOCAL WITH TEACHING LICENSURE (5-12):
37 credit hours

MUSC 100-400 Private Voice Lessons (7 semesters)
MUSC 111 Music Theory I
MUSC 112 Music Theory II
MUSC 121 Diction in Foreign Languages
MUSC 122 Concert Choir (7 semesters)
MUSC 192 Class Piano I for Music Majors
MUSC 193 Class Piano II for Music Majors
MUSC 194 Piano Proficiency
MUSC 211 Music Theory III
MUSC 212 Music Theory IV
MUSC 307 Music History and Literature I
MUSC 308 Music History and Literature II
MUSC 321 Conducting I
MUSC 322 Conducting II
MUSC 490 Recital
Piano proficiency and recital must be passed prior to the student teaching experience
Plus requirements for secondary education and education core

MAJOR IN MUSIC EDUCATION VOCAL WITH TEACHING LICENSURE (K-8):
37 credit hours

MUSC 100-400 Private Voice Lessons (7 semesters)
MUSC 111 Music Theory I
MUSC 112 Music Theory II
MUSC 121 Diction in Foreign Languages
MUSC 122 Concert Choir (7 semesters)
MUSC 192 Class Piano I for Music Majors
MUSC 193 Class Piano II for Music Majors
MUSC 194 Piano Proficiency
MUSC 211 Music Theory III
MUSC 212 Music Theory IV
MUSC 307 Music History and Literature I
MUSC 308 Music History and Literature II
MUSC 321 Conducting I
MUSC 322 Conducting II
MUSC 490 Recital
Piano proficiency and recital must be passed prior to the student teaching experience
Plus requirements for elementary education and education core

MAJOR IN MUSIC PERFORMANCE – INSTRUMENTAL: 40 credit hours

MUSC 100-400 Private Lessons on Major Instrument (12 credit hours)
MUSC 111 Music Theory I
MUSC 112 Music Theory II
MUSC 127 Concert Band (7 semesters)
MUSC 192 Class Piano I for Music Majors
MUSC 193 Class Piano II for Music Majors
MUSC 194 Piano Proficiency
MUSC 211 Music Theory III
MUSC 212 Music Theory IV
MUSC 307 Music History and Literature I
MUSC 308 Music History and Literature II
MUSC 321 Conducting I
MUSC 322 Conducting II
MUSC 490 Recital

MAJOR IN MUSIC PERFORMANCE - VOCAL: 42 credit hours

MUSC 100-400 Private Voice Lessons (12 credit hours)
MUSC 111 Music Theory I
MUSC 112 Music Theory II
MUSC 121 Diction in Foreign Languages
MUSC 122 Concert Choir (7 semesters)
MUSC 192 Class Piano I for Music Majors
MUSC 193 Class Piano II for Music Majors
MUSC 194 Piano Proficiency
MUSC 211 Music Theory III
MUSC 212 Music Theory IV
MUSC 307 Music History and Literature I
MUSC 308 Music History and Literature II
MUSC 321 Conducting I
MUSC 322 Conducting II
MUSC 490 Recital

MINOR IN MUSIC PERFORMANCE: 20 credit hours

MUSC 100-200 Level Private Lessons on Major Instrument or Voice (4 credit hours)
MUSC 111 Music Theory I
MUSC 112 Music Theory II
MUSC 122 Concert Choir or MUSC 127 Concert Band (4 semesters)
MUSC 307 Music History and Literature I
MUSC 308 Music History and Literature II
MUSC 321 Conducting I
MUSC 490 Recital

Courses taken for credit or no credit will appear on student's permanent record along with an assigned grade. All required course work in the music major and minor must be taken for a letter grade.

MAJOR IN MUSIC PRODUCTION AND TECHNOLOGY: 51-54 credit hours

ACCT 205 Financial Accounting
ACCT 206 Managerial Accounting
AMGT 425 Issues in Arts Management
AMGT 490 Portfolio
CPER 103 Interpersonal Communication or CPER 105 Public Speaking or CPER 215
Business and Professional Communication
ECON 205 Principles of Microeconomics
ECON 206 Principles of Macroeconomics
FNBK 306 Managerial Finance
MGMT 315 Business Law I
MRKT 306 Principles of Marketing

MUSC 106 Music Fundamentals I
MUSC 107 Music Fundamentals II
MUSC 110 Studio Production & Technology I
MUSC 115 Studio Production & Technology II
MUSC 122 Major Performance Ensemble – Concert Choir or MUSC 127 Major Performance Ensemble – Concert Band or MUSC 130 Major Performance Ensemble – Jazz Ensemble (6 semesters required for chosen ensemble)
MUSC 188 Class Piano I for Non-Music Majors
MUSIC 189 Class Piano II for Non-Music Majors
MUSC 300 Producing Music with Digital Software
MUSC 350 Understanding the Music Industry
MUSC 400 Producing, Sampling, and MIDI sequencing
MUSC 495 Internship

MINOR IN MUSIC PRODUCTION AND TECHNOLOGY: 21 credit hours

MUSC 106 Music Fundamentals I
MUSC 107 Music Fundamentals II
MUSC 110 Studio Production & Technology I
MUSC 115 Studio Production & Technology II
MUSC 188 Class Piano I for Non-Music Majors
MUSIC 189 Class Piano II for Non-Music Majors
MUSC 300 Producing Music with Digital Software
MUSC 350 Understanding the Music Industry
MUSC 400 Producing, Sampling, and MIDI Sequencing

PHILOSOPHY

The philosophy program engages students in the academic study of the methods, theories, traditions, and practice of philosophy and religion. A philosophy and religion major equips students to question, to reflect, and to act on what they learn about the moral, political, and spiritual dimensions of our world. Majors in philosophy and religion develop writing and critical thinking skills that prepare them for any number of careers, including advanced study in philosophy or religion, the ministry, business, education, law, or medicine. We encourage minors and double majors in order to enhance other fields of study.

MAJOR IN PHILOSOPHY AND RELIGION: 30 credit hours

18 credit hours at the 200 level or above, of which at least 9 credit hours must be at the 300 level or above (in either philosophy or religion)
PHIL or RELI 498 Capstone in Philosophy and Religion
9 credit hours of philosophy and religion electives
A minimum of 9 credit hours must be earned in each field

MINOR IN PHILOSOPHY AND RELIGION: 18 credit hours

At least 9 credit hours at the 200 level or above (in either philosophy or religion)
9 credit hours of philosophy and religion electives
A minimum of 6 credit hours must be earned in each field

PHYSICAL EDUCATION

See exercise science 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. Some examples of the branches of physics are astronomy, astrophysics, optics, solid state, nanotechnology, computational, nuclear, medical physics and biophysics. Graduates of this program can work in engineering, computer science, and other technical fields. Graduates also go onto graduate programs in any branch of physics, engineering, or computer science. Also, graduates enter professional fields such as medicine

or law where problem-solving skills are essential.

At Buena Vista University there are three tracks you can take to a physics degree: physics, computational physics, and engineering physics. The engineering physics option is only available to students enrolled in the Dual Degree program with Washington University. Those who wish to enter the work force directly after the undergraduate degree may wish to choose the computational or engineering physics option.

MAJOR IN PHYSICS: 52 credit hours

MATH 160 Calculus I: Differential Calculus
MATH 161 Calculus II: Integral Calculus
MATH 260 Calculus III: Intermediate Calculus
MATH 261 Calculus IV: Multivariable Calculus
MATH 361 Differential Equations
PHYS 211 General Physics I: Calculus Based
PHYS 212 General Physics II: Calculus Based
PHYS 310 Mechanics
PHYS 361 Modern Physics
PHYS 370 Quantum Mechanics
PHYS 380 Theoretical Electricity and Magnetism
PHYS 480 Literature Search
PHYS 481 Research I
PHYS 482 Research II
Electives from math or PHYS at the 300 level

Recommended support work:

CHEM 151 General and Inorganic Chemistry
CHEM 152 Inorganic Chemistry and Qualitative Analysis
PHYS 353 Thermodynamics

MAJOR IN COMPUTATIONAL PHYSICS: 55 credit hours

CMSC 200 Computer Science I
CMSC 201 Computer Science II
MATH 160 Calculus I: Differential Calculus
MATH 161 Calculus II: Integral Calculus
MATH 260 Calculus III: Intermediate Calculus
MATH 261 Calculus IV: Multivariable Calculus
MATH 361 Differential Equations
PHYS 211 General Physics I: Calculus Based
PHYS 212 General Physics II: Calculus Based
PHYS 310 Mechanics
PHYS 370 Quantum Mechanics
PHYS 380 Theoretical Electricity and Magnetism
PHYS 390 Computational Physics
PHYS 480 Literature Search
PHYS 481 Research I
PHYS 482 Research II
Electives from CMSC or PHYS at the 300 level

Recommended support work:

CMSC 320 Assembly Language and Machine Architecture
PHYS 353 Thermodynamics
PHYS 361 Modern Physics

MAJOR IN ENGINEERING PHYSICS: 31 credit hours

This option is available only to the students in the dual degree program. A description of the dual degree program is available in the academic catalog.

MATH 160 Calculus I: Differential Calculus
MATH 161 Calculus II: Integral Calculus
MATH 260 Calculus III: Intermediate Calculus

MATH 261 Calculus IV: Multivariable Calculus
MATH 361 Differential Equations
PHYS 211 General Physics I: Calculus Based
PHYS 212 General Physics II: Calculus Based
2 courses in physics at the 300 level
Plus completion of engineering curriculum at Washington University

MINOR IN PHYSICS: 20 credit hours

PHYS 211 General Physics I: Calculus Based
PHYS 212 General Physics II: Calculus Based
PHYS 310 Mechanics
PHYS 361 Modern Physics

2 courses from:

PHYS 353 Thermodynamics
PHYS 370 Quantum Mechanics
PHYS 380 Theoretical Electricity and Magnetism

MAJOR IN PHYSICS WITH TEACHING LICENSURE (5-12): 42 credit hours

MATH 160 Calculus I: Differential Calculus
MATH 161 Calculus II: Integral Calculus
MATH 260 Calculus III: Intermediate Calculus
MATH 261 Calculus IV: Multivariable Calculus
MATH 361 Differential Equations
PHYS 211 General Physics I: Calculus Based
PHYS 212 General Physics II: Calculus Based
PHYS 310 Mechanics
PHYS 361 Modern Physics
PHYS 370 Quantum Mechanics
PHYS 380 Theoretical Electricity and Magnetism
Physics electives at the 300 level
Plus requirements for secondary education and education core

Recommended support work:

PHYS 353 Thermodynamics

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

PHYS 211 General Physics I: Calculus Based
PHYS 212 General Physics II: Calculus Based
Physics electives at the 300 level
Plus requirements for secondary education and education core

POLITICAL SCIENCE

The political science program at Buena Vista University offers students a choice between two major programs of study – political science (PSCN) and public administration (PSPA). Each program of study equips students with an optimal combination of theoretical awareness, methodological skill, and pre-professional experience. Students enrolled in the political science program enjoy maximum flexibility in completing core requirements, choosing from a broad range of course offerings in the traditional fields of American politics, public law, public policy, public administration, political philosophy, research methods, and international affairs. Moreover, political science and public administration majors benefit from a world-class array of internship opportunities and participate actively in Buena Vista University's international travel programs. As a result, students completing either the political science or public administration programs of study are well prepared for employment in the private, non-profit, and public sectors. Many graduates of the political science program pursue advanced degrees in political science, public administration, public policy, or law.

Students pursuing a political science major 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 completes lower division offerings and prepares students for focused, advanced coursework and international study opportunities. Upper-division courses develop professional skills and ask students to cull deeply from their liberal arts background as they construct their own, independent contributions to the study of political life.

The public administration program of study is dedicated to the development of professional-level management and policy analysis skills. Public administration majors complete coursework in American government and politics, public sector management, basic accounting principles, economic theory, public finance, computer science, personnel administration, and organizational behavior. Particular emphasis is placed on the acquisition of problem-solving, policy planning, and policy analytic skills. Most public administration majors gain invaluable experiences in a professional setting by completing an internship assignment in their final year of study. Similar to the political science major, the public administration program of study calls upon each student's ability to fully integrate a liberal arts background and the specific knowledge gained in specialized, pre-professional curricula. Most important, public administration majors participate actively in Buena Vista University's nationally recognized program of experiential learning.

MAJOR IN POLITICAL SCIENCE: 40 credit hours

MATH 140 Elementary Applied Statistics
 PSCN 110 Introduction to American Government
 PSCN 115 Introduction to Politics
 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 400 Pre-Professional Seminar
 PSCN 460 Constitutional Law
 PSCN 465 Civil Liberties or PSCN 485 Special Topics in Political Science
 PSPA 320 State and Local Politics or PSPA 380 Administrative Agencies
 PSPA 360 Introduction to Public Affairs

Option A: 2 courses from:

HIST 320 History of the Middle East
 HIST 349 Modern Europe
 HIST 360 History of China
 HIST 362 History of Japan
 HIST 364 History of India
 PSCN 495 Political Science Internship
 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

MINOR IN POLITICAL SCIENCE: 24 credit hours

PSCN 110 Introduction to American Government
 PSCN 115 Introduction to Politics
 PSCN 205 Introduction to Political Philosophy
 PSCN 310 Comparative Politics or PSCN 315 International Relations
 PSCN 460 Constitutional Law
 PSPA 360 Introduction to Public Affairs

2 courses from:

PSCN or PSPA at the 300 level or higher

MAJOR IN PUBLIC ADMINISTRATION: 46 credit hours

ACCT 205 Financial Accounting
 ECON 205 Principles of Microeconomics
 ECON 206 Principles of Macroeconomics
 MATH 140 Elementary Applied Statistics

MGMT 306 Principles of Management
MGMT 320 Human Resource Management
PSCN 110 Introduction to American Government
PSCN 115 Introduction to Politics
PSCN 240 Judicial Process or PSCN 245 Introduction to American Law
PSPA 265 Introduction to Public Administration
PSPA 320 State and Local Politics or PSPA 380 Administrative Agencies
PSPA 360 Introduction to Public Affairs
PSPA 400 Pre-Professional Seminar

Option A: 6 credit hours from:

PSPA 485 Special Topics in Public Administration
PSPA 495 Senior Internship
Additional PSCN or PSPA course at the 300 level or higher not previously completed to satisfy a PSPA requirement

Option B: PSCN 490 Washington Center internship program

MINOR IN PUBLIC ADMINISTRATION: 21 credit hours

ECON 205 Principles of Microeconomics
ECON 206 Principles of Macroeconomics
PSCN 110 Introduction to American Government
PSCN 115 Introduction to Politics
PSPA 265 Introduction to Public Administration
PSPA 320 State and Local Politics or PSPA 380 Administrative Agencies
PSPA 360 Introduction to Public Affairs

MAJOR IN POLITICAL SCIENCE WITH TEACHING LICENSURE (7-12):

Political science major (40 credit hours)
Plus requirements for secondary education and education core

MINOR IN POLITICAL SCIENCE WITH TEACHING LICENSURE (7-12):

Students pursuing a licensure minor must complete one of the following options:

Option 1:

Political science minor (24 credit hours)
Plus requirements for secondary education and education core

Option 2: 15 credit hours of social science courses and 15 credit hours of political science courses including:

PSCN 110 Introduction to American Government
PSCN 115 Introduction to Politics
PSCN 460 Constitutional Law
PSCN 465 Civil Liberties
PSPA 360 Introduction to Public Affairs
Plus requirements for secondary education and education core

PSYCHOLOGY

Psychology is the scientific study of behavior and mental processes. The psychology major prepares students for graduate training in psychology, counseling, school psychology, and social work. It is also excellent pre-professional training for many other graduate programs such as medicine, law, the ministry, physical therapy, and occupational therapy. The major provides a background for careers in a variety of areas including business, marketing, management, law enforcement, education, personnel, and the helping professions.

MAJOR IN PSYCHOLOGY: 33 credit hours

PSYC 100 General Psychology
PSYC 300 Experimental Design and Statistical Analysis I
PSYC 303 Experimental Design and Statistical Analysis II
PSYC 498 Capstone in Psychology

3 courses from:

- PSYC 201 Child Development
- PSYC 203 Social Psychology
- PSYC 220 Behavior Modification
- PSYC 230 Sleep and Dreams
- PSYC 239 Abnormal Psychology
- PSYC 265 Health Psychology
- PSYC 281 Introduction to Biological Psychology
- PSYC 291 Learning and Memory

3 courses from:

- PSYC 329 Psychology of Gender
- PSYC 333 Adolescent Psychology
- PSYC 364 Industrial Psychology
- PSYC 369 Psychology of Personality
- PSYC 389 Introduction to Counseling
- PSYC 415 Sensation and Perception
- PSYC 429 Stereotypes and Prejudice
- PSYC 440 Cognition
- PSYC 480 Advanced Research

Electives:

Psychology electives (to reach 33 credit hours in psychology)

MINOR IN PSYCHOLOGY: 21 credit hours

- PSYC 100 General Psychology

2 courses from:

- PSYC 201 Child Development
- PSYC 203 Social Psychology
- PSYC 220 Behavior Modification
- PSYC 230 Sleep and Dreams
- PSYC 239 Abnormal Psychology
- PSYC 265 Health Psychology
- PSYC 281 Introduction to Biological Psychology
- PSYC 291 Learning and Memory

2 courses from:

- PSYC 329 Psychology of Gender
- PSYC 333 Adolescent Psychology
- PSYC 364 Industrial Psychology
- PSYC 369 Psychology of Personality
- PSYC 389 Introduction to Counseling
- PSYC 415 Sensation and Perception
- PSYC 429 Stereotypes and Prejudice
- PSYC 440 Cognition
- PSYC 480 Advanced Research

Electives:

Psychology electives (to reach 21 credit hours in psychology)

Note: Students at BVU Professional & Online Studies locations that do not offer the 200 level courses listed in first group may substitute additional 300 and 400 level courses from those required in the second group.

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

PUBLIC ADMINISTRATION

See political science for a description of requirements and course offerings.

RELIGION

The religion program at Buena Vista University offers a major and minor in philosophy and religion. The major is based on individual needs and interests and is individually designed by the student in consultation with the professors. Ethical issues, sacred texts, and philosophical problems are examined from a contemporary perspective, based on modern critical methods of theology and philosophy. The major provides the background for advanced study in philosophy or religion, the ministry, counseling, law, or teaching. The minor also provides the opportunity for developing a theological or philosophical perspective to support other fields of study.

MAJOR IN PHILOSOPHY AND RELIGION: 30 credit hours

18 credit hours at the 200 level or above, of which at least 9 credit hours must be at the 300 level or above (in either philosophy or religion)

PHIL or RELI 498 Capstone in Philosophy and Religion

9 credit hours of philosophy and religion electives

A minimum of 9 credit hours must be earned in each field

MINOR IN PHILOSOPHY AND RELIGION: 18 credit hours

At least 9 credit hours at the 200 level or above (in either philosophy or religion)

9 credit hours of philosophy and religion electives

A minimum of 6 credit hours must be earned in each field

SALES MINOR

A minor in sales provides non-marketing majors with both academic knowledge and practical experience to build an excellent foundation for a career that is both flexible and financially rewarding. Students will complete courses in business, marketing, consumer behavior, selling, and sales management along with an internship experience in sales, MRKT 496. This level of preparedness will be very beneficial to organizations hiring these talented students.

MINOR IN SALES: 18 credit hours

MRKT 306 Principles of Marketing

MRKT 340 Business Marketing

MRKT 355 Consumer Behavior

MRKT 414 Selling

MRKT 415 Sales Management

MRKT 496 Sales Internship

SOCIAL SCIENCE

The social science major combines courses in economics, history, political science, and sociology.

MAJOR IN SOCIAL SCIENCE WITH TEACHING LICENSURE (5-12): 60 credit hours

A major in history with teaching licensure (5-12)

15 credit hours in 2 of the following: political science, economics, sociology, or psychology

Plus requirements for secondary education and education core

Recommended support work:

GEOG 200 World Regional Geography of the Developed World or GEOG 201

World Regional Geography of the Developing World or GEOG 300 Human

& Cultural Geography

Minor in SOCIAL STUDIES with teaching LICENSURE (K-8): 24 credit hours

ECON 205 Principles of Microeconomics

GEOG 200 World Regional Geography of the Developed World or

GEOG 201 World Regional

Geography of the Developing World or GEOG 300 Human Cultural Geography

HIST 101 History of the United States to 1877 or HIST 102 History of

the United States After 1877

HIST 121 The Emergence of Western Civilization or HIST 122 The Revolutions

of Western Civilizations

PSCN 110 Introduction to American Government or PSPA 320 State and Local Politics

SOCI 101 Introduction to Sociology or PSYC 100 General Psychology

Electives from history, sociology, government or economics

Plus requirements for secondary education and education core

ALL SOCIAL SCIENCE INTERDISCIPLINARY PACKAGE WITH TEACHING LICENSURE (5-12):

Upon completion of a teaching major in one of the social science disciplines (history, government, economics or psychology), one can obtain the requirements for all social sciences interdisciplinary endorsement by completing the following:

American history: 9 credit hours

HIST 101 History of the United States to 1877

HIST 102 History of the United States after 1877

Any American history elective, 300 level or above

World history: 9 credit hours

HIST 111 World Civilizations I or HIST 121 The Emergence of Western Civilizations

HIST 112 World Civilizations II or HIST 122 The Revolutions of Western Civilizations

HIST 125 Asian Civilizations

Government: 9 credit hours

PSCN 110 Introduction to American Government

PSCN 115 Introduction to Politics

Any PSCN elective, 300 level or above

Psychology (other than educational psychology): 6 credit hours

PSYC 100 General Psychology

Any PSYC elective

Sociology: 6 credit hours

SOCI 101 Introduction to Sociology

Any SOCI elective

Geography: 6 credit hours

GEOG 200 World Regional Geography of the Developed World

GEOG 201 World Regional Geography of the Developing World (or an approved course from another institution)

GEOG 300 Human and Cultural Geography (or an approved course from another institution)

Economics: 6 credit hours

ECON 205 Principles of Microeconomics

ECON 206 Principles of Macroeconomics

Note: In order to obtain this endorsement, one must complete the entire all social science endorsement program. If one is not choosing to add the all social science endorsement, one may add other social science endorsements to any social science major by completing 15 credit hours in each discipline area. (See social science major).

SOCIAL WORK

Social workers assist people to make positive changes within themselves and their environments. Students develop the professional knowledge, skills, and values needed to successfully practice generalist social work with individuals, families, groups, organizations, and communities through courses in theory, practice, policy, and research. Students complete a 120 hour observation and a 480 hour internship in social welfare agencies as part of their coursework. Students who graduate with a degree in social work may find careers in the areas of child welfare; residential and community care with children and adolescents, older adults, persons with developmental disabilities, and persons with mental illness; substance use disorders; in-home family services; juvenile and adult probation; hospital social work; hospice; case managers; policy development and advocacy; community organization; administration; and research.

The social work major prepares students for entry-level generalist social work practice, state licensure as a social worker, and advanced standing in graduate schools of social work. The Council on Social Work Education (CSWE) accredits the social work program at Buena Vista University. Students should be aware that a degree from an accredited social work program is necessary for certain positions within the social welfare field. The accredited degree program is offered at the Storm Lake campus only.

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 are struggling academically and have a plan to correct the problem.

Students should plan their social work courses with social work faculty regardless of their official advisor.

The social work program manual includes the details of the social work program and is available from the director of the social work program.

Admission Requirements:

1. Students should have completed SCWK 200, 211, & 235 prior to admission.*
2. Students must have and maintain a 2.0 overall GPA in all coursework.
3. Students must obtain a minimum grade of "C" or Pass in all required social work courses.
4. Students must agree to adhere to the NASW Code of Ethics.
5. Admission to the social work program is based on both academic ability and suitability for the social work profession. Criteria include academic achievement, interest and motivation, personal attributes consistent with the mission of social work, and potential for professional competence.

*Transfer students will not have had the opportunity to complete these courses before applying for admission. Assuming they meet other criteria, students will be admitted conditionally and admission will be changed to full acceptance upon completion of all requirements.

Transfer students who have taken social work courses at other institutions will have their courses reviewed for:

1. Equivalency to Buena Vista University's program; and
2. Completion in a CSWE accredited social work program.

Social work courses must have been taken within a CSWE accredited social work program in order to be considered for transfer toward the social work major. The student must submit a copy of the syllabus to the director of the social work program for evaluation.

Students who have not been accepted into the social work major may not take the social work practice classes (SCWK 390 & 410). Students must satisfactorily complete all social work major

courses prior to taking the senior practicum and senior seminar (SCWK 440, 441, 442, 443).

Application Process:

1. Students must complete and submit the following to the director of the social work program:
 - a. Social work program application form
 - b. Degree audit from Buena Vista University
 - c. Transcripts from previous colleges if any coursework has been transferred to BVU
 - d. 2 letters of reference
 - e. Application essay
 - f. Signed statement asserting that they have reviewed and agree to adhere to the National Association of Social Worker's (NASW) Code of Ethics
2. Students will complete an interview with social work faculty.
3. Students may be accepted, accepted with conditions, or not accepted.
4. Admission to the program is decided by the social work faculty.
5. Students will be notified of admission in writing.
6. Decisions may be appealed by following the appeals process outlined in the social work handbook. Appeals must be made in writing.

MAJOR IN SOCIAL WORK: 60 credit hours

Required support work:

ECON 205 Principles of Microeconomics
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 109 Ecology
BIOL 110 Infectious Diseases

Required courses:

SCWK 200 Introduction to Social Work and Social Welfare
SCWK 211 Field Observation
SCWK 235 Psycho-Social Dimensions of the Human Life Cycle
SCWK 255 Human Behavior in the Social Environment
SCWK 350 Social Welfare Programs and Policies
SCWK 361 Racism and Sexism in American Life
SCWK 380 Methods of Social Research I
SCWK 381 Methods of Social Research II
SCWK 390 Social Work Practice I
SCWK 410 Social Work Practice II
SCWK 440 Field Instruction
SCWK 441 Field Instruction
SCWK 442 Field Instruction
SCWK 443 Senior Seminar

1 course from:

SCWK 351 Aging in American Society
SCWK 352 Child and Family Welfare

SOCIOLOGY MINOR

Sociology analyzes human social behavior from the humanistic and objective viewpoints. Attitudes, social institutions and social behavior patterns are examined to unveil some of the complexities of modern culture. Sociology encourages the student to see the individual's role in the larger cultural setting. The sociology minor supplements such fields as personnel management, law enforcement,

government service, public relations, community development, market research and sales.

MINOR IN SOCIOLOGY: 20 credit hours

SOCI 101 Introduction to Sociology
SOCI 203 Social Psychology
14 credit hours of electives in sociology

MINOR IN SOCIOLOGY WITH TEACHING LICENSURE (5-12):

Option 1: 24 credit hours

SOCI 101 Introduction to Sociology
SOCI 203 Social Psychology
Electives in sociology
Plus requirements for secondary education and education core

Option 2: 30 credit hours

SOCI 101 Introduction to Sociology
SOCI 203 Social Psychology
9 credit hours of sociology electives
Additional 15 credit hours of electives in social science
Plus requirements for secondary education and education core

SPANISH

The Spanish department provides a solid foundation in verbal, writing, and reading skills and life-long learning experiences in Spanish. We emphasize the development of a cultural understanding of the Hispanic people through study of culture, literature, foreign travel, and/or a semester abroad. Mastery in Spanish and understanding of the Hispanic culture are our goals. Students majoring in Spanish are required to have an international immersion experience. This can be accomplished through the January interim programs provided by the Spanish department or a semester abroad. An international experience is also strongly recommended for students minoring in Spanish. Arrangements for academic credit and Spanish faculty approval must be made prior to the international experience.

The Spanish placement test must be taken before registering for Spanish classes (see Spanish department web page for information on the placement test). Upon recommendation of the department, advanced students who successfully complete an upper-level course with a grade of "B" or higher may receive up to 6 credit hours for the lower-level classes for which competencies have been demonstrated. For example, a student starting at SPAN 201 typically would receive credit for SPAN 101 and 102.

MAJOR IN SPANISH: 30 credit hours

SPAN 201 Intermediate Spanish I
SPAN 202 Intermediate Spanish II
SPAN 301 Advanced Grammar and Conversation
SPAN 302 Advanced Grammar and Composition
SPAN 335 Introduction to Spanish Literature
SPAN 490 International Experience
SPAN 498 Senior Seminar

6 to 12 credit hours from:

SPAN 303 Spanish for Careers
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 425 Spanish in Action
SPAN 450 Special Topics

MINOR IN SPANISH: 24 credit hours

SPAN 201 Intermediate Spanish I
SPAN 202 Intermediate Spanish II

SPAN 301 Advanced Grammar and Conversation
SPAN 302 Advanced Grammar and Composition
SPAN 335 Introduction to Spanish Literature

9 credit hours from:

SPAN 303 Spanish for Careers
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 425 Spanish in Action
SPAN 450 Special Topics
SPAN 490 International Experience
SPAN 498 Senior Seminar

MAJOR IN SPANISH WITH TEACHING LICENSURE (7-12):

Spanish major or minor
Plus requirements for secondary education and education core

SPECIAL EDUCATION

See education for a description of requirements and course listings.

SPEECH AND DRAMA

See communication and performance studies for a description of requirements and course listings.

WOMEN'S STUDIES MINOR

The women's studies (WMST) program at Buena Vista University seeks to enable students to develop an understanding of women and other marginalized perspectives in past, present, and future society. It focuses on theories and perspectives of traditionally marginalized groups, exploring the forgotten, ignored, or suppressed contributions to knowledge, history, and culture. The program creates a new dimension in education about issues of gender, race, class, sexuality, and ability, a dimension with implications that go well beyond the walls of the university.

The WMST program is interdisciplinary. Courses may be offered across all divisions of the university and are chosen from among existing courses with subject matter appropriate to the area. They also include new, experimental courses developed by faculty who are themselves exploring the contributions of women. Theories and perspectives of women and other marginalized groups are explored through these courses with respect to social, psychological, cultural, and sexual biological factors influencing the construction and representation of gender.

As a minor, women's studies also offers a unique opportunity for interdisciplinary study by exploring how disciplines interact in their treatment of a distinctive area of study. Women's studies is especially appropriate for students who wish to expand their horizons beyond the traditional curriculum divisions.

Women's studies provides students with preparation for a wide range of careers and continued professional training. In addition to providing familiarity with the issues which may be pursued further in graduate study, the program prepares students who intend to work primarily with women or on women-centered issues such as rape, harassment, and discrimination. The minor is an excellent auxiliary study for students wishing to pursue professional careers in areas in which women are currently making a major contribution as well as public service areas which demand tolerance and familiarity with the changing nature of society. Women's studies is an appropriate minor for careers in health, law, management, government, teaching, science administration, art, and many others requiring new understanding of how gender is transforming social structures.

MINOR IN WOMEN'S STUDIES: 21 credit hours

WMST 110 Introduction to Women's Studies

15 credit hours of WMST designated courses from 2 different disciplines. (Students may select from the following course list or consult with the WMST coordinator for

additional offerings)
WMST 490 Capstone

Note: Contact the coordinator of women's studies for current list of approved women's studies courses or check the course enrollment report for current semester.

Offerings may include:

CPER 250/MDST 250 Introduction to Advertising
CPER 285 Intercultural Communication
ENGL 215 Measuring Jack's Beanstalk
ENGL 300 Advanced Composition
ENGL 340 Introduction to Literary Theory
ENGL 395/CPER 395 Plays By and About Women
ENGL 485 Literature By and About Women
PHIL 321 Feminist Theory
PSYC 329 Psychology of Gender
RELI 321 Women in Philosophy and Religion
SCWK 100/SOCI 100 Modern Social Problems
SCWK 270/SOCI 270 Family Relationships
SCWK 361/SOCI 361/PHIL 361 Racism and Sexism in American Life
WMST 499 Independent Study

We recommend that students complete WMST 110 and WMST 490 at Buena Vista University to obtain a BVU women's studies minor.

PROFESSIONAL & ONLINE STUDIES DESCRIPTIONS

BVU SEMINAR

The BVU Seminar is a three-credit course focused on the exercise of basic academic skills using an emphasis on the topic of globalism. The course is specifically designed to assist students transferring to the Professional and Online Studies Program in achieving the necessary academic skills and familiarity with BVU resources to be successful in their program of study, and to do so within the context of a global topic of contemporary importance. The goal of the course is to enhance critical thinking while sharpening basic academic abilities such as writing, reading, speaking, listening, etc. Registration in this course is required of all new Professional and Online Studies students seeking their first baccalaureate degree, and must be taken within the first 12 credit hours at BVU. Failure to complete BVU Seminar within the first 12 credit hours relinquishes the privilege to continue studying at BVU until the seminar is completed. The BVU Seminar carries the Intellectual Explorations: Humanities designation, is graded only on a letter grade (A, B, C, D, F) basis and is not available to Storm Lake students.

PROFESSIONAL & ONLINE STUDIES MAJORS AND MINORS

Requirements and course listings for most of the majors and minors offered at BVU Professional & Online Studies are listed alphabetically in the General Majors and Course Listing sections of the catalog.

BVU Professional & Online Studies students may complete the psychology major and minor. Students at locations that do not offer the 200 level courses listed in first group may substitute additional 300 and 400 level courses from those required in the second group.

Programs listed below have been modified to accommodate the educational needs and schedule constraints of adult students. Where programs have been redesigned, the major theories, tools, and concepts are unchanged. The same requirements and outcomes comprise the curriculum.

Customized transfer options for graduates of specific community college programs and cooperative four-year programs with partnering community colleges are also offered at the locations as noted below.

Cooperative Majors

Cooperative majors are programs in which a partnership between a community college and Buena Vista University was forged to ensure full transfer of credits from the community college to BVU. Requirements are met at both institutions to complete the major.

Distributive Majors

Distributive majors are cross-disciplinary programs designed to build on the expertise of the graduates of selected A.S. or A.A.S. degree programs. Course substitutions may be made to meet professional requirements or special interests. (See BVU Professional & Online Studies general information section for guidelines.)

Distributive Minors

Distributive minors are cross-disciplinary programs that allow more breadth than traditional minors. Each of these career cluster minors is designed to support professional requirements or special interests. (See BVU Professional & Online Studies general information section for rules governing distributive minors.)

ACCOUNTING

Along with the accounting courses specified for the major, accounting students take several business courses to enrich their program. Internship provide on-the-job experience. Completion of the major qualifies the student for work experience in accounting and provides the background for the certified public accounting examination and the certificate of management accounting.

Beginning January 1, 2001, students wanting to be certified in public accounting in Iowa are required to have completed 150 hours of university credit.

MAJOR IN ACCOUNTING: 59-61 credit hours

Common business core:

ACCT 205 Financial Accounting

ACCT 206 Managerial Accounting
 ECON 205 Principles of Microeconomics
 ECON 206 Principles of Macroeconomics
 FNBK 306 Managerial Finance
 MATH 140 Elementary Applied Statistics
 MGMT 206 Management Science
 MGMT 306 Principles of Management
 MGMT 315 Business Law I
 MGMT 492 Business Policy and Strategy
 MRKT 306 Principles of Marketing

MAJOR COURSES:

ACCT 306 Intermediate Accounting I
 ACCT 307 Intermediate Accounting II
 ACCT 308 Intermediate Accounting III
 ACCT 309 Cost Accounting
 ACCT 403 Advanced Accounting or ACCT 413 and ACCT 414 Advanced Accounting I & II
 ACCT 405 Auditing
 ACCT 415 Individual Federal Income Tax
 ACCT 416 Corporate Federal Income Tax

AGENCY ADMINISTRATION**DISTRIBUTIVE MINOR:** 21 credit hours

The agency administration minor is designed to support the administrative responsibilities of the individual working in a smaller human services agency.

5 courses from:

ACCT 205 Financial Accounting
 CPER 215 Business and Professional Communication
 ECON 205 Principles of Microeconomics
 ECON 206 Principles of Macroeconomics
 MGMT 206 Management Science
 MGMT 306 Principles of Management
 MGMT 315 Business Law I
 MGMT 320 Human Resource Management
 MGMT 375 Entrepreneurship/Small Business
 MRKT 306 Principles of Marketing
 OBVU 120 Computer Applications
 Six credit hours of upper division electives from PSYC, SCWK, or SOCI

BUSINESS ADMINISTRATION

The business administration major equips the graduate to understand the fundamentals of good business practices, be conversant in the processes of input procurement, operations and their costs, strategic planning, product placement, financial analysis, and the gains from participation and exchange in numerous markets. The practicality of the courses, combined with their breadth, utilize the common business core as a foundation on which to build, expand, and sharpen one's analytical skills and theoretical understandings. The program emphasizes the tools, skills, and abilities needed to utilize one's talents in a wide variety of profit and not-for-profit, goods and service providing businesses.

MAJOR IN BUSINESS ADMINISTRATION: 58 credit hours**Common Business Core:**

ACCT 205 Financial Accounting
 ACCT 206 Managerial Accounting
 ECON 205 Principles of Microeconomics
 ECON 206 Principles of Macroeconomics
 FNKB 306 Managerial Finance
 MATH 140 Elementary Applied Statistics

MGMT 206 Management Science
MGMT 306 Principles of Management
MGMT 315 Business Law I
MGMT 492 Business Policy and Strategy
MRKT 306 Principles of Marketing

Major courses:

ACCT 309 Cost Accounting
ECON 306 Managerial Economics
FNBK 322 Analysis of Financial Statements
MRKT 355 Consumer Behavior
MGMT 465 Production and Operations Management

3 electives from:

ACCT 415 Individual Federal Income Tax
ECON 405 International Economics
FNBK 301 Personal Finance
MRKT 340 Business Marketing
MGMT 410 Organization Theory

CLIENT CENTERED**DISTRIBUTIVE MINOR:** 21 credit hours

The client centered minor is designed for individuals who work directly with clients in human services related agencies.

5 courses from:

EDCO 250 Educational Psychology/ Human Growth
EDCO 370 Human Relations
SCWK 270 Family Relationships
SCWK 351 Aging in American Society
SCWK 352 Child and Family Welfare
SCWK 353 Social Intervention with Families
SOCl 361 Racism & Sexism in American Life
PSYC 291 Learning & Memory
PSYC 364 Industrial Psychology
6 credit hours of upper division electives from PSYC, SCWK, or SOCl

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 majors. Endorsements in areas such as special education, teaching English as a second language, reading, coaching and 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.

Contact your BVU Professional & Online Studies office for the list of available programs in your area.

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 has designed a program that will prepare students to enter the teaching profession equipped with the knowledge, skills, and dispositions that will make them effective teachers. As a performance-based program, we emphasize 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 New Teacher Assessment and Support Consortium), the Iowa Department of Education, and various professional associations in education.

The organizing framework of the teacher education program is 'teacher as reflective practitioner.' This theme requires students to develop and reflect in three areas: as learner, as

instructor, and as professional. The reflective practitioner theme requires students to be conscious of their practice and its impact on others, to have a thoughtful explanation for the course of action chosen, and to develop a mindset that constantly reflects on current practice and activity so as to improve upon it.

The Teacher Education Program:

The four checkpoints below outline progressively the requirements of the teacher education program and serve as a guideline for students as they move toward licensure.

Note: 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.

Checkpoint I: Admission to the teacher education program

The candidate will submit the teacher education program (TEP) application and the teacher education subcommittee will review the candidate's file to ensure that the following requirements have been met:

- EDCO 250: Educational Psychology/Human Development. Completed with minimum grade of a "C"
- EDCO 260: Directed Observation. Completed with a passing grade and positive recommendation from the cooperating teacher
- EDCO 280: Structure and Philosophy of American Education. Completed with minimum grade of a "C"
- Successful completion of portfolio artifacts required in EDCO 250, 260, and 280
* Transfer students see note
- Successful completion of Praxis I exam (Reading = 173, Writing = 172, and Math = 171)
- Minimum cumulative grade point average of 2.5
- Two professional progress reports
- Good conduct policy statement
- Confidentiality statement

Note: Transfer students whose coursework does not conform to the first three bullets are required to complete the portfolio assignment for EDCO 260, two other EDCO courses with a grade of "C" or better, and the portfolio requirements of those courses. This variation within Checkpoint I does not exempt students from the grade and portfolio requirements for EDCO 250 and 280. These requirements must be completed at another time in the program. The remaining requirements in Checkpoint I must be completed as outlined.

Elementary education majors may take only two methods courses, none with the EDUC 405 field experience attached, prior to formal admission to the program. No methods courses may be taken by other education students until they are formally admitted to the program.

Based on submitted information, the teacher education subcommittee will:

- Fully approve the candidate for the Teacher Education Program, 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 II: Teacher Education Program Progress

In order to advance to the next field experiences, EDCO 290 and EDUC/SEDU/SPED 405/406, the teacher education student must successfully satisfy the following:

- Review of mandatory reporters protocol
- Universal precautions workshop
- Minimum cumulative grade point average of 2.5
- Improvement in areas of concern noted in Checkpoint I, professional progress reports, or other areas noted since those reports. Particular attention will be given to dispositions
- Successful completion of "unsatisfactory" elements from portfolio assignments
- Teacher education subcommittee endorsement

Checkpoint III: Admission 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.

The student teacher candidate will submit an application for student teaching after having completed the following:

- All EDCO and methods course requirements with a minimum grade of a “C”
- Minimum cumulative grade point average of 2.5
- Minimum grade point average of 2.5 in the major/minor/concentration, and will have completed all major/minor/concentration requirements.
- Successful completion of remaining non-student teaching portfolio artifacts
- Written biographical summary for the cooperating school

In addition, the applicant will have senior standing and will be in residence (as defined by the university catalog) the semester/term immediately preceding student teaching.

The teacher education subcommittee will review the candidate’s file. After review, the subcommittee will vote to accept or deny the student’s admittance to the student teaching semester. Students denied admittance to the professional semester have the right to an appeal.

