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Programs and Courses 2000-2002

University of Northern Iowa

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University of Northern Iowa



Students
First

2000-2002

Programs and Courses

University of Northern Iowa



2000-2002 Programs and Courses

Effective Fall Semester — 2000

UNIVERSITY OF NORTHERN IOWA

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Academic Calendar 2000-2002

Summer Session, 2000--

June 2Fri., Registration, 8:00 a.m.--4:00 p.m.
June 5Mon., Instruction begins, 7:30 a.m.
June 30Fri., First four-week session ends
July 3Mon., Second four-week session begins
July 4Tues., Legal holiday
July 28Fri., Summer sessions end

Fall Semester, 2000--

Aug. 18Fri., Registration, 9:00 a.m.--4:00 p.m.
Aug. 21Mon., Instruction begins, 8:00 a.m.
Sept. 4Mon., Legal holiday (Labor Day)
Oct. 13Fri., End first half semester, 10:00 p.m.
Oct. 16Mon., Begin second half semester, 8:00 a.m.
Nov. 21Tues., Thanksgiving vacation begins, 10:00 p.m.
Nov. 27Mon., Instruction resumes, 8:00 a.m.
Dec. 11-15Mon.-Fri., Final examinations
Dec. 15Fri., Semester ends, 10:00 p.m.
Dec. 16Sat., Commencement

Spring Semester, 2001--

Jan. 5Fri., Registration, 9:00 a.m.--4:00 p.m.
Jan. 8Mon., Instruction begins, 8:00 a.m.
Jan. 15 .. .Mon., University holiday (Martin Luther King's Birthday)
Feb. 23Fri., End first half semester, 10:00 p.m.
Feb. 26Mon., Begin second half semester, 8:00 a.m.
Mar. 9Fri., Spring vacation begins, 10:00 p.m.
Mar. 19Mon., Instruction resumes, 8:00 a.m.
April 30-May 4Mon.-Fri., Final examinations
May 4Fri., Semester ends, 10:00 p.m.
May 5Sat., Commencement

Summer Session, 2001--

June 8Fri., Registration, 8:00 a.m.--4:00 p.m.
July 4Wed., Legal holiday
Aug. 3Fri., Summer sessions end, 10:00 p.m.
(May session -- 4 weeks)
May 7Mon., Instruction begins, 7:30 a.m.
June 1Fri., May session ends, 10:00 p.m.
(May/mid-June session -- 6 weeks)
May 7Mon., Instruction begins, 7:30 a.m.
June 15Fri., May/mid-June session ends, 10:00 p.m.
(June session -- 4 weeks)
June 11Mon., Instruction begins, 7:30 a.m.
July 6Fri., End June session, 10:00 p.m.
(June/July session -- 8 weeks)
June 11Mon., Instruction begins, 7:30 a.m.
Aug. 3Fri., End June/July session, 10:00 p.m.
(mid-June/July session -- 6 weeks)
June 18Mon., Instruction begins, 7:30 a.m.
July 27Fri., End mid-June/July session, 10:00 p.m.
(July session -- 4 weeks)
July 9Mon., Instruction begins, 7:30 a.m.
Aug. 3Fri., July session ends, 10:00 p.m.

Fall Semester, 2001--

Aug. 24Fri., Registration, 9 a.m.--4:00 p.m.
Aug. 27Mon., Instruction begins, 8:00 a.m.
Sept. 3Mon., Legal holiday (Labor Day)
Oct. 19Fri., End first half semester, 10:00 p.m.
Oct. 22Mon., Begin second half semester, 8:00 a.m.
Nov. 20Tues., Thanksgiving vacation begins, 10:00 p.m.
Nov. 26Mon., Instruction resumes, 8:00 a.m.
Dec. 17-21Mon.-Fri., Final examinations
Dec. 21Fri., Semester ends, 10:00 p.m.
Dec. 22Sat., Commencement

Spring Semester, 2002--

Jan. 11Fri., Registration, 9:00 a.m.--4:00 p.m.
Jan. 14Mon., Instruction begins, 8:00 a.m.
Jan. 21 .. .Mon., University holiday (Martin Luther King's Birthday)
Mar. 1Fri., End first half semester, 10:00 p.m.
Mar. 4Mon., Begin second half semester, 8:00 a.m.
Mar. 15Fri., Spring vacation begins, 10:00 p.m.
Mar. 25Mon., Instruction resumes, 8:00 a.m.
May 6-10Mon.-Fri., Final examinations
May 10Fri., Semester ends, 10:00 p.m.
May 11Sat., Commencement

Summer Semester, 2002--

June 7Fri., Registration, 8:00 a.m.--4:00 p.m.
July 4Thur., Legal holiday
Aug. 2Fri., Summer session ends, 10:00 p.m.
(May session -- 4 weeks)
May 13Mon., Instruction begins, 7:30 a.m.
June 7Fri., May session ends, 10:00 p.m.
(May/mid-June session -- 6 weeks)
May 13Mon., Instruction begins, 7:30 a.m.
June 21Fri., May/mid-June session ends 10:00 p.m.
(June session -- 4 weeks)
June 10Mon., Instruction begins, 7:30 a.m.
July 5Fri., End June session, 10:00 p.m.
(June/July session -- 8 weeks)
June 10Mon., Instruction begins, 7:30 a.m.
Aug. 2Fri., End 8-weeks, 10:00 p.m.
(mid-June/July session -- 6 weeks)
June 24Mon., Instruction begins, 7:30 a.m.
Aug. 2Fri., End mid-June/July session, 10:00 p.m.
(July session -- 4 weeks)
July 8Mon., Instruction begins, 7:30 a.m.
Aug. 2Fri., July session ends, 10:00 p.m.

General Information

This catalog is published for students and other persons who want to know more about the University of Northern Iowa. Its purpose is to communicate as objectively and completely as possible what the University is and what it does. The catalog is presented in sections to give a general view of the University as well as the detailed information required for informed decision making. Further information can be obtained on the University's World Wide Web site <http://www.uni.edu>.

The University and Its Programs

History

The University was established in 1876 by enactment of the Iowa General Assembly, and opened on September 6, 1876, as the Iowa State Normal School--"a school for the special instruction and training of teachers for the common schools of the state." The University offers a broad curriculum at both the undergraduate and graduate levels. Four conventional baccalaureate degrees are offered: the Bachelor of Arts, the Bachelor of Fine Arts, the Bachelor of Music, and the Bachelor of Science.

Also available is the Bachelor of Liberal Studies, an "external" degree offered in cooperation with the University of Iowa and Iowa State University. On the graduate level, twelve degrees are offered: the Master of Accounting, the Master of Arts, the Master of Arts in Education, the Master of Business Administration, the Master of Music, the Master of Public Policy, the Master of Science, the Master of Social Work, the sixth-year Specialist and Specialist in Education degrees, the Doctor of Education degree, and the Doctor of Industrial Technology degree.

The University of Northern Iowa has grown from its 1876 original campus site of 40 acres with one building--Central Hall, which originally housed orphaned children of Civil War soldiers--until it now embraces more than 40 principal buildings on a campus of 740 acres, with a faculty of about 650 members and a total enrollment of about 13,000. In addition to its physical growth, the University continues to support programs that reach into the wider community, including the UNI Center for Urban Education (UNI-CUE) which is located in the heart of the urban area of Waterloo, Iowa. The internationally known *North American Review*, which was established in 1815 in Boston and is the oldest periodical in the United States, is now published under the auspices of the University of Northern Iowa.