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 these fees. Students are provided information and appropriate forms to apply for licensure. The basic requirements that must be met in order to be recommended for licensure are as follows:

- Successful completion of Buena Vista University requirements
- Successful completion of the teacher education program that Buena Vista University has on file with the Iowa Department of Education
- Minimum grade point average of 2.5 for the total program, the major, the minor, the second major, or area of concentration
- Minimum grade of a “C” in each of the student teaching placement
- Successful completion of portfolio requirements
- Fingerprinting/background check 10-12 weeks prior to completion of student teaching
- Teacher education subcommittee recommendation
- Successful completion of the Praxis II exam per state requirements. (elementary majors only)

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 about these options.

Teaching Licensure Requirements For Other States:

The teacher education program at Buena Vista University provides coursework which meets the criteria approved for Iowa certification by the Iowa State Department of Education. 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: 21 credit hours

The education core is the nucleus of the teacher education program and includes basic courses in education and psychology. The core requirement is 21 credit hours and is required of all students seeking a teaching license.

- EDCO 250 Educational Psychology/Human Development
- EDCO 260 Directed Observation
- EDCO 280 Structure and Philosophy of American Education
- EDCO 290 Supervised Participation
- EDCO 300 Exceptional Learner
- EDCO 370 Human Relations
- EDCO 390 Instructional Technology
- EDCO 401 Classroom Management and Evaluation Techniques

MAJOR IN ELEMENTARY EDUCATION: 99 credit hours

The elementary education major requires completion of four components:

- The education core (above)
- The elementary education courses
- Required support coursework
- An area of concentration outside the School of Education

Elementary Education Courses Including Student Teaching:

- EDUC 317 Foundations of Reading/Language Arts
- EDUC 332 Children's Fiction and Nonfiction
- EDUC 360 Elementary Health and Physical Education
- EDUC 371 Analysis and Correction of Reading Difficulties
- EDUC 393 Elementary Math
- EDUC 394 Elementary Science
- EDUC 405 Field Experience/Methods
- EDUC 410 Elementary Curriculum/Social Studies
- EDUC 429 Kindergarten Student Teaching (K) or EDUC 430 Elementary Student Teaching (1-3)
- EDUC 440 Elementary Student Teaching (4-6)

Support Work:

- 3 credit hours of biological science
 - CPER 105 Public Speaking
 - ENGL 300 Advanced Composition or ENGL 320 Creative Writing
 - 3 credit hours of fine arts
 - GEOG 200 World Regional Geography of the Developed World or GEOG 201 World Geography of the Developing World or GEOG 300 Human and Cultural Geography
 - 3 credit hours of history
 - 3 credit hours of literature
 - MATH 125 Math for Elementary Teachers
 - 3 credit hours of physical science
 - PSCN 110 Introduction to American Government or PSPA 320 State and Local Politics Science lab
- Most of these courses will be completed through the general education program.

AREAS OF CONCENTRATION

The area of concentration must be 12 credit hours from: art, biology, chemistry, computer science, economics, English, a second language, geography, history, mathematics, music, political science, psychology, sociology, speech or drama, English/language arts, science-basic, and social studies.

The 12 credit hour in the area of concentration may not be counted as part of the required support coursework or as part of the general education requirements. With the exception of mathematics, an area of concentration must include at least one 3-semester-hour course at the 300/400 level.

Students completing a minor or a major in one of the areas identified above are not required to complete an area of concentration.

Broad-based concentrations will follow the guidelines below:**Social studies:**

- 6 to 9 credit hours of history (minimum: 3 credit hours in U.S. history and 3 credit hours in non-U.S. history)
- 3 to 6 credit hours from: American government, economics, geography, sociology, and/or psychology

History:

- 6 credit hours of U.S. history
- 6 credit hours of non-U.S. history

English:

- 6 credit hours of literature
- 6 credit hours of written communication/grammar/linguistics

English/language arts:

- 6 credit hours of literature
- 6 credit hours of written/oral communication

Science (basic):

- 6 credit hours of biological science
- 6 credit hours of physical science/environmental science

Note: All elementary education majors are required to complete 12 credit hours of student teaching (429 or 430 and 440), with the exception of those completing the special education (K-8) endorsement or persons completing a secondary education certification program. In such cases, students will complete, for example, 6 credit hours of student teaching in regular elementary and 6 credit hours of student teaching in special education (K-8), or 6 credit hours of elementary student teaching and 6 credit hours of secondary student teaching. No courses will be taken concurrently with student teaching.

MAJOR IN SECONDARY EDUCATION

The secondary education program requires a content major in a certifiable teaching area and completion of the following six components:

- Distribution, core, and university graduation requirements — see academic requirements.
- The education core — BVU Professional & Online Studies students will follow the education core as specified above the elementary education requirements.
- Specific certification, distribution and core requirements — See catalog program listings for specific major and minor licensure requirements. A limited number of programs are available at off-campus sites. Contact your BVU Professional & Online Studies office for the list of available programs in your area.
- SEDU 400 Reading Strategies for Secondary Teachers. To be taken prior to or concurrent with the methods courses (not required for secondary language arts majors).
- The secondary methods course(s) — see main catalog education listings.
- Field experience linked to methods — see above for course description.
- Student teaching — see main catalog education listings for requirements.

Special Education Endorsement:

Buena Vista University offers coursework in special education leading to an educational endorsement as an instructional strategist I: mild/moderate. This endorsement is designed to accompany coursework for a major in elementary or secondary education. Completion of this endorsement allows one to teach in resource, integrated, and contained settings with students having exceptionalities in the area of mental handicaps, learning disabilities, or behavioral disorders. See main catalog listing for special education course requirements and descriptions.

MIDDLE SCHOOL ENDORSEMENT (5-8): 30 credit hours

Must be accompanied by certification as an elementary or secondary teacher.
This endorsement is offered primarily at BVU Professional & Online Studies.

- EDUC 425/GEDU 525 Adolescent Growth & Development
- EDUC 426/GEDU 526 Methods & Materials for Teaching Middle School

Required support work:

- 6 credit hours of social studies to include coursework in:
 - American history
 - World history
 - Geography

6 credit hours of mathematics to include coursework in:

- Algebra

6 credit hours of science to include coursework in:

- Life science (BIOL)
- Physical science (CHEM, PHYS, GENS)

6 credit hours of language arts to include coursework in:

Grammar
Composition
Speech

PRE-KINDERGARTEN/KINDERGARTEN ENDORSEMENT: 48 credit hours

(Must be accompanied by endorsement 102, elementary classroom teacher)

This program allows the addition of the special pre-kindergarten/kindergarten endorsement to the elementary education major. It qualifies the teacher to teach at the preschool and/or kindergarten level.

This PK/K endorsement program is not a minor.

EDUC 305 Preschool and Kindergarten Curriculum Development and Organization
EDUC 330 Guidance & Instructional Methods in Preschool & Kindergarten Education
EDUC 400 Home, School and Community Relations
EDUC 428 Student Teaching in Preschool*
EDUC 429 Student Teaching in Kindergarten
EXSC 310 Nutrition
PSYC 201 Child Development

*Completed after 12 credits of elementary student teaching

Required elementary education courses:

EDCO 250 Educational Psychology/Human Development
EDCO 300 Exceptional Learner
EDUC 317 Foundations of Reading/Language Arts
EDUC 332 Children's Fiction and Nonfiction
EDUC 360 Elementary Health and Physical Education
EDUC 393 Elementary Math
EDUC 394 Elementary Science
EDUC 410 Elementary Curriculum/Social Studies

READING ENDORSEMENT (K-8):

This reading program fulfills the Iowa Department of Education reading endorsement #148. It qualifies the teacher as a chapter I reading teacher, but is not valid for a position as director of a reading program. This endorsement must be accompanied by endorsement #102, elementary classroom teacher. See main catalog education listing for more information, requirements and course descriptions.

READING ENDORSEMENT (5-12):

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 5-12 certification in a secondary content area. See main catalog education listing for more information, requirements and course descriptions.

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. See main catalog education listing for more information, requirements and course descriptions.

EDUCATION & TRAINING**DISTRIBUTIVE MINOR:** 21 credit hours

The education and training minor supports individuals involved in training in human services agencies and related organizations.

5 courses from:

EDCO 250 Educational Psychology/Human Growth
EDCO 280 Structure and Philosophy of American Education
EDCO 370 Human Relations
EDCO 390 Instructional Technology

EDCO 401 Classroom Management and Evaluation Techniques
 PSYC 291 Learning and Memory
 PSYC 364 Industrial Psychology
 SCWK 351 Aging in American Society
 SCWK 352 Child and Family Welfare
 SCWK 353 Social Intervention with Families
 SOCI 361 Racism and Sexism in American Life

2 courses from:

6 credit hours of upper division electives from PSYC, SCWK, or SOCI

ENGLISH

The English department cultivates teachers, scholars, poets, critical thinkers, and lifelong lovers of learning. The major and minor both guide students through surveys and advanced courses in classical and modern literatures, studies of language and various forms of genres of composition, and creative writing. An English major provides for further studies at the graduate level as well as preparation for a broad spectrum of opportunities for careers in public relations, advertising, government, public school teaching, international relations, and law.

MAJOR IN ENGLISH: 40 credit hours

ENGL 220 Introduction to Literature: Early Literary Classics
 ENGL 250 American Literature
 ENGL 261 British Literature, Beginnings to 1750
 ENGL 262 British Literature, 1750 to Present
 ENGL 300 Advanced Composition
 ENGL 320 Creative Writing
 ENGL 331 Introduction to Linguistics
 ENGL 376 Modern Continental Literature
 ENGL 490 Major Portfolio
 ENGL 491 Senior Seminar or elective above ENGL 400
 1 elective ENGL300 or above
 1 elective ENGL 370 or above
 2 electives ENGL 400 or above

MINOR IN ENGLISH: 21 credit hours

ENGL 220 Introduction to Literature: Early Literary Classics
 ENGL 250 American Literature
 ENGL 261 British Literature, Beginnings to 1750
 ENGL 262 British Literature, 1750 to Present
 ENGL 320 Creative Writing or ENGL 300 Advanced Composition or MDST 290
 Advanced Media Writing
 ENGL 331 Introduction to Linguistics
 1 elective ENGL 340 or above

MAJOR IN ENGLISH WITH TEACHING LICENSURE (5-12): 40 credit hours

ENGL 220 Introduction to Literature: Early Literary Classics
 ENGL 250 American Literature
 ENGL 261 British Literature, Beginnings to 1750
 ENGL 262 British Literature, 1750-Present or ENGL 376 Modern Continental Literature
 ENGL 300 Advanced Composition
 ENGL 331 Introduction to Linguistics
 ENGL 332 Modern English Grammar
 ENGL 340 Introduction to Literary Theory
 ENGL 350 Shakespeare
 ENGL 490 Major Portfolio
 ENGL 491 Senior Seminar or elective above ENGL 400
 1 elective ENGL 400 or above

Support work:

SEDU 333 Young Adult Fiction and Nonfiction
 SEDU 365 Reading in the Content Areas
 Plus requirements for secondary education and education core

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

ENGL 220 Introduction to Literature: Early Literary Classics
 ENGL 250 American Literature
 ENGL 261 British Literature, Beginnings to 1750
 ENGL 300 Advanced Composition
 ENGL 331 Introduction to Linguistics
 ENGL 332 Modern English Grammar
 ENGL 350 Shakespeare
 One elective ENGL 370 or above

Support work:

SEDU 333 Young Adult Fiction and Nonfiction
 SEDU 365 Reading in the Content Areas
 Plus requirements for secondary education and education core

MAJOR IN ENGLISH WITH TEACHING LICENSURE (GRADES K-8): 24 credit hours

Major in elementary education
 CPER 220 Acting or CPER 260 Oral Interpretation of Literature
 ENGL 250 American Literature
 ENGL 261 British Literature, Beginnings to 1750 or ENGL 262 British Literature,
 1750 to Present
 ENGL 300 Advanced Composition
 ENGL 331 Introduction to Linguistics
 ENGL 332 Modern English Grammar
 ENGL 350 Shakespeare
 1 elective ENGL 370 or above

HEALTH CARE ADMINISTRATION**DISTRIBUTIVE MAJOR:** 45 credit hours

Distributive health care administration major designation will be awarded to graduates of a state licensure approved program in long term care administration who complete the distributive human services major and 9 credit hours of business with 3 credit hours at the 300/400 level.

Recommended 400 level health care administration supporting courses may be offered in cooperation with state licensure approved programs in long term care administration.

HEALTH SERVICES LEADERSHIP**DISTRIBUTIVE MAJOR:** 42 credit hours

Leadership in health fields today is essential in the rapidly changing, highly regulated healthcare field. Graduates of community college nursing and related health fields are often given some management responsibilities within 5 years of graduation. Managers face difficult decisions when managing changing populations, new technologies, and limited resources.

The study of healthcare leadership provides the educational base for effective leadership in healthcare organizations. Tracks can be designed to prepare graduates to qualify for admission to graduate programs in business or hospital administration. The interdisciplinary approach of the Buena Vista University program enhances the competitive edge critical in today's environment.

The distributive healthcare leadership major is designed to build on the expertise of the graduates of health related A.D.N., A.S., or A.A.S. degree programs. As with all distributive majors, course substitutions may be made to meet professional requirements or special interests. (See guidelines in the academic section.) Selected courses in the major may also be used toward meeting general education requirements.

Please review the academic information section of the catalog for rules governing interdisciplinary (distributive) majors and a complete listing of graduation requirements.

The distributive healthcare leadership major degree plan will include a primary field of 18 credit hours of courses selected from following:

Business:

- ACCT 205 Financial Accounting
- ACCT 206 Managerial Accounting
- ACCT 309 Cost Accounting
- ECON 205 Principles of Microeconomics
- ECON 206 Principles of Macroeconomics
- FNBK 306 Managerial Finance
- FNBK 322 Analysis of Financial Statements
- FNBK 356 Financial Planning
- MGMT 206 Management Science
- MGMT 315 Business Law I
- MGMT 316 Business Law II
- MGMT 320 Human Resource Management
- MGMT 375 Entrepreneurship/Small Business
- MGMT 380 Social Responsibility of Business
- MGMT 492 Business Policy and Strategy
- MIS 300 Introduction to Management Information Systems
- MRKT 306 Principles of Marketing
- OBVU 120 Computer Applications
- Additional management, marketing and finance courses as approved

The degree plan must include 12 credit hours from each of the following 2 categories:

Communication and Behavior:

- CPER 103 Interpersonal Communication
- CPER 215 Business and Professional Communication
- CPER 250 Introduction to Advertising
- CPER 272 Introduction to Public Relations
- CPER 285 Intercultural Communication
- CPER 330 Messages, Meaning & Society
- CPER 355 Conflict Management
- CPER 370 Leadership and Communication
- CPER 374 Interviewing
- ENGL 300 Advanced Composition
- ENGL 450 Business and Technical Writing
- MRKT 355 Consumer Behavior
- PSYC 329 Psychology of Gender
- Other related upper division courses as approved

Institutions and society:

- ART 304 Modern Art History
- CPER 411 Dramatic Literature
- ENGL 250 American Literature
- ENVS 100 The Biological Environment
- ENVS 101 The Physical Environment
- ENVS 201 Conservation Ecology
- ENVS 310 Environmental Chemistry
- HIST 311 Problems in World History: The Vietnam Wars
- HIST 358 Women around the World
- HIST 390 America and the World Wars
- HIST 397 Recent American History
- PSCN 465 Civil Liberties
- PSPA 320 State and Local Politics
- PSPA 360 Introduction to Public Affairs
- PSYC 364 Industrial Psychology
- PHIL/RELI 336 Professional Ethics
- SOCI 302 Sociology of Deviant Behavior
- SOCI 361 Racism and Sexism in American Life

SCWK 255 Human Behavior in the Social Environment

SCWK 351 Aging in American Society

Other related upper division courses as approved

HUMAN SERVICES

DISTRIBUTIVE MAJOR: The distributive human services major is designed to build on the expertise of the graduates of A.S. or A.A.S. degree programs in the human services field. Course substitutions may be made to meet professional requirements or special interests. (See academic section for guidelines.) The distributive human services major is not a social work major and does not qualify graduates to sit for the state social worker licensing exam. A social work major accredited by the Council on Social Work Education is available at the Storm Lake campus.

DISTRIBUTIVE MAJOR IN HUMAN SERVICES: 36 credit hours

Recommended prerequisites:

PSYC 100 General Psychology

PSYC 203 Social Psychology

PSYC 239 Abnormal Psychology

SCWK 200 Introduction to Social Work and Social Welfare

Major Requirements:

PHIL/RELI 336 Professional Ethics

PSYC 389 Introduction to Counseling

SCWK 350 Social Welfare Programs and Policies

SOCI 380 Methods of Social Research I

2 courses from:

PSYC 329 Psychology of Gender

PSYC 450 Selected Topics in Psychology

PSYC 364 Industrial Psychology

PSYC 369 Psychology of Personality

5 courses from:

SCWK 351 Aging in American Society

SCWK 352 Child and Family Welfare

SCWK 353 Social Intervention with Families

SCWK 375 Selected Topics in Social Work (see course listings for examples)

SCWK 381 Methods of Social Research II

SOCI 301 Human Services in Rural Communities

SOCI 302 Sociology of Deviant Behavior

SOCI 361 Racism and Sexism in American Life

SOCI 450 Selected Topics in Sociology (see course listings for examples)

3 credit hours from:

HCAD Practicum in Health Care Administration (transfer)

SOCI 450 Practicum in Human Services

PSYC 495 Internship

Elective upper division elective from PSYC, SCWK, or SOCI

Note: Human services majors who have not completed a career-oriented two-year degree program should select a minor or second major that strengthens their professional preparation. Recommended minors include agency administration (distributive), business, criminal justice, education and training (distributive), or political science/public administration.

ORGANIZATIONAL LEADERSHIP

MAJOR IN ORGANIZATIONAL LEADERSHIP: 45 credit hours

This cross-disciplinary program provides the tools and organizational skills necessary to effectively perform administrative roles within an organization. Course work focuses on general business

practices and procedures along with communication skills necessary to interact, problem solve, and lead other members of a working community. This program is best suited for students with work experience and/or strong interest in interdisciplinary studies. Students will need to select an area of emphasis of human services or business.

Organizational leadership core:

ACCT 310 Accounting for Managers**
CPER 350 Organizational Communication Theory & Practice
CPER 355 Conflict Management
CPER 370 Leadership & Communication
CPER 374 Interviewing
MGMT 306 Principles of Management
MGMT 315 Business Law I
MGMT 380 Social Responsibility of Business
MRKT 306 Principles of Marketing

**ACCT 310 contains both financial and managerial accounting topics. This requirement can be met by having completed both ACCT 205 and ACCT 206, or equivalents.

Select either an emphasis in human services or business**Emphasis in human services:**

SCWK 350 Social Welfare Programs & Policies
SOC1 301 Human Services in Rural Communities
SOC1 380 Methods of Social Research I

3 courses from:

PSYC 329 Psychology of Gender
PSYC 364 Industrial Psychology
SCWK 351 Aging in American Society
SCWK 352 Child and Family Welfare
SCWK 353 Social Intervention with Families
SOC1 302 Sociology of Deviant Behavior
SOC1 361 Racism & Sexism in American Life

Emphasis in business:

MGMT 320 Human Resource Management
MGMT 410 Organization Theory
MRKT 340 Business Marketing

3 courses from:

MGMT 375 Entrepreneurship/Small Business
MGMT 420 Advanced Human Resource Management
MGMT 465 Production & Operations Management
MRKT 355 Consumer Behavior
MRKT 415 Sales Management
PSYC 364 Industrial Psychology

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. Sociology majors prepare for a variety of occupations in such fields as personnel management, law enforcement, government service, public relations, community development, market research, and sales. The sociology minor supplements other fields, particularly those in the social sciences. SCWK 351 Aging in American Society may be used as sociology elective.

MAJOR IN SOCIOLOGY: 30 credit hours

SOCI 101 Introduction to Sociology
SOCI 203 Social Psychology
SOCI 380 Methods of Social Research I

SOCI 402 Sociological Theory
18 credit hours of sociology electives

MINOR IN SOCIOLOGY: 20 credit hours
SOCI 101 Introduction to Sociology
SOCI 203 Social Psychology
14 credit hours of sociology electives

MINOR IN SOCIOLOGY WITH TEACHING LICENSURE (5-12):

Option 1: 24 credit hours
SOCI 101 Introduction to Sociology
SOCI 203 Social Psychology
18 credit hours of sociology electives
Plus requirements for secondary education and education core

Option 2: 30 credit hours
SOCI 101 Introduction to Sociology
SOCI 203 Social Psychology
9 credit hours of sociology electives
15 credit hours of social science electives
Plus requirements for secondary education and education core

SOCIOLOGY/CORRECTIONS

See sociology for a description of requirements and course offerings.

TECHNOLOGY MANAGEMENT

DISTRIBUTIVE MAJOR: 42 credit hours

The distributive technology management major is designed to build on the expertise of the graduates of selected A.S. or A.A.S. degree programs. As with all distributive majors, course substitutions may be made to meet professional requirements or special interests. (See guidelines in the Academic Section.)

The distributive technology management major will be made up from one primary (18 credit hours) and 2 secondary (12 credit hours) fields selected from the following.

Communication and behavior:

CPER 103 Interpersonal Communication
CPER 215 Business and Professional Communication
CPER 250 Introduction to Advertising
CPER 272 Introduction to Public Relations
CPER 285 Intercultural Communication
CPER 330 Messages, Meaning & Society
CPER 355 Conflict Management
CPER 370 Leadership and Communication
CPER 374 Interviewing
ENGL 300 Advanced Composition
MRKT 355 Consumer Behavior
PSYC 329 Psychology of Gender
Up to 6 credit hours of other related upper-division courses

Management/marketing/finance:

FNBK 306 Managerial Finance
FNBK 322 Analysis of Financial Statements
FNBK 356 Financial Planning
FNBK 405 International Finance
MGMT 206 Management Science
MGMT 306 Principles of Management
MGMT 307 International Business
MGMT 315 Business Law I

MGMT 316 Business Law II
MGMT 320 Human Resource Management
MGMT 375 Entrepreneurship/Small Business
MGMT 492 Business Policy and Strategy
MGMT 495 Internship
MRKT 306 Principles of Marketing
MRKT 407 International Marketing
Up to 6 credit hours of upper division electives from these and related fields such as ag management and marketing

Technology:

CMSC 180 Discrete Mathematics
CMSC 200 Computer Science I (and above)
MIS 300 Introduction to Management Information Systems (and above)

Institutions and society:

ART 304 Modern Art History
CPER 411 Dramatic Literature
ENGL 250 American Literature
ENVS 100 The Biological Environment
ENVS 101 The Physical Environment
ENVS 201 Conservation Ecology
ENVS 310 Environmental Chemistry
HIST 311 Problems in World History: The Vietnam War
HIST 358 Women Around the World
HIST 390 America and the World Wars
HIST 397 Recent American History
PSCN 315 International Relations
PSCN 465 Civil Liberties
PSPA 320 State and Local Politics
PSPA 360 Introduction to Public Affairs
PSYC 364 Industrial Psychology
PHIL/RELI 336 Professional Ethics
SCWK 255 Human Behavior in the Social Environment
SCWK 351 Aging in American Society
SOC 302 Sociology of Deviant Behavior
SOC 361 Racism and Sexism in American Life
Up to 6 credit hours of other related upper-division courses.

Buena Vista University established a graduate program with the master of science in education degree in 1996. The online master of education degree programs, established in 2005, are designed to provide working professionals with opportunities to deepen their understanding of current educational best practice, and to broaden their knowledge base as educational practitioners and leaders.

Teachers and educational administrators in Iowa are required to renew their licenses every five years using either licensure renewal or graduate credit. BVU has partnered with the Area Education Agency, and upon approval of the course syllabus and instructor, will offer and transcribe graduate credit which can be part of a masters degree, endorsement program, or stand alone graduate credit. In this way, BVU hopes to develop deeper connections with our local K-12 schools in order to improve both the quality of our teacher education program and to provide a needed service to our area educators. Learning side by side with our local K-12 schools has benefits for all. (See GRED 550)

MASTER OF SCIENCE IN EDUCATION (M.S.E.D.) – SCHOOL GUIDANCE & COUNSELING

The master of science in education program is intended to enhance the skills of practicing professionals that they might become effective school counselors. The North Central Association for Colleges and Secondary Schools and the Iowa Department of Education accredits the program and courses. Licensure in school guidance and counseling includes the K-6 and 7-12 levels. A minimum of 37 credit hours is required in the program. The program can be completed within three years, during which the student accumulates graduate credit through course work delivered during summers and evenings. In keeping with the practical orientation of the program, the major involves supervised field experiences within the student's own work setting.

Application Time-Line

A new program cycle begins each summer on the Monday of the first full week in June.

Applicants are encouraged to submit application materials as early as possible, but no later than the April 15 deadline preceding the first summer course. The Admissions Committee will review completed applications following the April 15 deadline, and notice regarding the admission decision will be mailed by April 25. The application materials are available online or

upon request from:

Buena Vista University
Graduate Studies Office
610 W. Fourth Street
Storm Lake, IA 50588
Phone: 800.383.2821, ext. 2162
E-mail: grad@bvu.edu

Admission Requirements

- Bachelor of arts or bachelor of science degree, completed prior to start of summer courses
- A minimum undergraduate college grade point average (GPA) of 2.75 (on a 4.0 scale)
- The BVU analytic writing assessment (administered by BVU staff on campus and BVU Professional & Online Studies locations)
- Three letters of recommendation from specified sources
- Official transcripts from all undergraduate or graduate institutions attended
- Access to minimum technology requirements
- Acceptance by the admissions committee into the program

Note: Preference will be given to candidates who have an education background or school based work experience.

Note: Applicants for Iowa counseling license are not required to hold a bachelor's degree in education, nor a teaching license. Non-education majors must complete two undergraduate education courses to obtain the counseling license: Exceptional learner (or an equivalent course in special education) and classroom management. Each course must be a minimum of two credits each. The additional state requirement for human relations is met through GEDU 544.

Admission Procedures

Online and printable applications are available through the "Apply" link at www.bvu.edu/grad. Submitting applications through our web site is preferred, but applications by mail are acceptable.

1. Complete the application form, including auto-biographical statements. The 3 auto-biographical 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 school counselor to the

counseling profession, both within a local school district and the profession at large.

2. Obtain 3 letters with supportive endorsement or recommendation from:
 - Your current supervisor,
 - A professional colleague, and
 - A person of your choice who has direct knowledge of your professional experience.
 Recommendation forms are available online in a .pdf (Adobe Acrobat) format or by mail.
3. Request official transcripts be forwarded to the Graduate Program Office.
4. Prepare for and take the BVU analytical writing assessment test, as arranged by the graduate assistant following submission of the application.

Contact Information

Graduate Program, Box 2980
 Buena Vista University
 610 W. Fourth Street
 Storm Lake, IA 50588

Toll-Free: 800.383.2821, ext. 2162
 Direct: 712.749.2162
 FAX: 712.749.1468
 E-mail: grad@bvu.edu
 Web site: www.bvu.edu/grad

Admission Decisions

The admissions committee of the program makes admission decisions. The committee is made up of three individuals, including the assistant dean of education and graduate studies and two graduate faculty members from the School of Education who are approved by the dean of the school.

Upon receiving application materials, an admissions packet is compiled by the administrative assistant of the graduate program. The completed admissions packet is forwarded to the assistant dean of education and graduate studies, who screens the applicants to ensure that they meet the admission requirements itemized above. If requirements are met, the application packet is submitted to the admissions committee for review. Each member of the committee submits a recommendation with regard to admission. A simple majority vote of the 3 members determines the decision. The result of the decision is communicated to the applicant in writing.

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 9 credit hour core (GEDU 519: Professional Orientation to School Guidance and Counseling, GEDU 546: Methods in School Guidance and Counseling, and GEDU 544: Social and Cultural Foundations of School Counseling). Students successfully completing this core 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 of Graduate Credit

Only students who are in good standing as graduate students at a regionally accredited institution are eligible to apply as graduate transfer students. Transfer credit guidelines are applicable to both degree-seeking (master’s degree) and non-degree seeking (licensure only) candidates.

Transfer of credits is limited as follows:

- No more than 9 semester hours of credit may be transferred into the student’s program. The admissions committee will examine the courses for similarity of content and will approve or disapprove the transfer by a simple majority vote.
- Transfer credit must consist of course work that has been obtained from an accredited graduate program within the past 8 years.
- Only course work with an obtained grade of “B” (3.0) or above may be transferred.

The acceptance of the full 9 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 the assistant dean of education and graduate studies. If the student chooses to pursue transfer of credit, he or she must provide the admissions committee with an official transcript along with a catalog description and/or syllabus of the course or courses from the offering institution.

Only work evaluated “B” or above is acceptable for transfer credit and applicable to a specific master’s in education degree specialty area. Course work taken for ungraded credit cannot be used toward a degree. Official transcripts must show that the credit is at the graduate level. No transfer credit will be accepted for courses taken by correspondence.

Courses will be prescribed in lieu of

specific requirements for those who have already completed these requirements at another institution.

After completing graduate courses at Buena Vista University, a student seeking to take a course elsewhere and transfer it to the program must secure the prior approval of the assistant dean of education and graduate studies that the course meets the conditions described above, with a copy of the approval note filed in the Graduate Office.

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.

Retention Policies

Following successful completion of the first 3 courses, the student must continue to maintain a cumulative grade point average (CGPA) of 3.0 in order to remain in good standing. If the cumulative grade point average drops below 3.0 at the end of any semester, the student may continue to attend for one more semester with the approval of the graduate council. If, following approval to continue through a probationary period, the CGPA has been raised to 3.0, the student may continue with the program in good standing. Students who fail to improve to the level of good standing after one semester of probation will be dismissed from the program. Courses with a grade lower than "C" do not count toward the degree and must be repeated.

The structure of the curricular offerings necessitates that students maintain active continuous enrollment in the program. If students find it necessary to skip a semester offering, they may maintain good standing if the course can be made up at a later time. However, if the student fails to enroll for 2 consecutive semesters, he or she will be classified as inactive and advisory services will be curtailed.

If, for whatever reason, a student fails to engage in continuous enrollment (as defined above), he or she must petition the graduate council for consideration for re-admittance. The petition must be done formally in writing to the assistant dean of education and graduate studies, and must outline the student's request and plan for program completion. Depending on the circumstances of a student's departure from the program and the availability of space in the current cohorts, the graduate council may provide varied recommendations and requirements for re-admittance. Students will be notified in writing, of the council's decision and re-entry requirements.

Technology

BVU's graduate program uses computer technology to deliver course information over the internet through e-mail and web sites. Student access, whether at home or school, is essential to graduate study at Buena Vista University.

Recommended computer hardware & software requirements:

- A PC with a Pentium IV processor or newer or a Macintosh with a G3 or newer processor
- 512MB or RAM or more
- Windows XP or Vista or Macintosh OS X
- Internet Explorer 6 or Mozilla Firefox 2
- Internet access with DSL or cable modem
- Access to Microsoft Office XP, 2003, or 2007 on Windows or Microsoft Office 2001, 2004, or 2008 for the Macintosh. (Word, Excel, and PoserPoint programs required)

Minimum requirements:

- A PC with a Pentium II processor running at 450 MHZ or higher OR a Macintosh PowerPC running at 300 MHZ or faster (G3 or faster recommended)
- 96MB of RAM (128 MB or higher recommended)
- Windows 98, ME, 2000, or XP operating system (Windows 2000 or XP recommended) or Macintosh 8.6 OS or higher
- Internet Explorer 5.0 or Netscape Communicator 4.7 or higher
- Access to an internet service provider at 56kbps or faster speed
- Access to Microsoft Office 2000 or XP on Windows or Microsoft Office 98 or 2001 for the Macintosh. (Word, Excel, and PowerPoint programs required)

Students who do not have recent versions of Microsoft Office may purchase the software at significant savings through an agreement between BVU and Microsoft. A student ID is required.

For more information, follow the "Student Resources" link at www.bvu.edu/grad.

Course Delivery and Schedule

The program is scheduled so that it will be accessible to teachers and others with full-time employment. Two courses will be offered each summer, while one course will be delivered each fall and spring semester. The program will require 3 years to complete, assuming the student maintains consistent enrollment.

Each summer, graduate students come

to the Buena Vista University campus for two 2-week courses to complete 6 hours of graduate instruction during the month of June. Classes meet Monday through Thursday (8 days total) for 6 hours per day for each 3 credit hour course. The format and content of the courses that are offered on campus in the summer is conducive to research study in the library, access to the Information Technology Center, "hands-on" preparation of materials, integrated computer laboratory experiences and real time interaction with peers and the graduate faculty.

During the first 2 fall and spring semesters, 1 course will be taught via a combination of ICN, online and face to face instruction. The classes meet 1 evening per week for three-hour sessions. One or 2 six-hour Saturday sessions may be scheduled at the discretion of the instructor to allow face-to-face instruction for certain assignments. This course format meets the 45 contact hours required per graduate course.

Registration and Tuition

The 2009-10 tuition cost for the program is \$375 per credit hour. Registration for the two summer courses (6 credit hours) occurs at orientation for new students and through Campus Connect for returning students. Registration and payment for all courses must occur prior to the first class meeting.

Methods of payment include check, MasterCard, Discover, Visa, online through Campus Connect, by mail, phone, or in person at the Business Office. Contact the Business Office at 800.383.2821, ext. 2041, or mail to Business Office, Buena Vista University, 610 W. Fourth St., Storm Lake, IA 50588.

Degree Requirements

Year one:

- GEDU 519 Professional & Ethical Orientation to School Counseling - Summer I
- GEDU 546 Methods in School Guidance & Counseling - Summer II
- GEDU 544 Social and Cultural Foundations of School Counseling - Fall
- GEDU 543 Administration of Comprehensive Guidance in the Schools - Spring

Year two:

- GEDU 527 Developmental Assessment & Guidance Curriculum in School Counseling- Summer I
- GEDU 548 Group Guidance & Counseling in the Schools - Summer II
- GEDU 528 Action Research, Data Analysis, & Informational Resources - Fall
- GEDU 529 Human Development & Learning in

the School and Family - Spring

Year three:

- GEDU 549 Career Development & Assessment in the Schools - Summer I
- GEDU 538 Consultation, Leadership & Advocacy Roles in School Counseling - Summer II
- GEDU 551 Supervised Prepracticum in School Counseling - Fall
- GEDU 547 Elementary Field Practicum - Spring or GEDU 550 Secondary Field Practicum - Spring and GEDU 555 Capstone Professional Portfolio in School Counseling
- * Additional practicums for those seeking K-12 licensure are offered on an arranged basis

Application for school counseling license

Upon satisfactory completion of the appropriate program, the Buena Vista University School of Education licensure officer will recommend the student for counseling license from the Iowa Board of Educational Examiners. The recommendation is contingent upon the successful completion of the specific program requirements (K-8, 5-12) and application for licensure and fee submitted by the student to BVU's certification officer. Applications are available on the Iowa Board of Educational Examiners web site (www.state.ia.us/boee) or from the graduate office.

Licensure Only Admissions

Persons who have completed a master's degree may be eligible for licensure in school guidance and counseling. An analysis of the applicant's graduate transcript(s) is necessary to determine the courses that are needed to obtain the license. Individuals interested in licensure only may contact the Graduate Office at 800.383.2821 extension 2162 for further information and to arrange for a graduate transcript analysis. Licensure only candidates must take at least six hours of course work from BVU, not including the practicum and capstone experiences, in order to be recommended for licensure. That is, students are not allowed to enroll in only the practicum or capstone experiences in order to be recommended.

MASTER OF SCIENCE IN EDUCATION (M.S.ED.) - CURRICULUM & INSTRUCTION WITH EMPHASIS IN READING

The master of science in education (M.S.ED.) program is a joint effort by Buena Vista University (BVU) and Prairie Lakes Area

Education Agency 8. Only teachers involved in a reading improvement program in their respective schools are eligible for the program. (Please contact the Buena Vista University Graduate Office to determine your eligibility for this program.) 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. This is a partnership program that allows one to obtain the K-6 Iowa reading endorsement (24 hours) or to continue with an additional 12 hours for the master's degree. In keeping with the practical orientation, the program involves school based coursework and applications.

Admission Requirements

- Bachelor of arts or bachelor of science degree, completed prior to start
- Official transcripts from all undergraduate or graduate institutions accepted
- A minimum undergraduate college grade point average (GPA) of 2.75 on a 4.0 scale
- Application form
- Three letters of recommendation from specified sources
- The Buena Vista University analytic writing assessment
- Acceptance to the program by the admissions committee

Transfer of Graduate Credit

- No more than a total of 9 graduate credit hours, 6 of which may be professional development credit hours taken as graduate credit, may be transferred into the program from an outside institution.
- Transfer credit must consist of coursework that has been obtained from an accredited graduate program within the past 8 years.
- Only graduate coursework with an obtained grade of "B" (3.0) or above may be transferred.

The acceptance of the full 9 hours is conditional on the applicability to the student's planned degree program. The student must be accepted for admissions and working on a specific master's degree at Buena Vista University in order to receive consideration for eligible transfer credit.

Only work evaluated "B" or above is acceptable for transfer credit and applicable to a specific master of science in education degree specialty area. Official transcripts must show that the credit is at the graduate level. No transfer credit will be accepted for courses taken by correspondence.

A BVU graduate student desiring to take

a course elsewhere and transfer it as part of his/her program must secure prior approval of the assistant dean of education and graduate studies. Approval signifies that the course meets the conditions described above. A copy of the approval letter must be filed in the Graduate Office.

Retention

Following successful completion of the first 3 courses, the student must continue to maintain a cumulative grade point average (CGPA) of 3.0 in order to remain in good standing. If the cumulative grade point average drops below 3.0 at the end of any semester, the student may continue to attend for one more semester with the approval of the graduate council. If, following approval to continue through a probationary period, the CGPA has been raised to 3.0, the student may continue with the program in good standing. Students who fail to improve to the level of good standing after one semester of probation will be dismissed from the program. Courses with a grade lower than "C" do not count toward the degree and must be repeated.

Because the school based courses will not be available after the school's reading improvement initiative is completed, continuous enrollment in this program is necessary for completion.

Technology

Buena Vista University's graduate programs use computer technology to deliver course information over the internet through e-mail and web sites. Student access, whether at home or school is essential to graduate study at BVU.

Recommended computer hardware & software requirements:

- A PC with a Pentium IV processor or newer or a Macintosh with a G3 or newer processor
- 512MB or RAM or more
- Windows XP or Vista or Macintosh OS X
- Internet Explorer 6 or Mozilla Firefox 2
- Internet access with DSL or Cable Modem
- Access to Microsoft Office XP, 2003, or 2007 on Windows or Microsoft Office 2001, 2004, or 2008 for the Macintosh. (Word, Excel, and PowerPoint programs required)

Minimum requirements:

- A PC with a Pentium II processor running at 450 MHZ or higher OR a Macintosh PowerPC running at 300 MHZ or faster (G3 or faster is recommended)
- 96 MB of RAM (128 MB or higher)

- recommended)
- Windows 98, ME 2000 or XP operating system (Windows 2000 or XP recommended) or Macintosh 8.6 OS or higher
- Internet Explorer 5.0 or Netscape Communicator 4.7 or higher
- Access to an internet service provider at 56kbps or faster speed
- Access to Microsoft Office 2000 or XP on Windows or Microsoft Office 98 or 2001 for the Macintosh (Word, Excel, and PowerPoint programs required)

Students who do not have recent versions of Microsoft Office may purchase the software at significant savings through an agreement between Buena Vista University and Microsoft. A student ID is required. For more information, follow the "Student Resources" link at www.bvu.edu/grad.

Course Delivery and Schedule

Courses taken for graduate credit will be offered at the appropriate school/AEA 8 training site or on the Buena Vista University Storm Lake campus. Course delivery is primarily face-to-face. Some courses may be offered in either an online or ICN format.

Registration and Tuition

Course registration occurs through the AEA who notifies the BVU Graduate Office.

The 2009-10 tuition cost for the reading endorsement and master's degree is \$375 per credit hour.

Degree Requirements

- GRDG 511 Foundations of Reading
- GRDG 512 Implementing a Comprehensive Reading Program
- GRDG 521 Reading in the Content Area
- GRDG 522 Exploring Informational Texts
- GRDG 531 Practicum I Guided Reading
- GRDG 532 Practicum II
- GRDG 541 Language Development
- GRDG 551 Oral Communication
- GRDG 552 Written Communication
- GRDG 553 Word Journeys
- GRDG 554 The Elementary Writing Process or
- GRDG 555 Introduction to the 6+ Traits of Writing for Teaching and Assessing Composition
- GRDG 561 Policies and Practices of Reading Assessment, Diagnosis and Evaluation
- GRDG 562 Reading Assessment, Diagnosis and Evaluation
- GRDG 571 Children's Literature – Fiction and Non-Fiction

- GRDG 581 Reading Instructional Strategies
- GRDG 582 Vocabulary Instructional Strategies
- GRDG 583 Fluency Instructional Strategies
- GRDG 584 Phonemic Awareness/Phonics Instructional Strategies
- GRDG 585 Comprehension Instructional Strategies – Read Aloud, Talk Aloud and Think Aloud
- GRDG 586 Comprehensive Instructional Strategies – Picture Word Inductive Model
- GEDU 510 Introduction to Graduate Studies and Research
- GEDU 517 Social and Cultural Foundations of Education
- GEDU 518 Assessment and Evaluation of Classroom Learning
- GEDU 542 Human Growth and Development in School and Family

MASTER OF EDUCATION (M.ED.) - CURRICULUM & INSTRUCTION WITH EMPHASIS IN EFFECTIVE TEACHING AND INSTRUCTIONAL LEADERSHIP OR TEACHING ENGLISH AS A SECOND LANGUAGE

The master of education in curriculum and instruction program is an online program intended to enhance the skills of practicing professionals. The 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 two tracks, effective teaching and instructional leadership or teaching English as a second language. The teaching English as a second language track also includes the option of earning an endorsement in the area, from the state of Iowa. The program requires 30-31 credit hours of study, and can be completed in as little as two years. In keeping with the practical orientation of the program, the program curriculum involves field experiences and application opportunities within the student's own work setting.