Location

The University is located in Cedar Falls, Iowa, which has a population of approximately 35,000, with the Cedar Falls-Waterloo greater metropolitan area having a population of more than 110,000. Together with the University of Iowa and Iowa State University of Science and Technology, the University of Northern Iowa is governed by the Board of Regents, State of Iowa.

Mission

Established as the Iowa State Normal School, the institution was renamed the Iowa State Teachers College in 1909 and under this title attained a national reputation and status as a leading institution in the field of teacher education. By enactment of the Iowa General Assembly on July 5, 1961, the name of the college was changed to the State College of Iowa and degree programs were added for those not planning to teach. The change to the University of Northern Iowa was effected on



July 1, 1967, following enactment by the Iowa General Assembly on the recommendation of the Board of Regents, State of Iowa. Its current statement of mission was approved by the Board of Regents, State of Iowa in 1997:

"The University of Northern Iowa is Iowa's only public university that is distinguished by its emphasis on undergraduate education. The University contributes to the development of students by providing a diverse, dynamic learning environment characterized by excellence in teaching. The University supports exemplary undergraduate programs founded on a strong liberal arts curriculum and offers master's and selected doctoral programs that contribute to the intellectual vitality of the academic community. The University increases knowledge and promotes student growth through scholarship and service, and shares its expertise with individuals, communities, and organizations."

Memberships and Accreditation

The University of Northern Iowa is a member of the American Association of State Colleges and Universities (AASCU), the American Association of Colleges for Teacher Education (AACTE), and the Council of Graduate Schools in the United States. The University is accredited through the master's degrees, the specialist's degrees and the doctorate (Doctor of Education and Doctor of Industrial Technology) by the North Central Association of Colleges and Secondary Schools

(NCA). The programs of the University are accredited by the following professional accrediting agencies: the International Association for Management Education, the Council for Accreditation of Counseling and Related Educational Programs, the National Association of Schools of Music, the National Association of Schools of Art and Design, the Council on Social Work Education, the American Speech-Language-Hearing Association, the American Association of Family and Consumer Sciences, the American Dietetic Association, the National Association of Industrial Technology, the American Council for Construction Education, and the National Recreation and Park Association/American Association for Leisure and Recreation. Programs are also approved by the Iowa State Department of Education, the National University Extension Association, and the American Chemical Society. In addition, the University Museum is accredited by the American Association of Museums.

The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council on Postsecondary Accreditation (COPA), has conferred accreditation to the following program areas in the Department of Educational Leadership, Counseling, and Postsecondary Education at the University of Northern Iowa: Mental Health Counseling (M.A.), and School Counseling (M.A.E.).

Academic Structure

College of Business Administration

<http://www.cba.uni.edu>

The primary objective of the College of Business Administration is to provide a high-quality professional education that will enable its graduates to meet effectively the needs of modern society. To accomplish this, the mission of the College of Business Administration is:

Mission

The University of Northern Iowa's College of Business Administration will distinguish itself through excellence in its undergraduate education and selected graduate programs. Our primary focus is to provide a professional education that enables our graduates to be productive citizens in a complex society. In addition, we engage in professional training and economic development activity throughout the State of Iowa.

Our College is characterized by a learning-centered environment, considerable student-teacher interaction, a varied and relevant curriculum, state-of-the-art facilities, experiential learning, and high academic standards. This environment is achieved through a faculty and staff committed to student development, scholarly activity, and sharing of expertise through service to others.

In order to achieve this objective, emphasis is placed on rigorous instruction at both the undergraduate and graduate levels. All courses, with only a few exceptions, are taught by fulltime faculty members, many of whom have business experience in addition to holding advanced degrees. As a supplement to regular classroom instruction, students can enrich their educational experience by availing themselves to internships, cooperative work programs in industry and government, individual tutorials, and research projects.

The College of Business Administration houses five departments: *Accounting, Economics, Finance, Management and Marketing*. The Bachelor of Arts (B.A.) degree is offered by all five departments. Teaching licensure is offered in three areas: Business -- General, Business -- Office, and Business -- Marketing/Management. All teaching programs are offered through the Management Department. In

addition to its undergraduate programs, the College offers graduate programs leading to the Master of Business Administration (M.B.A.) degree and the Master of Accounting (MAcc) degree. Finally, the College of Business Administration serves numerous other disciplines in the University through its offering of selected professional courses. All programs are accredited by the AACSB.

Although quality teaching is emphasized, College of Business Administration faculty members are also engaged in a variety of research and scholarly projects, both theoretical and practical. In addition, the College is actively involved in the use of computers for both teaching and research. Students of the College may utilize its large computer laboratories, as well as having access to the University's mainframe computer.

While the provision of a first-class professional education is their major concern, faculty members and administrators in the College of Business Administration maintain a strong commitment to student preparation in the arts and sciences. Students are counseled to seek a broad educational experience, particularly at the undergraduate level, and to utilize the full resources of the University in their preparation for happy and productive lives.

The College of Business Administration is the academic unit responsible for providing degree programs in business and management. Degree programs offered by other Colleges may not include more than 25% of the degree requirements in College of Business Administration course work, excluding Economics.

To graduate with a major in Accounting, Business Teaching, Finance, Economics: Business Analysis, Management, Management Information Systems, or Marketing from the College of Business Administration, a student must earn at least 50% of the business credit hours required for the major from UNI.

College of Education

<http://www.uni.edu/coe>

The College of Education includes six instructional units. Programs offered in this College lead to the degrees Bachelor of Arts, Master of Arts, Master of Arts in Education, Specialist in Education, and Doctor of Education (Ed.D.).

The various units which comprise the College are described below: *Curriculum and Instruction*: Early childhood education, elementary education, middle school/junior high education, reading and language arts, school library media studies, educational technology, and education of the gifted. Graduate degree programs leading to a Master's degree are offered, as well as an Ed.D. intensive study area in curriculum and instruction. For further information please visit our Web site at <http://www.uni.edu/coe/ci>.

Educational Leadership, Counseling, and Postsecondary Education: Graduate programs at the master's and Ed.D. levels in educational leadership, counseling, and postsecondary education.

Educational Psychology and Foundations: Educational psychology, human development, research and evaluation, school psychology, and social foundations of education. The department is responsible for courses required of all prospective teachers. The department has three graduate degree programs at the Master's level and one graduate degree specialist program. For further information please visit our Web site at <http://www.uni.edu/coe/epf>.

School of Health, Physical Education, and Leisure Services: Graduate and undergraduate majors in health promotion and school health education, physical education, leisure services, and youth/human service administration. The School also offers the general education Personal Wellness course in addition to minors and/or program certificates in coaching, dance, global health, health education, health promo-

tion, leisure services, outdoor recreation, physical education (elementary teaching), tourism, and youth services administration. The School operates several unique demonstration and outreach services including: *Camp Adventure™ Youth Services*, Global Health Corps, Institute for Youth Leaders, National Program for Playground Safety, and the Program for Community Recreation and Tourism Research/Service. Performance groups include the International Dance Theatre (IDT), Orchestis Dance Company and The Young Peoples Dance Theater (YPDT). Specialized laboratories include: Athletic Training Laboratory, Exercise Physiology Laboratory, Biomechanics Laboratory, Psycho-Motor Behavior Laboratory, Biostatistics Laboratory, Wellness Resource Laboratory, and a Teaching Laboratory. Information on the School may be found on the World Wide Web at the following address: <http://www.uni.edu/coe/hpels>.