Application Timeline

Applications to the program are accepted on a continual basis, with students being allowed to begin the program during the first available course cycle after acceptance into the program.

The admissions committee will review completed application files and will notify candidates in writing of their status. The application materials are available online. For assistance with completing application forms for the online program contact:

BVU Online
 Buena Vista University
 610 W. Fourth Street
 Storm Lake, IA 50588
 Phone: 877.288.0423
 E-mail: bvuonline@bvu.edu

Admissions Requirements

- Completed application packet
- Completed undergraduate degree from an accredited institution. An official transcript denoting the degree awarded must be submitted as part of the application package
- A minimum cumulative undergraduate college grade point average (GPA) of 2.75 (on a 4.0 scale)*
- Submission of a writing sample/ autobiography (see application procedures below)
- Three letters of recommendation from specified sources (see application)
- Official transcripts from all undergraduate or graduate institutions attended
- Copy of a valid K-12 teaching certificate or license. Candidates must have appropriate access to a classroom in order to be successful in this program, due to its practical and application oriented nature
- Access to minimum technology 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.

Admission Procedures

Online and printable applications are available through the “Apply to BVU Professional & Online Studies” link at www.bvu.edu/learn. Applications for this program are submitted online. For any assistance with the application process contact the BVU Online Office.

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

1. Complete the application form, including written responses (please limit responses to approximately 250-300 words each) to the following questions:
 - Why are you applying to this program at this time?
 - How do you plan to contribute to this

program? What do you expect to take from it?

- How will support your own success in this program? That is, what steps will you take to ensure your success in this academically rigorous endeavor?

Candidates are advised that these written responses ought to reflect both depth and breadth of understanding and/or interest in the program. These statements are considered by the admissions committee as a writing sample indicative of the candidate’s command of the English language, ability to engage in graduate level writing both mechanical and conceptual/analytical, and the applicant’s readiness for graduate study.

2. Obtain three letters with supportive endorsement or recommendation from:
 - Your current supervisor,
 - A professional peer, and
 - A person of your choice who has direct knowledge of your professional experience.

Recommendation forms are available online in a .pdf (Adobe Acrobat) format.

3. Request official transcripts to be forwarded to the graduate studies program. If you are a graduate of Buena Vista University, we can access those documents for you.
4. Submit an application processing fee of \$50 with completed application.

Admission Decisions

Upon receiving ALL application materials, an admissions packet is compiled by the BVU Online Office. The completed admissions packet is forwarded to the assistant dean of education and graduate studies, who screens the applicants to ensure that they meet the admission requirements itemized above. If requirements are met, the application 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.

All students are admitted to the program on a provisional status. Students must earn a grade of “B” or better in all coursework in the completion of the first 9 credit hours of coursework attempted. Students meeting this criteria 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 coursework 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 a single graduate level course from BVU. Candidates must be granted special permission to do so from the assistant dean of education and graduate studies, and permission to do so will be only granted if there is course space available, with full admission candidates given first priority for registration in these courses. Candidates interested in this status must submit all previous official transcripts, provide a copy of a valid teaching license, and send a request in writing to the assistant dean of education and graduate studies for consideration to take courses on this status. Students may be granted special admissions status for up to 9 credit hours of course work. Students will not be allowed to continue enrollment after this time until full admission is sought and gained.

Admissions Appeal

Students may appeal a negative admission decision. A formal letter of appeal must be written to the vice president for academic affairs and dean of faculty at BVU, outlining the concerns regarding the admissions decision. The case is forwarded to the appeals panel comprised of the associate dean of faculty, the vice president for enrollment services, and the dean of the school of education. 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.

Advising

If the admissions decision is positive, the applicant is notified and an advisor is assigned by the assistant dean of education and graduate studies to assist the student (in most cases, the assistant dean of education and graduate studies acts as the initial advisor).

Transfer of Graduate Credit

Only students who are in good standing as graduate students at a regionally accredited institution are eligible to apply as graduate transfer students. Transfer credit guidelines are applicable to both degree-seeking (master's degree) and non-degree seeking (licensure only) candidates.

Transfer of credits is limited as follows:

- No more than 6 credit hours may be

transferred into the student's program. The admissions committee will examine the courses for similarity of content and will approve or disapprove the transfer by a simple majority vote.

- Transfer credit must consist of course work that has been obtained from an accredited graduate program within the past 8 years.
- Only course work with an obtained grade of "B" (3.0) or above may be transferred.
- No transfer credit will be granted for the required introductory course, GEDU 510 Introduction to graduate study

The acceptance of the full 6 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 the assistant dean of education and graduate studies. Only work evaluated "B" or above is acceptable for transfer credit and applicable to a specific master's in education degree specialty area. Course work taken for ungraded credit cannot be used toward a degree. Official transcripts must show that the credit is at the graduate level. No transfer credit will be accepted for courses taken by correspondence.

If students wish to seek graduate credit from an institution while enrolled at Buena Vista University and the student wishes that coursework credit to be applied to his/her current program of studies, the transfer student must secure the prior approval of the assistant dean of education and graduate studies. This is to ensure that the course meets the conditions described above. A copy of the approval note will be filed in the Graduate Office.

If the student chooses to pursue transfer of credit, he or she must provide the admissions committee with an official transcript along with a catalog description of the course or courses from the offering institution. Students must request that a specific course be considered for transfer credit for a specific course within the BVU program of studies. Requests for blanket consideration of entire transcripts will not be honored.

Correspondence courses and workshops

Buena Vista University does not accept any course work taken by correspondence for graduate credit.

Retention Policies

Following successful completion of the first 3 courses, the student must continue to maintain a cumulative grade point average (CGPA) of 3.0 in order to remain in good standing. If the

cumulative grade point average drops below 3.0 at the end of any semester, the student may continue to attend for one more semester with the approval of the graduate council. If, following approval to continue through a probationary period, the CGPA has been raised to 3.0, the student may continue with the program in good standing. Students who fail to improve to the level of good standing after one semester of probation will be dismissed from the program. Courses with a grade lower than "C" do not count toward the degree and must be repeated. All coursework from courses must be complete and a final grade assigned, with no outstanding circumstances such as change of grade contract, before students will be permitted to continue on in the program.

Continuous enrollment will allow a student to complete his or her M.Ed. in as little as two years. If students find it necessary to skip a term offering, they may maintain good standing if the course can be made up at a later time. However, if the student fails to enroll for more than 3 consecutive 8 week terms, he or she will be classified as inactive and advisory services will be curtailed.

If, for whatever reason, a student fails to engage in continuous enrollment (as defined above), he or she must petition the graduate council for consideration for re-admittance. The petition must be submitted formally in writing to the assistant dean of education and graduate studies, and must outline the student's request and plan for program completion. Depending on the circumstances of a student's departure from the program and the availability of space in the current courses, the graduate council may provide varied recommendations and requirements for re-admittance. Students will be notified in writing of the council's decision and re-entry requirements.

Technology

The BVU graduate program online uses computer technology to deliver course information over the internet through a course management system. Student access, whether at home or school, is essential to successful study at Buena Vista University. Students are responsible for their own computer access that meets the minimum technical requirements for BVU online as well as internet service of at least 56k or faster speed (high speed recommended).

For the most current computer hardware requirements, follow the "Technical Requirements" link at www.bvu.edu/online.

In addition students enrolled in a fully online program are required to pay a one time technology fee (\$80 for 2009-10). This

fee entitles the student to a personal copy of Microsoft Office Professional, SPSS, and Mathematica. Software CD-ROMS will be included with a welcome kit mailed to an enrolled student shortly after registering for the first course. This technology fee also covers access to 24/7 technical help and other technology services as part of BVU Online. The fee is not refundable after initial course registration.

Students are also required to use a current and supported web browser, such as Internet Explorer (recommended). Students may also need certain plug-ins to access multimedia files used as part of BVU online courses. BVU online maintains a browser checker that will determine whether your browser version is supported and if you have the necessary plug-ins. The checker will provide links to free download sites for any missing plug-ins or for supported browser versions. You should check your software configuration by pointing your browser to: www.bvu.edu/online. You will find a link to the browser checker under technology in the middle of the page.

Registration and Tuition

The 2009-10 tuition cost for the program is \$430 per credit hour for all online courses.

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 Campus Connect at any time.

Methods of payment include check, MasterCard, Discover, Visa by mail, phone, or in person at the Business Office. Contact the Business Office at 800.383.2821, ext. 2041, or mail to Business Office, Buena Vista University, 610 W. 4th St., Storm Lake, IA 50588.

Statements concerning fees are announcements and are not to be regarded as offers to contract. The university reserves the right to change fees and other charges at any time by published notice before the opening of any semester or session.

Registration

Registration for online 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 www.bvu.edu/online.

Deadlines and policies for late registration, adds, drops, and withdraws follow those established for BVU Professional & Online Studies term schedule.

Typical Course Load

The normal class load is 3 credit hours per eight-week term for 5 terms per year in order to complete the minimum required 30-31 credit hours during a two-year program of study through BVU Online. Students in the online graduate program cannot take more than 3 credit hours per term with the exception of Term 6 (July-August) when students may enroll in a maximum of 6 credit hours.

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 in to the course site 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

Time Limitations

All requirements submitted in fulfillment of the master of education degree requirements must have been completed within a period of 8 years. These limitations will be extended only for the period of active duty of students entering the military service. The student must submit a petition upon his or her return from military service.

Grading System

Graduate courses are evaluated only by letter grade; no courses for graduate credit may be taken on a pass/fail basis.

Graduation

The student must have been already admitted to candidacy, and he or she must have been recommended for graduation in the prescribed manner. Recommendations for award of the graduate degree originate with the graduate

advisory committee, and are acted upon by the president and the Board of Trustees.

Degree Requirements

Master of education in curriculum and instruction (M.ED.) students in either emphasis (effective teaching and instructional leadership or teaching English as a second language) complete a common core of classes (GEDU) in addition to courses in their area of emphasis (GECI).

The common core of courses are:
 GEDU 510 Introduction to Graduate Study and Research,
 GEDU 512 Learning, Development and Motivation,
 GEDU 517 Social and Cultural Foundations of Education, and
 GEDU 518 Assessment and Evaluation of Classroom Learning.

In addition to the common core, students pursuing the effective teaching and instructional leadership complete:

GECI 501 Principles of Instructional Design and Curriculum Planning,
 GECI 502 Cognition and Instruction: Research Based Instructional Strategies,
 GECI 503 Differentiating Instruction for Diverse Learners,
 GECI 504 Professional Development and Instructional Leadership,
 GECI 505 Collaborating with Home, School and Community Partners, and
 GEDU 591 Capstone Portfolio: Effective Teaching and Instructional Leadership.

In addition to the common core, students pursuing the teaching English as a second language complete:

GECI 541 Second Language Acquisition for Classroom Teachers,
 GECI 542 Applied Linguistics,
 GECI 543 Methods and Curriculum Development in Teaching English as a Second Language,
 GECI 503 Differentiating Instruction for Diverse Learners,
 GECI 544 Assessment Issues in Second Language Learning,
 GECI 558 Practicum in Teaching English as a Second Language (K-6) or GECI 559 Practicum in Teaching English as a Second Language (7-12) and GEDU 592 Capstone Portfolio: Teaching English as a Second Language.

See course description section of the catalog.

GRADUATE CERTIFICATION IN TEACHING ENGLISH AS A SECOND LANGUAGE (TESL)

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 their content area. 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 21 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.

Application Timeline

Applications to the program are accepted on a continual basis, with students being allowed to begin the program during the first available course cycle after acceptance into the program. The Admissions Committee will review completed application files and will notify candidates in writing of their status. The application materials are available online. For assistance with completing application forms for the online program contact:

BUVU Online

Buena Vista University
610 W. Fourth Street
Storm Lake, IA 50588
Phone: 877.288.0423
E-mail: bvuonline@bvu.edu

Criteria for Full Admission

- Completed application packet.
- Completed undergraduate degree from an accredited institution. An official transcript denoting the degree awarded must be submitted as part of the application package
- A minimum cumulative undergraduate college grade point average (GPA) of 2.75 (on a 4.0 scale)*
- Submission of a writing sample/ autobiography (see application procedures below)
- Three letters of recommendation from specified sources (see application)
- Official transcripts from all undergraduate or graduate institutions attended
- Copy of a valid K-12 teaching certificate or license.
- 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

Admission Procedures

Online and printable applications are available through the “Apply” link at www.bvu.edu/grad. Applications for this program are submitted online. For any assistance with the application process contact the BVU Online Office.

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

1. Complete the application form, including written responses (please limit responses to approximately 250-300 words each) to the following questions:
 - Why are you applying to this program at this time?
 - How do you plan to contribute to this program? What do you expect to take from it?
 - How will support your own success in this program. That is, what steps will you take to ensure your success in this academically rigorous endeavor?

Candidates are advised that these written responses ought to reflect both depth and breadth of understanding and/or interest in the program. These statements are considered by the Admissions Committee as a writing sample indicative of the candidate’s command of the English language, ability to engage in graduate level writing both mechanical and conceptual/analytical, and the applicant’s readiness for graduate study.
2. Obtain three letters with supportive endorsement or recommendation from:
 - Your current supervisor
 - A professional peer, and
 - A person of your choice who has direct knowledge of your professional experience

Recommendation forms are available online in a .pdf (Adobe Acrobat) format.
3. Request official transcripts to be forwarded to the Graduate Studies program. If you are a graduate of Buena Vista University, we

can access those documents for you.

4. Submit an application processing fee of \$50 with completed application.

Admission Decisions

Upon receiving ALL application materials, an admissions packet is compiled by the BVU Online Office. The completed admissions packet is forwarded to the assistant dean of education and graduate studies, who screens the applicants to ensure that they meet the admission requirements itemized above. If requirements are met, the application 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.

All students are admitted to the program on a provisional status. Students must earn a grade of “B” or better in all coursework in the completion of the first nine credit hours of coursework attempted. Students meeting these criteria 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 coursework 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 a single graduate level course from BVU. Candidates must be granted special permission to do so from the assistant dean of education and graduate studies, and permission to do so will be only granted if there is course space available, with full admission candidates given first priority for registration in these courses. Candidates interested in this status must submit all previous official transcripts, provide a copy of a valid teaching license, and send a request in writing to the assistant dean of education and graduate studies for consideration to take courses on this status. Students may be granted special admissions status for up to nine credit hours of course work. Students will not be allowed to continue enrollment after this time until full admission is sought and gained.

Admissions Appeal

Students may appeal a negative admission decision. A formal letter of appeal must be written to the vice president for academic affairs and dean of faculty at BVU, outlining the concerns regarding the admissions decision.

The case is forwarded to the appeals panel comprised of the associate dean of faculty, the vice president for enrollment services, and the dean of education. 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.

Advising

If the admissions decision is positive, the applicant is notified and an advisor is assigned by the assistant dean of education and graduate studies to assist the student (in most cases, the assistant dean of education and graduate studies acts as the initial advisor).

Transfer of Graduate Credit

Only students who are in good standing as graduate students at a regionally accredited institution are eligible to apply as graduate transfer students.

Transfer of credits is limited as follows:

- No more than six credit hours may be transferred into the student’s program. The Admissions Committee will examine the courses for similarity of content and will approve or disapprove the transfer by a simple majority vote.
- Transfer credit must consist of course work that has been obtained from an accredited graduate program within the past eight years.
- Only course work with an obtained grade of “B” (3.0) or above may be transferred.

The acceptance of the full six 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 the assistant dean of education and graduate studies. Only work evaluated “B” or above is acceptable for transfer credit. Course work taken for ungraded credit cannot be used toward a degree. Official transcripts must show that the credit is at the graduate level. No transfer credit will be accepted for courses taken by correspondence.

If students wish to seek graduate credit from an institution while enrolled at Buena Vista University and the student wishes that coursework credit to be applied to his/her current program of studies, the transfer student must secure the prior approval of the assistant dean of education and graduate studies. This is to ensure that the course meets the conditions described above. A copy of the approval note will be filed in the Graduate Office.

If the student chooses to pursue transfer of credit, he or she must provide the Admissions Committee with an official transcript along with a catalog description of the course or courses from the offering institution. Students must request that a specific course be considered for transfer credit for a specific course within the BVU program of studies. Requests for blanket consideration of entire transcripts will not be honored.

Correspondence Courses and Workshops

Buena Vista University does not accept any course work taken by correspondence for graduate credit.

Retention Policies

Following successful completion of the first three courses, the student must continue to maintain a cumulative grade point average (CGPA) of 3.0 in order to remain in good standing. If the cumulative grade point average drops below 3.0 at the end of any semester, the student may continue to attend for one more semester with the approval of the Graduate Council. If, following approval to continue through a probationary period, the CGPA has been raised to 3.0, the student may continue with the program in good standing. Students who fail to improve to the level of good standing after one semester of probation will be dismissed from the program.

Courses with a grade lower than “C” do not count toward the degree and must be repeated. All coursework from courses must be complete and a final grade assigned, with no outstanding circumstances such as change of grade contract, before students will be permitted to continue on in the program.

Continuous enrollment will allow a student to complete this graduate certification in as little as one year. If students find it necessary to skip a term offering, they may maintain good standing if the course can be made up at a later time. However, if the student fails to enroll for more than three consecutive eight week terms, he or she will be classified as inactive and advisory services will be curtailed.

If, for whatever reason, a student fails to engage in continuous enrollment (as defined above), he or she must petition the Graduate Council for consideration for re-admittance. The petition must be submitted formally in writing to the assistant dean of education and graduate studies, and must outline the student’s request and plan for program completion. Depending on the circumstances of a student’s departure from the program and the availability of space

in the current courses, the Graduate Council may provide varied recommendations and requirements for re-admittance. Students will be notified in writing, of the council’s decision and reentry requirements.

Technology

The BVU graduate program online uses computer technology to deliver course information over the internet through a course management system. Student access, whether at home or school, is essential to successful study at Buena Vista University. Students are responsible for their own computer access that meets the minimum technical requirements for BVU Online as well as internet service of at least 56k or faster speed (high speed recommended).

For the most current computer hardware requirements, follow the “Technical Requirements” link at www.bvu.edu/online.

In addition students enrolled in a fully online program are required to pay a one-time technology fee (\$80 for 2009-2010). This fee entitles the student to a personal copy of Microsoft Office Professional, SPSS, and Mathematica. Software CD-ROMS will be included with a welcome kit mailed to an enrolled student shortly after registering for the first course. This technology fee also covers access to 24/7 technical help and other technology services as part of BVU Online. The fee is not refundable after initial course registration.

Students are also required to use a current and supported web browser, such as Internet Explorer (recommended). Students may also need certain plug-ins to access multimedia files used as part of BVU online courses. BVU Online maintains a browser checker that will determine whether your browser version is supported and if you have the necessary plug-ins. The checker will provide links to free download sites for any missing plug-ins or for supported browser versions. You should check your software configuration by pointing your browser to: www.bvu.edu/online. You will find a link to the browser checker under Technology in the middle of the page.

Registration and Tuition

The 2009-2010 tuition cost for the program is \$430 per credit hour for all online courses. 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 Campus Connect at any time.

Methods of payment include check, MasterCard, Discover, Visa by mail, phone, or in person at the Business Office. Contact the Business Office at 800.383.2821, ext. 2041, or mail to Business Office, Buena Vista University, 610 W. 4th St., Storm Lake, IA 50588.

Statements concerning fees are announcements and are not to be regarded as offers to contract. The university reserves the right to change fees and other charges at any time by published notice before the opening of any semester or session.

Registration

Registration for online 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 www.bvu.edu/online.

Deadlines and policies for late registration, adds, drops, and withdraws follow those established for BVU Professional & Online Studies term schedule.

Typical Course Load

The normal class load is 3 credit hours per eight week term for 5 terms per year in order to complete the minimum required 21 credit hours during a one-year program of study through BVU Online. Students in the online graduate program cannot take more than three credit hours per term with the exception of Term 6 (July-August) when students may enroll in a maximum of 6 credit hours.

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 in to the course site for a period of more than seven 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 nonattending and blocked from course access are not withdrawn from the course unless they indicate in writing.

Time Limitations

All requirements submitted in fulfillment of the graduate certification requirements must have been completed within a period of eight years. These limitations will be extended only for the period of active duty of students entering the military service. The student must submit a petition upon his or her return from military service.

Grading System

Graduate courses are evaluated only by letter grade; no courses for graduate credit may be taken on a pass/fail basis.

Degree Requirements

Students in graduate certification of teaching English as a second language complete the following program of classes:

GEDU 517 Social and Cultural Foundations of Education,
GECI 503 Differentiating Instruction for Diverse Learners,
GECI 541 Second Language Acquisition for Classroom Teachers,
GECI 542 Applied Linguistics,
GECI 543 Methods and Curriculum Development in Teaching English as a Second Language,
GECI 544 Assessment Issues in Second Language Learning,
GECI 560 Practicum in Teaching English as a Second Language (K-6) or
GECI 561 Practicum in Teaching English as a Second Language (7-12)

See course description section of the catalog.

GRADUATE STUDENT APPEAL 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. 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 understanding of the faculty member's assessment of the student's work.

Steps students must take in this process must include:

1. In writing, the student identifies his/her concerns by drafting a letter indicating the course, instructor, the grade received, the grade the student believes he/she should have received, and the reasons why a grade different from the one assigned is more appropriate in his/her judgment.
2. The letter must include the student's signature and is delivered or mailed to the assistant dean of education and graduate studies.
3. Generally within a week's time, the assistant dean of education and graduate studies will meet with the student. The student should bring any related course materials from the course in question with him/her to this meeting.
4. The assistant dean of education and graduate studies will meet with the faculty person involved with the grade challenge. At this point, the faculty member may also have documents for review (papers, final exams, etc. for which the student does not have ownership).
5. Based on the materials and information from the student and faculty member, assistant dean of education and graduate studies resolves the question(s) identified in the appeal. The assistant dean of education and graduate studies may choose to ask for a meeting with the student and faculty member or consult with others as appropriate; the assistant dean of education and graduate studies decision of the appeal will be communicated in writing to the student and faculty person involved within two weeks of receiving the request for appeal from the student. If a change of grade is warranted, appropriate paperwork for a change of grade will be initiated by the assistant dean of education and graduate studies.
6. The student or faculty member in the graduate program may appeal the assistant dean of education and graduate studies' decision to the dean of the School of Education. Such an appeal must state the reason(s) and be presented in writing within two (2) class days after receiving the decision from the assistant dean of education and graduate studies and includes forwarding the paperwork the assistant dean of education and graduate studies received to the dean of the School of Education who reviews the materials and may ask for meetings with the student and/or faculty member involved. The dean of School of Education may also need to confer with appropriate school deans or others. The dean of the School of Education communicates her/his decision in writing within two weeks of receiving the request for appeal.
7. The student or faculty member may appeal the dean of the School of Education's decision to the vice president for academic affairs (VPAA). Such an appeal must state the reason(s) and be presented in writing within two (2) class days after receiving the decision from the dean of the School of Education and includes forwarding the paperwork the dean received to the VPAA. The VPAA reviews the materials and may ask for meetings with the student and/or faculty member involved. The VPAA communicates her/his decision in writing within two weeks of receiving the request for appeal. The decision of the VPAA is final.

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

GRADUATE FINANCIAL AID

Financial support for graduate education is limited in comparison to undergraduate education. Graduate financial aid in the form of student loans is available to students enrolled in at least three credits per semester. The FAFSA (Free Application for Federal Student Aid) must be filed annually to apply for financial aid. At this time, there is one potential source for loans for graduate education available through Buena Vista University:

- The federal Stafford loan program, provided by an individual lending institution from

federal funds. Awards are restricted to students who are enrolled as a full-time student. Full-time status is defined as continuous enrollment in the prescribed series of courses. www.fafsa.ed.gov/

Please contact the Office of Financial Aid at Buena Vista University, 800.383.2821, ext. 2164, for assistance.

COURSE DESCRIPTIONS**COURSE FREQUENCY KEY:****F** = Fall/Storm Lake**I** = Interim**S** = Spring/Storm Lake**AN** = As needed**ALT F** = Alternate Fall**ALT I** = Alternate Interim**ALT S** = Alternate Spring**ALT 3 S** = Alternative every third spring**ALT 3 F** = Alternative every third fall

BVU Professional & Online Studies students consult specific location schedules for frequency of course offerings.

Graduate students consult graduate schedule for course offerings.

BUENA VISTA UNIVERSITY COURSES (OBVU)**OBVU 100****First-Year Seminar****F****3 CR**

The first-year seminar is a small-section course that focuses on the exercise and development of basic academic skills within the context of a specific discipline-oriented topic. The goal of the course is to enhance critical thinking while sharpening ability in the skill areas of writing, reading, and speaking. The course is also intended to assist students in the transition to life within a learning community, and to facilitate understanding of the privileges, responsibilities, and expectations that accompany membership in such a community. Registration in this course in the first fall semester of enrollment is required of all students who enter Buena Vista University as first-year college students. The course is a three-credit course and is offered only on a graded (A, B, C, D, F) basis and may not be repeated.

OBVU 120**Computer Applications****F, S****3 CR**

A laboratory experience through which students will gain basic computer application proficiencies. Applications such as word processing, spreadsheet management, database management and presentation management will be covered. Must earn a grade of "C" or better to complete foundation requirements. *General education foundations course.*

OBVU 300**BVU Seminar****AN****3 CR**

This course focuses on the exercise of basic academic skills within the context of a specific topic. It is intended to: a) immerse new Professional and Online students in a topic relevant to BVU's emphasis on globalism, b) assist them in further developing important academic skills, and c) familiarize them with the BVU resources they will need to be successful in their program of study. The course will be required of all new P&O students seeking their first baccalaureate degree and is to be taken during their first 12 credit hours at BVU. Students who have not completed the course by the end of their first 12 credit hours will not be allowed to enroll in any other courses until they have completed this course. This is a three-credit course and is offered only on a graded (A, B, C, D, F) basis. *The course is not available to Storm Lake students. General education explorations – humanities course.*

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, S****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.*

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| ACCT 300 | Accounting Information Systems | ALT S | 3 CR |
| | A study of how accounting information systems are incorporated into the profit and nonprofit entities of today. It emphasizes a conceptual framework for the accountant's responsibility for the design, operation, and control of accounting information systems applications. <i>Prerequisite: ACCT 206.</i> | | |
| ACCT 301 | Intermediate Accounting I | F | 4 CR |
| | A study of accounting of the more complex and advanced type; valuation of balance sheet, income statement and analysis of retained earnings; account analysis and definition. <i>Prerequisite: ACCT 206.</i> | | |
| ACCT 302 | Intermediate Accounting II | S | 4 CR |
| | A continuation of ACCT 301. <i>Prerequisite: ACCT 301.</i> | | |
| ACCT 306 | Intermediate Accounting I | | 3 CR |
| | A study of accounting of the more complex and advanced type; valuation of balance sheet, income statement and analysis of retained earnings; account analysis and definition. <i>Prerequisite: ACCT 206. Offered only at specific BVU Professional & Online Studies locations.</i> | | |
| ACCT 307 | Intermediate Accounting II | | 3 CR |
| | A continuation of ACCT 306. <i>Prerequisite: ACCT 306. Offered only at specific BVU Professional & Online Studies locations.</i> | | |
| ACCT 308 | Intermediate Accounting III | | 3 CR |
| | A continuation of ACCT 307. <i>Prerequisite: ACCT 307. Offered only at specific BVU Professional & Online Studies locations.</i> | | |
| ACCT 309 | Cost Accounting | F | 3 CR |
| | A study of fundamental cost accounting concepts, budgets, inventory costing and management issues, relevant information in non-routine decision making, pricing decisions, and an introduction to strategic analysis. <i>Prerequisite: ACCT 206.</i> | | |
| ACCT 310 | Accounting for Managers | AN | |
| | 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 403 | Advanced Accounting | F | 4 CR |
| | A study of advanced accounting techniques and theory. <i>Prerequisite: ACCT 302.</i> | | |
| 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. <i>Prerequisite: ACCT 302 or ACCT 308.</i> | | |
| ACCT 413 | Advanced Accounting I | | 3 CR |
| | A study of advanced accounting techniques and theory. <i>Prerequisite: ACCT 302 or ACCT 308. Offered only at specific BVU Professional & Online Studies locations.</i> | | |

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| ACCT 414 | Advanced Accounting II | | 3 CR |
| | A continuation of ACCT 413, includes governmental and not-for-profit accounting. <i>Prerequisite: ACCT 413. Offered only at specific BVU Professional & Online Studies locations.</i> | | |
| ACCT 415 | Individual Federal Income Tax | F | 3 CR |
| | A study of the basics of federal individual tax. Includes tax research and computer applications for the preparation of returns. <i>Prerequisite: ACCT 205.</i> | | |
| ACCT 416 | Corporate Federal Income Tax | S | 3 CR |
| | A study of the basics of corporate income tax law. Includes tax research and computer applications for the preparation of returns. <i>Prerequisite: ACCT 205.</i> | | |
| 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. Includes budgetary, fund, not-for-profit, healthcare, and college accounting. <i>Prerequisite: ACCT 302 or ACCT 307.</i> | | |
| ACCT 430 | Current Accounting Issues | AN | 3CR |
| | 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. <i>Prerequisite: ACCT 302 or ACCT 308.</i> | | |
| ACCT 465 | Auditing and Attestation | AN | 3CR |
| | 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. <i>Prerequisite: ACCT 405.</i> | | |
| ACCT 466 | Financial Accounting and Reporting | AN | 3CR |
| | 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. <i>Prerequisite: ACCT 403.</i> | | |
| 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/N/C grading. Repeatable for credit. <i>Prerequisite: Accounting major with 70 credit hours and consent of instructor.</i> | | |

ACADEMIC ENRICHMENT (AEXL)

AEXL AEXL courses are offered from the Center for Academic Excellence and are considered developmental courses. See page 19 for listing of courses available.

**ART (ART)
ART 100**

Art Survey **F,S** **3CR**
The course is designed to provide the student with a basic understanding of the history of art and the principles involved in understanding, appreciating and the criticism of the visual arts. Does not apply for major or minor credit in art. *General education explorations – fine arts course.*

ART 201 **Art Foundations I** **F** **3CR**

The course is designed to cause students to see, respond, and think of themselves as artists. Art Foundations deals with problems of value as they occur in drawing with a variety of non-color materials. Additional work in dimensional expression is included. *General education explorations - fine arts course.*

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| ART 202 | Art Foundations II | S | 3 CR |
| | The course is directed toward the study of color theory and its application. Problems of color illusion and psychology will be addressed, as well as an introduction to drawing and painting with colored mediums. <i>General education explorations – fine arts course.</i> | | |
| ART 279 | Photography | F, S* | 3 CR |
| | See MDST 279 for description. | | |
| ART 300 | Methodology of Art Criticism and Analysis | | 3 CR |
| | This course is designed to introduce students to the study of art criticism and analysis. Through a combination of readings, writing assignments and viewing works of art, various aspects of art historical methodologies, fields, theories and practices will be explored. This course seeks to solidify the ability of the student to apply what is learned in art historical writings toward the critical analysis of works of art that they may see throughout their lifetime. <i>General education explorations – fine arts course.</i> | | |
| ART 301 | Prehistoric and Medieval Art History | F | 3 CR |
| | The course will consider the art of developing cultures and trace its evolution through prehistoric and primitive, ancient, classical, and medieval periods. <i>General education explorations – fine arts course.</i> | | |
| ART 302 | European Renaissance Art History | S | 3 CR |
| | The course will consider stylistic developments in European art during the Renaissance period. <i>General education explorations – fine arts course.</i> | | |
| ART 303 | Baroque to Modern Art History | F | 3 CR |
| | The course will consider stylistic developments in European art from the close of the Renaissance period through Dada and Surrealism. <i>General education explorations – fine arts course.</i> | | |
| ART 304 | Modern Art History | S | 3 CR |
| | The course will consider the stylistic developments in art from American colonial times until the present day. Special emphasis is placed on world trends in art since 1945. <i>General education explorations – fine arts course.</i> | | |
| ART 310 | Painting | ALT F,S | 3 CR |
| | Introductory level oil and/or acrylic painting. The class deals with subject matter selection, technique, color mixing and application, and critique. <i>Prerequisite: ART 201 and ART 202 or permission of the instructor.</i> | | |
| ART 320 | Sculpture | S | 3 CR |
| | Introductory level problems in three dimensions. The class will study various processes for the production of and expression in sculptural form. <i>Prerequisite: ART 201 and ART 202 or permission of the instructor.</i> | | |
| ART 331 | Ceramics: Intro to Wheel Throwing | F | 3 CR |
| | This course is an introduction to functional ceramics. The class will consider techniques of wheel throwing, trimming, decorating, glazing, and firing of ceramic materials. <i>Prerequisite: ART 201, ART 202 or permission of the instructor.</i> | | |
| ART 332 | Ceramics: Basic Handbuilding & Sculptural Forms | S | 3 CR |
| | This course is an introduction to fine arts ceramics. The class will consider techniques of handbuilding, mold-making for ceramics, glazing, clay preparation, and firing. <i>Prerequisite: ART 201, ART 202 or permission of the instructor.</i> | | |
| ART 340 | Printmaking: Intaglio | ALT F,S* | 3 CR |
| | Introductory level problems in art printmaking. The course will acquaint the student with the processes of intaglio, collograph, and monoprint production. <i>Prerequisite: ART 201</i> | | |

and ART 202 or permission of the instructor. *Alternates with ART 341.

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| ART 341 | Printmaking: Lithography | ALT F, S* | 3 CR |
| | Introductory level problems in art printmaking. The course will acquaint the student with the processes of lithography, relief, and silkscreen production. <i>Prerequisite: ART 201 and ART 202 or permission of the instructor. *Alternates with ART 340.</i> | | |
| ART 410 | Advanced Painting | ALT F, S | 3 CR |
| | Advanced problems in painting. The course may be repeated for credit. <i>Prerequisite: ART 310.</i> | | |
| ART 420 | Advanced Sculpture | S | 3 CR |
| | Advanced problems in sculpture. The course may be repeated for credit. <i>Prerequisite: ART 320.</i> | | |
| ART 430 | Advanced Ceramics | F, S | 3 CR |
| | This course involves advanced problems in ceramics including glaze calculation and kiln firing procedures. The course may be repeated for credit. <i>Prerequisite: ART 330, ART 331 or ART 332.</i> | | |
| ART 440 | Advanced Printmaking | ALT F, S | 3 CR |
| | Advanced problems in printmaking in which the student will be expected to develop expert proficiency in the medium. The course may be repeated for credit. <i>Prerequisite: ART 340 or ART 341.</i> | | |
| ART 460 | Advanced Drawing | S | 3 CR |
| | This course focuses on the study of the human figure through problem-solving. Students will face a variety of drawing situations throughout the course and will be directed to use specific techniques to respond to the situations in order to expand their awareness of technical choices in drawing. This studio course places emphasis on human anatomy and the subsequent rendering of proportion, weight, form and mass of the figure on a two-dimensional surface. <i>Prerequisite: ART201, ART202, and one from the following (ART 310, 320, 331, 332, 340, or 341).</i> | | |
| ART 492 | Senior Seminar | F | 2 CR |
| | This course is a capstone course for art and graphic design majors which will consider issues such as résumé and portfolio preparation, grant writing, oral and written proposal presentation and other topics pertinent to the student artist's entry into the marketplace. Considerable emphasis will be placed on contemporary issues in the artistic critical community and the means by which artists may enter that community. | | |
| ART 493 | Senior Exhibition | F, S | 1 CR |
| | The preparation, installation, advertising, and presentation of a show of the student artist's work. <i>Prerequisite: Permission of the instructor and ART 492.</i> | | |
| ART 495 | Internship | | Variable CR |
| | The internship is an intensive work experience which is related to the student's major interest. Students will be placed in selected organizations which are willing to help them become involved in their chosen career path. P/N/C grading. Repeatable for credit. <i>Prerequisite: Approval of supervising faculty member.</i> | | |
| ART 497 | Senior Directed Research | F, S | 1 CR |
| | A supervised research project that is appropriate for the student's interest within art history. <i>Prerequisite: Approval of supervising faculty member.</i> | | |
| ARTS MANAGEMENT (AMGT) | | | |
| AMGT 425 | Issues in Arts Management | ALT S | 3 CR |
| | This course will explore the intersections of art and business by providing an overview of | | |

the conceptual and practical structures of arts management for not-for-profit organizations with attention paid to the for-profit marketplace. Emphasis will be on developing arts leaders for communities. Topics will include cultural policy, advocacy, funding sources and strategies, contracts and negotiations, educational outreach, marketing and audience development, programming, and vocational planning. *Prerequisite: Junior or senior class standing.*

AMGT 490 Portfolio F, S 0 CR
 A collection of the student’s work across the major in preparation for job searches and demonstration of intellectual and creative growth. Individual presentations of portfolio required. *Prerequisite: Senior standing.*

AMGT 495 Internship Variable CR
 Intensive work experience that is related to the student’s major interest. Students will be placed in selected organizations that are willing to help them become involved in their chosen career path. P/NC grading. Repeatable for credit. *Prerequisite: Approval of supervising faculty member.*

ATHLETIC TRAINING

See listings under exercise science.