Special Education: Graduate and undergraduate majors and minors in mild, moderate, and severe disabilities. Graduate programs emphasize Field Specialization, Special Education Consultant, and Career/Vocational Programming and Transition. All programs emphasize field-based experiences and applied research.

Teaching: The Department of Teaching is responsible for the administration of its two divisions -- 1) Price Laboratory School; 2) Office of Student Field Experiences. Price Laboratory School is an integral part of the University's teacher education program and serves three basic functions: it provides a direct-experience laboratory for all undergraduate and graduate teacher education students; it operates as a center for research, experimentation, and curriculum development; and, it provides leadership to the elementary and secondary schools of Iowa and the nation through publication, consultation, and a variety of in-service programs and activities. A comprehensive instructional program is offered for school pupils in nursery-kindergarten through grade twelve, including programs for special education and talented/gifted students. The Office of Student Field Experiences is responsible for administering the student teaching component and other field experiences of UNI's undergraduate teacher education program. A statewide network of cooperating school centers offers a variety of student teaching sites in urban, suburban, and rural school systems. Each center is staffed with a coordinator who is a member of the UNI faculty and who is responsible for administering the student teaching program within the center and for supervising student teachers on a regular basis. Carefully selected district level supervisors and teachers who possess special qualities, teaching skills, and levels of competence also provide continuous classroom supervision for the student teachers.

Since its establishment in 1876 as the Iowa State Normal School, the University of Northern Iowa has maintained its affirmed commitment to the support of excellence in teacher education. This commitment was recognized by the Iowa General Assembly in 1967 when the function of the University was redefined to include as its primary responsibility the preparation of "... teachers and other educational personnel for schools, colleges, and universities..." It is also acknowledged by the University in organizing and defining teacher education as an all-university function.

The College of Education, however, has a particular responsibility for teacher education. The most widespread influence on teacher education is that all students seeking licensure take professional preparation in the College of Education. For undergraduate students this professional preparation consists of a required professional education core common to all teaching majors and a culminating student teaching experience in diverse settings.

The College is involved in continuing education, working closely with school and non-school personnel throughout the state on curriculum projects, surveys, and other activities, as well as sponsoring conferences and offering classes, institutes, and workshops both on and off

campus. These activities illustrate the College's commitment to service, but the College also recognizes the critical importance of such involvement for insuring the vitality and relevance of its graduate and undergraduate programs.

Department faculty within the College of Education are engaged in writing and research activities along with their classroom instruction. The Price Laboratory School represents one area in which experimental and innovative projects are in continual operation, and these projects are open for observation and participation.

College of Humanities and Fine Arts

<http://www.uni.edu/chfa>

The College of Humanities and Fine Arts includes seven academic departments: *Art, Communication Studies, Communicative Disorders, English Language and Literature, Modern Languages, Philosophy and Religion, and Theatre*; the *School of Music*; the two public radio stations, KUNI and KHKE, housed within *Broadcasting Services*; and the Gallagher-Bluedorn Performing Arts Center.

The College of Humanities and Fine Arts offers graduate and undergraduate degree programs. Students enrolled in majors in the College can graduate with the Bachelor of Arts (B.A.) degree in specialized content areas in each major department in the college. The Bachelor of Fine Arts (B.F.A.) and Bachelor of Music (B.M.) are also offered in Art and Music respectively. In addition, the College serves students across the campus with an extensive set of general education, elective, and service courses.

College departments provide diverse major and minor programs at the undergraduate and graduate levels in these areas: Art, Communication, Speech Communication, Journalism, Journalism Education, Electronic Media, Public Relations, Communicative Disorders, Speech-Language Pathology and Audiology (graduate level), English, Teaching English to Speakers of Other Languages (TESOL), French, German, Spanish, Portuguese, Russian, Music, Philosophy, Religion, Ethics, Theatre, Leadership Studies, and an undergraduate minor and Master of Arts (M.A.) in Women's Studies.

Several departments in the College offer cooperative programs. For instance, the Departments of English Language and Literature and Modern Languages combine in various ways Comparative Literature, English, Modern Languages, and TESOL. The School of Music has majors in Music Education and Performance, Music History, and Conducting which lead to the Master of Music (M.M.). Graduate and certificate programs of the College include a major in foreign language translation at the master's degree level as well as certificate programs in bilingualism, translation, interpretation, and international business. The Department of Philosophy and Religion has a program that joins departmental majors with the Master of Business Administration (M.B.A.).

The College of Humanities and Fine Arts also offers interdisciplinary undergraduate programs in Humanities and shares responsibility for the American Studies, Inter-American Studies, European Studies, and Russian Area Studies majors.

Additionally, the College of Humanities and Fine Arts sponsors a very wide variety of programs abroad (Eastern and Western Europe, Central and South America) and co-curricular activities for University students in all majors, for talented high school students, and for the community at large. Some examples of these activities include the music and theatre festivals, the Annual High School Art Scholarship Competition, forensics and others. These activities are in addition to the recitals and ensemble performances of individuals, ensembles, and symphonies in the School of Music, the productions staged by Theatre UNI and UNI Lyric Theatre, and the art exhibitions organized by the UNI Gallery of Art.



Administratively housed in the College of Humanities and Fine Arts are UNI's two separately programmed public radio stations. KUNI-FM serves the Cedar Falls/Waterloo, Cedar Rapids, and Iowa City areas at 90.9 on the dial. KUNI can also be heard at 98.7 in Dubuque, 94.5 in the Quad Cities, 96.1 in Des Moines, and 91.5 in north central Iowa via KUNY-FM in Mason City. KUNI/KUNY broadcast quality music and public affairs features each day. KHKE-FM, at 89.5 on the dial, serves the Cedar Falls/Waterloo metro area with a jazz and classical music format. KHKE is also heard at 90.7 in Mason City, and at 1010 AM in northern Iowa and southern Minnesota, via KRNI-AM in Mason City. Students majoring in Electronic Media in the Department of Communication Studies serve as interns for the two stations.

The College of Humanities and Fine Arts prepares its graduates for lifelong learning and for a productive life in a rapidly changing society and economic environment. While some of our students pursue teaching careers in the arts or the humanities, other students, in Communicative Disorders, for example, look toward careers as professional therapists. A number of our majors will become professional performers as actors, artists, or musicians. Most UNI students take major components of the University's General Education Program in the College of Humanities and Fine Arts -- for instance, courses in the humanities, in literature or writing, in philosophy and religion, in the appreciation of art, music, and theatre, in foreign languages and cultures, or in electives. For both personal and professional reasons, we believe human achievements in the liberal and fine arts are relevant and valuable studies for all the students of the University.

College of Natural Sciences

<http://www.cns.uni.edu>

The College of Natural Sciences houses seven instructional departments: *Biology, Chemistry, Computer Science, Earth Science, Industrial Technology, Mathematics, and Physics.*

The mission of the College of Natural Sciences is to provide a quality education which will prepare students to live and work in an increasingly scientific and technological world. In support of this mission, the

College is committed to its emphasis on quality teaching in undergraduate liberal and technical education; well-focused graduate programs, research and technology transfer; and distinguished service to our community, state, profession, and society. The College offers exemplary programs of preservice and inservice teacher preparation in the sciences, mathematics, computer science, and industrial technology. In fulfilling this mission, the College remains committed to its historical emphasis on instructional excellence at the undergraduate and graduate levels. Such excellence is achieved by maintaining a stimulating educational environment that encourages close faculty-student interactions, scholarly research and professional service.

Majors and minors are available in all departments under both liberal arts and teaching programs leading to the Bachelor of Arts degree, with the exception of Computer Science which does not have a teaching major. The departments of Biology, Chemistry, Computer Science, Earth Science, Industrial Technology, and Physics have majors leading to the Bachelor of Science degree. In addition, students may major in science under both the liberal arts and teaching programs; this is an interdepartmental major and is offered under the general jurisdiction and supervision of the Dean of the College.

Qualified students may pursue a dual degree program leading to a B.S. Applied Physics from the University of Northern Iowa and a B.S. Engineering degree from the University of Iowa or Iowa State University. Students who intend to study engineering may complete the two-year Pre-Engineering program at UNI before transferring to an engineering school. For details of this option, please refer to the Physics section of this catalog.

Since science education does involve the cooperation of a number of departments, a science education faculty functions in providing and promoting this education. The science education faculty is comprised of individuals from various departments. A chairperson coordinates courses and programs and signs approvals.

At the graduate level, the College offers Master of Arts degree programs in biology, chemistry, industrial technology, mathematics, and science education. A major in science education may be selected for the Specialist degree. The College also offers Master of Science degree programs in biology, chemistry, computer science, environmental science and environmental technology. The major in biology is tailored to fit student interests and aspirations in biology and is designed for students seeking an extensive research experience; the major in chemistry is designed for students seeking an extensive research experience in a friendly environment featuring regular interaction with their faculty mentors - graduates of the program are well prepared for technical positions in industrial or government laboratories or for continued study in doctoral programs in chemistry; the major in computer science is designed to foster preparation for applied professional careers in computing sciences; the interdisciplinary programs in environmental science and environmental technology are designed for students with a discipline-based bachelor's degree in one of the natural sciences, technology, or engineering and prepares students for positions with environmental consulting firms, government agencies, environmental departments within large companies, and companies specializing in environmental technologies. The M.S. degrees in chemistry, environmental science, and environmental technology are also offered in a B.A./M.S. format, in which students begin work on the master's degree while still completing the undergraduate degree. The degree of Doctor of Industrial Technology is offered by the College and is designed to develop scholars in the fields of industry and education. Program focus is on the technological systems used in industry and the potential and limitations of possible future developments in technological systems and their utilization in industry.

General Information

The career opportunities for graduates in the College of Natural Sciences are numerous and diverse. Most departments offer programs for prospective teachers in elementary and secondary schools. Departmental offices are excellent sources of information about other careers.

The College of Natural Sciences is involved in a number of interdepartmental and intercollegiate projects. An annual Science, Mathematics and Technology Symposium brings outstanding scientists to the campus to speak to selected high school students and their teachers, and the students compete for scholarships and other awards.

College of Social and Behavioral Sciences

<http://www.uni.edu/csbs>

The College of Social and Behavioral Sciences houses seven instructional departments: *Design, Family and Consumer Sciences; Geography; History; Political Science; Psychology; Social Work; and Sociology, Anthropology, and Criminology.* All departments share a concern for understanding individuals, families, groups, and societies in their social, historical, and political relationships.

The College is the home of excellent professional programs and significant segments of the University's course offerings in the liberal arts. The College is committed to the principle that all students, including those in career-oriented programs, should receive the benefits of a broad, liberal education. A complementary commitment exists in a college-wide concern that graduates have reasonable career opportunities.

The Bachelor of Arts degree is awarded for studies in the liberal and vocational arts. Programs of study leading to non-teaching degrees are offered in all academic departments. The College also cooperates in intercollegiate/interdisciplinary programs leading to a major or minor in American Studies, Asian Studies, European Studies, Inter-American Studies, Russian Studies, and Women's Studies. A Bachelor of Science degree is awarded to students completing the Dietetic major.

All departments in the College participate in the preparation of teachers and all instructional units except Design, Family and Consumer Sciences and Social Work have programs which lead to a Bachelor of Arts--Teaching degree, the requisite degree for licensure in a discipline as a secondary school teacher. An interdisciplinary program in Social Science also leads to a teaching degree.

Graduate education is an important component of the mission and responsibilities of the College. The Master of Arts degree is offered in geography, history, political science, psychology, sociology, and women's studies. The Master of Public Policy (MPP) and the Master of Social Work (MSW) are also offered.

The primary emphasis of the University and the College of Social and Behavioral Sciences is instruction. The College provides high-quality, diverse educational experiences. In addition to regular classroom activities, students receive individualized instruction through field experiences, internship opportunities, individual study projects, and experiential learning. Many opportunities for both undergraduate and graduate student research exist. Several disciplines incorporate both field research and laboratory experiences in their offerings. The College offers and participates in many off-campus programs. The College has several computer-based laboratories and multimedia-equipped classrooms to enhance its educational mission.

Research and service are also integral components of the mission of the College. The College has excellent laboratory facilities, and many members of the collegiate faculty have achieved national and international recognition in their fields.

Career opportunities for graduates exist in a broad range of positions in education, public and social service, commerce, and industry. Students interested in detailed information on careers may contact departmental offices or the University's Career Center.

The College of Social and Behavioral Sciences offers an Honors option to students majoring in one of the academic programs within the College. For further information regarding this CSBS Honors Program, see page 57.

For additional information about the College of Social and Behavioral Sciences, contact the Dean's office (319-273-2221) or any of the departmental offices. Information can also be obtained on the World Wide Web at <http://www.uni.edu/csbs>.

Division of Continuing Education and Special Programs

<http://www.uni.edu/contined>

The University of Northern Iowa has had an organized extension program since 1913. As an integral part of its total responsibility to the state, the University has a legislative charge to provide public services to assist in the cultural, economic, and social development of Iowa residents. The division works cooperatively with the UNI staff in providing services to the public schools, business and industry, and other community and professional groups through a variety of programs. Included in Continuing Education and Special Programs are off-campus credit courses, non-credit classes, conferences and workshops. The Continuing Education Unit (CEU) is also used, and details of this program are available in the division office.

For information on off-campus credit courses, or establishment of such courses, call or write the Office of Continuing Education and Special Programs, University of Northern Iowa, Cedar Falls, Iowa 50614-0223 or call 319-273-2121 or 1-800-772-1746.