BIOLOGY (BIOL)

INTRODUCTION TO BIOLOGICAL SCIENCE AN* 1 CR
BIOL 104 Cancer and Aging 1 CR
BIOL 106 The Brain 1 CR
BIOL 107 Human Genetics 1 CR
BIOL 108 Human Reproduction and Development 1 CR
BIOL 109 Ecology 1 CR
BIOL 110 Infectious Diseases 1 CR
BIOL 112 Evolution 1 CR
BIOL 113 Biology of Birds 1 CR
BIOL 114 Aquatic Biology 1 CR

One-hour classes oriented to the non-science major. Each is devoted to an in-depth study of a current topic in biology of human concern. *General education explorations – science course. *Minimum of 2 courses offered each semester.*

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 explorations – science course.*

BIOL 120 Life Science with a Human Focus AN 3 CR
 A course designed for the non-science major, focused on the human body as a physical system and how humans influence and are influenced by their environment. *General education explorations – science course.*

BIOL 142 Introduction to Human Physiology S 3 CR
 A course designed for athletic training and exercise science human performance majors as a study of the function of the organ systems responsible for maintaining the human body in a dynamic state. *Prerequisite: EXSC 140. General education explorations – science course.*

BIOL 163 Biological Principles I F 4 CR
 Fundamental concepts pertaining to evolution, ecology and genetics are developed in this course intended for biology majors. 3 lectures plus 1 two-hour lab. *General education explorations – science course.*

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| BIOL 164 | Biological Principles II | S | 4 CR |
| | Fundamental concepts pertaining to organismal and cell biology are developed in this course intended for biology majors. <i>General education explorations – science course.</i> | | |
| BIOL 200 | Research Experience | S | 1 CR |
| | As a member of small research team, sophomore biology majors will participate in an ongoing study. In addition they will conduct a literature review of a topic of interest and prepare a research proposal for a project to be conducted during their third year. P/NC grading. <i>Prerequisite: BIOL 163 and BIOL 164, or consent of instructor.</i> | | |
| BIOL 210 | Zoology | ALT S | 4 CR |
| | A study of representatives of the animal kingdom, their structure, life processes, distribution, development, adaptation, and classification. Three lectures plus one two-hour laboratory period. <i>Prerequisite: BIOL 163 and BIOL 164, or consent of 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 lectures plus one two-hour laboratory period. <i>Prerequisite: BIOL 163 and BIOL 164, or consent of instructor.</i> | | |
| BIOL 240 | Microbiology | F | 4 CR |
| | The study of micro-organisms in their relationship to agriculture, sanitation, and disease, with emphasis upon laboratory technique. Three lectures plus one three-hour laboratory period. <i>Prerequisite: BIOL 163 and BIOL 164, or consent of 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 lectures plus one two-hour laboratory period. <i>Prerequisite: BIOL 163 and BIOL 164, or consent of instructor.</i> | | |
| BIOL 270 | Evolution | F | 3 CR |
| | A study of the historical development of evolutionary thinking and the processes and results of organic evolution. <i>General education explorations – science course.</i> <i>Prerequisite: BIOL 163 and BIOL 164, or consent of instructor.</i> | | |
| BIOL 280 | Human Anatomy | F | 4 CR |
| | A survey of human anatomy including dissection of a human cadaver in the laboratory. This course is designed primarily for biology majors, athletic training majors, and pre-professional students. <i>Prerequisite: BIOL 164.</i> | | |
| BIOL 300 | Research Experience | S | 1 CR |
| | As the leader of a small research team, individuals who are in their third curricular year in biology will conduct a project of their own design. They will gather data, record data, and wisely utilize the assistance of their team members. P/NC grading. <i>Prerequisite: BIOL 200.</i> | | |
| BIOL 303 | Ecology and Society | AN | 3 CR |
| | This course, intended for professional and 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. <i>General education explorations – science course.</i> | | |

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| BIOL 305 | Cell Biology A study of biological organization and function at the cellular level. Cellular anatomy, metabolism, and reproduction are emphasized. 3 lectures plus 1 two-hour laboratory period. <i>Prerequisite: BIOL 163 and BIOL 164, or consent of instructor.</i> | S | 4 CR |
| BIOL 311 | Embryology This is a study of germ cell maturation, fertilization, early development, organogenesis, and physiological adaptations of fetuses, with emphasis on humans. Three lectures. <i>Prerequisite: BIOL 280.</i> | AN | 3 CR |
| BIOL 320 | Immunology This is an introduction to the fundamentals of immunology. Topics include the history of immunology, structure and function of the lymphoid system, antibodies and antigens, and cellular and humoral immune responses. In addition, aspects of histocompatibility, cancer biology, and vaccine technology topics will be considered. <i>Prerequisite: BIOL 163 and BIOL 164, or consent of instructor.</i> | AN | 3 CR |
| BIOL 325 | Endocrinology An introduction to the fundamentals of endocrinology. Topics include the anatomy, histology, and physiology of the endocrine organs, hormone synthetic pathways, the regulation of hormone secretion, and the physiological action of hormones. <i>Prerequisite: BIOL 163 and BIOL 164, or consent of instructor.</i> | AN | 3 CR |
| BIOL 330 | Histology Study of microscopic structure and functions of cells, tissues, and organs. Laboratory devoted to cellular morphology and microtechniques. Three lectures plus one three-hour laboratory period. <i>Prerequisite: BIOL 280.</i> | AN | 4 CR |
| BIOL 335 | Virology A study of animal viruses with an emphasis on viral replication, pathogenesis, and epidemiology. Successful completion of either BIOL 240 or BIOL 260 is recommended before taking this course. <i>Prerequisite: BIOL 163 and BIOL 164, or consent of instructor.</i> | AF | 3 CR |
| BIOL 340 | Parasitology A study of representative parasitic protozoa, helminthes, and arthropods with consideration of the interaction of host and parasite. Three lectures plus one three-hour laboratory period. BIOL 210 is highly recommended. <i>Prerequisite: BIOL 163 and BIOL 164, or consent of instructor.</i> | AN | 4 CR |
| BIOL 360 | Ecology Study of the relationship between organisms and their environment, interrelations in the species, population and community. Three lecture periods and one four-hour laboratory. BIOL 210 is highly recommended. <i>Prerequisite: BIOL 163 and BIOL 164, or consent of instructor.</i> | AN | 4 CR |
| BIOL 365 | Freshwater Biology A study of scientific concepts related to the physico-chemical and biological environment as well as problems and issues of freshwater systems. Students are introduced to methods of freshwater investigations within a combination of three different lotic and lentic systems. Three lecture hours plus two laboratory hours. <i>Prerequisite: BIOL 163, BIOL 164, and CHEM 152 or consent of instructor.</i> | ALT F | 4 CR |
| BIOL 366 | Mammalogy Study of the taxonomy, ecology, and anatomical or physiological adaptations of mammals with special emphasis given to mammals of Iowa. Three lecture periods and one two-hour laboratory. BIOL 210 is highly recommended. <i>Prerequisite: BIOL 163 and BIOL 164, or consent of instructor.</i> | AN | 4 CR |

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|-----------------|---|-----------|--------------------|
| BIOL 370 | Animal Behavior | AN | 4 CR |
| | An introduction to ethology, the study of behavior as a characteristic of an organism. Course includes evolution and development of behavior, learning, communication, biological rhythms, and social behavior. Lab consists of behavioral observations of a species. BIOL 210 is highly recommended. <i>Prerequisite: BIOL 163 and BIOL 164, or consent of instructor.</i> | | |
| BIOL 380 | Human Physiology | S | 4 CR |
| | Critical study of the biochemical and biophysical processes responsible for maintaining the organism in its dynamic state. <i>Prerequisite: CHEM 152; BIOL 164.</i> | | |
| BIOL 385 | Neuroscience | AN | 4 CR |
| | An investigation into principles of brain function from neurons to behaviors within the context of current technological advances in studies of brain function. Students will participate in a lab focusing on current methods in neuroscience research. Three lecture hours plus one two-hour laboratory period. Successful completion of BIOL 380 is recommended before taking this course. <i>Prerequisite: BIOL 163 and BIOL 164, or consent of the instructor.</i> | | |
| BIOL 390 | Molecular Biology | S | 4 CR |
| | An investigation of the importance and effects of DNA, RNA, and proteins within the context of a class project. Emphasis is placed on active learning, the development of laboratory skills, and genuine discovery. Successful completion of BIOL 260 or BIOL 305 is recommended before taking this course. <i>Prerequisite: BIOL 163 and BIOL 164, or consent of the instructor.</i> | | |
| BIOL 400 | Research Experience | S | 1 CR |
| | Students will analyze the data gathered during the research project, conduct statistical analysis where appropriate, and organize it for presentation (either written, public or both). P/NC grading. <i>Prerequisite: BIOL 300.</i> | | |
| BIOL 495 | Internship | | Variable CR |
| | This course involves an internship in which the student works closely with a professional in his/her field. P/NC grading. Repeatable for credit. <i>Prerequisite: Approval of supervising faculty member.</i> | | |
| BIOL 496 | Field Studies | AN | 0-3 CR |
| | A travel experience in which the student participates in a trip that involves a biological emphasis or completes an approved course at a field station. P/NC grading. | | |
| BIOL 498 | Senior Capstone Seminar | F | 1 CR |
| | Designed as a final course in biology. This seminar considers philosophical perspectives of science and the role of the scientist in society. Repeatable for credit. | | |

BUSINESS ECONOMICS

See listings under economics.

BUSINESS EDUCATION (BUED)

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|-----------------|--|---------------|-------------|
| 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. <i>Prerequisite: OBVU 120.</i> | | |

CHEMISTRY (CHEM)

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| 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. <i>General education explorations – science course.</i> | | |
| CHEM 151 | General and Inorganic Chemistry | 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 and one three-hour laboratory period. <i>General education explorations – science course. Prerequisite: MATH 100 or equivalent.</i> | | |
| CHEM 152 | Inorganic Chemistry and Qualitative Analysis S | | 4 CR |
| | The lectures of CHEM 151 are continued to include equilibrium, kinetics, pH, and nuclear chemistry. The laboratory work is chiefly semi-micro systematic separation and identification of inorganic anions and cations. 3 lectures and 1 three-hour laboratory period. <i>Prerequisite: CHEM 151.</i> | | |
| CHEM 261 | Organic Chemistry I | F | 5 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. 4 lectures and 1 three-hour laboratory period. <i>Prerequisite: CHEM 152.</i> | | |
| CHEM 262 | Organic Chemistry II | S | 5 CR |
| | Continuation of CHEM 261. Course covers major functional groups of biological interest and carbohydrates. Laboratory continues organic synthesis and includes qualitative analysis of organic compounds. 4 lectures and 1 three-hour laboratory period. <i>Prerequisite: CHEM 261.</i> | | |
| CHEM 263 | Organic Chemistry II | S | 4 CR |
| | Continuation of CHEM 261 concurrent lecture with existing course, CHEM 262 (5 hours), but with no laboratory. <i>Prerequisite: CHEM 261.</i> | | |
| CHEM 300 | Chemistry Research | F, S | Variable CR |
| | Individuals will participate in a chemistry research project, directed by a member of the chemistry faculty. Research findings will be presented in written form, and orally in chemistry seminar (CHEM 498). Participants will be encouraged to present their research at other on-campus events, and at off-campus meetings. Repeatable for credit. <i>Prerequisite: CHEM 262, or consent of instructor.</i> | | |
| CHEM 311 | Quantitative Analysis | F | 4 CR |
| | Introduction to the theory and practice of standard techniques of chemical analysis, especially in the areas of gravimetry, titration, electrochemistry, and chromatography. 3 lectures and 1 three-hour laboratory period. <i>Prerequisite: CHEM 152.</i> | | |
| CHEM 321 | Spectroscopy | ALT S | 2 CR |
| | Presents the basic theories underlying spectroscopy while incorporating modern viewpoints of practical utility in spectroscopy research. 1 lecture and 1 three-hour laboratory period. <i>Prerequisite: CHEM 311.</i> | | |
| CHEM 322 | Chemical Separations | ALT S | 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. 1 lecture and 1 three-hour laboratory period. <i>Prerequisite: CHEM 311.</i> | | |

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| CHEM 353 | Physical Chemistry I | F | 3 CR |
| | A study of the laws and principles of chemistry, including thermodynamics and equilibrium. 3 lectures and 1 three-hour laboratory period. Same as PHYS 353. <i>Prerequisite: CHEM 311, PHYS 211 and MATH 160.</i> | | |
| CHEM 354 | Physical Chemistry II | ALT S | 3 CR |
| | A calculus study of physical chemistry, including kinetics, electrochemistry, the quantum theory, etc. 3 lectures and 1 three-hour laboratory period. <i>Prerequisite: CHEM 353 and MATH 161.</i> | | |
| CHEM 355 | Physical Chemistry Laboratory | ALT S | 2 CR |
| | Illustrates principles of physical chemistry, techniques of measurement, and analysis and interpretation of data. 2 three-hour laboratory. <i>Prerequisite: CHEM 353.</i> | | |
| CHEM 380 | Advanced Chemical Synthesis | AN | 3 CR |
| | Advanced synthetic techniques from organic, inorganic, and biochemical fields are reviewed and implemented in a laboratory setting. <i>Prerequisite: CHEM 311.</i> | | |
| CHEM 381 | Inorganic Chemistry | AN | 3 CR |
| | A basic course on theoretical and descriptive inorganic chemistry. <i>Prerequisite: CHEM 353.</i> | | |
| CHEM 401 | Introductory Biochemistry | S | 3 CR |
| | One-semester survey of the chemical aspects of life, beginning with proteins, carbohydrates, lipids, and nucleic acids and continuing to the metabolic pathways of catabolism and anabolism. Emphasizes structure and function and the coverage of topics such as enzyme reactions and replication from a molecular viewpoint. 3 lectures. <i>Prerequisite: CHEM 261 and BIOL 164.</i> | | |
| CHEM 402 | Biochemistry Laboratory | ALT S | 2 CR |
| | Isolation, characterization, and properties of biological molecules such as proteins and nucleic acids. 1 lecture and 1 three-hour laboratory period. <i>Prerequisite: CHEM 401.</i> | | |
| CHEM 495 | Chemistry Internship | | Variable CR |
| | An intensive, supervised work experience in a discipline-related work environment. Repeatable for credit. P/NC grading. <i>Prerequisite: Approval of supervising chemistry faculty member.</i> | | |
| CHEM 498 | Chemistry Seminar | F, S | 1 CR |
| | Designed for advanced students, this course develops written and oral presentation communication skills and literature research abilities. Students will present results of their research or internship. <i>Prerequisite: CHEM 300 or CHEM 495, senior status or consent of instructor.</i> | | |
| CHINESE (CHIN) | | | |
| CHIN 101 | Elementary Chinese I | AN | 3 CR |
| | An introduction to the fundamentals of Chinese, including pronunciation, grammar, and culture. No prior experience with the language is required. <i>General education explorations – humanities course.</i> | | |
| CHIN 102 | Elementary Chinese II | AN | 3 CR |
| | Continuation of CHIN 101 with an emphasis on expanding vocabulary and an increased awareness of Chinese culture. <i>General education explorations – humanities course. Prerequisite: CHIN 101 or equivalent.</i> | | |
| CHIN 250 | Experiences in Conversation | AN | 1-3 CR |
| | A course intended for students who complete 1 or 2 years of a language on campus, and/or go on an international exchange and wish to maintain their language ability but cannot | | |

pursue upper division courses in that language. Does not count for major or minor credit.

CHIN 490 International Experience AN 3-9 CR
 Credit may be obtained by students who have the opportunity to study abroad or who can apply living experiences abroad to academic disciplines. Arrangements for academic credit and faculty approval must be made prior to the international experience. The experience will be approved and evaluated on the same basis as an on-campus course. P/NC grading.

COMMUNICATION AND GRAPHIC DESIGN (GDES)

See listings under graphic design.

COMMUNICATION AND PERFORMANCE STUDIES (CPER)

- CPER 103 Interpersonal Communication F, S 3 CR**
 Focuses on the importance of personal communication in a variety of contexts. Emphasis is on the roles of perception, awareness, language, and culture in the communication process. This is not a course in public speaking. *General education foundations course. Must earn a grade of "C" or better to complete foundation requirement.*
- CPER 105 Public Speaking F, S 3 CR**
 Focuses on the intellectual and physical techniques of speech in public discourse. Students participate in the art of public speaking through in-class speech situations. Emphasis is on the organization, research, development, and delivery of the public presentation in a variety of contexts. *General education foundations course. Must earn a grade of "C" or better to complete foundation requirement.*
- CPER 110 Introduction to the Theatre F, S 3 CR**
 An introduction to the theatre as an art form, including theory of theatre, historical development, and present-day means of production; emphasis on the theatre as a building, an institution, and an art; and on the playwright, the director, the actors, and the designers — intended to create intelligent theatre-goers. *General education explorations – fine arts course.*
- CPER 190 Stagecraft AN 3 CR**
 The techniques of theatrical construction. Emphasis on design, construction, and use of basic and some advanced theatrical and/or scenic elements.
- CPER 215 Business and Professional Communication F, S 3 CR**
 Focuses on oral presentational skills needed for success in business and the professions, including dyadic, small group, and public forums. *General education foundations course. Must earn a grade of "C" or better to complete foundation requirement.*
- CPER 220 Fundamentals of Acting ALT F 3 CR**
 A study of acting techniques emphasizing the use of the body and voice to communicate character. Students develop expressiveness, a willingness to take risks, an understanding of the nature of dramatic conflict, and the ability to communicate character motivation through physical and vocal techniques, improvisational theatre games, and scene study. Performance and active participation stressed. *General education – fine arts course.*
- CPER 242 Production and Performance F, S 1 CR**
 A course designed to give students practical experience in the performance of a stage play. May be repeated until a maximum of 4 hours are earned.
- CPER 250 Introduction to Advertising F, S* 3 CR**
 Same as MDST 250.
- CPER 260 Oral Interpretation of Literature AN 3 CR**
 The theory and practice of preparing and performing literary works from manuscript.

Students learn how to analyze and adapt works of fiction and non-fiction for dramatic presentation.

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| CPER 272 | Introduction to Public Relations Same as MDST 272. | F, S | 3 CR |
| CPER 280 | Group Communication Theory, research, and laboratory experience in group communication. Analysis of problems in group discussion; examination of decision-making techniques, including consideration of argument construction leading to compliance, and team-building activities. Students apply course concepts by participating in a team project. | S | 3 CR |
| CPER 285 | Intercultural Communication An overview of how people communicate with people from other cultures. Students will learn to communicate more competently with people from other cultures by understanding their own culture and analyzing the ways in which verbal and nonverbal communication vary across cultures. <i>Prerequisite: 45 credit hours or permission of instructor.</i> | S | 3 CR |
| CPER 290 | Production Design A course designed to give students historical and working knowledge of the elements of production design. Emphasis is placed on analyzing the script for production elements, creating a technical production script and conceptualization of design possibilities. | AN | 3 CR |
| CPER 300 | Fundamentals of Directing Designed for the study of the preparation and staging techniques of realistic plays. Director-actor communication, organization of a production staff, pictorial composition and action, and an introduction to stage and lighting design are among the topics emphasized. Each student stages a realistic one-act play. Previous experience and/or coursework in drama recommended. | ALT F | 3 CR |
| CPER 320 | Introduction to Communication Research Surveys contemporary and classical research efforts in communication studies. Contributions from areas such as public relations, media studies, organizational and interpersonal communication are included. Emphasis is placed on learning and evaluating research, argument, design, and measurement. <i>General education explorations – social science course. Prerequisite: Junior standing or permission of the instructor.</i> | F | 3 CR |
| CPER 330 | Messages, Meaning, and Society A study in the major approaches to the human creation and transmission of meaning. Examines the levels at which and the manner in which messages transmitted through verbal and nonverbal communication may be persuasive. | F | 3 CR |
| CPER 350 | Organizational Communication Theory and Practice Focuses on communication research, theory, and practice relevant to the organizational context. Topics such as organizational culture, organizational change, communication channels and networks, leadership, power, technology, conflict, and ethics are addressed. | ALT S | 3 CR |
| CPER 351 | Shakespeare Same as ENGL 350. <i>General education explorations – humanities course.</i> | S | 3 CR |
| CPER 355 | Conflict Management Examines the role of communication in the effective management of conflict. Studies conflict in various contexts: intrapersonal, interpersonal, group, organizational, national, and international. Also introduces basic mediation topics, gendered communication, intercultural communication, and nonverbal communication. <i>General education explorations – social science course.</i> | F | 3 CR |

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| CPER 370 | Leadership and Communication | S | 3 CR |
| | A survey of issues associated with effective leadership. Emphasis 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. <i>Prerequisite: Junior standing or permission of instructor.</i> | | |
| CPER 374 | Interviewing | F | 3 CR |
| | In-depth study of various organizational interviews, including employment, performance appraisals, disciplinary, information gathering, counseling, and exit interviews. Interviews are examined from the perspective of both the interviewer and interviewee. <i>Prerequisite: Junior standing or permission of instructor.</i> | | |
| CPER 376 | Public Relations Campaigns | S | 3 CR |
| | Same as MDST 376. | | |
| CPER 380 | Topics in Communications and Performance Studies | AN | 3 CR |
| | This course focuses on a specific topic of study in communications or in theatre. Topics are selected based on student and faculty interest, as well as current developments in the discipline or the community-at-large and may include, but are not limited to The History of Rhetorical Theory, Consulting and Training, Family Communication, Rhetorical Theory and Film, Children's Theatre, Theatre for Social Change, Playwriting, Improvisation, and Ensemble Theatre. | | |
| CPER 390 | Specialty Design | AN | 3 CR |
| | This course looks at the design aspects of properties, costume, sound, and lighting and their application in theatrical productions. Students will research, design, and construct or competently apply these specialty elements. | | |
| CPER 395 | Plays By and About Women | ALT S | 3 CR |
| | A study of the growth of dramatic literature written by women with special emphasis on developments from the Restoration to the present. Plays are placed within the social and historical context of the status of women during the centuries the class examines. Literary comparisons across countries and cultures will enhance the student's appreciation of this important literary movement. Same as ENGL 395. Also available for WMST credit. <i>General education explorations – humanities course.</i> | | |
| CPER 401 | History of the Theatre I | ALT F | 3 CR |
| | A survey of the development of various phases of the theatre, from primitive cultures through the 20th century. Emphasis is on the style and growth of acting, design, architecture, playwriting, and dramatic theory through major periods of world history. First semester: Greek through neo-classical theatre. <i>General education explorations – fine arts course.</i> | | |
| CPER 402 | History of the Theatre II | ALT S | 3 CR |
| | Continuation of CPER 401 concentrating on the 19th and 20th centuries. <i>General education explorations – fine arts course.</i> | | |
| CPER 405 | Advanced Acting | ALT S | 3 CR |
| | A study of theories of acting and the application of acting techniques to the performance of play texts. Students develop an understanding of acting from a historical perspective through scene study and analysis of dramatic material from the Ancient Greeks to the present, the practice of physical skills such as fencing and commedia techniques, and the use of the voice for poetic and heightened language. Performance and active participation stressed. <i>Prerequisite: CPER 220 or permission of instructor.</i> | | |
| CPER 406 | Advanced Directing | ALT S | 3 CR |
| | Designed for the study and production of complex performance forms including | | |

traditional theatre, film and video, and performance art. Possible topics address directing problems such as period and style, differing space configurations, musical theatre, non-realistic theatre forms, film and video, and non-traditional performance. Final project demonstrating the student's use and understanding of directing techniques culminates the semester. *Prerequisite: CPER 300 or permission of instructor.*

CPER 411 Dramatic Literature ALT F 3 CR

A study of significant plays representing various periods and styles in the development of drama, from the Golden Age of Greece to the modern era. Production histories, as well as literary values of plays, are examined. Same as ENGL 411. *General education explorations – humanities course.*

CPER 442 Human Communication Theory S 3 CR

Designed as the capstone experience. Concentrates on the foundational theories and research that ground and extend our understanding of the communication discipline. *Prerequisite: Senior standing or permission of instructor.*

CPER 490 Portfolio S 0 CR

A collection of the student's work across the major in preparation for job searches and demonstration of intellectual and creative growth. Individual presentations of portfolio are required. P/NC grading. *Prerequisite: Senior standing.*

CPER 495 Internship F, S Variable CR

An intensive work experience that is related to the student's major interest. Students will be placed in selected organizations that are willing to help students become involved in their chosen career paths. P/NC grading. Repeatable for credit. *Prerequisite: Approval of supervising faculty member.*

ACTING STUDIO F, S 1 CR

Individual instruction and coaching on various topics relevant to acting and performance. Students should select and enroll in a course after consultation with the instructor. Only 1 course can be taken in a semester. *Prerequisite: Permission of instructor.*

- CPER 121 **Basic Movement Technique**
- CPER 122 **Basic Vocal Production and Technique**
- CPER 221 **Monologue Study**
- CPER 222 **Scene Study**
- CPER 321 **Musical Theatre**
- CPER 322 **Non-Realistic Approaches to Acting**
- CPER 421 **Auditioning Technique**
- CPER 422 **Acting for Media**

COMPUTER SCIENCE (CMSC)

CMSC 160 Programming in Visual BASIC F, S 3 CR

Introduction to computer programming using Visual BASIC. 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 explorations – science course.*

CMSC 180 Discrete Mathematics F 3 CR

A study of mathematical properties of sets and systems that have only a finite number of elements. Topics include iteration, recursion, induction, graph theory, matrices, logic tables, Boolean algebra, and logic circuits. *Prerequisite: 3.5 years of high school mathematics or MATH 145 or equivalent.*

CMSC 200 Computer Science I F, S 3 CR

The course covers basic principles of computer science such as machine organization and representation of data, as well as an introduction to high-level programming in a language

such as Java. *General education explorations – science course. Prerequisite: Some computer programming familiarity.*

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| CMSC 201 | Computer Science II | F, S | 3 CR |
| | A continuation of Computer Science CMSC 200 with emphasis on data structures and their implementation. <i>Prerequisite: CMSC 200.</i> | | |
| CMSC 300 | Interfacing the Web | ALT S | 3 CR |
| | Students will learn to create and format web pages using the latest mark-up languages such as DHTML and XML. They will use scripting languages such as Javascript and PHP to create dynamic web sites with interactive forms and connections to data bases. <i>Prerequisite: CMSC 201.</i> | | |
| CMSC 305 | Artificial Intelligence | ALT S | 3 CR |
| | Artificial intelligence is the art and science of creating computer programs that perceive and interact intelligently with their environment. This course explores the logical, philosophical, linguistic, psychological, and engineering foundations of this rapidly evolving field. <i>Prerequisite: CMSC 201.</i> | | |
| CMSC 310 | Data Structures | S | 3 CR |
| | Basic techniques in design and analysis of efficient data management techniques relating to tree and graph processing, memory management, and basic data base management. <i>Prerequisite: CMSC 201 or MIS 211.</i> | | |
| CMSC 315 | Internet Programming | ALT S | 3 CR |
| | This course is an in depth look at current technologies that are used to program multitiered, client/server, databases-intensive, multi-user, web-based applications, services, and games. The emphasis will be on 'server side' programming using Java Servlets and JSP. <i>Prerequisite: CMSC 201.</i> | | |
| CMSC 320 | Assembly Language and Machine ArchitectureF | | 3 CR |
| | This course covers computer architecture and basic techniques of machine language coding including instruction sets and addressing techniques. <i>Prerequisite: CMSC 101.</i> | | |
| CMSC 330 | Operating Systems | ALT F | 3 CR |
| | Introduction to hardware and software related to system organization. Processors, peripherals, process and memory management, system protection are included. <i>Prerequisite: CMSC 320.</i> | | |
| CMSC 340 | Theory of Computation | ALT | 3 CR |
| | This course covers topics from the theory of computation, including finite automata, formal languages, Turing machines, computability, and computational complexity, <i>Prerequisite: CMSC 201 and CMSC 180.</i> | | |
| CMSC 350 | Computer Design | ALT S | 3 CR |
| | Computer design focuses on topics such as Boolean algebra, logic gates, combination and sequential logic, memory implementations, processors, and microcomputer system organization. <i>Prerequisite: CMSC 320.</i> | | |
| CMSC 355 | Introduction to Graphics | AN | 3 CR |
| | This course provides a broad overview of the basic concepts of computer graphics, including both 2D raster graphics and 3D graphics. In addition the general features of graphics hardware and system architectures will be covered. <i>Prerequisite: CMSC 201 and CMSC 180.</i> | | |
| CMSC 365 | Principles of Programming Languages | ALT | F3 CR |
| | This course deals with characteristics of broad classes of computer languages such as procedural languages, object oriented languages, concurrent languages, and list processing languages. Some programming will be done though the emphasis will be on | | |

theory. *Prerequisite: CMSC 320.*

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| CMSC 420 | Principles of Compiler Design | ALT S | 3 CR |
| | This course introduces the fundamental concepts and techniques involved in compiler design. Topics include lexical analysis, parsing, syntax analysis, and code generation and optimization. <i>Prerequisite: CMSC 310 and CMSC 320.</i> | | |
| CMSC 460 | Software Engineering | S | 3 CR |
| | A capstone course emphasizing the design, implementation, testing, and maintenance of major software projects. Projects will be developed by teams of 3-4 students. <i>Prerequisite: CMSC 310, CMSC 330 and senior status.</i> | | |
| 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/NC grading. <i>Prerequisite: permission of the instructor.</i> | | |
| 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. <i>General education explorations – social science course.</i> | | |
| 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. <i>General education explorations – social science course.</i> | | |
| CRIM 220 | Introduction to Law Enforcement | 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. <i>Prerequisite: CRIM 101.</i> | | |
| CRIM 230 | Survey of Criminal Courts | 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. <i>Prerequisite: CRIM 101.</i> | | |
| CRIM 240 | Criminal Law | AN | 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. <i>Prerequisite: CRIM 101.</i> | | |
| CRIM 276 | Topics in Offender Populations | AN | 3 CR |
| | Current issues in adult and juvenile offender populations will be examined. Possible topics include, but are not limited to, the life and times of offenders, offender characteristics and typologies, mental health and substance abuse issues of offenders, offender classification and treatment, offender management in both institutions and the community, special populations, and correctional administration. <i>Prerequisite: CRIM 101.</i> | | |
| CRIM 290 | Institutional Corrections | AN | 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. <i>Prerequisite: CRIM 101.</i> | | |

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| CRIM 291 | Community Corrections This course is an in depth analysis of alternatives to incarceration such as intermediate sanctions and probation. Other programs reviewed include parole, community correctional centers, half-way houses, and restorative justice programs. The prevalence of private interests in community-based corrections is also examined. <i>Prerequisite: CRIM 101.</i> | AN | 3 CR |
| CRIM 343 | Juvenile Justice Systems 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. <i>Prerequisite: CRIM 101.</i> | S | 3 CR |
| CRIM 350 | Organization and Management in Criminal Justice This course covers contemporary concepts, principles and theories of organization and administration in criminal justice agencies including issues of budgeting, forecasting, human resource management, and project implementation. <i>Prerequisite: CRIM 101.</i> | ALT F | 3 CR |
| CRIM 371 | Criminal Procedure Constitutional development of the law of criminal procedure including search and seizure, arrest, interrogation, trial, and post-conviction proceedings are reviewed in this course. <i>Prerequisite: CRIM 101.</i> | AN | 3 CR |
| CRIM 375 | Criminal Investigation The procedures of crime investigations, the preservation of evidence, and courtroom preparation is studied in this course. <i>Prerequisite: CRIM 101.</i> | AN | 3 CR |
| CRIM 376 | Advanced Topics in Policing This course will focus on specific issues related to the practice of law enforcement including but not limited to: problem oriented policing, police use of force, racial profiling, and police corruption. <i>Prerequisite: CRIM 220.</i> | AN | 3 CR |
| CRIM 398 | Criminological Research Methods Basic criminological research methods are examined to assist the student in understanding both the qualitative and quantitative paradigms. The development and organization of a research proposal is an integral part of this course. A review of ethical considerations in research design is also discussed. <i>Prerequisite: CRIM 101 and CRIM 102.</i> | S | 3 CR |
| CRIM 440 | Drugs, Crime, and Criminal Justice This course looks at the socially constructed nature of drugs and drug policy, focusing on the variety of ways drugs and crime are connected and the socio-historical context of contemporary U.S. drug policy. <i>Prerequisites: CRIM 101 and CRIM 102.</i> | ALT S | 3 CR |
| CRIM 470 | Criminological Theory Major criminological theories are examined and critiqued. Emphasis is placed on connecting theory to practice by focusing on the empirical validity as well as the practical and policy implications of the major theoretical perspectives. New and emerging criminological theories will also be examined. <i>Prerequisite: CRIM 102.</i> | F | 3 CR |
| CRIM 476 | Seminar in Contemporary Issues in Criminology Current issues in criminology will be explored. Possible topics include, but are not limited to, environmental crime, terrorism, organized crime, economic and corporate crime, victimology, ethical and legal issues, and alternative approaches for dealing with criminological issues. With permission of the instructor, students may repeat this course once. <i>Prerequisite: CRIM 101 and CRIM 102.</i> | AN | 3 CR |

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| 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. <i>Prerequisite: CRIM 101 and CRIM 102.</i> | | |
| 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. <i>Offered only at specific BVU Professional & Online Studies locations.</i> | | |
| CRIM 477 | Seminar: Probation & 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. <i>Offered only at specific BVU Professional & Online Studies locations.</i> | | |
| 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/NC grading. Repeatable for credit. <i>Prerequisite: Permission of instructor.</i> | | |
| CRIM 498 | Capstone in Criminology and Criminal Justice | AN | 3 CR |
| | A capstone supervised experience independently or in small groups for advanced criminology and criminal justice students. <i>Prerequisite: Permission of instructor.</i> | | |
| 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. <i>General education explorations – social science course.</i> | | |
| 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. <i>General education explorations – social science course. Prerequisite: University math foundational skills.</i> | | |
| 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. <i>General education explorations – social science course. Prerequisite: ECON 205.</i> | | |
| ECON 301 | Microeconomic Theory | ALT F | 3 CR |
| | A study of intermediate theory of consumer demand, production and cost; analysis of various market structures and income distribution. <i>Prerequisite: ECON 205 and ECON 206.</i> | | |
| ECON 302 | Macroeconomic Theory | ALT S | 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. <i>Prerequisite: ECON 205 and ECON 206.</i> | | |

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| ECON 306 | Managerial Economics 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. <i>Prerequisite: ECON 206 and MGMT 206.</i> | AN | 3 CR |
| ECON 340 | Econometrics 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. <i>Prerequisite: MATH 140, ECON 205 and ECON 206.</i> | ALT F | 3 CR |
| ECON 405 | International Economics A view of international economic activity including trade theory and policy, exchange rates, and economic growth. <i>Prerequisite: ECON 205 and ECON 206.</i> | S | 3 CR |
| ECON 420 | Money and Credit Institutions Same as FNBK 420. <i>Prerequisite: ECON 205 and ECON 206 and either FNBK 301 or 306.</i> | F | 3 CR |
| ECON 485 | Topics in Economics 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. <i>Prerequisite: ECON 205 and ECON 206.</i> | AN | 3 CR |
| ECON 495 | Economics Internship The business internship is an intensive work experience which is related to the student's academic major. Students will be placed in selected businesses which are willing to help students become involved in day-to-day operations. Repeatable for credit. P/NC grading. <i>Prerequisite: Business Economics major with 70 credit hours and consent of instructor.</i> | Variable | CR |
| EDUCATION CORE (EDCO) | | | |
| EDCO 250 | Educational Psychology/Human Development 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. <i>Prerequisite: PSYC 100.</i> | F, S | 3 CR |
| EDCO 260 | Directed Observation An initial field experience in a classroom setting for a minimum of 15 hours per semester. Taken in conjunction with EDCO 250 where students relate clinical experiences to the concepts of the course. The directed observation allows participant observers to make connections between theoretical concepts and actual classroom practices, focusing on child development theories and foundations. P/NC grading. | F, S | 1 CR |
| EDCO 261 | Directed Observation Students who have completed a minimum of 15 credit hours of verified observation/interaction in an appropriate classroom setting and who have not received credit for this experience as part of other coursework can apply to have this course added to their transcript for no credit. Students must demonstrate an understanding of classroom | 0 | CR |

interaction and must provide sufficient documentation and other evidence to verify a satisfactory initial classroom experience. Qualified students must apply for and submit appropriate documentation to the director of field experiences (or appropriate Center personnel for consideration). P/NC grading. *Note: The portfolio item for EDCO 260 must be completed.*

- EDCO 279** **Structure and Philosophy of American Education** **F, S** **2 CR**
A comprehensive overview of the foundations of education in the United States. This course is an interdisciplinary attempt (incorporating the historical, political, economic, legal, social, philosophical and curricular foundations) to provide pre-service teachers with an understanding of the teaching profession, its historical development and the issues and controversies confronting American education today. The topics covered in this course provide beginning educators with a broad picture of education and schooling in the U.S. and give them the basis to make informed decisions in a complicated educational environment. Also discussed will be legal responsibilities of the teaching profession.
- EDCO 280** **Structure and Philosophy of American Education** **3 CR**
A comprehensive overview of the foundations of education in the United States. This course is an interdisciplinary attempt (incorporating the historical, political, economic, legal, social, philosophical and curricular foundations) to provide pre-service teachers with an understanding of the teaching profession, its historical development, and the issues and controversies confronting American education today. The topics covered in this course provide beginning educators with a broad picture of education and schooling in the U.S., and give them the basis to make informed decisions in a complicated educational environment. Also discussed will be legal responsibilities of the teaching profession. *Offered only at specific BVU Professional & Online Studies locations.*
- 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 279 Structure and Philosophy of American Education without the legal component being addressed.
- EDCO 290** **Supervised Participation** **F, I, S** **2 CR**
A clinical experience in an appropriate classroom setting for a minimum of 80 hours. Supervised Participation provides students with an opportunity to demonstrate practical applications of education theory in actual classroom settings. Students will focus on implementation and use of a variety of instructional strategies, individual and group motivation, and working with diverse learners. This field experience also provides students with opportunities to observe and to begin developing skills in reflective teaching. P/NC grading *Prerequisite: Admittance to the Teacher Education Program.*
- EDCO 291** **Supervised Participation** **1 CR**
A 40 hour clinical experience in an appropriate classroom setting. Students perform duties typically assigned to a teacher aide. Course limited to those students who have completed sufficient previous experiences and can provide documentation and other evidence that would verify those experiences to have included a minimum of 60 hours in an appropriate classroom in an aiding capacity. Qualified students must apply for and submit appropriate documentation to the director of field experiences (or appropriate personnel) for consideration. P/NC grading.
- EDCO 292** **Supervised Participation** **0 CR**
Students who have completed a minimum of 80 hours of verified experience in an appropriate classroom setting and who have not received credit for this experience as part of other coursework can apply to have this course added to their transcripts for no credit. Students must demonstrate an understanding of the classroom environment and must provide sufficient documentation and other evidence to verify a satisfactory classroom experience at the pre-student teaching level. Qualified students must apply for and submit

appropriate documentation to the director of field experiences (or appropriate personnel) for consideration. P/NC grading.

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| EDCO 300 | Exceptional Learner | 3 CR |
| | Law requires special students to be integrated into regular classes whenever possible. This course provides a foundation for teachers, particularly those planning to teach in regular classrooms, to serve the emotional, academic and social needs of exceptional students. The course includes an overview of the special education process, its historical development, and basic strategies for creating inclusive classrooms. <i>Offered only at specific BVU Professional & Online Studies locations.</i> | |
| EDCO 301 | Exceptional Learner | F, S 2 CR |
| | Law requires special students to be integrated into regular classes whenever possible. This course provides a foundation for teachers, particularly those planning to teach in regular classrooms, to serve the emotional, academic and social needs of exceptional students. The course includes an overview of the special education process, its historical development and basic strategies for creating inclusive classrooms. | |
| EDCO 369 | Human Relations | F, S 2 CR |
| | A study of the issues related to cultural pluralism, individual and group learning, exceptionality, second language acquisition, and human motivation in education. Satisfies state of Iowa requirements in human relations. | |
| EDCO 370 | Human Relations | 3 CR |
| | A study of the issues related to cultural pluralism, individual and group learning, exceptionality, second language acquisition, and human motivation in education. Satisfies state of Iowa requirements in human relations. <i>Offered only at specific BVU Professional & Online Studies locations.</i> | |
| EDCO 390 | Instructional Technology | 3 CR |
| | An introductory course in the selection, production and effective use of instructional media in educational programs. Emphasis is on in-school production of materials to meet local needs. <i>Offered only at specific BVU Professional & Online Studies locations.</i> | |
| EDCO 401 | Classroom Management and Evaluation Techniques | F, S 3 CR |
| | A study of the comprehensive research-based framework on cognition and learning in relation to classroom applications and management. The practical framework will provide K-12 educators with a basis to improve the quality of teaching and learning in any content area. The premise of this course will be to explore how educators organize curriculum and instruction in order to optimize effective management issues. In addition, this course will examine a full array of assessment procedures (observation strategies, formal and informal assessment strategies) as well as current trends and issues of assessment and evaluation of student performance. | |
| EDUCATION (EDUC) | | |
| EDUC 305 | Preschool and Kindergarten Curriculum Development and Organization | 3 CR |
| | This course explores current trends in curriculum for preschool children. Issues influencing the planning, development and implementation of early childhood curricula are examined. Preparation to plan, organize, and operate public and non-public/private programs for young children, including working with families and other social agencies, obtaining and administering funds, staffing, providing for health and safety, and curriculum decisions is included. <i>Offered only at specific BVU Professional & Online Studies locations.</i> | |
| EDUC 317 | Foundations of Reading/Language Arts | F 3 CR |
| | A study of the 6 language arts: listening, speaking, reading, writing, viewing, and | |

visually representing; authentic assessment; teaching strategies that connect curriculum goals and students' experiences; key considerations in learning and teaching reading/language arts (the role of theories and research, the impact of language and culture, the goal of communicative competence, the language-rich classroom, motivational strategies, classroom organization, individual differences); effective methods/programs including, but not limited to, reading recovery, guided reading, the whole language approach, and Title I. The range of research encompasses research traditions from the fields of social sciences and other paradigms appropriate for informing practice.

- EDUC 330** **Guidance and Instructional Methods in Preschool and Kindergarten Education** **3 CR**
This course will discuss the role of the teacher in guiding young children in their learning activities. Planning and implementing early childhood programs will be emphasized. Basic assumptions underlying curriculum for young children to prepare students to improve teaching practices are reviewed and direction provided for evaluation and effective decision making on future programs and materials. *Offered only at specific BVU Professional & Online Studies locations.*
- EDUC 332** **Children's Fiction and Nonfiction** **S** **3 CR**
A study of folk and modern literature suited to elementary and middle school students. It includes the use of literature to enhance learning and to promote literacy; the development of an appreciation for childhood literature and for the connections to students' everyday lives; technology and media based information; and nonprint materials.
- EDUC 335** **Oral Communication for Reading Teachers** **Online** **2 CR**
Oral communication is the building and the sharing of meaning through the use of spoken and unspoken symbols in a variety of communication contexts. This course presents a study of the language differences among diverse learners with an emphasis on developing strategies for facilitating the learning of standard English by all learners. This course is cross-listed as SEDU 335.
- EDUC 342** **Written Communication for Elementary Education Reading Teachers** **Online** **2 CR**
This course reflects an examination of the unique needs in written communication for students of diverse languages and backgrounds with an emphasis on developing strategies for facilitating the learning of standard English by all learners.
- EDUC 360** **Elementary Health and Physical Education** **F, S** **3 CR**
A study of the theory and practice of health and wellness, games and sports, and rhythms and self-testing activities for kindergarten through sixth grade.
- EDUC 365** **Reading in the Content Areas** **S** **3 CR**
Adapting and applying reading techniques to the content areas at the K-12 level. The application activities of EDUC 365 will focus on reading techniques and content appropriate to the K-8 level. This course is cross-listed as SEDU 365.
- EDUC 371** **Analysis and Correction of Reading Difficulties** **S** **3 CR**
An introduction to the diagnosis and remediation of reading difficulties. Commonly used authentic assessment tools and standardized tests in reading will be examined. Teaching techniques/strategies will focus on the identification of problem areas in reading, the development of appropriate remedial programs, and the communication of the results of ongoing assessment to all stakeholders. *Prerequisite: EDUC 317 or SEDU 365.*
- EDUC 380** **Language Development for Reading Teachers** **Online** **3 CR**
This course includes an examination of the development of communication and language styles and processes across the lifespan. Students will explore a variety of theoretical beliefs of language development, as well as language's basic building blocks. Students

will learn to recognize the existence of language development and usage problems, to improve their ability to provide appropriate strategies to enhance development, and to enhance their ability to differentiate between language differences and disorders for the language referral process. Course participants will explore variations related to cultural and linguistic development in order to provide effective instruction in reading and writing. This course is cross-listed as SEDU 380.