Credit Programs

Correspondence Courses--For those who find it inconvenient to attend classes on campus, opportunities to learn and earn university credit are available through the Guided Correspondence Study program. Over seventy courses are available via this method of delivery. Most are print-based, some are on-line/world-wide-web based, and some are available via both mediums. Correspondence courses do not follow the regular semester schedule; students can enroll at any time, work at their own pace and have up to twelve months to complete the course. A booklet including the list of the courses and all of the program details is available by contacting the Continuing Education Credit Office at 124 Student Health Center, 319-273-2122 or 800-772-1746, or view the information at <http://www.uni.edu/contined/cp/distance.html>.

Off-Campus Courses and Degree Programs--Each semester UNI offers a wide variety of courses, workshops, and degree and certification programs in different communities throughout Iowa using on-site delivery, the Iowa Communication Network (ICN) and semester-based online/www courses. Also, telecourses, which feature television broadcasts on Iowa Public Television as well as contact with a UNI instructor, are offered. A majority of the courses and programs are for graduate students working in K-12 settings who are seeking advanced degrees, an additional endorsement/certification, or recertification hours. Courses and programs are also offered to business and industry employees who have specific educational needs. Those interested in off-campus courses and programs should contact the Continuing Education Credit Office at the address listed above.

Non-Credit Programs

Educational Event Management and Contract Training The Office of Non-Credit Programs, as part of the University's program of continuing education, provides assistance in planning, budgeting, managing and evaluating conferences, seminars and institutes to enable various colleges, departments, and disciplines to initiate and/or continue non-credit offerings and to meet continuing education needs. It also provides management of contract training to meet the needs of Iowa's industrial and business organizations.

As a unit of UNI's Division of Continuing Education and Special Programs, the mission of the Office of Non-Credit Programs is to extend the resources and expertise of the University and its staff to the state-wide constituencies by providing educational programming via conferences, seminars, institutes, and contract training initiatives.

The Office of Non-Credit Programs is the recognized University of Northern Iowa provider of Continuing Education Units (CEU's). CEU's are the national unit for the recording of non-credit education.

Address: Non-Credit Programs
Continuing Education and Special Programs
University of Northern Iowa
1221 W. 23rd Street, H-15
Cedar Falls, IA 50614-0225

Phone: 319-273-7882

Toll Free: 800-782-9519

Fax: 319-273-7338

Web: <http://www.uni.edu/continued/ncp>

In addition, the Office of Conferences and Visitor Services is the contact for all outside groups wishing to utilize University facilities for programs or events.

Individual Studies Program

The Individual Studies Program is under the auspices of University Continuing Education and Special Programs. The following program options and course offerings are available through Individual Studies:

National Student Exchange Program

Exploratory Seminar: Self-Forming

Interdisciplinary Readings

Undergraduate Thesis

Individual Study Project

Individual Studies major (see page 95)

General Studies major (see page 95)

General Studies for Registered Nurses (see pages 41-42)

National Student Exchange Program--The University of Northern Iowa is affiliated with the National Student Exchange (NSE), a consortium of state colleges and universities throughout the country that arranges for students to study on various campuses as visiting students. The purpose of the exchange is to enable students to get better acquainted with different social and educational patterns in other areas of the United States while paying UNI tuition. NSE encourages students to experience new life and learning styles, learn more about themselves and others, and broaden their educational backgrounds through specialized courses or unique programs which may not be available at UNI. Students may exchange to one of 154 colleges and universities such as California State University (Fresno), University of New Mexico, University of Idaho, University of Georgia, University of South Carolina and University of Maine (Orono).

Students make exchange preparations through the Individual Studies Office. Sophomores and juniors with at least a 2.75 grade point average may take part in the program for either a semester or an entire year. Summer exchanges are also possible with some institutions. Financial aid and scholarship recipients should not be adversely affected by participation in the NSE program.

More information about the National Student Exchange is available at the Individual Studies Office, 1012 West 23rd St., Cedar Falls, IA 50614-0285. Students initiate applications there under the advisement of the administrator of Individual Studies. Applications must be submitted in the spring semester prior to the academic year in which an exchange is planned.

Individual Studies Courses--

Self-Forming Seminar (000:192, section 1). This course is a type of group independent study which allows students with a common interest to organize a time for study together with each member of the team often working on part of a larger problem or project. A faculty consultant must agree to evaluate the completed project at the end of the term.

Interdisciplinary Readings (000:196). This course allows the student to develop a program of readings on a topic not dealt with in the University's regular course offerings. The reading list and the number of credit hours must be approved by a faculty member specifically chosen to supervise and aid the student in her/his work.

Undergraduate Thesis (000:197). The writing of a thesis is required of all Individual Studies majors. This six-credit project may take the form of a research paper, creative work, or application of knowledge gained from an internship or work-related experience. The thesis topic must be approved by the faculty advisor. Copies of "Undergraduate Thesis Guidelines" are available in the Individual Studies Office.

Individual Study Project (000:198). This course is an opportunity for research, creative work, or experience-oriented study in areas not usually covered by the University curriculum. The form of the project and the number of credit hours assigned to the project (usually 1-3) are worked out between the student and the faculty consultant selected.

Registration Procedures. All Individual Studies courses are listed in the schedule book and may be found by referring to the first page of course offerings. In addition to listing the Individual Studies course on the registration form, the filing of a prospectus is required. The prospectus is a written contract between student and faculty consultant which states what will be done, how it will be done, and what constitutes a completed project. The prospectus must be signed by the consultant and turned in during the second week of classes. Copies of "Guidelines for Independent Study" are available in the Individual Studies Office. This handout answers many questions about the policies and procedures to be followed by students enrolled in Individual Studies courses.

Office of International Programs

http://www.uni.edu/international_programs

The Office of International Programs at the University of Northern Iowa provides service and leadership in international education to UNI students, faculty and staff who wish to research or study abroad; offers services and support to international scholars and students who are guests on our campus; and serves as a resource on international education to the University, the community and the state. These services are administered by this office through International Student and Scholar Exchange, Study Abroad, and Culture and Intensive English Program.

International Student and Scholar Exchange. UNI presently has exchange agreements with over 20 universities located in Europe, Asia, and South America.

Incoming Exchange Students. A designated number of students from our exchange universities study at UNI for a semester or a year. Students may also enroll in degree-granting programs.

International Scholar Exchange. In conjunction with the formal exchange agreements, the Office of International Programs acts as host to exchange scholars from these partner universities. International scholars teach and conduct research on the UNI campus for a semester or a year. In addition, UNI faculty have the opportunity to teach and conduct research worldwide on the campuses of these universities.

These student and scholar exchanges contribute to the cultural diversity of the UNI campus, to strengthen international collaborative teaching and research efforts, and increase an exchange of information across all disciplines on a global level.

For further information on any of these programs, contact the Office of International Programs, 59 Baker Hall, University of Northern Iowa, Cedar Falls, IA 50614-0520 or call (319)273-6807.

Study Abroad. Students may earn UNI credits while studying abroad, and most programs can be designed to accommodate any academic course of study. The Study Abroad Center assists students with the transfer of credits from the foreign university to UNI, with passport and visa questions, and with any other concerns that may arise during the application process. Competitive scholarships are available; and, financial aid may also apply toward expenses for exchange programs.

Application materials, acceptance criteria, cost, program dates and deadlines vary by program and are available from the Study Abroad Center.

UNI Student Exchange Program. UNI undergraduate and graduate students may arrange to spend a semester or a year studying abroad at one of our official exchange universities. Each university provides a unique program. Some of these universities offer instruction in English; some instruct in the local language. Some universities provide a full curricular offering; others are more limited in the courses students may take.

Iowa Regents Program. UNI is in partnership with the Iowa Regents Institutions to offer study abroad opportunities at four universities in Europe and one university in Australia. Similar to the exchange universities, some programs are based in language study, while others offer a broad selection of instruction.

For further information on any of these programs, contact the Study Abroad Center, 59 Baker Hall, University of Northern Iowa, Cedar Falls, IA 50614-0520 or call (319)273-7652.

Culture and Intensive English Program. The Culture and Intensive English Program (CIEP) provides a course of instruction for non-native speakers of English that emphasizes a practical command of spoken and written English in preparation for academic studies. CIEP offers eight-week sessions beginning in August, October, January, March and June. Each session is preceded by an orientation session for new students. For exact dates of upcoming sessions, please contact the CIEP office.

Each session provides 20 classroom hours per week of English language study and cultural orientation. Students are taught by experienced instructors in small classes. The unique needs of each student are addressed through careful testing and placement according to ability.

Courses offered within the program include: Listening Comprehension, Speaking/Pronunciation, Reading Comprehension/Vocabulary Expansion, Writing/Grammar and TOEFL Preparation (optional). This progressive approach to language study allows students to develop and retain skills more quickly. Students successfully completing the program are awarded a Certification of Completion.

For further information on any of these programs, contact the Culture and Intensive English Program, 72 Baker Hall, University of Northern Iowa, Cedar Falls, IA 50614-0511 or call (319)273-2182.



Other International Opportunities

The **International Student Teaching** program is administered by the Office of Student Field Experiences, Department of Teaching, in the College of Education. Students enrolled in teaching majors may apply to complete their student teaching in fully accredited international or American schools abroad. The language of instruction is English, and knowledge of a foreign language is not required. Students may apply for an international placement at the time of general application for student teaching. In some situations a four-week student teaching assignment in Iowa is necessary to fulfill state licensure standards. Financial aid is available to qualified students. Call the Office of Student Field Experiences (319-273-2806) for further information.

The **German Summer Institute in Austria** is an undergraduate and graduate program with one five-week session held in Klagenfurt, Austria. It is intended for those who want to improve their speaking and writing skills and for those who want to gather first-hand information about the German-speaking countries in Europe. Participants may also fulfill course requirements for the M.A. in German by attending several summer sessions plus doing work between summers. The program includes a range of courses in Conversation, Composition, Grammar Review, Stylistics, Landeskunde (Culture and Civilization), Literature, Linguistics, Methods of Teaching German, and Translation, as well as educational trips to regional places of interest. Participants live with Austrian families. For information, contact Fritz Konig, Department of Modern Languages, UNI, Cedar Falls, IA 50614-0504, or visit our World Wide Web homepage at <http://www.uni.edu/modlangs/institutes-abroad>.

The **University of Northern Iowa Austrian Semester** is an exchange program of one faculty member and University of Northern Iowa students with a faculty person and students from the University of Klagenfurt, Austria. Each university sends its exchange group alternate semesters. UNI students will find a number of courses in various disciplines offered in English and/or German for a full semester of credit. Open to liberal arts and sciences, business, and education students.

The **Summer Institute in France** (for teachers of French) is a five-week program held in Angers, France. The institute program provides for six semester hours of credit and is designed for teachers who

(1) need intensive training in understanding and speaking French, and (2) would like to live among the French people and make personal contacts with French families in a French community. Participants will live with French families. For information, contact Michael D. Oates, Department of Modern Languages, UNI, Cedar Falls, IA 50614-0504, or visit our World Wide Web homepage at <http://www.uni.edu/modlangs/institutes-abroad>.

The **UNI System of Summer Institutes for Spanish Teachers (UNISSIST)**, though primarily designed for teachers of Spanish, also encourages non-teaching graduate students to participate. This program offers the Master of Arts in Spanish with a choice of emphases in Teaching or in Language and Literature. Each summer the following institutes are available:

1. **UNISSIST in Spain.** Held in Santiago de Compostela, there are two three-week sessions with a three- or four-day excursion between the two sessions. Participants will live with Spanish families and take formal classes. Areas of historical and cultural interest in northwest Spain will be visited. This institute offers up to nine hours of credit for the full seven-week period and up to five for a four-week session (three-week session, plus the excursion week). This institute will be held each summer from the last week in June through the second week in August.
2. **UNISSIST in Cedar Falls.** This institute is held in June and/or July. The number of credit hours and topics vary from summer to summer. Students and staff eat lunch together at a "Spanish table" in the Union.
3. **UNISSIST in Mexico.** Held in Colima, 250 km. south of Guadalajara. There are two three-week sessions, with a three- or four-day excursion between the sessions. Participants will live with local Mexican families and take formal classes. Areas of historical and cultural interest will be visited. This institute offers up to nine hours of credit for the full seven-week period and up to five for the four-week session (one three-week session, plus the excursion). This institute will be held each summer from the last week in June through the second week in August.

For further information, visit our World Wide Web homepage at <http://www.uni.edu/modlangs/institutes-abroad>.

The **Regents' Program in France** is a seven-week program sponsored jointly by the three Iowa Regents' Universities. Students will spend seven weeks in Lyon, France, where they will attend courses taught by professors from the universities in Lyon. While in Lyon, students will live with French families. The program is designed primarily for undergraduates, includes weekly excursions in the Lyon area and offers up to nine semester hours of credit. For further information, visit our World Wide Web homepage at <http://www.uni.edu/modlangs/institutes-abroad>.

The **Iowa Hispanic Institute** is a six to eight-week program sponsored jointly by the University of Iowa and the University of Northern Iowa in cooperation with the University of Valladolid. The program is designed for undergraduates and those beginning their graduate studies. Included are a week of independent travel, and study at the University of Valladolid with excursions to neighboring cities. Students live with Spanish families while in Valladolid. For further information, visit our World Wide Web homepage at <http://www.uni.edu/modlangs/institutes-abroad>.

The **Department of Social Work Program in the United Kingdom** is conducted by the University of Northern Iowa Department of Social Work. This program provides student exchanges with the University of Hull in England. There are several options for students. Two- to four-week study tours are conducted jointly by professors from the University of Northern Iowa and the University of Hull. Students will attend courses and visit social service agencies in Hull and Yorkshire, for up to three semester hours of credit. There is a

one semester exchange in which students may attend courses in the Department of Professional Studies at the University of Hull for up to twelve semester hours of credit. In the early autumn, there is a one-week conference on social work that rotates among the Universities of Hull, Frankfurt, Vienna, and Marseilles.

Social and Behavioral Sciences Foreign Study Tours are sponsored by academic units within the College of Social and Behavioral Sciences. Past and planned study tours include summer, semester-length and semester-interim programs in Europe and the Far East. Programs are conducted in cooperation with foreign universities, institutes, and business firms. Participants may enroll for either undergraduate or graduate credit.