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| EDUC 392 | Elementary Math and Science | F | 3 CR |
| | A study of instructional strategies that promotes students' development of critical thinking, problem solving and performance skills in mathematics and science; characteristics and benefits of authentic assessment; teaching practices that promote understanding of concepts, principles, and themes of science as well as the processes of science; the role of investigation and collaboration; a constructivist approach to teaching and learning; teaching strategies that encourage students to think mathematically. | | |
| EDUC 393 | Elementary Math | | 3 CR |
| | A study of instructional strategies that promotes 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. <i>Offered only at specific BVU Professional & Online Studies locations.</i> | | |
| EDUC 394 | Elementary Science | | 3 CR |
| | A study of instructional strategies that promotes students' development of critical thinking, problem solving, and performance skills in science; characteristics and benefits of authentic assessment; teaching practices that promote understanding of concepts, principles, and themes of science as well as the processes of science; the role of investigation and collaboration; a constructivist approach to teaching and learning. <i>Offered only at specific BVU Professional & Online Studies locations.</i> | | |
| EDUC 400 | Home, School, and Community Relations | | 3 CR |
| | Procedures for developing home-community-school relationships to promote the education of each child in reaching his or her maximum potential. Emphasis on preschool-kindergarten level. <i>Offered only at specific BVU Professional & Online Studies locations.</i> | | |
| EDUC 403 | Elementary Music Methods | ALT F | 3 CR |
| | A study of the methods, material, and problems of teaching general music in the elementary schools. <i>Required of elementary music education majors.</i> | | |
| EDUC 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 designated methods courses. P/NC grading. | | |
| EDUC 410 | Elementary Curriculum/Social Studies | F | 3 CR |
| | A study of elementary curriculum design and implementation. Also designed to acquaint students with instructional strategies/techniques for presenting information in the 6 areas of the social science curriculum: anthropology, economics, history, geography, political science, and sociology. | | |
| EDUC 425 | Adolescent Growth & 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. <i>Offered only at specific BVU Professional & Online Studies locations.</i> | | |
| EDUC 426 | Methods & Materials for Teaching Middle School | | 3 CR |
| | Compares the traditional junior high with current middle school development and | | |

examines characteristics of exemplary middle school programs, including disciplinary and interdisciplinary trends. Students participate in a number of hands-on activities which explore a variety of teaching methods both group and individually based. This course will provide the requisite middle school methodology, curriculum design, and instructional knowledge needed for teaching in a middle school. *Offered only at specific BVU Professional & Online Studies locations.*

- EDUC 428 Student Teaching in Preschool 3 CR**
A supervised field experience which includes observation, participation in class activities, and student teaching at the pre-school level. This field experience must follow the 12-credit hour elementary education student teaching experience. *Offered only at specific BVU Professional & Online Studies locations.*
- EDUC 429 Kindergarten Student Teaching (K) F, S 6 CR**
A supervised field experience which includes observation, participation in class activities, and student teaching at the kindergarten level. (No courses will be taken concurrently with student teaching).
- EDUC 430 Elementary Student Teaching (1-3) F, S 6 CR**
A supervised field experience which includes observation, participation in class activities, and student teaching at the primary level. (No courses will be taken concurrently with student teaching).
- EDUC 440 Elementary Student Teaching (4-6) F, S 6 CR**
A supervised field experience which includes observation, participation in class activities, and student teaching at the intermediate level. *Note: All elementary education majors are required to complete 12 credit hours of student teaching (429 or 430 and 440), with the exception of those completing the special education (K-6) endorsement or persons completing a secondary education certification program. In such cases, students will complete, for example, 6 hours of student teaching in regular elementary and 6 hours of student teaching in special education (K-6), or 6 hours of elementary student teaching and 6 hours of secondary student teaching. (No courses will be taken concurrently with student teaching.)*
- EDUC 442 Reading Instructional Strategies F 3 CR**
This course, designed to be taken concurrently with the practicum course, expands the range of research-based strategies and instructional technology that will allow the student to design and deliver effective instruction across the curriculum. The student will also evaluate and select materials appropriate for learners at various stages of reading and writing development and from varied cultural and linguistic backgrounds. Materials developed in this course will be implemented and evaluated in practicum course. This course is cross-listed with SEDU 454.
- EDUC 443 Reading Practicum F 2 CR**
The student will participate in supervised observation and practice in teaching reading strategies and developing reading materials for students with reading difficulties. Forty hours are required in this placement with twenty hours to be spend working with one or more students and twenty hours in working with colleagues and with parents in support of reading and writing development. A diagnostic individual case study and the development of reading activities, lesson plans and assessments will be the major assignments for this reading practicum. The student will be placed in a specific reading or regular classroom setting. *Prerequisite: EDUC 371 and a grade of "C" or better in both EDUC 317 and EDUC 371. This course is cross-listed with SEDU 455.*
- EDUC 451 K-8 Art Methods 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 is designed for art majors/minors.

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| EDUC 460 | Elementary Student Teaching (K-8, Art, Music, Exercise Science) | F, S | 6-12 CR |
| | A supervised field experience which includes observation, participation in class activities, and student teaching in K-6 art, music or exercise science. | | |
| ENGLISH (ENGL) | | | |
| ENGL 050 | Basic Written Communication | F | 3 CR |
| | English 50 presents writing as a process and focuses on the mechanics of written expression, combining sentences, and paragraph building. May not be taken P/NC option. <i>Must earn a grade of "C" or better.</i> | | |
| ENGL 100 | Written Communication I | F, S | 3 CR |
| | English 100 emphasizes writing as a process of learning and focuses on student skills in the preparation, organization, and development of articulate short essays. Appropriate documentation within essays will be included. May not be taken P/NC option. <i>Must earn a grade of "C" or better. General education foundations course.</i> | | |
| ENGL 200 | Written Communication II | F, S | 3 CR |
| | English 200 is a continuation of English 100 emphasizing appropriate documentation of opinion in persuasive essays designed to satisfy the needs of a variety of writing situations. May not be taken P/NC option. <i>Must earn a grade of "C" or better. General education foundations course.</i> | | |
| ENGL 215 | Measuring Jack's Beanstalk: Fairy Tales and Critical Thinking | ALT S | 3 CR |
| | The fairy tale has been examined by psychiatrists and psychologists, by educators, historians, sociologists, feminists, and cultural critics. One concern shared by nearly all of these folks is how the fairy tale might function as propaganda—as a tool to train the attitudes of even the youngest children. What values, morals, ideologies and prejudices are “hidden” in the innocent-seeming fairy tale? We will look at a variety of fairy tales and find out what the critics have had to say. <i>No prerequisite; students from all disciplines welcome.</i> | | |
| ENGL 220 | Introduction to Literature: Early Literary Classics | F, S | 3 CR |
| | An introduction to literary study, focusing on major classics from Western Literature (exclusive of British and American) from its beginnings to 1850. <i>General education explorations – humanities course.</i> | | |
| ENGL 250 | American Literature | F, S | 3 CR |
| | A one-semester survey of American literature, from its colonial roots to the present, emphasizing literary movements, historical context, and cultural diversity. <i>General education explorations – humanities course. Prerequisite: ENGL 220 or permission of the instructor.</i> | | |
| ENGL 261 | British Literature, Beginnings to 1750 | F | 3 CR |
| | A study of the literature of Anglo-Saxon Britain from 450 to 1750, emphasizing the types and techniques of literature and the historical backgrounds of the periods. <i>General education explorations – humanities course. Prerequisite: ENGL 220 or permission of the instructor.</i> | | |
| ENGL 262 | British Literature, 1750 to Present | S | 3 CR |
| | A continuation of ENGL 261. The Romantic era (Blake, Wordsworth, etc.) to the present. <i>General education explorations – humanities course. Prerequisite: ENGL 220 or permission of the instructor.</i> | | |
| ENGL 300 | Advanced Composition | F, S | 3 CR |
| | A course devoted primarily to expository writing in academic, professional, and reflective | | |

genres. The course is designed to advance students' independent, collaborative, and service writing and is intended for all students looking forward to professional careers.

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| ENGL 320 | Creative Writing | F, 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. | | |
| ENGL 331 | Introduction to Linguistics | S | 3 CR |
| | A structural linguistics approach to the study of human language and its origins, development, varieties, and function in society. Emphasis is placed on the history, phonetics, phonology, syntax, and morphology of Indo-European languages, including standard English and its dialects. Secondary emphases are placed on sociolinguistics (language change) and psycholinguistics (language and behavior). The course is designed to help students understand the organizational structures and uses of language. | | |
| ENGL 332 | Modern English Grammar | ALT F | 3 CR |
| | A pedagogical approach to grammar, emphasizing analysis of, and critical thinking about, the forms and functions of language structures. Both constitutive rules (describing how grammar operates) and regulative rules (prescribing standard American usage) will be studied. The course integrates orientations from both structural linguistics and transformational grammar. Reed-Kellogg diagrams and phrase structure trees will be employed as means of visualizing analysis. The goal of the course is to enable students to articulate what they already know about the English language, to add to that knowledge, and to be able to teach others. <i>Prerequisite: ENGL 331 or permission of instructor.</i> | | |
| ENGL 340 | Introduction to Literary Theory | S | 3 CR |
| | An introduction to the major approaches in contemporary literary theory, including feminist, Marxist, psychoanalytic, post-structuralist, and post-colonial. <i>Prerequisite: ENGL 220.</i> | | |
| ENGL 350 | Shakespeare | S | 3 CR |
| | The study of selected plays by Shakespeare, combined with examples of the most important critical and interpretive thought; attention to the Bard's life, era and theatre; designed to benefit future teachers of English, as well as students merely wishing to gain an appreciative knowledge of Shakespeare's poetic and dramatic art. Same as CPER 351. <i>General education explorations – humanities course.</i> | | |
| ENGL 370 | Literary Movement | AN | 3 CR |
| | An intensive study of literature from a single period in literary history, such as the Middle Ages, Renaissance, British or American Romantic Period, Victorian Age, or Postmodernist Era, focusing upon common characteristics of the literature produced during a specific period or "movement." Subject will be announced each time the course is given. May be repeated for a total of six credit hours. <i>Prerequisite: ENGL 220 or permission of instructor.</i> | | |
| ENGL 376 | Modern Continental Literature | S | 3 CR |
| | A study of Continental literature from the mid-19th through the 20th century. The course focuses on analysis of the forces and thought that influenced the works and the similarities and differences from country to country and historical period to period. Emphasis is placed on narrative structures and form. <i>Prerequisite: ENGL 220 or permission of instructor.</i> | | |
| ENGL 395 | Plays By and About Women | ALT S | 3 CR |
| | Same as CPER 395. <i>General education explorations – humanities course. Prerequisite: ENGL 220 or permission of instructor.</i> | | |
| ENGL 411 | Dramatic Literature | ALT F | 3 CR |
| | A study of significant plays representing various periods and styles in the development of drama, from the Golden Age of Greece to the modern era. Production histories, as | | |

well as literary values of plays, are examined. Same as CPER 411. *General education explorations – humanities course.*

- ENGL 425** **Literary Genre** **AN** **3 CR**
 An intensive study of a single genre by British and/or American authors: poetry, the novel, the short story, or drama. Specific attention will be given to similarities and dissimilarities in technique, style and form, as well as to content. Repeatable for credit if different topic up to 6 credit hours. *Prerequisites: ENGL 220 and either ENGL 250, 261 or 262.*
- ENGL 430** **Major Figures** **AN** **3 CR**
 An intensive study of the work produced by one, two, or several British or American writers, e. g. Chaucer and Milton, Hawthorne and Melville, Hemingway, Faulkner, or Eliot. Specific writers will be announced each time the course is offered. Repeatable for credit if different topic for up to 6 credit hours. *Prerequisite: ENGL 220 and either ENGL 250, 261, or 262.*
- ENGL 440** **Advanced Creative Writing** **AN** **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** **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. *Prerequisite: WMST 110, ENGL 220 and ENGL 370 or permission of the instructor.*
- ENGL 490** **Major Portfolio** **F** **1 CR**
 A selection of your best work across your years at BVU and across disciplines. All work from Senior Seminar (ENGL 491) must be included. Also included will be a table of contents, your resume, an evaluation of your experience in the English Program, and any letters of reference or recognition you may wish to include. A graduation requirement. A *co-requisite with ENGL 491, to be registered concurrently.*
- 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. Taken concurrently with ENGL 490. *Prerequisite: Completion of all other English major requirements.*
- ENGL 495** **Internship** **Variable CR**
 An intensive, supervised work experience, over Interim or a semester, in a discipline-related work environment. Such internships may include working in a publishing house, teaching English in a foreign setting, or working on a foreign newspaper. All require the guidance of an English faculty supervisor. Repeatable for credit. Grading is P/NC. *Prerequisite: Approval of faculty sponsor, GPA 3.0 and minimum of sophomore standing.*

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

- ESOL 050** **Intensive English Program** **12 CR**
 This is a remedial level course whose credits do not apply toward graduation. This course addresses 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/NC only. Students have the option of enrolling in this course for a maximum of two semesters.

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| 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. This course is a one credit course, P/NC grading. | | |
| ESOL 155 | Integrated ESOL | F, S | Variable CR |
| | This course is designed for international exchange students who require specific English skills or need a combination of additional reading, writing, listening, or speaking skills. Some students learn most effectively when all of the above skills are presented in an integrated approach. Repeatable for credit. <i>Prerequisite: Permission of ESOL director.</i> | | |
| ESOL 160 | Speaking for International Students I | F, S | 3 CR |
| | An introduction to spoken English language both academic and informal language. Students improve their spoken English skills through conversation, pronunciation practice, drills, prepared speeches, and other activities. <i>Prerequisite: Permission of ESOL director.</i> | | |
| ESOL 161 | Speaking for International Students II | F, S | 3 CR |
| | This course is a continuation of ESOL 160 and is designed to provide additional instruction in speaking skills to improve conversational and formal speaking skills. <i>Prerequisite: Permission of ESOL director.</i> | | |
| ESOL 170 | Listening for International Students I | F, S | 3 CR |
| | An introduction to listening and note taking in an academic environment. Students will listen and take notes to various lectures of American Academic English with lectures increasing in difficulty. <i>Prerequisite: Permission of ESOL director.</i> | | |
| ESOL 171 | Listening for International Students II | F, S | 3 CR |
| | This course is a continuation of ESOL 170 and is designed to provide additional instruction in formal presentational and lecture formats in order to improve students' listening skills. <i>Prerequisite: Permission of ESOL director.</i> | | |
| ESOL 180 | Reading/Writing for International Students IF, S | | 3 CR |
| | An introduction to reading and writing American Academic English. Students will read a book(s) and write journals about the material. There is paragraph development, essay writing, and a 3-5 page research paper. <i>Prerequisite: Permission of ESOL director.</i> | | |
| ESOL 181 | Reading/Writing for International Students IIF, S | | 3 CR |
| | This course is a continuation of ESOL 180 and is designed to provide additional instruction to improve reading and writing skills. <i>Prerequisite: Permission of ESOL director.</i> | | |
| ENVIRONMENTAL SCIENCE (ENVS) | | | |
| ENVS 100 | The Biological Environment | S | 3 CR |
| | Human population growth and resource consumption contribute to habitat loss, ecosystem degradation, loss of biodiversity, and diminished quality of life. The course examines biogeography, natural ecosystems, and food webs. It considers human impacts on biomes and ecosystems through agriculture, fisheries, aquaculture, and forestry. <i>General education explorations – science course.</i> | | |

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| ENVS 101 | The Physical Environment | F | 3 CR |
| | The course reviews the environmental impact of human activity on the quality of air, water and land from a primarily chemical and physical perspective. Climate change, global warming, ozone depletion, and pollution will be studied. Since many problems arise from our insatiable demand for energy, energy consumption, energy conservation, and renewable sources of energy are treated early on. <i>General education explorations – science course.</i> | | |
| ENVS 105 | Stream Conservation/Fly Fishing | ALT F | 3 CR |
| | The biological and chemical attributes of streams and their influence on insect and fish populations is the focus of this course. Rehabilitation of streams through subtle means or significant construction activity will be studied. The connection between a conservation ethic and sport is demonstrated through the techniques, equipment, and activity of fly fishing. <i>General education explorations – science course.</i> | | |
| ENVS 201 | Conservation Ecology | ALT S | 3 CR |
| | Historically high extinction rates are the most pressing issue in natural resource management. This course is a survey of the biodiversity crisis and its causes, and efforts to achieve a sustainable relationship between biotic resources and human activities. <i>General education explorations – science course.</i> | | |
| ENVS 301 | Human Ecology | ALT S | 3 CR |
| | Human ecology is the study of how human societies relate to and depend upon the ecosystems that support them. Sustainability of human population and human activities will be the predominant theme of the course. Ecosystem services including clean water, air, soil, and biodiversity will be considered in the context of human impacts on the environment. <i>Prerequisite: ENVS 100 and 101 or consent of instructor.</i> | | |
| ENVS 302 | Historical Geology | ALT S | 3 CR |
| | The climate, environment, and flora and fauna of past geologic times will be studied. Emphasis will be placed on the role of life in altering the biosphere and on the role of geological processes in altering biogeography and in selectively preserving and destroying the fossil record. <i>Prerequisite: ENVS 100, GENS 300 Geology recommended.</i> | | |
| ENVS 310 | Topics in Environmental Science | Variable (2 or 3 CR) | |
| | <i>Prerequisite: ENVS 100 and 101.</i> Possible topics are listed below. Other topics may be offered. | | |
| | Global Climate Change | | 2 CR |
| | Historic patterns of global climate suggest oscillations of temperature and associated affects upon flora and fauna of the world. Such patterns and their comparison to current climatic change will be the focus of this course. Factors contributing to current global warming will be studied. | | |
| | Remote Sensing and Geographic Information Systems | | 3 CR |
| | Technology presently enables the collection of vast amounts of global information. This course will consider how to store, organize, retrieve and present such information. | | |
| | Water Quality Analysis | | 2 CR |
| | Chemical and biological indicators are now widely gathered for natural bodies of water. The actual collection of such samples, their analysis and the meaning of such data will be the topic of this course. Students will conduct tests of local lakes and streams. | | |
| | Environmental Political Theory | | 2-3 CR |
| | Various viewpoints will be offered on how environmental issues either have or have not gained a place in political decisions. | | |
| | Environmental Policy and Regulation | | 2-3 CR |
| | National, state and county governmental agencies have oversight for the creation, | | |

protection and management of natural resources. This course will focus on government jurisdiction and regulation of these entities.

Saving Wild Places **2 CR**

Preservation of natural areas is a complex undertaking. The problems of designating, protecting and managing such preserves will be the topic of this course.

Environmental Literature **2-3 CR**

Writers frequently have used nature as a topic. Various genres will be surveyed. The influence of such literature in shaping the environmental consciousness of society will be studied.

Environmental Chemistry **3 CR**

Environmental problems associated with the atmosphere, pesticides, toxic industrial materials and the contamination of natural waters will be studied from a chemical viewpoint. Students will also work in small groups on a variety of real-life environmental projects. *Prerequisite: CHEM 151 or GENS 101 is recommended.*

Agriculture and the Environment **2-3 CR**

Agriculture occupies approximately 50% of habitable lands, consumes 70% of water used by humans, and wastes two thirds of that water. Agricultural practices alter weather and climate. Globalization of food and agriculture has altered people's relationships to the land. The course will examine the sustainability of agricultural practices in an ecosystem context.

ENVS 400 **Supervised Project** **3 CR**

A supervised research project that is appropriate for the student's background and interest within environmental science. P/NC grading. *Prerequisite: Junior standing, approval of supervising faculty and ENVS 100 and 101.*

ENVS 495 **Internship** **Variable CR**

An intensive work experience related to environmental issues. Students will be placed in a selected work experience in industry, government, or private agency. Repeatable for credit. P/NC grading. *Prerequisite: Junior standing, approval of supervising faculty, and ENVS 100 and ENVS 101.*

ENVS 498 **Senior Capstone Seminar** **1 CR**

This seminar is meant to be taken as a final course in environmental science. It will consider the connections between the various disciplines which are part of environmental science. Students may elect to take a senior seminar in social science or science as an alternative to this course. *Prerequisite: Junior standing, approval of supervising faculty, and ENVS 100 and ENVS 101.*

EXERCISE SCIENCE (EXSC)

EXSC 100 **Individual Sport** **AN** **1 CR**

Instruction and practice in the fundamental skills and knowledge of the history, rules, strategy, and games of individual sports.

EXSC 140 **Functional Human Anatomy** **F, S** **2 CR**

A study of the essential features of human anatomy with special reference to structure of the skeletal, muscular, nervous, and circulatory systems as they pertain to human movement. Includes lecture and laboratory.

EXSC 160 **Athletic Training Observation** **F, S** **0 CR**

Orientation to a variety of intercollegiate sports, participation in the controlled setting of the athletic training room and in field settings under the supervision of full-time staff. *Enroll concurrently with EXSC 170.*

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| EXSC 170 | Fundamentals of Athletic Training | F, S | 3 CR |
| | Instruction and practice in fundamental athletic training skills. Includes a historical perspective of athletic training as a career and familiarizes the student with basic terminology of athletic injuries, injury prevention, taping and immediate care of athletic injuries. Includes lecture and laboratory. Lab fee. | | |
| EXSC 173 | Introductory Techniques in Athletic Training | S | 2 CR |
| | This course is designed to present the practical study of procedures for injury prevention and acute athletic injury management. Topics include the application of taping, splinting, padding, and environmental evaluation techniques. This course also involves an introduction to palpable anatomy as it relates to injury evaluation. Lab fee. | | |
| EXSC 180 | Lifetime Health Management | F, S | 3 CR |
| | A study of those health-related components necessary to maintain physical fitness. An emphasis is on the knowledge and self assessment of muscular strength, muscular endurance, body composition, cardiovascular health, stress management, and how they relate to a healthy lifestyle. | | |
| EXSC 181 | Lifetime Leisure Activities | F | 2 CR |
| | Practice in the fundamental skills and knowledge of the history, rules, strategy, and general methods of play and teaching lifetime leisure activities. Examples of activities presented are golf, tennis, and archery. | | |
| EXSC 182 | Teaching Team Sports | S | 2 CR |
| | Practice in the fundamental skills and knowledge of the history, rules, strategy, general methods of play and teaching team sports and games. Examples of activities presented are softball, soccer, and volleyball. | | |
| EXSC 190 | Physiological Principles of Conditioning | F | 3 CR |
| | An introductory study into the fundamental principles of conditioning and their application to conditioning for specific skill or sport. Emphasis is on the training of the body's energy systems. | | |
| EXSC 192 | Introduction to Sport Management | F, S | 3 CR |
| | This is an introductory course in the area of sports management. The course will cover different career possibilities in the sport management field. The course will also cover basic issues in sports administration. | | |
| EXSC 200 | History, Philosophy and Ethics of Sport | F | 3 CR |
| | This course will study the history of modern sport, the philosophical foundation of sport, and the ethical and moral issues in the sport industry. Students will develop a personal philosophy outlining their ethical values when confronted with difficult issues or decisions that often arise in the world of sport. | | |
| EXSC 202 | Public and Community Health | S | 3 CR |
| | Designed to enrich the student's understanding of public and community health programs, school health, self care, and hygiene in relation to the environment. | | |
| EXSC 205 | Clinical Experiences in Athletic Training I | F | 1 CR |
| | This course is the first in a series of 6 which focuses around the supervised clinical experiences with procedures for the prevention, evaluation, management, and rehabilitation of athletic injuries. Coursework relates to the development of taping, bracing, and bandaging skills, risk management and injury prevention techniques, use and fitting of protective equipment, utilization of an emergency action plan, wound care, and management of environmental concerns. <i>Prerequisite: Formal acceptance to the ATEP and completion of EXSC 173.</i> | | |
| EXSC 210 | Coaching Volleyball | F | 2 CR |
| | This course covers rules, offensive and defensive strategies, and techniques of volleyball. | | |

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| EXSC 211 | Coaching Basketball | F | 2 CR |
| | This course covers rules, offensive and defensive strategies, and techniques of basketball. | | |
| EXSC 212 | Coaching Baseball and Softball | S | 2 CR |
| | This course covers rules, offensive and defensive strategies, and techniques of baseball and softball. | | |
| EXSC 213 | Coaching Wrestling | S | 2 CR |
| | This course covers rules, strategies, and techniques of wrestling. | | |
| EXSC 214 | Coaching Soccer | AN | 2 CR |
| | This course covers rules, offensive and defensive strategies, and techniques and practices of soccer. | | |
| EXSC 215 | Coaching Football | S | 2 CR |
| | This course covers rules, offensive and defensive strategies, and techniques of football. | | |
| EXSC 216 | Coaching Track, Field and Cross Country | S | 2 CR |
| | This course covers rules and techniques of track and field. | | |
| EXSC 240 | Dance and Rhythms | ALT F | 2 CR |
| | A course designed to introduce the student to dance and basic elementary movement. This course will cover several different areas of dance including square, folk, and modern. | | |
| EXSC 251 | First Aid and Injury Prevention | F, S | 3 CR |
| | Standard first aid and CPR/AED for the professional rescuer are presented along with basic care and prevention of athletic injuries. These are presented in lecture and laboratory format. | | |
| EXSC 272 | Therapeutic Modalities in Athletic Training | S | 3 CR |
| | This course is designed to provide students with underlying theories that support the use of physical agents and electrotherapeutic modalities. Basic principles of tissue trauma, wound healing, pain theories, and pain management will be explored. Students will demonstrate a mastery of clinical application of the following contemporary therapeutic modalities: cryotherapy, thermotherapy, electrotherapy, ultrasound, traction, intermittent compression, and massage. <i>Prerequisite: EXSC 140 and 170.</i> | | |
| EXSC 273 | Therapeutic Exercise and Reconditioning | S | 3 CR |
| | This course will provide the athletic training student with a foundation of the most current trends in injury rehabilitation. A systematic approach to exercise development and evaluation, techniques, indications, contraindications, and exercise progression will be detailed. Students will be exposed to the specificity of exercise for the physically active, the use of exercise in prevention, rehabilitation, and recondition of the physically active. In addition, psychosocial issues as they are related to injury to the physically active will be addressed. <i>Prerequisite: EXSC 272.</i> | | |
| EXSC 291 | Current Health Issues | F | 3 CR |
| | Course designed to acquaint the prospective teacher with current health topics that are relative to teaching and working with school age children. Topics will include consumer health and substance abuse. | | |
| EXSC 301 | Liability in Sport | F | 3 CR |
| | This course will take an in-depth look at the law and liabilities associated with physical activities. This course will include a basic overview of the law associated with negligence. It will also include examining several case studies and discuss risk management planning. | | |
| EXSC 304 | Clinical Experiences in Athletic Training II | F | 1 CR |
| | This course focuses around the supervised clinical experiences with procedures for the | | |

prevention, evaluation, management, and rehabilitation of athletic injuries. Coursework relates to competencies and clinical proficiencies in therapeutic modalities. *Prerequisite: Formal acceptance to the ATEP and EXSC 205.*

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| EXSC 305 | Clinical Experiences in Athletic Training III ALT S | 1 CR |
| | This course focuses around the supervised clinical experiences with procedures for the prevention, evaluation, management, and rehabilitation of athletic injuries. Coursework relates to the competencies and clinical proficiencies associated with assessment and evaluation of the lower body. <i>Prerequisite: Formal acceptance to the ATEP and EXSC 304.</i> | |
| EXSC 306 | Clinical Experiences in Athletic Training IV ALT S | 1 CR |
| | This course focuses around the supervised clinical experiences with procedures for the prevention, evaluation, management, and rehabilitation of athletic injuries. Coursework relates to competencies and clinical proficiencies associated with assessment and evaluation of the upper body. <i>Prerequisite: Formal acceptance to the ATEP and EXSC 304.</i> | |
| 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 nutrient needs, the nutrient density concept, diet planning, energy balance, dietary supplements, ergogenic aid, and the relationship between fitness, exercise, and nutrition. | |
| EXSC 321 | Adapted Physical Education | ALT F 2 CR |
| | Deals with the methods used in teaching students unable to participate in regular physical education and those special students who are mainstreamed in regular physical education classes. | |
| EXSC 333 | Lower Extremity Evaluation | ALT F 3 CR |
| | This course provides the student with information and basic skills used to evaluate athletic orthopedic injuries and other special problems of the lower body in a clinical and on field setting. Skill acquisition will be developed in palpation methods, range of motion assessments, manual muscle exams, neurological evaluations, and special tests. <i>Prerequisite: Formal acceptance to the ATEP.</i> | |
| EXSC 334 | Upper Extremity Evaluation | ALT F 3 CR |
| | This course provides the student with information and basic skills used to evaluate athletic orthopedic injuries, general medical conditions, and other special problems of the upper body in a clinical and on field setting. Skill acquisition will be developed in palpation methods, range of motion assessments, manual muscle exams, neurological evaluations, and special tests. <i>Prerequisite: Formal acceptance to the ATEP.</i> | |
| EXSC 335 | Selected Topics in General Medicine and Pharmacology | F 1 CR |
| | This course is designed to provide the student with information related to general medical conditions and pharmacological issues commonly seen in active populations. Skill acquisition for proper evaluation, treatment, or referral of general medical conditions will be developed. Students will receive instruction on the recognition, physiological effects, and management of common medications. | |
| EXSC 341 | Advanced Sport Management | S 3 CR |
| | This is an upper-level sport management class that will focus on guidelines for planning and supervising buildings, budget procedures, and policy development. Also included in this course will be personal selection, public relations, and long range planning. <i>Prerequisite: EXSC 192.</i> | |
| EXSC 345 | Facility and Event Management | S 3 CR |
| | This course focuses on the guidelines and principles of managing sport and recreation | |

events and facilities. Topics include event logistics, critical planning techniques, crowd control, liability, funding, contracts, personnel and programming, facility design, operation, and maintenance.

- EXSC 350** **Biomechanics of Human Motion** **F** **2 CR**
A study of the mechanical principles applicable to human motion. Emphasis is on the application of these principles to the analysis of fundamental movement and sport skills. *Recommended prerequisite: EXSC 140.*
- EXSC 351** **Motor Learning** **F, S** **3 CR**
Designed to develop the student's understanding of the process by which children learn movement skills and how the teacher takes students beyond this stage by helping them consolidate positive gains, by adding new insights, and by teaching to higher levels of achievement. *Prerequisite: EXSC 140.*
- EXSC 352** **Exercise Physiology** **S** **3 CR**
A course designed to acquaint students with the functional responses and adaptation which accompany single and repeated prescribed exercises. *Prerequisite: BIOL 142 or permission of instructor.*
- EXSC 405** **Clinical Experiences in Athletic Training V** **F** **1 CR**
This course focuses around the supervised clinical experiences with procedures for the prevention, evaluation, management, and rehabilitation of athletic injuries. Coursework relates to competencies and clinical proficiencies associated with body composition, therapeutic exercise, psychosocial aspects of athletic training, nutrition, and organization and administration of athletic training. *Prerequisite: Formal acceptance to the ATEP and EXSC 304.*
- EXSC 406** **Clinical Experiences in Athletic Training VI** **S** **1 CR**
This course focuses around the supervised clinical experiences with procedures for the prevention, evaluation, management, and rehabilitation of athletic injuries. Coursework relates to competencies and clinical proficiencies associated with general medical conditions as related to athletic training, pharmacology, accessing and managing data using computer software and e-mail, administration of an athletic training facility, and professional development. *Prerequisite: Formal acceptance to the ATEP and EXSC 304.*
- EXSC 432** **Measurement and Evaluation in Health/
Physical Education** **ALT S** **2 CR**
Course designed to effectively implement measurement evaluation techniques in school and non-school settings.
- EXSC 435** **Psycho-Social Dimensions of Sport** **S** **3 CR**
This course will seek to identify and understand the psychological theories and techniques that can be applied to sport to enhance the performance and personal growth of athletes. Students will be able to recognize that sport is a microcosm of society and is influenced by cultural traditions, social values, and psycho social experiences. Issues such as violence in sport, sport aggression, gender, race, and professionalization of sport will be topics for discussion.
- EXSC 444** **Organization and Administration of
Athletic Training** **F** **3 CR**
This course is designed to provide the student with an understanding of the principles and techniques associated with the managerial aspects of athletic training programs. Students shall demonstrate knowledge of health care management concepts including facility development, fiscal management, insurance, and billing concerns, pharmacological related issues, licensure and personal management. *Prerequisite: Formal acceptance to the ATEP.*

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| EXSC 495 | Internship The exercise science internship is an intensive work experience which is related to the student's academic major. P/NC grading. Repeatable for credit. <i>Prerequisite: Permission of instructor.</i> | Variable CR |
| EXSC 496 | Athletic Training Clinical Intraship The involvement of the athletic training student in the Athletic Training Clinical Intraship is designed to provide the student with in-depth study and application in one of seven specific programs within athletic training while working hand in hand with athletic health care professionals. This course is a comprehensive lesson offering the development of knowledge and skills under the oversight of the athletic training program faculty and staff. P/NC grading. | Variable CR |
| FINANCE AND BANKING (FNBK) | | |
| FNBK 301 | Personal Finance An introduction to the study of personal financial planning. Topics include budgeting, time value of money, tax planning, use of credit, risk management and insurance, investing, mutual funds, and planning for life cycle events. Course not open to FNBK majors. <i>Does not count as part of the FNBK major. Prerequisite: Junior or senior status.</i> | F 3 CR |
| FNBK 306 | Managerial Finance An introduction to fundamental concepts financial managers use in making decisions. Topics include the analysis of financial statements, time value of money, risk/return tradeoffs, investment decisions, and valuation methods for stocks and bonds. <i>Prerequisite: ACCT 206 and ECON 206.</i> | F, S 3 CR |
| FNBK 316 | Corporate Finance Examines the decisions firms make regarding financing and investment, both in the short-run and long-run. Topics include debt versus equity financing decisions, short-term financial decisions, capital structure and dividend policy, mergers & acquisitions, ethical financial decision making, and basic risk management techniques. <i>Prerequisite: FNBK 306.</i> | F 3 CR |
| FNBK 322 | Analysis of Financial Statements 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: FNBK 306.</i> | S 3 CR |
| FNBK 356 | Financial Planning 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: FNBK 306.</i> | S 3 CR |
| FNBK 405 | International Finance 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: FNBK 306.</i> | S 3 CR |
| FNBK 420 | Money and Credit Institutions A study of the medium of exchange, the institutions which perform the financing functions, and the underlying principles by which the economy is regulated through the banking system. <i>Cross-listed with ECON 420. Prerequisite: FNBK 306.</i> | F 3 CR |
| FNBK 430 | Capital Markets and Investments 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 | F 3 CR |

investor. *Prerequisite: FNBK 306.*

- FNBK 440 Insurance and Real Estate S 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. *Prerequisite: FNBK 306.*
- FNBK 495 Internship Variable CR**
The business internship is an intensive work experience which is related to the student's academic major. Students will be placed in selected businesses which are willing to help students become involved in day-to-day operations. Repeatable for credit. P/NC grading. *Prerequisite: Finance and Banking major with 70 credit hours and consent of instructor.*
- GENERAL SCIENCE (GENS)**
- GENS 101 General Physical Science F, S 3 CR**
Survey study of the physical sciences, physics, chemistry, etc., for non-science majors. *General education explorations –science course.*
- GENS 102 Laboratory for General Physical Science ALT S 1 CR**
A laboratory experience consisting of astronomical observations, laboratory exercises, and demonstrations which are particularly useful for those going into the teaching profession. This lab complements and extends material in GENS 101 but is not required by students taking GENS 101. One two-hour laboratory period. *Prerequisite or corequisite: GENS 101.*
- GENS 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 explorations –science course.*
- 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 explorations –science course.*
- GENS 125 Oceanography F, S 3 CR**
This course is a multi-disciplinary introduction to the basic workings of the ocean. Laboratory exercises and internet environmental investigations will encourage understanding and highlight the relevance of this knowledge. *General education explorations –science course.*
- GENS 300 Geology ALT F 4 CR**
Study of the structure of the earth's surface in relation to composition, geologic age, and the forces of nature. 3 lectures, 1 two-hour laboratory period. *General education explorations –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 explorations –science course.*

GENS 495 Internship AN Variable CR
 An intensive, supervised work experience in a discipline related work environment. P/NC grading. Repeatable for credit. *Prerequisite: approval of supervising faculty member.*

GENS 498 Seminar AN 1 CR
 Designed for advanced students, this course develops literature research and oral and written presentation techniques. Repeatable for credit.

GEOGRAPHY (GEOG)

GEOG 200 World Regional Geography of the Developed World F 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 F 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 3 CR
 This course introduces the distinguishing features of human cultures including language and religion as well as occupational and political characteristics. The course includes case studies involving competition for limited resources in an increasingly urbanized and interdependent world.

GERMAN (GERN)

GERN 101 Elementary German I F 3 CR
 An introduction to the fundamentals of German, including pronunciation, grammar, and culture. No prior experience with the language is required. *General education explorations – humanities course.*

GERN 102 Elementary German II S 3 CR
 Continuation of GERN 101. *General education explorations – humanities course. Prerequisite: GERN 101 or equivalent.*

GERN 201 Intermediate German I F 3 CR
 This course expands students' knowledge of German. Oral proficiency is encouraged. Listening, speaking, reading, and writing skills extended and developed. Cultural knowledge of German-speaking countries broadened. *General education explorations – humanities course. Prerequisite: GERN 102 or equivalent.*

GERN 202 Intermediate German II S 3 CR
 Continuation of GERN 201. *General education explorations – humanities course. Prerequisite: GERN 201 or equivalent.*

GERN 250 Experiences in Conversation AN 1-3 CR
 A course intended for students who complete 1 or 2 years of a language on campus, and/or go on an international exchange and wish to maintain their language ability, but cannot pursue upper division courses in that language. Does not count for major or minor credit.

GERN 490 International Experience ALT I 3-9 CR
 Credit may be obtained by students who have the opportunity to study abroad or who can apply living experiences abroad to academic disciplines. Arrangements for academic

credit and faculty approval must be made prior to the international experience. The experience will be approved and evaluated on the same basis as an on-campus course. P/NC grading.

GRADUATE EDUCATION CURRICULUM AND INSTRUCTION PROGRAM (GECI)**GECI 501****Principles of Instructional Design and Curriculum Planning 3 CR**

This course introduces students to the foundational principles of curriculum and instructional design as they relate to student achievement. This course promotes acquisition of the knowledge and skills for elementary middle and secondary schools in curriculum leadership and development. It asks the student to examine curriculum areas focusing on the logical structure of the content, and use the results of this analysis suggest logical sequences of the content. Individual assignments and requirements will be made specific to the educational level and content specialization of the student.

Prerequisite: GEDU 510.

GECI 502**Cognition And Instruction: Research Based Instructional Strategies****3 CR**

This course focuses on the development of memory, knowledge and expertise in school learning from the cognitive psychology perspective. Instructional strategies developed from within this framework are explored. Students are required to select, design, implement and assess the effectiveness of one or more of these strategies in their respective classrooms. *Prerequisite: GEDU 510.*

GECI 503**Differentiating Instruction for Diverse Learners****3 CR**

This course explores various instructional models and methods and requires the student to select, design, present and evaluate those approaches in order to teach more effectively. Individual assignments and requirements will be made specific to the educational level and content specialization of the student. Considering individual differences, students will formulate appropriate expectations, educational goals/objectives, learning experiences, and assessment and evaluation tools and techniques. Individual assignments and requirements will be made specific to the educational level and content specialization of the student. *Prerequisite: GEDU 510.*

GECI 504**Professional Development and Instructional Leadership****3 CR**

This course gives the experienced educator the skills to adopt a leadership role in his/her school. The course focuses on social processes within the school community with an emphasis on leadership and collaboration skills. The literature on teacher development is reviewed and characteristics of effective schools and their practices are presented.

Prerequisite: GEDU 510.

GECI 505**Collaborating with Home, School and Community Partners 3 CR**

This course prepares students to become effective leaders and collaborators with a variety of constituents and stakeholders. Students will examine models of leadership, collaboration and consultation, and will understand how these models can be used to create and maintain positive and mutually supportive relationships with families, communities and within the school to promote student growth, development and learning. As a part of this course, students will develop a targeted intervention within their school.

Prerequisite: GEDU 510 and GECI 504.

GECI 541**Second Language Acquisition for Classroom Teachers****3 CR**

This course gives an overview of second language learning and teaching in the K-12 setting in the U.S. Linguistic, cognitive, affective, cultural, social and instructional factors as well as the basic principles of second language learning research are addressed. The course introduces participants to foundational theory in both first and second language acquisition and instruction. It explores how students acquire language, what influences the learning process, and how instruction best aids that process.

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| GECI 542 | Applied Linguistics | 3 CR |
| | This course is designed to introduce participants with little or no recent acquaintance with linguistics to the concepts and issues relevant to the field of applied linguistics and second language acquisition. It will survey phonetics, phonology, morphology, semantics and syntax. The course will also include an examination of the role of the brain in language learning, the nature of both first and second language acquisition and its application when working with English language learners. | |
| GECI 543 | Methods and Curriculum Development in Teaching English as a Second Language | 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. The course emphasizes the role of ESL teachers as course developers and action researchers. It focuses on effective lesson planning, task design, materials development, assessment and evaluation, and the use of technology in instruction. | |
| GECI 544 | Assessment Issues in Second Language Learning | 3 CR |
| | This course provides a general background in language assessment issues, opportunities to examine language assessment instruments, and practical experience developing and using formal and informal assessment measures. The students will be able to critically analyze and select evaluation techniques for measuring English language learners' performance in academic settings. | |
| GECI 558 | Practicum in Teaching English as a Second Language (K-6) | 1 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. May be taken concurrently with GEDU 592. P/NC grading. | |
| GECI 559 | Practicum in Teaching English as a Second Language (7-12) | 1 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. May be taken concurrently with GEDU 592. P/NC grading. | |
| GECI 560 | Practicum in Teaching English as a Second Language (K-6) | 3 CR |
| | Students will engage in a 90-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. | |
| GECI 561 | Practicum in Teaching English as a Second Language (7-12) | 3 CR |
| | Students will engage in a 90-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. | |
| GRADUATE EDUCATION PROGRAM (GEDU) | | |
| GEDU 510 | Introduction to Graduate Study and Research | 3 CR |
| | This course prepares the student for graduate study in general and with the specific skills required for competent performance in the program. The course is designed to orient the new student to the logical sequence of the program and to the use of the internet and electronic library databases available for research. The course prepares students to become competent consumers of educational research as well as providing them with the necessary skills for producing applied research in their professional setting. This is a required prerequisite course for continued study within the graduate program. | |

- GEDU 512** **Learning, Development and Motivation** **3 CR**
This course will explore the psychological foundations for school learning. A brief survey of historical learning theories as they apply to education will precede the examination of the psychological principles which related specifically to classroom learning, human development and motivation. The primary focus will be on the recent and current research from the cognitive viewpoint. *Prerequisite: GEDU 510.*
- GEDU 517** **Social and Cultural Foundations of Education** **3 CR**
Surveys diversity across cultural and ethnic dimensions and the impact this has on school learning. In this course, students will explore the intersection of education and culture, and the historical and philosophical foundations of each. The course will also explore the implications of legislation, values, assessment and policies in a cultural context, designed to heighten student awareness, knowledge and skills necessary for successful teaching with an increasingly diverse student population. *Prerequisite: GEDU 510.*
- GEDU 518** **Assessment and Evaluation of Classroom Learning** **3 CR**
This course will cover the skills and strategies necessary for effectively assessing classroom learning. Basic measurement concepts such as reliability and validity, as well as basic statistics will be presented for both norm-reference and criterion-reference assessment. More recent development in alternative assessment procedures are examined. 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 academic achievement. *Prerequisite: GEDU 510.*
- GEDU 519** **Professional Orientation to School Guidance and Counseling** **3 CR**
This course provides a professional orientation to the role and function of the K-12 school guidance counselor. Both the functions of guidance and counseling are examined as well as the history, roles, organizational structure of comprehensive guidance programs, professional ethics, standards, and credentialing. Students will have an opportunity to practically explore the field of school counseling and current issues related to comprehensive developmentally based guidance programs in the school setting. Moreover, this course should facilitate the process of the future graduate coursework by giving the student a firm foundation from which to base one's professional school counseling career.
- GEDU 525** **Adolescent Growth & 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. Research component will be expected in this course. *Offered only at specific BVU Professional & Online Studies locations.*
- GEDU 526** **Methods & Materials for Teaching Middle School** **3 CR**
Compares the traditional junior high with current middle school development and examines characteristics of exemplary middle school programs, including disciplinary and interdisciplinary trends. Students participate in a number of hands-on activities which explore a variety of teaching methods both group and individually based. This course will provide the requisite middle school methodology, curriculum design, and instructional knowledge needed for teaching in a middle school. Research component will be expected in this course. *Offered only at specific BVU Professional & Online Studies locations.*
- GEDU 527** **Developmental Assessment & Guidance Curriculum in School Counseling** **3 CR**
This course addresses important conceptual and practical issues of effective school counseling practice, with an emphasis on the critical importance of proactive, primary prevention applications that positively impact student development. Topics include introduction to individual and group developmental assessment practices translated

into a developmental guidance curriculum. Also addressed are the practical aspects in developing a positive learning climate in the classroom and coping with conflict, cultural diversities, and special needs while instructing a developmental based guidance curriculum. Also examines assessment procedures of students with primary focus on the administration and interpretation of standardized and non-standardized tests, inventories, observations, and case study approaches of appraisal.

GEDU 528 Action Research, Data Analysis and Informational Resources 3 CR

This course prepares and teaches the student specific action research and data analysis skills required for competent performance in the graduate program. The course is designed to orient the student to the Internet, electronic library databases, and related informational resources available for action research. The course prepares students to become competent consumers of educational based research as well as providing them with the necessary skills for producing applied action research and program evaluation analysis in their professional setting.

GEDU 529 Human Development and Learning in the School and Family 3 CR

The course examines the impact that the community, family and school contexts have on the development of children and youth as well as how developmental concepts, principles, and theories apply to the learning process in children and youth. The course examines the developmental processes and their implications for curriculum, classroom teaching and management, and understanding human behavior in context of learning. Provides a survey of learning theories as they apply to healthy human development and the examination of the psychological, familial, and community-based issues that relate specifically to classroom learning and academic achievement.

GEDU 538 Consultation, Leadership & Advocacy Roles in School Counseling 3 CR

This course provides knowledge of theories, models, and processes of consultation with teachers, administrators, and other school personnel parents, community groups, agencies, and pupils as appropriate; and to provide a background of knowledge and skills applicable to the multiple roles required of school counselors in a comprehensive based guidance program. Course will focus on all the aspects of consultation – with teachers, with parents, and with other professionals. Course will emphasize the diverse and multiple roles of school counselors, including cross-cultural counseling, crisis intervention, conflict resolution, leadership, and advocacy roles that school counselors must assume. Emphasis is placed on oral and written communication, and applying interpersonal and counseling skills to all interactions.

GEDU 542 Human Growth and Development in School and Family 3 CR

This course explores the dynamics of human lifespan development and the behavioral characteristics of individual development, basic developmental principles and age-stage characteristics. The course examines the impact that the community, family and school contexts have on the development of children and youth as well as how developmental concepts, principles and theories apply to contemporary problems of children and youth. Emphasis is given to possible causes, children's emotional reactions and ways of coping with these situations in the classroom. Separate components specific to elementary, middle and secondary level students are included.

GEDU 543 Administration of Comprehensive Guidance Programs in the Schools 3 CR

This course explores comprehensive guidance approaches applicable to elementary, middle, and secondary school students. Current counseling, coordinating, and consulting practices are examined as they relate to students, parents, and school professionals. Emphasis is placed on working within the school and community power structure to establish and redefine program objectives designed to meet the needs of all students. Curriculum and evaluation approaches designed to measure these objectives will also be discussed. Separate components specific to elementary, middle, and secondary

level students are included. The course content aligns itself with both ASCA and Iowa standards for the delivery of counseling programs in the schools.

- GEDU 544** **Social and Cultural Foundations of School Counseling** **3 CR**
This course examines the theoretical basis for establishing helping human relationships. Special consideration will be given to the social and cultural foundations of these theories, to assist counselors in developing multicultural awareness necessary for working successfully with increasingly diverse school and community populations. Course content includes a study of each of the predominant theories and their relevance to social and educational settings. Learners are encouraged to develop their own theories of interpersonal relationships consistent with their personal philosophies. The course will provide them with the basis for conceptualizing client concerns and facilitating client choice and/or behavioral change.
- GEDU 546** **Methods in School Guidance and Counseling** **3 CR**
This course emphasizes the development of advanced-level communication skills and complex interpersonal processes involved in helping relationships. The course deals with population-specific interviewing including intakes, decision-making, goal setting and the implementation and termination of strategies, while stressing principles, procedures and processes of consultation with emphasis on developing consultation skills. Separate components specifically designed for elementary or secondary are provided.
- GEDU 547** **Practicum in Elementary School Guidance** **3 CR**
An intensive supervised experience designed to integrate the student's developing guidance and counseling skills into the K-6 workplace where both interpersonal communication skills as well as the organizational skills are reinforced. Separate elementary, middle and/or secondary experiences are provided.
- GEDU 548** **Group Guidance & Counseling in the Schools** **3 CR**
This course studies the rationale and methodology of guidance and counseling groups from the developmental perspective. Group processes and techniques appropriate for elementary and secondary school settings are demonstrated. The class offers an opportunity for individual growth through the group experience. Separate components specific to elementary, middle, and secondary level students are included.
- GEDU 549** **Career Development and Assessment in the Schools** **3 CR**
The course reviews current trends in career development and assessment as part of a comprehensive school guidance and counseling program. The course will study the theoretical approaches to educational based career planning and assessment, and integrate these with career counseling and guidance practices. Career development is viewed as a life-long process that has impact on self, significant others, and career choices. Special attention will be given to the integration of interest, abilities, and personality assessments data as it relates to persons of various cultures.
- GEDU 550** **Practicum in Secondary School Guidance** **3 CR**
An intensive supervised experience designed to integrate the student's developing guidance and counseling skills into the 7-12 workplace where both interpersonal communication skills as well as the organizational skills are reinforced. Separate elementary, middle and/or secondary experiences are provided.
- GEDU 551** **Supervised Pre-practicum in School Counseling** **3 CR**
This course is an advanced class for students preparing for their field practicum experiences through the supervised practicing of counseling skills and conceptualization processes acquired through direct counseling experiences. The class will cover skill development through active practice and review of tapes and in-class role playing. Skills include: empathy, reflection, theory specific applied counseling techniques, basic behavioral and cognitive restructuring interventions, treatment planning, intake and diagnostic interviewing, and termination. Ethical issues, diversity in counseling, and self-reflection will also be addressed.

GEDU 555 Capstone Professional Portfolio in School Counseling 1 CR
 This course provides an integrative experience requiring students to bring together all of what they have learned in courses, imbedded internship experiences, clinical field experiences, and other professional venues and to demonstrate how that learning has been applied both personally and professionally. The capstone professional portfolio should provide evidence of the development of knowledge and skills expected of an entry-level school counseling professional. The portfolio will be reviewed and assessed by the school-counseling faculty. Grading P/NC.

GEDU 591 Capstone Portfolio: Effective Teaching and Instructional Leadership 3 CR
 The capstone portfolio is designed to promote student synthesis of learning across the program, within the national standards framework. Using an appropriate set of standards identified by the student, students will assemble learning artifacts which demonstrate their competency in the standards and their growth within the program. Grading P/NC.

GEDU 592 Capstone Portfolio: Teaching English as a Second Language 3 CR
 The capstone portfolio is designed to promote student synthesis of learning across the program, within the national standards framework. Students will assemble learning artifacts which demonstrate their competency in the standards and their growth within the program. The capstone will prepare students, to proceed with national certification, should they choose to do so, though this is not a program requirement. Grading P/NC.

GRADUATE EDUCATION (GRED)

GREED 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 READING (GRDG)

GRDG 511 Foundations of Reading 1 CR
 This course will provide the practitioner/candidate with the knowledge of the psychological, socio-cultural, and linguistic foundations of reading and writing processes and instruction. The practitioner/candidate will become familiar with a range of research pertaining to reading, writing, and learning, including scientifically based reading research and knowledge of histories of reading. The range of research encompasses research traditions from the fields of the social sciences and other paradigms appropriate for informing practice. The course will focus on the acquisition of knowledge of the major components of reading (phonemic awareness, word identification/phonics, vocabulary, fluency, and comprehension) and how to effectively integrate curricular standards with student interests, motivation, and background knowledge.

GRDG 512 Implementing a Comprehensive Reading Program 2 CR
 The content of this course will provide the practitioner/candidate with knowledge of the major processes and tools of implementing a comprehensive reading program. These include school-wide action research and the Iowa professional development model. The practitioner/candidate will overview the 5 components of a comprehensive reading program as determined by the National Reading Panel (phonemic awareness, phonics, comprehension, vocabulary, and fluency). The practitioner/candidate will gain knowledge to implement a comprehensive reading program that effectively integrates curricular standards with student interest, motivation, and background knowledge.

GRDG 521 Reading in the Content Area 1 CR
 Reading is not a skill limited to language arts classes, and thus every teacher needs to be a teacher of reading. This course is designed to demonstrate to practitioner/candidate how reading can be taught through a variety of disciplines with an emphasis on text structure and the dimensions of content area vocabulary. This course will emphasize

comprehension, and will permit practitioner/candidate to demonstrate a variety of research-based strategies and practices.

GRDG 522 Exploring Informational Texts 1 CR

This course is designed for the practitioner/candidate to use research-based strategies and practices when applying knowledge of text structure and content area vocabulary to improve comprehension (literal, interpretive, critical, and evaluative) and writing of content area materials. The practitioner/candidate will also learn to select quality texts that are in alignment with instructional goals.

GRDG 531 Practicum I Guided Reading 1 CR

The content of this course will provide the practitioner/candidate with the opportunity to be observed implementing all components of small group instruction using leveled texts. These observations will be conducted by a licensed professional(s) who evaluates and provides feedback on the knowledge, disposition, and performance of the teaching of reading and writing. The practitioner/candidate will learn to effectively use reading and writing strategies, materials, and assessments in a small group setting based upon appropriate reading and writing research. The practitioner/candidate will make connections using data to monitor, track and adjust literacy growth using assessments and running records. The practitioner/candidate will work with colleagues and families in the support of reading and writing development.

GRDG 532 Practicum II 1 CR

The content of this course will provide the practitioner/candidate with opportunity to be observed by a licensed professional(s) who evaluates and provides feedback on the knowledge, disposition, and performance of the teaching of reading and writing. The practitioner/candidate will learn to effectively use reading and writing strategies, materials, and assessments based upon appropriate reading and writing research. The practitioner/candidate will work with colleagues and families in the support of reading and writing development.

GRDG 541 Language Development 2 CR

The development of a working communication system is a life-long journey for all humans. Although development of a system begins at birth, physical, social, psychological, and emotional components must develop for the acquisition of the abilities of sensation, perception, and cognition, which serve as the foundation for language. Although humans are not unique among the species of the earth in terms of the ability to communicate, they appear to possess a special potential for devising complex language systems and using verbal rules to express our communicative interactions. In order to optimize language development, timing of physiological events and learning experiences is crucial. If the individuals are immature, have physical or mental disabilities, or should the environmental stimulation be unavailable, language development may be delayed or even disrupted. Likewise, the impact of culture and its accompanying implications has a powerful effect on the development of communication and language styles and processes. This course will examine the development of language across the lifespan. It will explore a variety of theoretical beliefs of language development as well as language's basic building blocks. Individuals who successfully complete the course should be able to use this information to recognize the existence of language development and usage problems, to improve their ability to provide appropriate strategies to enhance development, and to enhance their ability to differentiate between language differences and disorders for the language referral process. These individuals will acquire the knowledge necessary to serve as a resource for parents and other professionals who seek an understanding of the process of child language acquisition. Additionally, course participants will explore variations related to cultural and linguistic development in order to provide effective instruction in reading and writing. The course will also enhance their ability to serve as researchers seeking to develop more accurate knowledge concerning the nature of the language development process.

- GRDG 551** **Oral Communication** **1 CR**
 Communication is the very essence of teaching. By developing an understanding of student communication behaviors, teachers can determine the appropriate strategies to create and deliver appropriate classroom strategies. This course will help teachers to better understand classroom communication and permit them the opportunity to develop appropriate strategies to meet the needs of students with reading difficulties.
- GRDG 552** **Written Communication** **1 CR**
 There is an acknowledged connection between reading and writing. In order to be successful in one, an individual needs facility in the other. This course will emphasize the reading/writing connection, and will explore how oral and written language development affect reading fluency. The 4 phases in the writing process will be explored. Students will explore the stages of spelling development, and how different writing forms are used for effective communication.
- GRDG 553** **Word Journeys** **1 CR**
 The practitioner/candidate will receive an overview of the stages of spelling development. The practitioner/candidate will learn to assess students to determine individual students' word study needs. The practitioner/candidate will learn how to implement effective SBRR word study instruction at appropriate developmental levels.
- GRDG 554** **The Elementary Writing Process** **1 CR**
 The content of this course will provide the practitioner/candidate with knowledge of the theory and research-based strategies for designing and delivering effective composition instruction. The practitioner/candidate will learn to use the composing think aloud to explicitly teach writing skills. This course will emphasize the reading/writing connection and will explore how oral and written language development affect reading fluency. The 4 phases in the writing process will be explored through interactive writing. Students will explore the stages of spelling development, and how different writing forms are used for effective communication. The practitioner/candidate will apply the course theory and strategies in a classroom setting with learners at various stages of reading and writing development and from varied cultural and linguistic backgrounds. Course study will include a brief history of composition in the classroom, components of quality writing, research based strategies for increasing writing skills, the selection of materials for writing instruction, and assessing writing skills.
- GRDG 555** **Introduction to the 6+ Traits of Writing for Teaching and Assessing Composition** **1 CR**
 The content will provide the practitioner/candidate with the knowledge of the writing process, and the reading-writing-speaking connections. While using the 6 characteristics, or traits, found in quality writing, the p/c will apply an understanding of the different types of writing (narrative, expressive, persuasive, informational, and descriptive). The practitioner/candidate will also show connections between oral and written language development to effectively teach writing as communication.
- GRDG 561** **Policies and Practices of Reading Assessment, Diagnosis and Evaluation** **1 CR**
 This course will provide the practitioner/candidate with the knowledge of a variety of instruments, procedures, and practices that range from individual to group and from formal to informal to alternative for the identification of students' reading proficiencies and needs, for planning and revising instruction for all students, and for communicating results of ongoing assessment to all stakeholders. The practitioner/candidate will also become aware of policies and procedures related to special programs, including Title I and reading recovery.
- GRDG 562** **Reading Assessment, Diagnosis and Evaluation** **2 CR**
 The content will provide the practitioner/candidate with the knowledge of a variety of assessment instruments, procedures and practices that range from individual to group and are used for screening, diagnostic purposes and progress reporting. The practitioner/

candidate will learn to design and implement an assessment plan. Resulting data will be analyzed for the purposes of identifying students' reading proficiencies and needs, and for planning and revising instruction for all students. Data will also indicate areas of professional growth needed by teachers and will indicate school-wide trends. Results will be communicated to families and other stakeholders. The practitioner/candidate also demonstrates awareness of policies and procedures related to special programs, including Title I.

- GRDG 571** **Children's Literature – Fiction and Non-Fiction** **2 CR**
The practitioner/candidate uses knowledge of children's literature for modeling the reading and writing of varied genres, fiction and nonfiction, technology and media based information, and non-print materials; for motivating through the use of texts at multiple levels, representing broad interests and reflecting varied cultures, linguistic backgrounds and perspectives and for matching text complexities to the proficiencies and needs of readers.
- GRDG 581** **Reading Instructional Strategies** **1 CR**
This course will provide the practitioner/candidate with the knowledge of a range of research-based strategies and instructional technology for designing and delivering effective instruction across the curriculum, for grouping students and for selecting materials appropriate for learners at various stages of reading and writing development and from varied cultural and linguistic backgrounds. The instructional strategies and activities are arranged around general area of focus: phonemic awareness, decoding, fluency, vocabulary, and comprehension. The course content focuses on scientifically based research in reading strategies and learning to read.
- GRDG 582** **Vocabulary Instructional Strategies** **1 CR**
The content of this course will provide the practitioner/candidate with knowledge of the theory and research-based strategies for designing and delivering effective vocabulary instruction. The practitioner/candidate will apply the findings in a classroom setting. Course study will include how vocabulary is learned by learners at various stages of reading and writing development and from varied cultural and linguistic backgrounds. The course will also include selection of vocabulary for direct instruction, instructional methods, instructional materials and assessment.
- GRDG 583** **Fluency Instructional Strategies** **1 CR**
The content of this course will provide the practitioner/candidate with knowledge of the theory and research-based strategies for designing and delivering effective fluency instruction. The practitioner/candidate will apply the findings in a classroom setting with learners at various stages of reading and writing development and from varied cultural and linguistic backgrounds. Course study will include the a brief history of oral reading in the classroom, components of fluency, research based strategies for increasing fluency, the selection of materials for fluency instruction, and assessing reading fluency.
- GRDG 584** **Phonemic Awareness/Phonics Instructional Strategies** **1 CR**
The content of this course will provide the practitioner/candidate with knowledge of the theory and research-based strategies for designing and delivering effective phonemic awareness and phonics instruction. The practitioner/candidate will apply the findings in a classroom setting with learners at various stages of reading and writing development and from varied cultural and linguistic backgrounds. Course study will include components of phonemic awareness and phonics instruction, research based strategies for increasing phonemic awareness and the understanding of phonics, the selection of materials for phonemic awareness and phonics instruction, and informal assessment. The practitioner/candidate will learn how phonemic awareness and phonics instruction fit into the whole of a comprehensive reading program.
- GRDG 585** **Comprehension Instructional Strategies – Read Aloud, Talk Aloud and Think Aloud** **1 CR**
The content of this course will provide the practitioner/candidate with knowledge

of the theory and research-based strategies for designing and delivering effective comprehension instruction. The practitioner/candidate will apply the findings of strategies that make a difference to readers through their use of teacher and student read alouds, talk alouds and think alouds in a classroom setting. Course study will include how comprehension strategies are learned by learners at various stages of reading and writing development and from varied cultural and linguistic backgrounds. The course will also include selection of instructional material, instructional methods, and assessment.

GRDG 586 Comprehensive Instructional Strategies – Picture Word Inductive Model 1 CR

The content of this course will provide the practitioner/candidate with knowledge of the theory and research-based strategies for designing and delivering effective comprehension instruction using the picture word inductive model (PWIM). The practitioner/candidate will apply the findings in a classroom setting with learners at various stages of reading and writing development and from varied cultural and linguistic backgrounds. Course study will include the components of PWIM instruction, research based strategies for increasing comprehension and the understanding of PWIM, the selection of materials for PWIM and PWIM instruction and informal assessment. The practitioner/candidate will learn how PWIM fits into a comprehensive reading program and is used to help instruct students in phonetic and structural analysis principles, build conceptual vocabulary, comprehension strategies and writing skills aligned with science and social studies concepts.

GRAPHIC DESIGN (GDES)

GDES 223 Graphic Design Foundations F, S 3 CR

Elements and principles of design are studied and applied to various graphic design projects. This course will also include an introduction to the history of graphic design and typography. Communication and graphic design majors are required to get a final grade of C or better in this course. *Prerequisite/co-requisite: ART 201*

GDES 305 History of Graphic Design F 3 CR

Discussion and study of graphic design as a vital component of each culture and period in human history with a focus on the study of the political, social, aesthetic and technological influences of graphic design including the creative innovators who established graphic design as a profession. Communication and graphic design majors are required to get a final grade of C or better in this course.

GDES 349 Graphic Design S 3 CR

A survey of the history and modern practice of graphic design. Laboratory exercises will center on the development of graphics for print in black and white and color. Communication and graphic design majors are required to get a final grade of C or better in this course. *Prerequisite: GDES 223.*

GDES 350 Typography F 3 CR

The study and application of type. Examination of the historical and contemporary typographic perspectives, including study of the structure and expressive nature of type as an integral element of graphic design. Communication and graphic design majors are required to get a final grade of C or better in this course. *Prerequisite: GDES 223.*

GDES 440 Illustration S 3 CR

Focus on the study and creation of contemporary illustration as it relates to graphic design. Course work will consider editorial illustration, book publishing, advertising, music industry, self-promotion, etc. *Prerequisite: GDES 223, GDES 349.*

GDES 449 Advanced Graphic Design F 3 CR

This course will consider the problems and practices of graphic presentation in the present day work setting. Emphasis will be placed on advanced preparation for production and computer generated presentation. Communication and graphic design

majors are required to get a final grade of C or better in this course. *Prerequisite: GDES 349.*

GDES 495 Internship Variable CR

An intensive, supervised work experience in a discipline related work environment. Repeatable for credit. P/NC grading. *Prerequisite: Approval of supervising faculty member.*

HISTORY (HIST)

HIST 101 History of the United States to 1877 F 3 CR

This course studies the origins and development of the United States from colonization through the Civil War and reconstruction eras. *General education explorations – humanities course.*

HIST 102 History of the United States After 1877 S 3 CR

This course examines the political, economic, and social forces that have shaped modern America from 1877 to the present. *General education explorations – humanities course.*

HIST 111 World Civilizations I F 3 CR

This course studies the cultures and peoples of the world from the classical eras to 1500 and focuses on Egypt, India, China, Greece, and Rome. *General education explorations – humanities course.*

HIST 112 World Civilizations II S 3 CR

This course examines the forces that have shaped the cultural diversity of the modern world from 1500 to the present and emphasizes industrialization, imperialism, nationalism, and the world wars. *General education explorations – humanities course.*

HIST 121 The Emergence of Western Civilization AN 3 CR

This course examines the cultures and people of western civilization from the classical era until the emergence of the modern nation state. *General education explorations – humanities course.*

HIST 122 The Revolutions of Western Civilizations AN 3 CR

This course examines the forces that have shaped western industrialized society, focusing on the scientific, French and industrial revolutions, from their origins to their effects on the 20th century. *General education explorations – humanities course.*

HIST 125 Asian Civilizations S 3 CR

This course is an overview of Asia from cultural, social, and political viewpoints. *General education explorations – humanities course.*

HIST 222 The History of Iowa AN 3 CR

This course studies the social, political, and economic developments in Iowa from the 17th century to the present. *General education explorations – humanities course.*

HIST 223 History of American Indians ALT 3 S 3 CR

This course examines the economic, social, and cultural lives of Native Americans and their encounters with European-Americans and the policies of the United States government.

HIST 227 Topics in World History AN 3 CR

This course focuses on an important topic in world history. Topics will vary in response to both faculty and student interest. Repeatable for credit.

HIST 228 Topics in American History AN 3 CR

This course focuses on an important topic in American history. Topics will vary in response to both faculty and student interest. Repeatable for credit.

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| HIST 230 | The Vietnam Wars | ALT 3 F | 3 CR |
| | This course examines the history of Vietnam including the wars for independence from the Chinese and French and the war with the United States. <i>General education explorations – humanities course.</i> | | |
| HIST 235 | The American Civil War | ALT S | 3 CR |
| | A survey of the American Civil War and reconstruction period from cultural, social, political, and military perspectives. <i>General education explorations – humanities course.</i> | | |
| HIST 240 | The History of the American West | ALT F | 3 CR |
| | A survey of the American west from the late 1700s to the present, this course examines the American west as both a region and an image in the American historical consciousness, emphasizing how historians and Americans in general have viewed the region and interpreted its past as part of the American experience. <i>General education explorations – humanities course.</i> | | |
| HIST 241 | History of World War II | ALT F | |
| | This course is a survey of World War II, the most catastrophic war in human history. Throughout the semester we will examine the causes of the conflict, the allies and axis powers, the buildup and outbreak of fighting in Europe and the Pacific, the conduct and outcome of major campaigns, the Holocaust, and the end of the war and its aftermath. We will also focus on moral judgments made during the stress of war and on the ideological and racial dimensions of the conflict and their impact on how the war began, the brutal nature in which it was waged, and its legacies. <i>General education explorations – humanities course.</i> | | |
| HIST 242 | The Holocaust | ALT 3 F | 3 CR |
| | The Holocaust refers to the period between 1939 and 1945 when between 13 and 15 million people, 6 million of them Jews, were murdered by the German Nazi Party. This class will explore Jewish life before World War II, the rise of Adolf Hitler and the Nazi Party, the planning and execution of the so-called “final solution” to the “Jewish problem,” life and death in the ghettos and camps, liberation, and the aftermath of the war years. <i>General education explorations – humanities course.</i> | | |
| HIST 245 | Renaissance and Reformation | AN | 3 CR |
| | This course is an exploration of the great cultural, intellectual, and spiritual transformations wrought in the overlapping eras of the renaissance and reformation in Europe, ca. 1300-1648. <i>General education explorations – humanities course.</i> | | |
| HIST 284 | Empires: The Colonial Experience | ALT 3 F | 3 CR |
| | This course is an examination of modern European imperialism and focuses on the response of colonial peoples and emphasizes nontraditional sources such as novels and films. <i>General education explorations – humanities course.</i> | | |
| HIST 304 | Military History of the U.S. | ALT S | 3 CR |
| | This course examines Americans at war from the colonial period to the present day, focusing on the origins, conduct, and consequences of the wars fought during this time, the creation and development of American military institutions, the development and perpetuation of the citizen-soldier ideal, the impact of warfare on American society, and the role and consequences of our martial past in our development as a world power. | | |
| HIST 311 | Problems in World History | AN | 3 CR |
| | This course focuses on an important problem in the field of world history. Topics vary in response to faculty and student interests. Repeatable for credit. | | |
| HIST 312 | Problems in American History | AN | 3 CR |
| | This course focuses on an important problem in the field of American history. Topics vary in response to faculty and student interests. Repeatable for credit. | | |

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| HIST 315 | History of Immigration in the U.S. | | |
| | This course is an exploration of individual beliefs about ethnicity, culture, and race in the U.S. It will allow an exploration of the U.S. immigration from colonial American to the present. <i>General education explorations – humanities course. This course is only offered through BVU Professional & Online Studies.</i> | | |
| HIST 320 | History of the Middle East | ALT S | 3 CR |
| | This course examines the history of West Asia from the time of Mohammed in the seventh century through the current difficulties confronting the region. | | |
| HIST 349 | Modern Europe | AN | 3 CR |
| | This course examines the cultural, political, military, and social forces that have shaped 20th century Europe. | | |
| HIST 358 | Women Around the World | ALT S | 3 CR |
| | This course is an examination of how individual women and groups of women have significantly influenced their communities and countries, as well as helped define their various roles in their families and societies. | | |
| HIST 360 | History of China | ALT F | 3 CR |
| | This course explores the history of China from cultural, social, and political viewpoints, with an emphasis on the continuity of Confucianism and the modern communist state. | | |
| HIST 362 | History of Japan | ALT S | 3 CR |
| | This course surveys the history of Japan from cultural, social, and political perspectives, stressing the Japanese feudal, Meiji, and post-World War II periods. | | |
| HIST 364 | History of India | AN | 3 CR |
| | This course concentrates on the development of India's "Great Tradition," including Hinduism, the caste system, and civilization which existed in India dating from 2-600 BCE. | | |
| HIST 375 | American Revolution and Early Republic, 1763-1848 | ALT S | 3 CR |
| | This course investigates the causes, conduct and consequences of the American Revolution from political, social, and military perspectives and then examines the Founding and development of the new American Republic from the Confederation through the War with Mexico. | | |
| HIST 390 | America and the World Wars | ALT F | 3 CR |
| | This course examines the role of the United States in World War I and World War II in social, political, and military contexts. It will focus not only on the impact of the wars of the U.S., but also on the United States' impact on the world as it emerged from these global conflicts and became a prominent power on the world stage. | | |
| HIST 397 | Recent American History | ALT 3 S | 3 CR |
| | This course is an examination of the American people from 1945 to the present, including the McCarthy era, the Cold War (especially the Vietnam War), the New Left, the Civil Rights Movement, the Feminist Movement, and the Green Revolution. | | |
| HIST 481 | The Historian's Craft (World) | F | 3 CR |
| | This course is the senior seminar for history majors who are emphasizing world history and focuses on historiography and on independent research and writing in the field. For history education majors, this course can count for elective credit in world history. <i>Prerequisite: Junior standing or above.</i> | | |
| HIST 482 | The Historian's Craft (U.S.) | F | 3 CR |
| | This course is the senior seminar for history majors who are emphasizing US history and focuses on historiography and on independent research and writing in the field. | | |

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/NC grading. Repeatable for credit. *Prerequisite: Approval of supervising faculty member.*

HONORS HONR 100 Honors Orientation S 1 CR
 A seminar intended to introduce all students admitted to the honors program to the demands and features of honors work. Graded P/NC. *Prerequisite: Admission to the honors program and permission of the honors program director.*

HONR 200 Honors Fine Arts AN 3 CR
 The fine arts explorations seminar for honors students. May not be taken P/NC. *Prerequisites: HONR 100 and permission of the honors program director.*

HONR 210 Honors Social Science AN 3 CR
 The social science explorations seminar for honors students. May not be taken P/NC. *Prerequisite: HONR 100 and permission of the honors program director.*

HONR 220 Honors Science AN 3 CR
 The science explorations seminar for honors students. May not be taken P/NC. *Prerequisite: HONR 100 and permission of the honors program director.*

HONR 230 Honors Humanities AN 3 CR
 The humanities explorations seminar for Honors students. May not be taken P/NC. *Prerequisite: HONR 100 and permission of the honors program director.*

HONR 300 Honors Proposal S 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. Graded P/NC. *Prerequisite: HONR 100 and permission of the honors program director.*

HONR 350 Honors Research F 3 CR
 The purpose of the honors research course is the completion of the project proposed and passed in HONR 300. Graded P/NC. *Prerequisite: HONR 300 and permission of the honors program director.*

HONR 498 Honors Capstone S 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. Graded P/NC. *Prerequisite: HONR 350 and permission of the honors program director.*

INTERIM (INTM)

INTM courses are offered during the January interim session and are intended to be elective hours toward graduation. INTM courses do not count as major/minor credit.

JAPANESE (JAPN)

JAPN 101 Elementary Japanese I F, I 3 CR
 An introduction to the fundamentals of Japanese, including pronunciation, grammar, and culture. No prior experience with the language is required. *General education explorations – humanities course.*

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| JAPN 102 | Elementary Japanese II Continuation of JAPN 101. <i>General education explorations – humanities course.</i> <i>Prerequisite: JAPN 101 or equivalent.</i> | S | 3 CR |
| JAPN 125 | Japanese Culture This course introduces students to the various aspects of Japanese traditional and contemporary culture including historical background and the major characteristics of Japanese language through readings and film viewing. This course materials will use English translations of readings and subtitled films, no prior knowledge of Japanese language is required. <i>General education explorations – humanities course.</i> | AN | 3 CR |
| JAPN 201 | Intermediate Japanese I This course expands students' knowledge of the Japanese language and culture. Focus is on greater oral proficiency and enhanced grammar understanding. Course credit is usually earned through study abroad. <i>Prerequisite: JAPN 102 or equivalent.</i> | AN | 3 CR |
| JAPN 202 | Intermediate Japanese II Continuation of JAPN 201. Course credit is usually earned through study abroad. <i>Prerequisite: JAPN 201 or equivalent.</i> | AN | 3 CR |
| JAPN 250 | Experiences in Conversation A course intended for students who complete one or two years of a language on campus, and/or go on an international exchange and wish to maintain their language ability, but cannot pursue upper division courses in that language. Does not count for major or minor credit. | AN | 1-3 CR |
| JAPN 490 | International Experience 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. <i>P/NC grading.</i> | F, I, S | 3-9 CR |
| MANAGEMENT (MGMT) | | | |
| MGMT 120 | Business in Society 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 freshmen business majors, business minor students, and other non-business majors for major and elective credit. No credit given to upper-class business majors. | AN | 3 CR |
| MGMT 206 | Management Science The development of quantitative decision-making tools, techniques, and methods, and their managerial applications. Topics include fundamental business models; probability theory and applications; basic forecasting methods; formal decision models; applied game-theoretic decision strategies; graphical sensitivity and risk analyses; indicator information and efficiency; utility theory and applications; and linear programming decision models. <i>Prerequisite: MATH 140 or MATH 432.</i> | F, S | 3 CR |
| MGMT 306 | Principles of Management 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. <i>Prerequisite: At least 15 credit hours or consent of instructor.</i> | F, S | 3 CR |
| MGMT 307 | International Business 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. <i>Prerequisite: ECON 206.</i> | F | 3 CR |

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| 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. <i>Prerequisite: Junior standing.</i> | | |
| MGMT 316 | Business Law II | ALT S | 3 CR |
| | Continuation of MGMT 315. <i>Prerequisite: MGMT 315.</i> | | |
| 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. <i>Prerequisite: MGMT 306.</i> | | |
| 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. <i>Prerequisite: MGMT 306.</i> | | |
| MGMT 380 | Social Responsibility of Business | S | 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. <i>Prerequisite: MGMT 306 or permission of the instructor.</i> | | |
| MGMT 410 | Organization Theory | AN | 3 CR |
| | The course surveys relationship(s) of organizations to the environment surrounding the organization. Topics include the similarity in structure of companies operating in particular industry (e.g., oil refining, chemicals) and the implications of structure for managerial responsibilities and power (e.g., how organizational structure affects the behavior of individuals and groups working in an organization). <i>Prerequisite: MGMT 306.</i> | | |
| 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. <i>Prerequisite: MGMT 320 and senior standing, or by permission of instructor.</i> | | |
| MGMT 465 | Production and Operations Management | AN | 3 CR |
| | Topics include inventory management, plant location and layout, queuing theory, scheduling with PERT and CPM, and the use of expert systems and other mathematical tools in product and operations management. <i>Prerequisite: MGMT 206 and 306.</i> | | |
| 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. <i>Prerequisite: FNBK 306, MGMT 206, MGMT 306, MGMT 315 and MRKT 306.</i> | | |
| MGMT 495 | Internship | | Variable CR |
| | An intensive experience in which the student is placed in a selected business and becomes involved in day-to-day operations. Repeatable for credit. P/NC grading. <i>Prerequisite: Permission of the instructor.</i> | | |

MANAGEMENT INFORMATION SYSTEMS (MIS)

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| MIS 209 | COBOL | ALT F | 3 CR |
| | An introduction to COBOL, the primary computer language of business. The basic structure of the language is emphasized together with business applications. <i>Prerequisite: CMSC 200.</i> | | |
| MIS 211 | File Processing | ALT S | 3 CR |
| | A continuation of MIS 209 COBOL, File Processing is studied through data structures, environment, sequential, random, and file I/O topics. <i>Prerequisite: MIS 209.</i> | | |
| 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. <i>Prerequisite: Successful completion of the BVU technology skills foundational requirement.</i> | | |
| MIS 308 | Systems Analysis, Design, and Implementation | ALT S | 3 CR |
| | A course designed to understand structured analysis, design, and implementation of business information systems through the life cycle concept. Stresses the use of modular programming techniques and information systems in direct collaboration between users and analysts. <i>Prerequisite: MIS 211 and CMSC 320.</i> | | |
| MIS 345 | Introduction to Networking | ALT F | 3 CR |
| | An introduction to networks and data communications to provide a platform for further studies in more focused areas of computer networks. The OSI model is used as a vehicle for these studies. In addition students will gain an understanding of working with a LAN through hands-on construction of a small LAN from the ground up, including hardware and software. <i>Prerequisite: CMSC 200 and MIS 300.</i> | | |
| MIS 360 | Simulation and Modeling | ALT S | 3 CR |
| | This course examines the types of models, their requirements, their limitations, choice of types, applications, and typical sources. <i>Prerequisite: CMSC 201 and MATH 140.</i> | | |
| MIS 410 | Database Design | ALT F | 3 CR |
| | Content will stress basic knowledge in data structures, normalization of data, data modeling, and database methodology. Students learn rudimentary skills of constructing database schemes. <i>Prerequisite: CMSC 201 or MIS 211.</i> | | |
| MIS 495 | Management Information Systems Internship | | Variable CR |
| | The business internship is an intensive work experience which is related to the student's academic major in business. Students will be placed in selected businesses which are willing to help students become involved in day-to-day operation. Repeatable for credit. P/NC grading. <i>Prerequisite: Management information systems major with 70 credit hours and consent of instructor.</i> | | |
| MIS 498 | Seminar | S | 1 CR |
| | This course develops literature research and oral and written presentations techniques. As part of this course students may be required to participate in an annual conference. Repeatable for credit. | | |

MARKETING (MRKT)

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| MRKT 306 | Principles of Marketing | F, S | 3 CR |
| | An introduction to the vocabulary, theories, and practices of the business functional area of marketing, including segmentation, target marketing, and positioning. It emphasizes | | |

developing and implementing marketing strategies and deciding appropriate product distribution, price, and promotion strategies for identified target markets. *Prerequisite:* 45 credit hours (second semester sophomore standing).