The **UNI Semester Spanish Program in Mexico** is available through an agreement with the Colima Campus of the Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM). It is primarily designed for undergraduates, but graduate credit may be arranged. Students may choose between the Fall term (September-December), or the Spring term (January-May). Participants are housed with local families. Up to 18 credits may be earned. Two of the courses taken are by correspondence with UNI faculty, and four are taught by the faculty at ITESM. For further information, visit our World Wide Web homepage at <http://www.uni.edu/modlangs/institutes-abroad>.

The **UNI Semester in Spain (UNISIS)** is held in cooperation with the Universidad de Oviedo (UO) in Asturias in northern Spain. During the fall semester the program is shorter and more intensive. It is a twelve-week program, from the first week in October through the third week in December, and offers between 12 and 15 credits. During the spring semester, the program runs for 18-19 weeks, from mid-January through the month of May, and offers between 12 and 18 credits. UNISIS is designed especially for students who have had a minimum of two years of university-level Spanish, or the equivalent. Upon arrival at UO, participants are tested for their skills in Spanish and placed in one of two levels. For housing and meals, the university places students with local families, and there is only one student per family. During this semester, Easter Week (Semana Santa) provides participants with a nine- or ten-day break, when they may choose to travel to other parts of Spain or Europe. For further information, visit our World Wide Web homepage at <http://www.uni.edu/modlangs/institutes-abroad>.

Other Educational Opportunities

Army Reserve Officers' Training Corps (ROTC) Program: Army ROTC offers scholarship opportunities during college, but the real benefits begin when you graduate and are commissioned as a Second Lieutenant. ROTC opens up opportunities for positions of responsibility while teaching you valuable leadership and management skills impressive to the top employers in business and industry. ROTC also helps you grow individually, improve self-confidence, discover your capabilities, and perform to your full potential.

Iowa Lakeside Laboratory: Iowa Lakeside Laboratory is a field station run cooperatively by the University of Northern Iowa, the University of Iowa, and Iowa State University through the Board of Regents, State of Iowa.

The Laboratory was established in 1909 for the conservation and study of the rich flora and fauna of northwest Iowa, especially those of the Iowa Great Lakes region with its numerous lakes, wetlands, and prairies. Its campus is located on approximately 140 acres of restored prairie, wetland, and gallery forest along the west shore of West Okoboji Lake. Lakeside's mission is to provide undergraduate and graduate students an opportunity to get hands-on experience working with a variety of natural and human environments through its field-oriented summer courses and to provide research facilities and support for graduate students and faculty working on research projects in northwestern Iowa.

General Information

Each summer, Iowa Lakeside Laboratory offers students a unique educational experience: small, full immersion, field-oriented courses in the natural sciences (archaeology, ecology, environmental science, evolution, geology, taxonomy). All courses meet all day from Monday through Friday. The majority of courses run for either 3 or 4 weeks. Enrollments in most courses are limited to 8 to 10 students. Courses are taught at the undergraduate (sophomore and junior) and the senior/graduate level. Students obtain one credit for each week (40 hours) in class. One- and two-week courses are also available, including courses designed especially for teachers. Weather permitting, students normally spend at least part of each day doing field work, either as part of their class work or working on individual or group projects. Because there are courses offered only alternate summers, the current Iowa Lakeside Laboratory Bulletin or the University of Northern Iowa Summer Session Schedule of Classes should be consulted for the list of courses being offered in a given summer session. The Iowa Lakeside Bulletin also contains additional information about the Laboratory and about each course being offered.

Research projects by undergraduates, graduate students and faculty can be done either on the campus or at many nearby natural areas. Undergraduate and graduate students are strongly encouraged to do independent projects at Lakeside, and graduate students are welcome to use it as a base for their thesis and dissertation research. Laboratory space and other facilities are available for long-term or short-term research projects.

Teaching and research facilities include eight laboratory buildings, a library, and a lecture hall. Living accommodations include cottages, motel-style units, and a large mess hall. All students are encouraged to stay at Lakeside while they are taking courses to take full advantage of its educational, professional, and social life.

Financial Aid: Iowa Lakeside Laboratory Scholarships are available to both undergraduates and graduate students. All scholarships cover room and board. Information about how to apply for Iowa Lakeside Laboratory Scholarships is included in the Iowa Lakeside Bulletin. Students should also consult the Student Financial Aid Office for other scholarships, work study, and loan programs for which they are eligible.

Registration: Students can only enroll in Iowa Lakeside courses by submitting an Iowa Lakeside Registration and Scholarship Form and Housing Form to the Iowa Lakeside Laboratory Administrative Office. These forms are found in the Iowa Lakeside Laboratory Bulletin, which also contains information on current course offerings, and in the University of Northern Iowa Summer Session Schedule of Classes. The Iowa Lakeside Laboratory Bulletin can be obtained from:

Iowa Lakeside Laboratory
131 Bessey Hall
Iowa State University
Ames, IA 50011-1020
Phone: 515-294-2488
Fax: 515-294-9777
E-Mail: lakeside@iastate.edu

The entire Iowa Lakeside Laboratory Bulletin is also on the World Wide Web. The URL is <http://www.lakeside.iastate.edu>.

Early registration is advisable. Because enrollment in Lakeside courses is limited, students should register before May 1 for the following summer session. Housing is very limited and students must apply for housing or indicate that they plan to live off campus at the time of registration.

The **Iowa Space Grant Consortium** is an organization sponsored by the National Aeronautics and Space Administration (NASA) and comprised of UNI, the other Iowa Regents' institutions, and Drake University. The Consortium is committed to establishing a national

network of universities interested in space-related fields; encouraging cooperation among industry, governments, and universities in technical career programs; organizing educational programs, cooperative training, and research involving scientists from different areas; and recruiting and training professionals, especially women and minorities, for careers in aerospace technology and related fields, promoting a strong math and science education base from kindergarten through college. Through a program of scholarships and fellowships, the Consortium provides undergraduates and graduate students with opportunities to pursue interdisciplinary research in space-related fields. Further information about the Consortium can be found on the World Wide Web. The URL is <http://www.public.iastate.edu/~isgc>

The Iowa Teachers Conservation Camp is a field laboratory program in Iowa conservation problems and environmental education which is offered at various locations in Iowa each summer.

The program is jointly sponsored by the Iowa Department of Education, the Iowa Department of Soil Conservation, the University of Northern Iowa, and the State Conservation Commission. Further information and registration materials may be secured by writing to the Department of Biology, University of Northern Iowa, Cedar Falls, IA 50614-0421.

Regents' Universities Student Exchange Program: University of Northern Iowa students may take courses at either of the other two Regents' Universities (Iowa State University or University of Iowa) for UNI resident credit. Students in good standing at any of the three Regents' Universities may attend another Regents' University for a maximum of two semesters. Approval for participation and credit in the exchange program must be obtained well in advance since the department head must approve the acceptance of such credits if these are to apply on the major and to insure adequate time for processing of the application. Detailed information and application forms for the exchange program are available from the Office of the Registrar, UNI.

Saturday and Evening Classes: A variety of University courses are scheduled for evening hours and for Saturday morning and include courses for both undergraduate and graduate students. Currently the evening degree program consists of 12 undergraduate majors, 8 undergraduate minors, 2 undergraduate certificate programs, and 18 graduate degrees, all available through evening study only. For specific information contact the Division of Continuing Education and Special Programs.