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| 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. <i>Prerequisite:</i> MRKT 306. | | |
| MRKT 350 | Retailing | ALT S | 3 CR |
| | A managerially-oriented course in retailing with an emphasis on practical applications of retailing policies, methods, and procedures for both small and large operations. These fundamental retail management concepts are presented using a conceptual, theoretical, and strategic framework consistent with the dynamics of both the practitioner environment and current academic thought. <i>Prerequisite:</i> MRKT 306. | | |
| MRKT 353 | Field Experiences in Sports Marketing and Management | I | 3 CR |
| | During this two-week field experience in Phoenix, Ariz., students will meet with marketing and management professionals at organizations such as the Phoenix Suns, Mercury, Rattlers, Coyotes, the Phoenix Open, and the Greater Phoenix Convention and Visitors Bureau. <i>Prerequisite:</i> MRKT 306 and MGMT 306. | | |
| MRKT 354 | Sports Marketing | ALT S | 3 CR |
| | This course is designed to introduce students to the world of sports marketing, including event marketing and management, strategic planning, hospitality and protocol, sales and negotiations, celebrity sponsorships, advertising, and media choices. To apply their new-found knowledge, students will complete a strategic market analysis for a major sport or event of their choice. <i>Prerequisites:</i> MRKT 306. | | |
| MRKT 355 | Consumer Behavior | S | 3 CR |
| | The course provides a foundation for analyzing the consumer-buying decision process, consumer lifestyles and behavior patterns, and influences on those patterns. Special attention will be given to predictive techniques and implications for marketing strategy. <i>Prerequisite:</i> MRKT 306. | | |
| MRKT 400 | Practicum in Marketing Problems/ Small Business Institute (SBI) | AN | 3 CR |
| | A course designed to provide the student with a chance to observe and participate in the "real world." (SBI projects are application-based, faculty-led experiences offered at the discretion of the marketing faculty.) Working in teams of 3 or 4, students will be paired with an actual small business as consultants. Depending on the client's needs, the consulting team will complete a marketing/business plan for the business. Although supervised by the instructor, team members will need to work independently with their client to complete the project. Repeatable for credit. <i>Prerequisite:</i> 12 credit hours of marketing and junior standing, or permission of instructor. | | |
| MRKT 407 | International Marketing | ALT F | 3 CR |
| | An investigation of the influence of global economic, cultural, political, and infrastructural forces on marketing strategy for the international, multinational, or global firm. A case approach will be used to study the problems and techniques of international marketing strategy development and implementation. <i>Prerequisite:</i> MRKT 306 and MGMT 307. | | |
| MRKT 410 | E-Commerce | AN | 3 CR |
| | The Internet promises to change the way we do business. Certainly, the internet has been a stimulus to adoption of the information highway. Practitioners of e-commerce are claiming that they are doing tomorrow's business today. This class considers where | | |

the internet is today and where it is going tomorrow. It provides the student with an opportunity to analyze web sites of both marketing and e-commerce entities. These analyses will provide the student with a foundation on which to build a web site for an existing profit/non-profit organization. *Prerequisite: MRKT 306.*

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| MRKT 414 | Selling | ALT S | 3 CR |
| | The course covers general sales techniques from the initial introduction stage to closing the sale. This includes such topics as knowing and understanding your market, how to establish the relevant decision makers in an organization, call techniques, and how to introduce yourself and the company you represent. It covers the general sales cycle and associated sales skills such as closing and how to overcome objections plus how to build ongoing relationships and establishing a rapport with the client. The course includes role-plays to aid the learning process. <i>Prerequisite: MRKT 306.</i> | | |
| MRKT 415 | Sales Management | ALT S | 3 CR |
| | The purpose of this course is to help the student become familiar with the various aspects of professional selling and the sales management process (i.e., planning, staffing, administering, and controlling the selling function). The text, lectures, cases, and current literature will be used to accomplish this goal. <i>Prerequisite: MRKT 306.</i> | | |
| 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. <i>Prerequisite: MRKT 306 and MGMT 206.</i> | | |
| MRKT 432 | Strategic Marketing | S | 3 CR |
| | Designed to involve students in the problems, decisions and decision-making process of marketing managers as they seek to develop effective marketing strategies in an ever-changing, challenging environment. <i>Prerequisite: MRKT 306, at least two other marketing courses, and senior standing.</i> | | |
| MRKT 495 | Marketing Internship | | Variable CR |
| | This experiential learning activity adds a resume-building, real-world experience to a marketing student's list of accomplishments. Internship experiences often lead to full-time employment at the end of the internship. Repeatable for credit. Grading is P/NC. <i>Prerequisite: MRKT 306 and junior standing.</i> | | |
| MRKT 496 | Sales Internship | | Variable CR |
| | This internship specifically focuses on sales. In this internship students will experience cold-calling, prospecting, relationship building, and/or other pertinent steps in the selling process as directed by their internship employer. Grading is P/NC. <i>Prerequisite: MRKT 306, at least junior standing, and consent of the instructor.</i> | | |
| MATHEMATICS (MATH) | | | |
| MATH 050 | Basic Mathematics | F, S | 3 CR |
| | This course covers basic mathematics topics such as arithmetic of fractions, decimals, and signed numbers; percents, ratios, and proportions; elementary geometry including area and perimeter; and basic algebra. Enrollment by university placement. <i>Must earn a grade of "C" or better.</i> | | |
| MATH 100 | Concepts and Applications of Fundamental Mathematics | F, S | 3 CR |
| | This course covers concepts and techniques of algebra and geometry which are fundamental to understanding the role of mathematics in a variety of application areas. Topics include rules and techniques for manipulation of algebraic symbols and | | |

expressions (including quadratic exponents and radicals), solution methods and applications of linear and quadratic equations, graphs of equations with special emphasis on linear equations, geometric concepts and applications, and solution techniques and applications of systems of equations. *General education foundations course. Must earn a grade of "C" or better to complete foundations requirement. Prerequisite: MATH 050 or university placement.*

- MATH 125 Mathematics for Elementary Teachers F, S 3 CR**
 Basic mathematics content pertinent to elementary teaching. Topics include problem solving, set theory, number systems and bases, number theory, informal geometry, measurement, and elementary probability and statistics. *General education foundations course. Must earn a grade of "C" or better to complete foundations requirement. Prerequisite: MATH 100 or university placement. A passing score on the mathematics portion of Praxis I is strongly recommended prior to enrollment in this course.*
- MATH 130 Mathematical Ideas for the Liberal Arts F, S 3 CR**
 This course emphasizes the nature of mathematical thought and the role played by mathematics in modern society. Topics such as graphs, social choice and decision making, geometry and patterns, and elementary probability and descriptive statistics will be used to demonstrate the role played by mathematics in contemporary settings. *General education foundations course. Must earn a grade of "C" or better to complete foundations requirement. Prerequisite: MATH 100 or university placement.*
- MATH 140 Elementary 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 microcomputer software are an integral part of the course. Generally taken in the sophomore year. *General education foundations course. Must earn a grade of "C" or better to complete foundation requirement. Prerequisite: MATH 100 or university placement; and also either completion of the technology skills foundational requirement or consent of instructor.*
- MATH 141 Business Calculus S 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 206.*
- MATH 145 Precalculus F, S 3 CR**
 This course covers concepts and techniques relating to functions, and specifically addresses the study of exponential, logarithmic, and trigonometric functions. *General education foundations course. Must earn a grade of "C" or better to complete foundations requirement. Prerequisite: MATH 100 or university placement.*
- MATH 160 Calculus I: Differential Calculus F, S 4 CR**
 This course covers analytical geometry, limits, differentiation of basic functions (polynomial, rational, power, trigonometric, exponential, and logarithmic), and applications of differentiation to problems in the natural sciences, social sciences, business, and economics. *General education explorations – science course. Prerequisite: MATH 145 or a high school precalculus course.*
- MATH 161 Calculus II: Integral Calculus F, S 4 CR**
 This course covers antiderivatives, definite integrals, techniques of integration, and applications of integration to problems in the natural sciences, social sciences, business, and economics. *General education explorations – science course. Prerequisite: MATH 160.*

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| 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 freshmen. | | |
| 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. <i>Pre/Co-requisite: MATH 161.</i> | | |
| MATH 260 | Calculus III: Intermediate Calculus | F | 3 CR |
| | This course covers infinite sequences and series, Taylor polynomials, Taylor series and general power series, polar coordinates, parametric equations, and basic vector algebra. <i>Prerequisite: MATH 161.</i> | | |
| MATH 261 | Calculus IV: Multivariable Calculus | S | 3 CR |
| | This course covers the calculus of functions of several variables. Topics include basic vector review, partial derivatives, multiple integrals, line integrals, vector calculus, and applications. <i>Prerequisite: MATH 260.</i> | | |
| MATH 320 | History of Mathematics | ALT F | 3 CR |
| | In this course students examine historical developments and trends in mathematics, their broader scientific and societal contexts, and the lives and contributions of major figures in the field of mathematics from antiquity through the twentieth century. <i>Prerequisite: MATH 240.</i> | | |
| MATH 322 | Linear Algebra | ALT S | 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. <i>Prerequisite: MATH 161 and MATH 240, or permission of instructor.</i> | | |
| MATH 330 | Applied Regression Analysis | AN | 3 CR |
| | Applied statistical analysis techniques including multivariate regression and associated topics, categorical variables, and logistic regression. Applications involving the use of microcomputer software and cross-disciplinary datasets are an integral part of the course. Not recommended for freshmen. <i>Prerequisite: MATH 140 or MATH 433.</i> | | |
| MATH 341 | Modern Algebra | ALT F | 3 CR |
| | A study of algebraic systems, including groups, rings, integral domains, and fields. <i>Prerequisite: MATH 240.</i> | | |
| MATH 352 | Elements of Geometry | ALT S | 3 CR |
| | Geometry from an advanced viewpoint, including topics in Euclidean and non-Euclidean geometries. <i>Prerequisite: MATH 240.</i> | | |
| MATH 361 | Differential Equations | S | 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. <i>Prerequisite: MATH 161.</i> | | |
| MATH 371 | Numerical Analysis | ALT F | 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. <i>Prerequisite: MATH 161.</i> | | |

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| 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. <i>Prerequisite: Permission of instructor.</i> | | |
| 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. <i>Prerequisite: Permission of instructor.</i> | | |
| MATH 432 | Probability and Mathematical Statistics I | ALT F | 3 CR |
| | The course examines probability from an advanced (calculus based) point of view. Topics include the theory and application of discrete and continuous probability distribution and density functions, mathematical expectation, moment generating functions, several specific probability distributions (binomial, normal, poisson, exponential, geometric, hypergeometric, negative binomial, gamma, chi-square, etc.), and the central limit theorem. Calculus is used throughout. <i>Prerequisite: MATH 161 and MATH 240.</i> | | |
| MATH 433 | Probability and Mathematical Statistics II | ALT S | 3 CR |
| | A continuation of MATH 432 which examines the theory and application of statistical inference techniques including confidence intervals, hypothesis testing, regression, correlation, and analysis of variance. <i>Prerequisite: MATH 432.</i> | | |
| MATH 460 | Complex Variables | AN | 3 CR |
| | A study of complex numbers, analytic functions, complex integration, power series, residues and poles, and conformal mapping. <i>Prerequisites: MATH 240 and MATH 260, or permission of instructor.</i> | | |
| MATH 470 | Intermediate Analysis | AN | 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. <i>Prerequisite: MATH 240.</i> | | |
| MATH 480 | Senior Capstone | F | 3 CR |
| | This capstone course will be an interactive seminar developed around a selected topic in advanced mathematics. Significant student presentation and interaction, engagement with current literature in mathematics, and a formal paper will be central to the course. <i>Prerequisites: Senior standing and mathematics major or minor.</i> | | |
| MATH 495 | Internship | | Variable CR |
| | An intensive, supervised work experience in a discipline related work experience. P/NC grading. Repeatable for credit. <i>Prerequisite: Approval of supervising faculty member.</i> | | |
| MEDIA STUDIES (MDST) | | | |
| MDST 102 | Media and Society | F, S | 3 CR |
| | This course traces and describes the historical development of the popular media, but also identifies for discussion and debate many current media issues. Students will articulate and analyze the cultural impact of media representations. Additionally, they will apply key media theories, knowledge of media history, and methods of critical media inquiry to the creative development of media materials. <i>General education explorations – humanities course.</i> | | |
| MDST 200 | Multimedia Design | F, S* | 3 CR |
| | This course combines development of practical skills creating multimedia projects primarily for the world wide web, with an exploration of key design considerations, drawing upon diverse fields of visual media and computer programming. Students will | | |

begin by learning basic web markup language to create interactive multimedia projects. Students will also engage various practical and aesthetic problems of design and learn to evaluate work in terms of evolving and emerging design standards and principles.
*Alternates with MDST 300 every third semester.

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| MDST 202 | Media Perspectives | S | 3 CR |
| | This course extends the studies of MDST 102, surveying controls and responsibilities of the media (print, audio, video, online). Topics include first amendment law, federal communications regulation and media ethics. Additionally, students will identify, discuss and debate current legal and ethical issues of the popular media. <i>Prerequisite: MDST 102.</i> | | |
| MDST 206 | Introduction to Digital Journalism | F,S* | 3 CR |
| | In this course, students develop journalistic writing skills in several styles (hard news, features, in-depth reporting) and across media (print, audio, video, online). Students will demonstrate skills in areas of developing news ideas, information gathering, organizing a news story and presenting news in the best possible format. Additionally, they will investigate the state of news and the roles and responsibilities of journalists in contemporary American society. *Alternates with MDST 306 every third semester. | | |
| MDST 215 | Introduction to Radio | F | 3 CR |
| | This course introduces the tools and techniques of radio/audio production including Adobe Audition, field recording, and Lage's audio production facility. Students complete a variety of audio and radio production assignments for real-world clients including writing, performing, and producing station IDs, programming promos, commercials, and news reports. | | |
| MDST 250 | Introduction to Advertising | F*, S* | 3 CR |
| | An introduction to advertising designed to provide a deeper understanding of the role of advertising as a communication process in the marketplace, and to provoke inquiry as to the impact it has on economy and culture. This course examines the history of advertising, problems and challenges in advertising, and provides a basic introduction to creation of advertising with hands-on experience while offering approaches to decoding and critiquing the messages of advertising. Same as CPER 250. *Alternates with MDST 350 every third semester. | | |
| MDST 272 | Introduction to Public Relations | F, S | 3 CR |
| | The course explores the impact of public relations functions, programs and techniques. Historical and current issues are identified using defined strategies and tactics. The students learn the basic process of public relations: research, planning formulas, communication, and evaluation. Course study revolves around the foundation of business relationships in different career fields. Same as CPER 272. | | |
| MDST 279 | Photography | F, S* | 3 CR |
| | This course explores the creative practices and historic traditions of film-based black and white photography. Students achieve foundational skills in black and white photography, express themselves creatively using a 35mm camera, and develop an appreciation for the black and white photograph through lab work, on-location photography, in-class critique, discussion, lecture, and library research. An adjustable 35mm camera is required for this introductory-level course. Same as ART 279. *Alternates with MDST 379 every third semester. | | |
| MDST 281 | Electronic Media Production | F, S* | 3 CR |
| | The course provides students an opportunity to have a hands-on experience in writing, shooting and editing the story on all forms of the moving image for media platforms. Students are engaged in all areas of digital video and professional production techniques with an emphasis on basic shooting, studio management and editing principles. Coursework includes production exercises using professional equipment in studio and field situations. *Alternates with MDST 381 every third semester. | | |

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| MDST 295 | Media Practicum | F, S | 3 CR |
| | The Media Studies practicum permits supervised participation in one of the 3 campus media: KBVU, <i>The Tack</i> , or University Cable Network. The practicum is arranged with 1 of the 3 co-curricular media advisors, typically after the first collegiate year. The practicum requires a significant commitment of time and responsibility in the weekly planning and production of media programming. The practicum may not be repeated for credit. P/NC grading. <i>Prerequisite: MDST 102 & MDST 205 and permission of co-curricular media advisor.</i> | | |
| MDST 300 | Digital Design Studio | * | 3 CR |
| | In this course, students will face the challenges associated with designing complex multimedia, including the theory and use of animation, advanced interactivity, user interfaces, and delivery platforms. Emphasis will be placed on exploring creative expression in multimedia formats and venues and the intersection of aesthetic and practical consideration in project design. <i>*Alternates with MDST 200 every third semester. Prerequisite: MDST 200.</i> | | |
| MDST 302 | Media and Cultural Studies | F | 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, both founding texts and contemporary work. They will develop the ability to analyze media texts and critically discuss processes of meaning production in popular culture especially as they relate to issues of culture, ideology, hegemony, privilege, and power. In particular, students will focus on representations of race, class, gender and sexuality in popular media and will critically examine the role of media in shaping, reinforcing, and challenging their social construction. <i>Prerequisite: MDST 102 and 202.</i> | | |
| MDST 306 | Advanced Digital Journalism | * | 3 CR |
| | Students will continue to learn journalistic skills creating news using various media platforms, formats and presentation capabilities. Primarily students will discover how to frame and tell stories for the online news environment by applying their reporting, writing and design skills to combine text, photographs, audio and video into compelling stories. In addition to working on the production of online packages, blogs, slide shows, podcasts, and online text, students will investigate and analyze the origins of digital journalism and current trends in news gathering. <i>*Alternates with MDST 206 every third semester. Prerequisite: MDST 206.</i> | | |
| MDST 315 | Advanced Radio Studies | ALT S | 3 CR |
| | This course advances the study of audio production and radio practices. Students study commercial sales, copywriting, advanced audio production and complete a professional audio portfolio. <i>Prerequisite: MDST 215.</i> | | |
| MDST 350 | Advanced Advertising | * | 3 CR |
| | This course builds on fundamental concepts outlined in MDST 250. Students further their thinking about advertising and its functions within contemporary American society and into the global marketplace. Through their examinations, students will develop greater critical appreciation for the various advertising forms which both reflect and shape culture, identity, and everyday environments. Students will understand the hands-on practical needs of developing a campaign, with “creation” of advertisements in print/ audio/video as a core thrust. <i>*Alternates CPER 250/MDST 250 every third semester. Prerequisite: MDST 250.</i> | | |
| MDST 376 | Public Relations Campaigns | S | 3 CR |
| | This is a service learning course. Students develop a coherent public relations campaign framework that can be used on current situations and issues. Emphasis is placed on field research techniques, campaign strategies, tactics, and evaluation to determine the nature and success of campaign designs. The class is divided up into PR teams using analytical skills to understand message impact on internal and external audiences. Students produce, design, and implement a specific public relations campaign for an actual client. Same as | | |

CPER 376. *Prerequisite: MDST/CPER 272.*

- MDST 379** **Advanced Photography** * **3 CR**
 This course explores the creative practices of color digital photography and the history of photography. Students achieve foundational skills in color digital photography, and become conversant with the history of this art from the earliest black and white pictures through to today's creative color digital imagery. **Alternates with ART 279/MDST 279 every third semester. Prerequisite: MDST 279.*
- MDST 381** **Advanced Electronic Media Production** * **3 CR**
 This is a continuation of the Electronic Media Production course. Students work to develop a critical attitude towards the electronic profession as a source of media messages in the moving image. 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. **Alternates with MDST 281 every third semester. Prerequisite: MDST 281.*
- MDST 397** **Film Studies** **AN** **3 CR**
 Film studies focuses on techniques for critical reading of narrative film texts, both contemporary and historical. The course approaches film as a system for creating, distributing, and producing meanings; and engages methods for serious film analysis within historical, social, and economic contexts. Students will develop their own critical analyses of a variety of films including classic Hollywood, independent, and foreign cinema. *General education explorations – humanities course.*
- MDST 402** **Issues and Investigations** **S** **3 CR**
 This is a senior capstone experience for media studies majors with junior standing or above. The course is a critical investigation of a current media issue, founded upon students' undergraduate studies of the history, law, ethics, and theory of media. The course culminates in a major research paper, a group presentation, and/or a creative media production. The course requires primary research and student production that is both critical and expressive. *Prerequisite: MDST 102, 202, and 302.*
- MDST 472** **Professional Portfolio** **F, S** **0 CR**
 Within the portfolio project, media studies majors are required to reflect on their academic development, professional goals, and media skills. Students work with media studies faculty members in a 4 year process of archiving materials produced in media studies coursework. This archive, which is created on-line, serves a resource for the construction of a professional portfolio appropriate to students' career plans and interests. P/NC grading. *Prerequisites: Senior status and 21 credit hours in media studies.*
- MDST 495** **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. An internship is designed as an application of theory and practice. A professional portfolio is required for acquiring an internship. The portfolio contains a resume, plus media works, accomplishments, projects, and writings. P/NC grading. Repeatable for credit. *Prerequisite: Junior standing and MDST 295, permission of the instructor.*
- MILITARY SCIENCE (MILS)**
- MILS 101** **Introduction to Military Science** **F** **1 CR**
 This course explores how the Army's values and the goals of its officers drive the development of leadership in the Officer Corps. Hands-on activities enable students to gain the skills and abilities required of cadets and officers to succeed as leaders. *Prerequisite: Student must be concurrently enrolled in MILS 102.*

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|-----------------|--|-------------|-----------------|
| 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. <i>Prerequisites: Student must be concurrently enrolled in MILS 101.</i> | | |
| 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. <i>Prerequisite: Student must be concurrently enrolled in MILS 104.</i> | | |
| 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. <i>Prerequisites: Student must be concurrently enrolled in MILS 103.</i> | | |
| MILS 160 | Military Physical Training | F, S | 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. <i>Prerequisite: Student must be concurrently enrolled in MILS 202.</i> | | |
| 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. <i>Prerequisite: Student must be concurrently enrolled in MILS 201.</i> | | |
| 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. <i>Prerequisite: Student must be currently enrolled in MILS 204.</i> | | |
| 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. <i>Prerequisite: Student must be concurrently enrolled in MILS 203.</i> | | |
| MILS 260 | Basic Military Study | F, S | 1 - 3 CR |
| | Students authorized to take MILS 260 will meet with the MILS supervisor within 72 | | |

hours of enrollment. The MILS supervisor will assign specific projects designed to develop their skills in military administration, logistics, training, and/or leadership. This course is specifically designed to educate students through a “hands-on” approach to project planning, time management, and project completion. This course may be taken twice. For students adding this course after the formal add/drop period, a special academic action must be completed.

- MILS 301** **Advanced Principles of Leadership** **F** **3 CR**
This class prepares students for positions of greater responsibility by building self-confidence, developing communications skills and broadening their knowledge of leadership responsibilities and duties. Students are expected to plan, resource, validate, and execute laboratory training for the cadet company. *Prerequisite: Student must be concurrently enrolled in MILS 302 lab and hold cadet status.*
- MILS 302** **Lab – Advanced Military Skills I** **F** **1 CR**
This lab prepares Students for positions of greater responsibility by building self-confidence, developing communications skills and broadening their knowledge of leadership responsibilities and duties. Students are expected to plan, resource, validate, and execute laboratory training for the cadet company. *Prerequisite: Student must be concurrently enrolled in MILS 301 and hold cadet status.*
- MILS 303** **Advanced Military Planning** **S** **3 CR**
Develop student’s proficiency in communicating plans through the use of operations orders and the use of troop leading procedures. Students are placed in leadership roles throughout the semester and evaluated on their leadership potential. Students must be contracted with the program to attend the classes. *Prerequisite: MILS 301, 302, be concurrently enrolled in MILS 304, and hold cadet status.*
- MILS 304** **Lab – Advanced Military Skills I** **S** **1 CR**
This lab prepares Army ROTC advanced program cadets for positions of greater responsibility by building self-confidence, developing communications skills, and broadening their knowledge of leadership responsibilities and duties. Advanced cadets are expected to plan, resource, validate, and execute laboratory training for the cadet company in unique ways from MILS 302. *Prerequisite: MILS 301, MILS 302, be concurrently enrolled in MILS 303, and hold cadet status.*
- MILS 401** **The Military Team** **F** **3 CR**
Develops student proficiency in analyzing and evaluating leadership behaviors, values, attributes, skills, and actions. Students will assess and provide feedback to other students placed in leadership roles, communicate thoughts and ideas orally, develop and execute a plan, and evaluate the planning and execution of complex operations within a military organizational structure. *Prerequisite: Permission of professor of military science.*
- MILS 402** **Lab –Advanced Military Skills II** **F** **1 CR**
The lab compliments the instruction from class by demonstrating the indelible link between personal values and successful leadership. On-the-job training and evaluation provided by the ROTC cadre. Students will develop training programs, structure laboratories, present classes, plan various events, and accept responsibility for the leadership labs in unique ways from MILS 402. *Prerequisite: Permission of professor of military science and hold cadet status.*
- MILS 403** **Seminar: The Professional Officer** **S** **3 CR**
Explores the dynamics of leading in the complex situations of current military operations in a contemporary world. Students will examine the differences in customs, courtesies and operational principles in the face of international terrorism using case studies, scenarios, and practical exercises, which prepare the student to face complex ethical and practical demands of leading soldiers within a multifaceted military organizational structure. *Prerequisite: Permission of professor of military science and hold cadet status.*

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| MILS 404 | Lab – Advanced Leadership Laboratory | S | 1 CR |
| | The lab compliments the instruction from class by demonstrating the indelible link between personal values and successful leadership. On-the-job training and evaluation provided by the ROTC cadre. Students will be in charge of developing training programs, structuring laboratories, presenting classes, planning various events, and accepting responsibility for the leadership labs. <i>Prerequisite: Permission of assistant professor of military science and hold cadet status.</i> | | |
| MILS 410 | Practicum: Advanced Military Skills | F, S | 1 CR |
| | An annual 72-hour military field training exercise designed for the advanced ROTC student in preparation for being commissioned as an officer in the U.S. Army. Conducted as a weekend exercise requiring the student to develop and execute a plan, organize tasks, and manage people and resources. <i>Prerequisite: Permission of assistant professor of military science and hold cadet status.</i> | | |
| MILS 460 | Advanced Military Study | AN | 1 CR |
| | Investigation of an approved topic. Must result in a professional journal-worthy paper on ethics, current military issues, interpersonal communications, or leadership development. <i>Prerequisite: Permission of assistant professor of military science and hold cadet status. Repeatable twice for credit.</i> | | |
| MUSIC (MUSC) | | | |
| MUSC 101 | Music Appreciation | F | 3 CR |
| | An introductory course encouraging increased understanding of all types of music in relation to historical changes and societal developments. Students gain experience listening to significant literature and examining the basic components that contribute to creating compositions. <i>General education explorations – fine arts course.</i> | | |
| 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. <i>General education explorations – fine arts course.</i> | | |
| MUSC 106 | Music Fundamentals I | F | 2 CR |
| | An introductory course that places particular emphasis on the basic skills of reading and writing music. Areas covered include: notation, time and rhythm reading. It is geared to the student with little or no prior knowledge of music. Music production majors will take a diagnostic exam to determine their music theory knowledge for possible consideration to waive this course requirement in their major. | | |
| MUSC 107 | Music Fundamentals II | S | 2 CR |
| | A continuation of MUSC 106. More advanced skills of reading and writing music are studied. Basic ear training is also introduced. <i>Prerequisite: MUSC 106 with a grade of “C” or better.</i> | | |
| MUSC 110 | Studio Production and Technology I | F | 3 CR |
| | This course introduces the student to recording with digital tools. It provides technical training in recording, from setup to mix-down. Also covered are recording studio configurations, speaker placement, monitor mixes, and basic acoustics. Each week there will be a different topic such as pre/post production, sound recording digital editing, MIDI, and basic aspects of producing. | | |
| MUSC 111 | Music Theory I | F | 4 CR |
| | A study of the fundamental principles of traditional harmony which include time, rhythms, notes/values, intervals, scales, key signatures, and triads. The ear training component will study intervals recognition and rhythm dictation. | | |

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| MUSC 112 | Music Theory II | S | 4 CR |
| | A continuation of MUSC 111. Principles covered will include four-part writing and analysis, non-chord tones, and modulations. The ear training component will study chord recognition, harmonic progressions, and sight-singing. <i>Prerequisite: MUSC 111 with a grade of "C" or better.</i> | | |
| MUSC 115 | Studio Production and Technology II | S | 3 CR |
| | This course is a continuation of where MUSC 110 leaves off. Students will be exposed to more advanced mixing and mastering techniques including parallel compression, understanding reverb parameters as well as discussing EQ techniques in mastering. Students will be able to hear and discuss the different mixes of their classmates. <i>Prerequisite: MUSC 110.</i> | | |
| MUSC 121 | Diction in Foreign Languages | ALT S | 2 CR |
| | A study in pronunciation and basic vocabulary using IPA phonetics for German, Italian, Latin, and French. | | |
| MUSC 122 | Concert Choir | F, S | 0-1 CR |
| | Open to all students interested in singing in large ensemble. Rehearsals or sectionals five days per week; two performances per semester. Wide range of literature performed. Admission by permission of director. May be repeated for credit. | | |
| MUSC 123 | Vista Chamber Singers | F, S | 0-.5 CR |
| | Meets three times per week. First semester: Madrigal Dinner presentation. Second semester: Jazz Show presentation. May be repeated for credit. <i>Co-requisite: MUSC 122 and vocal audition or permission of director.</i> | | |
| MUSC 127 | Concert Band | F, S | 0-1 CR |
| | Open to all students who play band instruments. Three rehearsals per week with two performances. Traditional to contemporary band literature performed. Admission by audition or permission of director. May be repeated for credit. | | |
| MUSC 129 | Instrumental Ensemble | F, S | 0-.5 CR |
| | For small group ensembles as organized by music faculty. Admission by audition or permission of director. May be repeated for credit. | | |
| MUSC 130 | Jazz Band | F, S | 0-.5 CR |
| | Study and performance of various jazz idioms and styles. May be repeated for credit. <i>Co-requisite: MUSC 127, and permission of director.</i> | | |
| MUSC 136 | Class Voice | F | 1 CR |
| | A group voice experience for non-major beginning singers. The technical considerations of breath, range, and appropriate repertoire for those desiring more individual vocal experience will be studied. | | |
| MUSC 139 | Jazz Improvisation | F | 0-1 CR |
| | An introductory course which gives the student tools for creative improvisational concepts. Major, minor, whole tone, and blues scales will be covered during the course. Also included will be melodic minor and melodic major, and bebop, jazz scales. Basic format for solo building will be discussed. The students will actively participate by playing their instruments in the class. May be repeated for credit. <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> | | |

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| MUSC 192 | Class Piano I for Music Majors | F | 2 CR |
| | The piano lab class is geared to help the student pass the required piano proficiency exam. A diagnostic piano exam will be given the first week. Depending on the results of the exam, students will remain in MUSC 192 or be placed in MUSC 193 or MUSC 194. This course is required for all first semester music majors. <i>Must earn a grade of "C" or better.</i> | | |
| MUSC 193 | Class Piano II for Music Majors | S | 2 CR |
| | A continuation of MUSC 192. Students will register for this course in the semester immediately following completion of MUSC 192. <i>Must earn a grade of C or better. Prerequisite: MUSC 192 with a grade of "C" or better or placement as determined by a diagnostic exam. Students will complete MUSC 194 immediately upon completion of MUSC 193.</i> | | |
| MUSC 194 | Piano Proficiency | F, S | 0 CR |
| | Piano Proficiency is required of all music majors. Skills tested include: major/minor scales, harmonization, transposition and solo literature. Vocal majors will also be required to accompany and play voice parts from a vocal score. Students are expected to complete this requirement in the second semester as a music major. | | |
| MUSC 203 | Instrumental Techniques - Woodwinds | ALT S | 2 CR |
| | Class instruction in the fundamentals of playing and teaching flute, clarinet, saxophone, oboe, and bassoon. | | |
| MUSC 204 | Instrumental Techniques - Brass | ALT S | 2 CR |
| | Class instruction in the fundamentals of playing and teaching trumpet, horn, trombone, tuba, and other related brass instruments. | | |
| MUSC 207 | Instrumental Techniques - Percussion | ALT F | 2 CR |
| | Class instruction in the fundamentals of playing and teaching snare drum, mallets, timpani, trap set, and other related percussion instruments. | | |
| MUSC 211 | Music Theory III | F | 3 CR |
| | The study of the advanced principles of harmonic progression. Areas covered will include fugue style of J. S. Bach, harmonic practices of the classical period, 18th Century variation techniques, Neapolitan 6th and augmented chords, mode mixture, and chromatic 3rd relationships. <i>Prerequisite: MUSC 112 with a "C" or above grade.</i> | | |
| MUSC 212 | Music Theory IV | S | 3 CR |
| | A continuation of MUSC 211. Areas covered will include expanded tonicization & harmonic sequence of classical and romantic periods, early 20th Century tonal music, intervallic organization, serial procedures, set theory, and an introduction to Schenkerian analysis. <i>Prerequisite: MUSC 211 with a "C" or above grade.</i> | | |
| MUSC 300 | Producing Music with Digital Software | F | 3 CR |
| | This course presents a broad overview of selected mixing and mastering software, and the techniques to operate it effectively. The course covers sampling, sound design and sequencing basics, and guides the student from the fundamentals of mixing and mastering to more advanced problem solving techniques that will improve overall music productions. | | |
| 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 321** **Conducting I** **ALT F** **2 CR**
 The art of conducting is one of the most complex and demanding activities in the realm of music. This class is designed to give the student technical tools necessary to be a success on the podium. Conducting fundamentals learned include beat patterns, cuing, and baton technique.
- MUSC 322** **Conducting II** **ALT S** **2 CR**
 Expansion of conducting experiences with emphasis on performance preparation. Concentrations include musical expressiveness, rehearsal organization, and score study related to choral, instrumental, and combined ensembles. *Prerequisite: MUSC 321.*
- MUSC 350** **Understanding the Music Industry** **3 CR**
 This course presents a broad overview of the recording and music industry, and explains how the various segments operate on a day-to-day basis: where monies are generated, who the key players are, how deals are made and broken, how to protect your interests, new developments in digital technology, and career planning and preparation.
- MUSC 400** **Producing, Sampling, and MIDI Sequencing** **S** **3 CR**
 The student will master the creative tools and techniques required to remix and produce contemporary styles, including hip-hop, industrial pop/rock, and house music. The student will know how to compile live sets from audio clips, loops, or samples in real time.
- MUSC 490** **Recital** **F, S**
 The recital is designed as the capstone performance for music majors and minors. Students may elect to perform two half-recital programs over a two semester period or one full recital.
- MUSC 495** **Internship** **Variable CR**
 An intensive, supervised work experience in a discipline related work environment related to music performance. P/NC grading. Repeatable for credit. *Prerequisite: Approval of supervising faculty member.*
- PRIVATE LESSONS** **F, S** **1 CR**
 Individual instruction for music majors and non-music majors. 100-400 level in the following applied areas: woodwind, brass, strings, percussion, organ, voice, piano, organ. Course numbering is dependent on the student's number of semesters of study in that area. For example, a student in the first semester of study in woodwind would register for 141, in the fourth semester of study would register for 242. This numbering does not necessarily reflect the semester of the student's study in the university (i.e., a senior-level student taking woodwind for the first time would register for 141).
Woodwind:
MUSC 141 – 1st semester, **MUSC 142** – 2nd semester, **MUSC 241** – 3rd semester, **MUSC 242** – 4th semester, **MUSC 341** – 5th semester, **MUSC 342** – 6th semester, **MUSC 441** – 7th semester, **MUSC 442** – 8th semester
Brass:
MUSC 143 – 1st semester, **MUSC 144** – 2nd semester, **MUSC 243** – 3rd semester, **MUSC 244** – 4th semester, **MUSC 343** – 5th semester, **MUSC 344** – 6th semester, **MUSC 443** – 7th semester, **MUSC 444** – 8th semester
Strings:
MUSC 145 – 1st semester, **MUSC 146** – 2nd semester, **MUSC 245** – 3rd semester, **MUSC 246** – 4th semester, **MUSC 345** – 5th semester, **MUSC 346** – 6th semester, **MUSC 445** – 7th semester, **MUSC 446** – 8th semester

Percussion:

MUSC 147 – 1st semester, **MUSC 148** – 2nd semester, **MUSC 247** – 3rd semester, **MUSC 248** – 4th semester, **MUSC 347** – 5th semester, **MUSC 348** – 6th semester, **MUSC 447** – 7th semester, **MUSC 448** – 8th semester

Organ:

MUSC 151 – 1st semester, **MUSC 152** – 2nd semester, **MUSC 251** – 3rd semester, **MUSC 252** – 4th semester, **MUSC 351** – 5th semester, **MUSC 352** – 6th semester, **MUSC 451** – 7th semester, **MUSC 452** – 8th semester

Voice:

MUSC 161 – 1st semester, **MUSC 162** – 2nd semester, **MUSC 261** – 3rd semester, **MUSC 262** – 4th semester, **MUSC 361** – 5th semester, **MUSC 362** – 6th semester, **MUSC 461** – 7th semester, **MUSC 462** – 8th semester

Piano:

MUSC 171 – 1st semester, **MUSC 172** – 2nd semester, **MUSC 271** – 3rd semester, **MUSC 272** – 4th semester, **MUSC 371** – 5th semester, **MUSC 372** – 6th semester, **MUSC 471** – 7th semester, **MUSC 472** – 8th semester

PHILOSOPHY (PHIL)

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|-----------------|---|--------------|-------------|
| 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. <i>General education explorations – humanities course.</i> | | |
| 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. <i>General education explorations – humanities course.</i> | | |
| PHIL 130 | Logic | F | 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. <i>General education explorations – humanities course.</i> | | |
| PHIL 230 | Studies in Philosophy | AN | 3 CR |
| | Focus on a single problem or subject of central concern to philosophy. Topics will vary, possibly including human self and animal other; the good and the beautiful; knowledge and reality; language, mind, and meaning; morality and the law. May be repeated for credit if a different topic. <i>General education explorations – humanities course.</i> | | |
| PHIL 240 | Philosophy of Religion | ALT S | 3 CR |
| | An introduction to the central metaphysical, epistemological, linguistic, ethical, and logical problems that confront the philosopher who studies religion. Attention will be paid to such issues as the nature and existence of the divine, the possibility and character of faith, the relationship between reason and religious belief, evil and suffering, and what it means to be human and to live well. <i>General education explorations – humanities course.</i> | | |
| PHIL 321 | Women in Philosophy and Religion | AN | 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; | | |

PHYSICAL EDUCATION

See listings under exercise science.

PHYSICS (PHYS)

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|-----------------|--|--------------|-------------|
| 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 three-hour laboratory period. Prerequisite: Knowledge of algebra and trigonometry. <i>General education explorations – science course.</i> | | |
| 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. 3 lectures and 1 three-hour laboratory period. <i>General education explorations – science course. Prerequisite: PHYS 201.</i> | | |
| PHYS 211 | General Physics I: Calculus-Based | F | 4 CR |
| | A treatment of mechanics, waves, and thermodynamics for physics, engineering, chemistry, math, and computer science majors. Three lectures and one three-hour laboratory period. <i>General education explorations – science course. Prerequisite: MATH 160 or concurrent enrollment in MATH 160.</i> | | |
| PHYS 212 | General Physics II: Calculus-Based | S | 4 CR |
| | A treatment of electricity, magnetism, light, and a survey of modern physics. 3 lectures and 1 three-hour laboratory period. <i>Prerequisite: PHYS 211, MATH 161 or concurrent enrollment in MATH 161.</i> | | |
| PHYS 310 | Mechanics | ALT F | 3 CR |
| | An applied mathematics course employing calculus in the study of kinematics, force, motion of particles, work, energy, and related topics. 3 lectures. <i>Prerequisite: PHYS 212 and MATH 161.</i> | | |
| PHYS 353 | Thermodynamics | F | 3 CR |
| | This course is the same as CHEM 353 Physical Chemistry I. See CHEM 353 for a description. <i>Prerequisite: PHYS 212 and MATH 161.</i> | | |
| PHYS 361 | Modern Physics | ALT F | 3 CR |
| | Topics discussed include: black body radiation, wave/particle duality, Schrodinger wave equation, atomic physics, nuclear physics, and particle physics. <i>Prerequisite: PHYS 212 and MATH 161.</i> | | |
| PHYS 370 | Quantum Mechanics | ALT S | 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. <i>Prerequisite: PHYS 212, MATH 361 or concurrent enrollment in MATH 361.</i> | | |
| PHYS 380 | Theoretical Electricity and Magnetism | ALT S | 3 CR |
| | A theoretically rich course dealing with the nature of electricity and magnetism. <i>Prerequisite: PHYS 212, MATH 361 or concurrent enrollment in MATH 361.</i> | | |
| PHYS 390 | Computational Physics | ALT S | 3 CR |
| | An introduction to the technique of applying computers, both serial and parallel, and numerical methods to the solving of physical problems in science and engineering. Specific topics include finite difference methods, Monte Carlo simulations, boundary value problems, and N-body simulations. This course is useful to the physicist, engineer, and computer scientist. <i>Prerequisite: PHYS 212 and CMSC 201.</i> | | |

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| PHYS 480 | Literature Search | S | 1 CR |
| | The student will conduct an intense investigation of the literature in physics for the purpose of choosing a research topic for PHYS481. <i>Prerequisite: Permission of instructor.</i> | | |
| PHYS 481 | Research I | F | 3 CR |
| | An intensive emersion into an applied or theoretical physics research project. <i>Prerequisite: PHYS480.</i> | | |
| PHYS 482 | Research II | S | 2 CR |
| | Continuation of PHYS481. Students are required to write a paper based on their research and present it to an audience. <i>Prerequisite: PHYS 481.</i> | | |
| PHYS 495 | Internship | | Variable CR |
| | An intensive, supervised work experience in a discipline related work environment. P/NC grading. Repeatable for credit. <i>Prerequisite: Approval of supervising faculty member.</i> | | |
| 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. <i>General education explorations – social science course.</i> | | |
| 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. <i>General education explorations – social science course.</i> | | |
| PSCN 205 | Introduction to Political Philosophy | ALT S | 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 | 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. <i>General education explorations – social science course.</i> | | |

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| 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 F | 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 400 | Pre-Professional Seminar | AN | 3 CR |
| | This seminar-format, capstone course is taken by all political science majors during their final year of baccalaureate study. This course deepens students' awareness of the major streams of scholarly inquiry in the political science discipline and enhances methodological skills. Each student prepares a unique, original contribution to the enterprise of modeling and understanding political life. <i>Prerequisite: Political science major and senior status.</i> | | |
| 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. <i>Prerequisite: PSCN 110 or permission of the instructor.</i> | | |
| PSCN 465 | Civil Liberties | ALT S | 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. <i>Prerequisite: PSCN 110 or consent of the instructor.</i> | | |
| PSCN 485 | Special Topics in Political Science | AN | 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, and other subjects depending on student interest. Students may repeat course as new topics are offered. <i>Prerequisite: PSCN 110.</i> | | |
| | Special Topics: Legal Reasoning | | 3 CR |
| | An analysis of the nature of reasoning and legal reasoning, with emphasis upon developing critical thinking abilities. Topics include the nature and elements of reasoning, statutory, common law, and constitutional reasoning and reasoning by example with precedent. <i>Offered only at specific BVU Professional & Online Studies locations.</i> | | |
| | Special Topics: Debtor/Creditor | | 3 CR |
| | Explore the laws of debtor/creditor and bankruptcy. Topics will also include collection, fair debt, and collection practices. <i>Offered only at specific BVU Professional & Online</i> | | |

Studies locations.

Special Topics: Legal Ethics**3 CR**

Legal Ethics is primarily a readings course focusing on application of ethical doctrines to the American legal system. *Offered only at specific BVU Professional & Online Studies locations.*

Special Topics: American Political Institutions**3 CR**

The origins and development of American Political Institutions in their historical context as well as by custom, legal change and usage. Students will examine the various institutions, critically analyze and evaluate past and present application, and develop hypotheses regarding the prospects for the 21st century. *Offered only at specific BVU Professional & Online Studies locations.*

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/NC grading. Not repeatable for credit. *Prerequisite: Consent of the political science department liaison to the Washington Center.*

PSCN 495**Political Science Internship****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/NC grading. Not repeatable for credit. *Prerequisite: Political science major, junior status, and consent of the instructor.*

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 explorations – social science course.*

PSYC 201**Child Development****AN****3 CR**

Theoretical and empirical perspectives on development from the prenatal period through adolescence will be addressed. The practical application of theory and research will also be stressed. *Prerequisite: PSYC 100.*

PSYC 203**Social Psychology****S****3 CR**

This course is an introduction to theories and research methods in the field of social psychology. Classical and contemporary theories pertaining to self, person, and group perceptions, interpersonal attraction, social cognition, attitudes, conformity, obedience, altruism, aggression, and group processes will be examined using both a text and original journal articles. Applications of social psychology to the career fields of law, health, and business will also be examined. *General education explorations – social science course.* *Prerequisite: PSYC 100.*

PSYC 220**Behavior Modification****ALT S****3 CR**

This course offers a guided, hands-on experience designed to acquaint students with general principles of human behavior through the development and implementation of a comprehensive plan for behavior change. Students will learn to observe and record behavior and to incorporate observational data into an extensive behavior change plan. Data will be presented regularly to classmates in narrative, numeric, and graphic formats. An extensive end-of-plan report will be presented to the class and submitted in writing. Grading is based on completeness, comprehensiveness, and sophistication of the behavior

change plan as presented throughout the semester and in the final report. *Prerequisite: PSYC 100.*

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| PSYC 230 | Sleep and Dreams | S | 3 CR |
| | The decades since the 1950s have seen an explosion of scientific research on the psychological and biological processes which are responsible for sleep. This course will introduce students to the basic methods and findings of contemporary sleep research, including a consideration of the brain processes which underlie sleep and dreams. <i>Prerequisite: PSYC 100.</i> | | |
| PSYC 239 | Abnormal Psychology | 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. <i>Prerequisite: PSYC 100.</i> | | |
| PSYC 265 | Health Psychology | ALT F | 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. <i>Prerequisite: PSYC 100.</i> | | |
| PSYC 281 | Introduction to Biological Psychology | F | 3 CR |
| | This course will introduce students to the methods, theories, and research findings which constitute the modern field of biological psychology. Included will be consideration of the basic structure and functioning of the human nervous system, CNS development, and the brain mechanisms which underlie a variety of psychological processes (e.g., vision, movement, learning, memory, and biological rhythms). <i>General education explorations – science course. Prerequisite: PSYC 100 or one college level biology course.</i> | | |
| PSYC 291 | Learning and Memory | 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. <i>Prerequisite: PSYC 100.</i> | | |
| 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. SPSS will be incorporated throughout the course. Students will design, implement and present their own research project. Students majoring in psychology should complete the 300/303 sequence in their sophomore or junior year. <i>Prerequisite: 3 semesters of high school algebra.</i> | | |
| PSYC 303 | Experimental Design and Statistical Analysis II | S | 3 CR |
| | This is a continuation of PSYC 300. <i>Prerequisite: PSYC 300.</i> | | |
| PSYC 329 | Psychology of Gender | ALT F | 3 CR |
| | This course will examine the empirical literature and theories in psychology that document sex differences in behavior, and analyze the origins and development of these sex differences. The relationship between psychological processes and societal sex role structures will also be explored. <i>Prerequisite: PSYC 100 and one 200-level psychology course.</i> | | |
| PSYC 333 | Adolescent Psychology | F | 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 1 200 level psychology course.*

- PSYC 364** **Industrial Psychology** **ALT F** **3 CR**
In this course students learn about methodological and measurement issues and examine research findings related to job analysis, job description, job evaluation, employee selection, performance evaluation, motivation, and job satisfaction. Students will design and conduct research in simulated work, situations, collect and analyze data using SPSS for Windows, interpret the analysis, and submit written APA style research reports. *Prerequisite: PSYC 100, a statistics course, and either 1 200 level psychology course or MGMT 320.*
- PSYC 369** **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 and one 200-level psychology course.*
- PSYC 389** **Introduction to Counseling** **AN** **3 CR**
A survey of the basic theories and techniques of psychological counseling. *Prerequisite: PSYC 100 and 1 200 level psychology course.*
- PSYC 401** **GRE Preparation** **S** **1 CR**
This course is intended for juniors or seniors who plan to take the GRE general test. Students will work on vocabulary and math skills, take several practice tests and share test-taking strategies with each other. Students who also plan to take the psychology advanced GRE test will have a chance to prepare for that exam as well. P/NC grading.
- 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 1 200 level psychology course.*
- PSYC 429** **Stereotypes and Prejudice** **S** **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 both a traditional textbook and several primary sources, including research articles from peer-reviewed journals. Papers will focus on critical analysis of the theories discussed in class and on application of these theories to everyday life and behaviors. In addition, specific areas of prejudice, such as racism, sexism, ageism, and heterosexism will be explored. *Prerequisite: PSYC 100 and one 200-level psychology course.*
- 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.*

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| PSYC 480 | Advanced Research | ALT F | 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. <i>Prerequisite: PSYC 100, one 200-level psychology course, and permission from instructor.</i> | | |
| PSYC 481 | Research Thesis | ALT S | 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. <i>Prerequisite: PSYC 480.</i> | | |
| PSYC 495 | Internship | AN | 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/NC grading. Repeatable for credit. <i>Prerequisite: PSYC 100, 1 200 level psychology course, and permission of the instructor.</i> | | |
| PSYC 498 | Capstone in Psychology | F | 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. <i>Prerequisite: Senior standing and psychology major or minor.</i> | | |
| 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. <i>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.</i> | | |
| PUBLIC ADMINISTRATION (PSPA) | | | |
| PSPA 265 | 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. <i>General education explorations – social science course.</i> | | |
| PSPA 320 | State and Local Politics | ALT 3 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 explorations – social science course.*

- PSPA 360** **Introduction to Public Affairs** **ALT F** **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 explorations – social science course.*
- PSPA 380** **Administrative Agencies** **ALT 3 S** **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** **AN** **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 265.*
- PSPA 495** **Public Administration Internship** **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/NC 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 explorations – 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. *General education explorations – humanities course.*
- RELI 111** **Introduction to Judaism, Christianity, and Islam** **ALT S** **3 CR**
This course is an introduction to the monotheistic traditions of Judaism, Christianity, and Islam. In this course, we explore various literary, historical, cultural, and theological

approaches to the texts and practices of these traditions. We examine how these three Abrahamic traditions deal with ideas regarding the nature of God, the relationship of God to humankind, and the overall human condition. *General education explorations – humanities course.*

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| RELI 112 | Religions of Asia | F | 3 CR |
| | A literary and historical survey of Hinduism, Jainism, Buddhism, Confucianism, Daoism, and Shinto. <i>General education explorations – humanities course.</i> | | |
| 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. <i>General education explorations – humanities course.</i> | | |
| RELI 220 | Religious Texts of the World | AN | 3 CR |
| | Focus on a single text of central concern in religion. Possible texts might include the Hebrew Bible; the New Testament; the Qur'an; the Bhagavad-Gita; the Analects; and the Dao de Jing and the Zhuangzi. May be repeated for credit if a different topic. | | |
| RELI 230 | Religious Traditions of the World | AN | 3 CR |
| | Focus on a single religious tradition of the world. Possible traditions might include indigenous religious traditions, Hinduism, Buddhism, Confucianism and Daoism, Judaism, Christianity, and Islam. May be repeated for credit if a different topic. <i>General education explorations – humanities course.</i> | | |
| RELI 321 | Women in Philosophy and Religion | ALT F | 3 CR |
| | Subtitles will vary. An in-depth study of figures, works, or movements focused on women's engagement with the world. Possible topics include feminist theory; woman spirit; women in world religions; women in religious literature; women in philosophy; and feminist theology. May be repeated for credit if a different topic. May be cross-listed with PHIL 321, depending on course content. <i>General education explorations – humanities course.</i> | | |
| RELI 335 | Topics in Ethics | AN | 3 CR |
| | Subtitles will vary. An in-depth study of ethical perspectives or a selected area of moral concern. Possible topics include bioethics; business ethics; queer ethics; science, technology, and society; sexual ethics; and comparative religious ethics. May be repeated for credit if a different topic. May be cross-listed with RELI 335, depending on course content. <i>General education explorations – humanities course.</i> | | |
| RELI 336 | Professional Ethics | AN | 3 CR |
| | Same as PHIL 336. <i>General education explorations – humanities course.</i> | | |
| RELI 340 | Environmental Ethics | ALT S | 3 CR |
| | An in-depth study of ethical problems related to the environment, including global warming, ozone depletion, overpopulation, overconsumption, pollution and toxic wastes, etc. This class will examine the history of philosophical and religious thinking about the environment; biocentric, ecocentric, deep ecology, and ecofeminist perspectives; obligations to future generations; animal rights; non-Western perspectives; economic growth, global justice and sustainability. May be cross-listed with PHIL 340, depending on course content. <i>General education explorations – humanities course.</i> | | |
| RELI 345 | Topics in Theology | AN | 3 CR |
| | Subtitles will vary. An in-depth study of major thinkers, works, or movements in classical and contemporary theology. Debates about such issues as God, human nature, free will, sin, salvation, faith, and culture will be explored, and might themselves become topics for this course. Other possible topics include reformation theology; 20th century Christian theology; liberation and political theology; Post-Holocaust theology; and mysticism. May | | |

be repeated for credit if a different topic.

- RELI 355** **Topics in Religious History** **AN** **3 CR**
Subtitles will vary. An in-depth study of the contexts, literature, movements, and individuals that contributed to the emergence of a particular religious tradition. Possible topics include second temple history; Muhammad, Jesus and the Buddha; early Christianity; and the reformation. May be repeated for credit if a different topic. *General education explorations – humanities course.*
- RELI 495** **Internship** **Variable CR**
An intensive, supervised work experience in a discipline related work environment. P/NC grading. Repeatable for credit. *Prerequisite: Approval of supervising faculty member.*
- RELI 498** **Senior Capstone** **S** **3 CR**
Advanced philosophy and religion students will reflect upon and integrate several different subfields in the discipline. Requirements involve the reading of original sources, examining historical developments, writing critically, development of a portfolio, and oral presentations. *Prerequisite: Senior standing and philosophy and religion major status.*
- SECONDARY EDUCATION (SEDU)**
- SEDU 333** **Young Adult Fiction and Nonfiction** **S** **3 CR**
A survey of books for middle school and high school students with special attention to their reading interests, developmental needs and abilities. Includes adult titles for adolescents and materials for gifted and reluctant readers.
- SEDU 335** **Oral Communication for Reading Teachers****Online** **2 CR**
Oral communication is the building and the sharing of meaning through the use of spoken and unspoken symbols in a variety of communication contexts. This course presents a study of the language differences among diverse learners with an emphasis on developing strategies for facilitating the learning of standard English by all learners. This course is cross-listed as EDUC 335.
- SEDU 342** **Written Communication for Secondary Reading Teachers** **Online** **2 CR**
This course reflects an examinations of the connections between reading, writing, and speaking for the teaching of the skills and processes necessary for writing in various forms including narrative, expressive, persuasive, informational, and descriptive prose with an emphasis on text structures and mechanics such as grammar, usage, and spelling.
- SEDU 365** **Reading in the Content Areas** **S** **3 CR**
Adapting and applying reading techniques to the content areas at the K-12 level. The application activities of SEDU 365 will focus on reading techniques and context appropriate to the 5-12 level. This course is cross-listed as EDUC 365.
- SEDU 380** **Language Development for Reading Teachers** **Online** **3 CR**
This course includes an examination of the development of communication and language styles and processes across the lifespan. Students will explore a variety of theoretical beliefs of language development, as well as language's basic building blocks. Students will learn to recognize the existence of language development and usage problems, to improve their ability to provide appropriate strategies to enhance development, and to enhance their ability to differentiate between language differences and disorders for the language referral process. Course participants will explore variations related to cultural and linguistic development in order to provide effective instruction in reading and writing. This course is cross-listed as EDUC 380.

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| SEDU 400 | Reading Strategies for Secondary Teachers | 1 CR |
| | <p>This course explores and develops skills which will assist in adapting and applying a variety of reading techniques to the problems associated with reading in the content areas at the secondary school level. Reading Strategies for Secondary Teachers is required for students seeking a major in secondary education and having a content major in a certifiable teaching area other than English/Language Arts. It may not be used as a substitute for SEDU 365 in the secondary content area major of English/Language arts nor in the reading endorsement program. This web-based course is designed for independent work through an interaction between the student and the instructor on an individual basis. This course is to be taken prior to or concurrent with the methods course. (Not required for secondary language arts major or other individuals who have completed SEDU 365).</p> | |
| SEDU 401 | Methods of Teaching Secondary Art | ALT F 3 CR |
| | <p>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.</p> | |
| SEDU 402 | Methods of Teaching Secondary Business | ALT F 3 CR |
| | <p>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.</p> | |
| SEDU 404 | Post Baccalaureate Certification Secondary Field Experience/Methods | 0 CR |
| | <p>This 10 hour clinical experience promotes the integration of methods and field experiences. It will be taken in conjunction with the secondary methods course.</p> | |
| SEDU 405 | Field Experience/Methods | F, S 0 CR |
| | <p>This 10 hour clinical experience promotes the integration of methods and field experiences. It will be taken in conjunction with secondary methods courses. P/NC grading.</p> | |
| SEDU 411 | Methods of Teaching Secondary English Language Arts | ALT F 3 CR |
| | <p>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.</p> | |
| SEDU 412 | Methods of Teaching Secondary Foreign Language | ALT F 3 CR |
| | <p>The intent of this course is to help students translate educational theory into best practices in order to teach effectively in a secondary foreign language classroom. Particular</p> | |

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 421 Methods of Teaching Secondary Mathematics 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.

**SEDU 431 Methods of Teaching Secondary Health
Physical Education 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 health/physical education classroom. Particular attention will be given to the following topics: awareness of and development of a broad range of learning resources and instructional strategies that are appropriate to diverse classrooms, use of assessment strategies and technology as a means to enhance student learning, awareness of the standards and resources of the professional organization, consideration of curricular and ethical issues relative to teaching the subject area, and opportunities to practice instructional skills through such approaches as micro teaching. This course will also address the administration of physical education within the school.

SEDU 432 Methods of Teaching Secondary Science 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: 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 441 Methods of Teaching Secondary Social Science 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 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.

SEDU 442 Methods of Teaching Secondary Music - Vocal ALT F 3 CR

The intent of this course is to help students translate educational theory into best practices in order to teach effectively in a secondary vocal music classroom. Particular attention will be given to the following topics: awareness of and development of a broad range of learning resources and instructional strategies that are appropriate to diverse classrooms, use of assessment strategies and technology as a means to enhance student learning, awareness of the standards and resources of the professional organization, consideration of curricular and ethical issues relative to teaching the subject area, and opportunities to practice instructional skills through such approaches as micro teaching.

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| SEDU 443 | Methods of Teaching Secondary Music - Instrumental | ALT F | 3 CR |
| | <p>The intent of this course is to help students translate educational theory into best practices in order to teach effectively in a secondary 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.</p> | | |
| SEDU 448 | Post Baccalaureate Certification General Secondary Methods | | 2 CR |
| | <p>The intent of this course is to help students translate educational theory into best practices in order to teach 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 both micro teaching and field-based classrooms. This course includes a ten-hour field component to promote the integration of methods and field experiences and to link theory to practice. Students enrolled in this course must also complete a one-hour methods course specific to their discipline. The requirement for secondary methods is not met until both methods components are complete.</p> | | |
| SEDU 451 | Post Baccalaureate Certification Secondary Methods in Art | | 1 CR |
| | <p>This course will address the standards and resources of the professional organization(s) that represent the teaching of art at the secondary level, consideration of curricular and ethical issues specific to art, exposure to the classroom resources and instructional strategies available in the field, and a review of the assessment approaches specific to the discipline. Students will be required to demonstrate learned knowledge through the development of course materials that could be used in the secondary art classroom.</p> | | |
| SEDU 452 | Post Baccalaureate Certification Secondary Methods in Business | | 1 CR |
| | <p>This course will address the standards and resources of the professional organization(s) that represent the teaching of business at the secondary level, consideration of curricular and ethical issues specific to business, exposure to the classroom resources and instructional strategies available in the field, and a review of the assessment approaches specific to the discipline. Students will be required to demonstrate learned knowledge through the development of course materials that could be used in the secondary business classroom.</p> | | |
| SEDU 454 | Reading Instructional Strategies | F | 3 CR |
| | <p>This course, designed to be taken concurrently with the practicum course, expands the range of research-based strategies and instructional technology that will allow the student to design and deliver effective instruction across the curriculum. The student will also evaluate and select materials appropriate for learners at various stages of reading and writing development and from varied cultural and linguistic backgrounds. Materials developed in this course will be implemented and evaluated in the practicum course. This course is cross-listed with EDUC 442.</p> | | |
| SEDU 455 | Reading Practicum | F | 2 CR |
| | <p>The student will participate in supervised observation and practice in teaching reading strategies and developing reading materials for students with reading difficulties. Forty hours are required in this placement with twenty hours to be spent working with colleagues and with parents in support of reading and writing development. A diagnostic</p> | | |

individual case study and the development of reading activities, lesson plans and assessment will be the major assignments for this reading practicum. The student will be placed in a specific reading or regular classroom setting. *Prerequisite: EDUC 371 and a grade of "C" or better in both EDUC 317 and EDUC 371. This course is cross-listed with EDUC 443.*

SEDU 461**Post Baccalaureate Certification Secondary
Methods in English/Language Arts****1 CR**

This course will address the standards and resources of the National Council of Teachers of English and the International Reading Association that represent the teaching of English/Language Arts at the secondary level, consideration of curricular and ethical issues specific to English/Language Arts, exposure to the classroom resources and instructional strategies available in the field, and a review of the assessment approaches specific to the discipline. Students will be required to demonstrate learned knowledge through the development of course materials that could be used in the secondary English/Language Arts classroom.

SEDU 462**Post Baccalaureate Certification Secondary
Methods in Foreign Language****1 CR**

This course will address the standards and resources of the professional organization(s) that represent the teaching of foreign language at the secondary level, consideration of curricular and ethical issues specific to foreign language, exposure to the classroom resources and instructional strategies available in the field, and a review of the assessment approaches specific to the discipline. Students will be required to demonstrate learned knowledge through the development of course materials that could be used in the secondary foreign language classroom.

SEDU 471**Post Baccalaureate Certification Secondary
Methods in Mathematics****1 CR**

This course will address the standards and resources of the professional organization(s) that represent the teaching of mathematics at the secondary level, consideration of curricular and ethical issues specific to mathematics, exposure to the classroom resources and instructional strategies available in the field, and a review of the assessment approaches specific to the discipline. Students will be required to demonstrate learned knowledge through the development of course materials that could be used in the secondary mathematics classroom.

SEDU 481**Post Baccalaureate Certification Secondary
Methods in Health/Physical Education****1 CR**

This course will address the standards and resources of the professional organization(s) that represent the teaching of health/physical education at the secondary level, consideration of curricular and ethical issues specific to health/physical education, exposure to the classroom resources and instructional strategies available in the field, and a review of the assessment approaches specific to the discipline. Students will be required to demonstrate learned knowledge through the development of course materials that could be used in the secondary health/physical education classroom.

SEDU 482**Post Baccalaureate Certification Secondary
Methods in Science****1 CR**

This course will address the standards and resources of the professional organization(s) that represent the teaching of science at the secondary level, consideration of curricular and ethical issues specific to science, exposure to the classroom resources and instructional strategies available in the field, and a review of the assessment approaches specific to the discipline. Students will be required to demonstrate learned knowledge through the development of course materials that could be used in the secondary science classroom.

SEDU 490**Secondary Student Teaching****F, S****6-12 CR**

A supervised field experience which includes observation, participation in class activities,

and student teaching at the secondary level. (No courses will be taken concurrently with student teaching.)

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| SEDU 491 | Post Baccalaureate Certification Secondary Methods in Social Science | 1 CR |
| | This course will address the standards and resources of the professional organization(s) that represent the teaching of social science at the secondary level, consideration of curricular and ethical issues specific to social science, exposure to the classroom resources and instructional strategies available in the field, and a review of the assessment approaches specific to the discipline. Students will be required to demonstrate learned knowledge through the development of course materials that could be used in the secondary social science classroom. | |
| SEDU 492 | Post Baccalaureate Certification Secondary Methods in Music - Vocal | 1 CR |
| | This course will address the standards and resources of the professional organization(s) that represent the teaching of vocal music at the secondary level, consideration of curricular and ethical issues specific to vocal music, exposure to the classroom resources and instructional strategies available in the field, and a review of the assessment approaches specific to the discipline. Students will be required to demonstrate learned knowledge through the development of course materials that could be used in the secondary vocal music classroom. | |
| SEDU 493 | Post Baccalaureate Certification Secondary Methods in Music - Instrumental | 1 CR |
| | This course will address the standards and resources of the professional organization(s) that represent the teaching of instrumental music at the secondary level, consideration of curricular and ethical issues specific to instrumental music, exposure to the classroom resources and instructional strategies available in the field, and a review of the assessment approaches specific to the discipline. Students will be required to demonstrate learned knowledge through the development of course materials that could be used in the secondary instrumental music classroom. | |
| SEDU 498 | Post Baccalaureate Certification Secondary Student Teaching (14 weeks) | F, S 6-12 CR |
| | A supervised field experience which includes observation, participation in class activities, and student teaching at the secondary level. (No courses will be taken concurrently with student teaching.) Students will have an option of one placement for 12 credits or two placements at two different levels (middle and high school) for 6 credits each. | |
| SOCIAL WORK (SCWK) | | |
| SCWK 100 | Modern Social Problems | AN 3 CR |
| | A critical examination of major problems in contemporary American society such as poverty, population, race, gender, economic inequality, health, old age, the environment and education. The course seeks to promote understanding of the origins and development of the problems and tries to discover directions in which solutions may be sought. Same as SOCI 100. <i>General education explorations – social science course.</i> | |
| SCWK 200 | Introduction to Social Work and Social Welfare | F 3 CR |
| | This course provides the philosophy, history, and ethical foundations of social welfare and social work. Social welfare issues and social work as a profession are explored. The use of social work knowledge, skills and values to bring about change in the environment and systems of all sizes are examined. <i>General education explorations – social science course.</i> | |
| SCWK 211 | Field Observation | I 3 CR |
| | Students are placed in a social service agency to observe the provision of generalist social | |

work and understand how social welfare agencies perform their work. Students complete a 120-hour placement for 3 credit hours under the supervision of a social worker. May be repeated for up to 3 additional hours in a different agency and experience. Field Observation may be completed during Interim. P/NC grading. *Prerequisite: SCWK 200.*

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| SCWK 235 | Psycho-Social Dimensions of the Human Life Cycle | F | 3 CR |
| | This is the first of two courses in the human behavior in the social environment sequence. It focuses on the biological, social, and psychological development of the individual in environment from conception to death. This course addresses the complex interpersonal relationships and the interrelatedness of the family as a system in the context of the larger social structures of the community, including the impact of oppressions on various communities. | | |
| SCWK 255 | Human Behavior in the Social Environment | S | 3 CR |
| | The course focuses on generalist social work theory with macro systems. Characteristics, dynamics, and structure of communities, organizations, and groups are emphasized. Diverse influence on these systems are considered. Theoretical perspectives as well as policy influences are used to understand the interaction between the environment and the person. <i>General education explorations – social science course.</i> | | |
| SCWK 270 | Family Relationships | ALT S | 3 CR |
| | The family as a primary social institution is investigated. Diverse issues and challenges affecting families in modern society are explored as are the influences of society and family policy. Same as SOCI 270. | | |
| SCWK 311 | Social Justice Experience | AN | 1-3 CR |
| | This course provides experiential learning for students interested in addressing social justice issues. Students explore the social justice issues relevant to a particular population or location that experiences oppression. The student then participates in service learning to develop understanding of the issues first-hand and if possible attempts to redress these issues. Students will document this learning and integrate the experiential knowledge with the theoretical knowledge acquired prior to the service learning. May be repeated for up to 3 additional hours with a different experience. P/NC grading. <i>Prerequisite: Permission of the instructor.</i> | | |
| SCWK 350 | Social Welfare Programs and Policies | S | 3 CR |
| | Students examine the historical, economic, political, and social forces that impact social welfare policy. Major social welfare programs are analyzed from a generalist social work perspective that includes consideration of diversity, oppression, and populations at risk. <i>Prerequisite: SCWK 200 and 255 or permission of the instructor.</i> | | |
| SCWK 351 | Aging in American Society | ALT F | 3 CR |
| | Social work principles and practice with this increasingly significant population in society are examined along with the range of settings in which social work may be practiced. Social, political, and economic policy influences on practice are analyzed. <i>General education explorations – social science course.</i> | | |
| SCWK 352 | Child and Family Welfare | ALT F | 3 CR |
| | Social work principles and practice with children and their families is examined along with the range of settings in which social work with children and families may be practiced. Major social, political, and economic policy influences on practice are analyzed. | | |
| 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. | | |

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| SCWK 361 | Racism and Sexism in American Life | F | 3 CR |
| | An examination of the problems of racial oppression, the quest of women and minorities for equality, the structural arrangements of our society and the relevant social work educational practices. Same as PHIL 361 and SOCI 361. <i>General education explorations – humanities course. Prerequisite: Junior standing recommended.</i> | | |
| SCWK 375 | Special Topics in Social Work | AN | 1-3 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: group work; case management; abuse issues; and health and mental health. May be repeated for credit if it is different topics. <i>Offered at the Storm Lake campus.</i> | | |
| SCWK 375 | Special Topics in Social Work: Stress Management Strategies | | 3 CR |
| | Stress management strategies for helping professionals (SMSFHP) investigates the stress management process. Recognition of the factors surrounding endogenous and exogenous stress and the personal responsibility each person has in developing methods of managing stress is also an explicit part of this course. <i>Offered only at specific BVU Professional & Online Studies locations.</i> | | |
| SCWK 375 | Special Topics in Social Work: 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 the 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 is also an explicit part of this course. <i>Offered only at specific BVU Professional & Online Studies locations.</i> | | |
| SCWK 375 | Special Topics in Social Work: 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 with alcohol or other drug problems. The ecological framework will be utilized for studying the disease alcoholism and its treatment. <i>Offered only at specific BVU Professional & Online Studies locations.</i> | | |
| SCWK 375 | Special Topics in Social Work: Social Work in Health Care | | 3 CR |
| | An overview of the concept of chronicity as it applies to illness, the consequences of long term illness to clients, their families and society, and the principles of sound practice that are of vital importance to this type of practice. <i>Offered only at specific BVU Professional & Online Studies locations.</i> | | |
| SCWK 380 | Methods of Social Research I | S | 3 CR |
| | Research concepts, qualitative and quantitative designs, and analysis procedures are introduced. Students develop knowledge and theory of research problems relevant to social work and sociology. They design and carry out a research project. Students develop competence in analyzing research reports and using analysis software. Same as SOCI 380. <i>Prerequisite: SCWK 200 or permission from instructor.</i> | | |
| SCWK 381 | Methods of Social Research II | F | 3 CR |
| | Continuation of SCWK 380. <i>Prerequisite: SCWK 380.</i> | | |
| SCWK 390 | Social Work Practice I | S | 3 CR |
| | Students apply generalist social work principles with emphasis on assessment of social situations; choice of intervention appropriate to working with individuals, small groups, or families; and evaluation of the outcomes. Social work ethics are applied to practice situation. <i>Prerequisite: Admitted to the social work major.</i> | | |

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| SCWK 402 | Practicum Readiness | F | 1 CR |
| | This course is intended for seniors who plan to complete their senior internship the following semester. Students complete a self-assessment relative to choosing an internship, join NASW, obtain liability insurance, develop a resume and cover letter, and interview for internship. P/NC grading. <i>Prerequisite: SCWK 390.</i> | | |
| SCWK 410 | Social Work Practice II | F | 3 CR |
| | This course provides the knowledge and skills necessary to engage in generalist social work practice with task groups, organizations, and communities. Emphasis is placed on assessment of populations at risk and oppressed people and how they impact choice of intervention. <i>Prerequisite: SCWK 390 and admitted to the social work major.</i> | | |
| SCWK 440 | Field Instruction | S | 3 CR |
| SCWK 441 | Field Instruction | S | 3 CR |
| SCWK 442 | Field Instruction | S | 3 CR |
| | Field instruction is an individually planned and supervised experience in a social welfare agency. Students integrate knowledge, skills, and values within generalist social work practice. Students spend 480 clock hours of service activity in an assigned agency as directed by the field instruction coordinator. <i>Prerequisites: Satisfactory completion of all social work major courses.</i> | | |
| SCWK 443 | Senior Seminar | S | 3 CR |
| | A capstone course designed to offer social work students an opportunity to complete a final project that incorporates concepts and procedures from the core curriculum of generalist social work. Senior seminar is taken concurrently with field instruction. <i>Prerequisite: Satisfactory completion of all social work major courses.</i> | | |
| SOCIOLOGY (SOCI) | | | |
| SOCI 100 | Modern Social Problems | AN | 3 CR |
| | Same as SCWK 100. <i>General education explorations – social science course.</i> | | |
| SOCI 101 | Introduction to Sociology | F, S | 3 CR |
| | A survey of sociological concepts and their implication to the study of social systems. <i>General education explorations – social science course.</i> | | |
| SOCI 203 | Social Psychology | S | 3 CR |
| | Same as PSYC 203. <i>General education explorations – social science course.</i> | | |
| SOCI 230 | Population Problems | | 3 CR |
| | A theoretical study of population trends, their social consequences and controlling factors. <i>Prerequisites: SOCI 101 and SOCI 203. Offered only at specific BVU Professional & Online Studies locations.</i> | | |
| SOCI 270 | Family Relationships | ALT S | 3 CR |
| | Same as SCWK 270. | | |
| SOCI 301 | Human Services in Rural Communities | | 3 CR |
| | An examination of rural problems, services, and skills needed for effective social intervention, planning, and activities in rural areas. <i>Prerequisite: SOCI 101 and SOCI 203. Offered only at specific BVU Professional & Online Studies locations.</i> | | |
| SOCI 302 | Sociology of Deviant Behavior | AN | 3 CR |
| | An analysis of causes and forms of deviant behavior with special emphasis on crime and juvenile delinquency. <i>Prerequisite: SOCI 101 and SOCI 203.</i> | | |
| SOCI 361 | Racism and Sexism in American Life | F | 3 CR |
| | Same as SCWK 361 and PHIL 361. <i>General education explorations – humanities course.</i> | | |

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| SOCI 380 | Methods of Social Research I Same as SCWK 380. | S | 3 CR |
| SOCI 402 | Sociological Theory An evaluation of the development of social thinking and the contribution of major European and American sociologists in the direction of sociological theory. <i>Prerequisite: SOCI 101 and SOCI 203.</i> | AN | 3 CR |
| SOCI 450 | Special Topics in Sociology Death & Dying 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. <i>Offered only at specific BVU Professional & Online Studies locations.</i> | | 3 CR |
| | Special Topics in Sociology: Social Work/Welfare Cases This course is designed to explore special populations and concerns in social work. The emphasis will be on groups that are too often undervalued by society and under served by service agencies. Special populations especially in need of social work services include women, the elderly, ethnic and racial minorities, the homeless, mentally ill and persons suffering and dying from AIDS. <i>Offered only at specific BVU Professional & Online Studies locations.</i> | | 3 CR |
| | Practicum in Human Services An individually planned and supervised experience in a public or private human services agency. Normally completed during the senior year. May be repeated with program approval. <i>Offered only at specific BVU Professional & Online Studies locations.</i> | | 3-4 CR |
| SOCI 495 | Internship An intensive, supervised work experience in a discipline related work environment. P/NC grading. Repeatable for credit. <i>Prerequisite: Approval of supervising faculty member.</i> | | Variable CR |
| SPANISH (SPAN) | | | |
| SPAN 101 | Elementary Spanish I An introduction to the fundamentals of Spanish, including pronunciation, grammar, and culture. No prior experience with the language is required. This course does not apply towards a major or minor. <i>General education explorations – humanities course.</i> | F | 3 CR |
| SPAN 102 | Elementary Spanish II A continuation of SPAN 101. This course does not apply towards a major or minor. <i>General education explorations – humanities course. Prerequisite: SPAN 101 or appropriate placement through the BVU placement exam.</i> | S | 3 CR |
| SPAN 201 | Intermediate Spanish I An intermediate course in which we build on Spanish fundamentals previously learned. It further develops reading skills while continuing to emphasize communication, pair and group work, learning in context, and the use of critical thinking skills. This is the first course in the Spanish major core. <i>General education explorations – humanities course. Prerequisite: SPAN 102 or appropriate placement through the BVU placement exam.</i> | F | 3 CR |
| SPAN 202 | Intermediate Spanish II A continuation of Spanish 201. It is also part of the core. <i>General education explorations – humanities course. Prerequisite: SPAN 201 or appropriate placement through the BVU placement exam.</i> | S | 3 CR |

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| SPAN 301 | Advanced Grammar and Conversation | F | 3 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. <i>General education explorations – humanities course. Prerequisite: SPAN 202 or appropriate placement through the BVU placement exam.</i> | | |
| SPAN 302 | Advanced Grammar and Composition | S | 3 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. <i>Prerequisite: SPAN 301.</i> | | |
| SPAN 303 | Spanish for Careers | ALT S | 3 CR |
| | An advanced course designed to meet the students' needs for special vocabulary and expressions for the different careers. Emphasis will be placed on business, bilingual education, law-enforcement, social-work, and health care professions. <i>Prerequisite: SPAN 301 or appropriate placement through the BVU placement exam.</i> | | |
| SPAN 311 | Culture and Civilization of Spain | ALT S | 3 CR |
| | A study of the culture and civilization of Spain through its history of social, political, and religious institutions. Conducted in Spanish. <i>Prerequisite: SPAN 301 or appropriate placement through the BVU placement exam.</i> | | |
| SPAN 312 | Culture and Civilization of Latin America | ALT F | 3 CR |
| | A study of the culture and civilization of Latin America through its history of social, political, and religious institutions. Conducted in Spanish. <i>Prerequisite: SPAN 301 or appropriate placement through the BVU placement exam.</i> | | |
| SPAN 335 | Introduction to Hispanic Literature | S | 3 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. <i>This course is part of the core. Prerequisite: SPAN 301.</i> | | |
| SPAN 410 | Survey of the Literature of Spain | ALT F | 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. <i>Prerequisite: SPAN 335.</i> | | |
| SPAN 415 | Survey of the Literature of Latin America | ALT F | 3 CR |
| | An introduction of the major writers and movements in Latin American literature. The genres of poetry, drama, and narrative will be studied and analyzed. Conducted in Spanish. <i>Prerequisite: SPAN 335.</i> | | |
| SPAN 425 | Spanish in Action | ALT F | 3 CR |
| | An introduction to readers' theater, Spanish plays and/or Hispanic films. This course will facilitate the study of Hispanic culture and language. Conducted in Spanish. <i>Prerequisite: SPAN 335.</i> | | |
| SPAN 450 | Special Topics | S | 3 CR |
| | A more in depth study of just one genre, one time period, or one author from the Hispanic world. This course may be repeated for credit. Conducted in Spanish. <i>Prerequisite: SPAN 335.</i> | | |
| SPAN 490 | International Experience | F, I, S | 0-6 CR |
| | An opportunity to study abroad for a minimum of 3 weeks. This includes a complete immersion into Hispanic language and culture. Arrangements for academic credit and | | |

faculty approval must be made prior to the international experience. The experience will be approved and evaluated on the same basis as an on-campus course. If the student chooses to participate in a study abroad program, this course must be taken as part of the program, but can be taken for 0 credit or as an elective up to 6 credit hours. A student must have either a semester abroad-like experience or a minimum of 3 credit hours of SPAN 490. P/NC grading. May be repeated for credit up to a total of 6 credit hours. *Recommended: SPAN 201 or equivalent.*

SPAN 495 Internship Variable CR
An intensive, supervised work experience in a discipline related work environment. P/NC grading. Repeatable for credit. *Prerequisite: Approval of supervising faculty member.*

SPAN 498 Senior Seminar ALT 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)

SPED 205 Characteristics of Students with Mild/Moderate Disabilities F 3 CR
An introduction to the field of special education with an emphasis on understanding the impact mild/moderate handicaps may have on an individual. Group discussions, guided exercises, and simulations are employed. Understanding the psychological, physical, and social aspects of individuals with exceptionalities in a family, community, and society is emphasized.

SPED 285 Career Development and Transition ALT F 3 CR
This course deals with the role of career education for students with disabilities and the development and implementation of career education curricula. Emphasis is given to strategies and planning for transition, particularly to post-secondary settings.

SPED 321 Diagnosis and Assessment S 3 CR
This course is an extensive survey of the most common educational assessment procedures and devices for identifying special problems in cognitive and behavioral development. Students will be expected to demonstrate knowledge of screening and assessment procedures, as well as competencies in the proper selection and use of formal, informal, and alternative assessment strategies.

SPED 352 Professional Practices in Special Education S 3 CR
This course deals with communication and cooperation among educators, parents, community agencies, and others in the development of individualized educational programs for students with disabilities. Legal and ethical issues are also addressed.

SPED 391 Supervised Participation in Special Education 1 CR
This field experience includes 40 credit hours in an appropriate special education classroom setting. The student would perform duties typically assigned to a teacher aide. The course is limited to students who have completed sufficient previous experiences and can provide documentation verifying those experiences to have included a minimum of 60 credit hours working in an appropriate special education classroom in an aiding capacity. Qualified students must apply for and submit appropriate documentation to the education coordinator or appropriate personnel for consideration. P/NC grading.

SPED 392 Supervised Participation in Special Education 0 CR
This field experience is intended for students who have completed a minimum of 80 credit hours of verified experience in an appropriate classroom setting and who have not received credit for this experience as part of other course work. The student can apply to have this course added to their transcript for no credit. Students must demonstrate an understanding of the classroom environment and must provide sufficient documentation and other evidence to verify a satisfactory classroom experience at the pre-student

teaching level. Qualified students must apply for and submit appropriate documentation to the education coordinator or appropriate personnel for consideration. P/NC grading.

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| SPED 396 | Supervised Participation in Special Education F, I, S | 2 CR |
| | This field experience involves a minimum of 80 hours working with a teacher of exceptional children in an education setting. Students have the opportunity to participate in a wide variety of educationally related experiences with children who represent differing categories of disabilities. P/NC grading. Students must also complete EDCO 290. | |
| SPED 401 | Methods and Teaching Strategies for Students with Mild/Moderate Disabilities S | 2 CR |
| | This course examines generic educational procedures for and the development of curricula and materials for students with mild/moderate disabilities. It includes discussion of current best teaching practices and behavior management strategies. <i>Prerequisite:</i> SPED 205. | |
| SPED 402 | Teaching in a K-8 Special Education Program S | 1 CR |
| | This course focuses specifically on teaching strategies utilized with K-6 learners with mild/moderate disabilities. Specific emphasis is given to educational program development as articulated in IEPs and lesson modifications to support learners with mild/moderate disabilities in regular classrooms. | |
| SPED 403 | Teaching in a 5-12 Special Education Program S | 1 CR |
| | This course focuses specifically on teaching strategies utilized with 7-12 learners with mild/moderate disabilities. The course focuses on compensatory educational strategies and educational program development to meet the needs of the secondary learner with mild/moderate disabilities as well as strategies to assist exceptional students within the regular classroom. | |
| SPED 405 | Field Experience/Methods (K-8) F, S | 0 CR |
| | This 10-hour clinical experience promotes the integration of methods and field experiences. It will be taken in conjunction with SPED 402. P/NC grading. | |
| SPED 406 | Field Experience/Methods (5-12) F, S | 0 CR |
| | This 10-hour clinical experience promotes the integration of methods and field experiences. It will be taken in conjunction with SPED 403. P/NC grading. | |
| SPED 447 | Student Teaching – Special Education – Mild/Moderate (K-8) F, S | 6 CR |
| | A seven-week minimum student teaching experience in an approved classroom/program serving students with mild/moderate disabilities. | |
| SPED 448 | Student Teaching – Special Education – Mild/Moderate (5-12) F, S | 6 CR |
| | A seven-week minimum student teaching experience in an approved classroom/program serving students with mild/moderate disabilities. | |

SPEECH AND DRAMA

See listings under communication and performance studies.

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 principals 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.

| | | | |
|-----------------|---|-------------|---------------|
| TESL 330 | Methods of Teaching English as a Second Language | 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 investigate. 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. <i>Prerequisite: TESL 270.</i> | | |
| TESL 405 | Field Experience in Teaching English as a Second Language | S | 0 CR |
| | This 10-hour clinical experience promotes the integration of methods and field experiences. It will be taken in conjunction with TESL 330 Teaching English as a Second Language Methods. <i>P/NC grading.</i> | | |
| TESL 407 | Curriculum Development and Assessment in ESL | F | 3 CR |
| | The course emphasizes the role of ESL teachers as course developers and action researchers. It focuses on effective lesson planning, task design, materials development, assessment and evaluation, and the use of instructional technology in instruction. It also provides a general background in language and academic content assessment issues, opportunities to examine assessment instruments, and practical experience developing and using formal and informal assessment measures. The students will be able to critically analyze and select evaluation techniques for measuring ESL students' performance in academic settings. <i>Prerequisite: TESL 330.</i> | | |
| TESL 408 | Practicum in ESL Classroom K-6 | F | 2 CR |
| | This is an 80-hour clinical experience in an ESL classroom setting. This experience provides pre-service teachers with an opportunity to demonstrate practical applications of different language approaches and methods. Pre-service teachers are required to demonstrate effective use of techniques including cooperative learning, group and individual motivation, and working with diverse students. It is taken in conjunction with TESL 407 Curriculum Development and Assessment in ESL. <i>Prerequisite: TESL 330; Co-requisite: TESL 407. P/NC grading.</i> | | |
| TESL 409 | Practicum in ESL Classroom 7-12 | F | 2 CR |
| | This is an 80-hour clinical experience in an ESL classroom setting. This experience provides pre-service teachers with an opportunity to demonstrate practical applications of different language approaches and methods. Pre-service teachers are required to demonstrate effective use of techniques including cooperative learning, group and individual motivation, and working with diverse students. It is taken in conjunction with TESL 407 Curriculum Development and Assessment in ESL. <i>Prerequisite: TESL 330; Co-requisite: TESL 407. P/NC grading.</i> | | |
| TESL 447 | Student Teaching in ESL Classroom K-6 | F, S | 3-6 CR |
| | This is a supervised field experience which includes observation, participation in class activities and student teaching in ESL classrooms. | | |
| TESL 448 | Student Teaching in ESL Classroom 7-12 | F, S | 3-6 CR |
| | This is a supervised field experience which includes observation, participation in class activities and student teaching in ESL classrooms. | | |

WOMEN'S STUDIES (WMST)

| | | | |
|-----------------|---|----------|--------------------|
| WMST 110 | Introduction to Women's Studies | S | 3 CR |
| | The foundation course for women's studies, this course offers students an opportunity to deal with concepts through feminist perspectives in such fields as women in history, women in society, and women in literature. The focus will be on connecting information from several different disciplines and discussing ideas and approaches which can help describe and cultivate a better understanding of women's experiences. <i>General education explorations – humanities course.</i> | | |
| WMST 490 | Capstone | | 3 CR |
| | This capstone course allows the student the opportunity to create a project that connects theory to practice. Feminist methodology and research is the focus of the capstone course. The course culminates in a project connecting feminist methodology and research with community activism regarding issues that affect women. The capstone course includes a public presentation of the student's work. | | |
| WMST 495 | Internship | | Variable CR |
| | Intensive experiential opportunity related to student's interest in Women's Studies. Placement arranged with approval of women's studies coordinator and supervising faculty member. Repeatable for credit. P/NC grading. | | |
| WMST 499 | Independent Study | | Variable CR |
| | To be arranged in consultation with women's study coordinator. Permission of instructor required. | | |

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