Students who plan to enroll for Saturday and/or evening classes ONLY may register by mail. Mail-in forms are available in the Office of the Registrar upon request. Schedules of classes are generally available in April for the fall semester and in November for the spring semester. Specific instructions for registration by mail are contained in the schedule and on the mail-in registration form.

Specific information for each semester's registration is available at the Office of the Registrar.

Washington Center Internships and Seminars: The University of Northern Iowa is affiliated with The Washington Center, a nonprofit educational agency, which offers internships and seminar programs for graduate and undergraduate students in all majors. Any student may participate in two- or three-week seminars addressing topics such as leadership, the law and society, and domestic or foreign policy. Juniors, seniors and recent graduates may go to Washington for a one-semester internship. Academic credit from UNI may be earned for the internships and seminars. Information on these programs is available from the Director of Leadership Studies in Room 103 of the Student Services Center.

Admission Requirements

Admission of Undergraduate Students Directly from High School

Applicants must submit a formal application for admission, together with a \$20 application fee (\$50 for international students), and have their secondary school provide an official transcript of their academic record, including credits and grades, rank in class, and certification of graduation. Applicants must also submit scores from the American College Test (ACT) or the Scholastic Aptitude Test (SAT), or the equivalent. The Test of English as a Foreign Language (TOEFL) is required of international students whose first language is not English. Applicants may be required to submit additional information or data to support their applications.

- 1. Graduates of approved high schools** who have the subject matter background as required and who rank in the upper one-half of their graduating class will be admitted. Applicants who are not in the upper one-half of their graduating class may, after a review of their academic and test records, and at the discretion of the admissions officers:
 - A. Be admitted unconditionally;
 - B. Be admitted conditionally; or
 - C. Be denied admission.
- 2. Applicants who are graduates of nonapproved high schools** will be considered for admission in a manner similar to applicants from approved high schools, but additional emphasis will be given to scores obtained on standardized examinations.
- 3. Applicants who are not high school graduates**, but whose classes have graduated, may be considered for admission. They will be required to submit all academic data to the extent that it exists and achieve scores on standardized examinations, such as the GED, which will demonstrate that they are adequately prepared for academic study.
- 4. Students with superior academic records** may be admitted, on an individual basis, for part-time university study while enrolled in high school or during the summers prior to high school graduation.
- 5. In rare situations, exceptional students** may be admitted as full-time or part-time students before completing high school. Early admission is provided to serve persons whose academic achievement and personal and intellectual maturity clearly suggest readiness for collegiate-level study. The University will specify requirements and conditions for early admission.

Admission of Undergraduate Students by Transfer from Other Colleges

Applicants must submit an application form for admission, together with a \$20 application fee (\$50 for international students), and request that each college they have attended send an official transcript of record to the Office of Admissions. Failure to provide transcripts from all colleges or universities attended may result in denial of the application or dismissal from the University. If less than 24 semester hours of graded transferable college credit will be completed prior to entry at Northern Iowa, applicants should also request that their official high school transcript and ACT or SAT scores be sent to the Office of



Admissions. Other transfer applicants may be asked to provide high school academic information. The Test of English as a Foreign Language (TOEFL) is required of international students whose first language is not English.

- 1. Transfer students** are defined as those with twenty-four (24) or more semester hours of transferable college credit. Transfer students must have or exceed the following combination of grade point and total graded transferable semester hours for admission to UNI.

24-41 hours	2.50 GPA
42-59 hours	2.25 GPA
60 or more hours	2.00 GPA

Transfer applicants who have not maintained the level of academic performance given above may, after a review of their academic and test records, and at the discretion of the admissions officers:

- A. Be admitted unconditionally;
 - B. Be admitted conditionally; or
 - C. Be denied admission.
- 2. Admission of students with fewer than twenty-four semester hours of transferable college credit** will be based on high school academic and standardized test records in addition to review of the college record.
 - 3. Transfer applicants under disciplinary suspension** will not be considered for admission until information concerning the reason for the suspension has been received from the college assigning the suspension. Applicants granted admission under these circumstances will be admitted on probation.
 - 4. Transfer applicants of colleges and universities not regionally accredited** will be considered for admission on an individual basis taking into account all available academic information.

Transfer Credit Practices

The University of Northern Iowa endorses the Joint Statement on Transfer and Award of Academic Credit approved by the American Council on Education (ACE) and the American Association of Collegiate Registrars and Admission Officers (AACRAO). The current issue of Transfer Credit Practices of Selected Educational Institutions, published by the American Association of Collegiate Registrars and Admissions Officers, and publications of the American Council on Education are examples of references used by the universities in determining transfer credit. The acceptance and use of transfer credit are subject to limitations in accordance with existing educational policies of the University of Northern Iowa.

- 1. Students from regionally accredited colleges and universities.** Credit earned at regionally accredited colleges and universities is acceptable for transfer except that credit in courses determined by the University to be of a remedial, vocational, or technical nature, or credit in courses or programs in which the institution granting the credit is not directly involved, may not be accepted, or may be accepted to a limited extent.
No more than 65 semester hours of credit earned at two-year colleges can be applied to a bachelor's degree from the University of Northern Iowa.
- 2. Students from colleges and universities which have candidate status.** Credit earned at colleges and universities which have become candidates for accreditation by a regional association is acceptable for transfer in a manner similar to that from regionally accredited colleges and universities if the credit is applicable to the bachelor's degree at the University of Northern Iowa.
Credit earned at the junior and senior classification from an accredited two-year college which has received approval by a regional accrediting association for change to a four-year college may be accepted by the University.
- 3. Students from colleges and universities not regionally accredited.** Credit earned at colleges and universities that are not regionally accredited is not accepted in transfer. When students are admitted from colleges and universities not regionally accredited, the University of Northern Iowa will determine if the student may validate credit by satisfactory academic study in residence, or by examination. The University will specify the amount of transfer credit and the terms of the validation process at the time of admission.
In determining the acceptability of transfer credit from private colleges in Iowa which do not have regional accreditation, the Regent Committee on Educational Relations, upon request from such institutions, evaluates the nature and standards of the academic program, faculty, student records, library, and laboratories.
- 4. Students from foreign colleges and universities.** Transfer credit from foreign educational institutions may be granted after a determination of the type of institution involved, its recognition by the educational authorities of the foreign country, and after an evaluation of the content, level and comparability of the study to courses and programs at this university. Credit may be granted in specific courses, but is frequently assigned to general areas of study. Extensive use is made of professional journals and references which describe the educational systems and programs of individual countries.



High School Preparation for Undergraduate Admission

Students entering the University must have completed the following set of high school courses (units) or their equivalents. These high school units apply to entering freshmen and transfer students with less than 24 semester hours of transferable college credit.

Subject	Requirement	Explanation
English	4 years	Must include 1 year of composition. May include 1 year of speech, communications and/or journalism.
Mathematics	3 years	Must include equivalent of algebra, geometry, and advanced algebra.
Social Studies	3 years	Anthropology, economics, geography, government, history, psychology and/or sociology are acceptable.
Science	3 years	General science, biology, chemistry, earth science and/or physics are acceptable. Laboratory experience is highly recommended.
Electives	2 years	Additional courses from subject areas identified above are acceptable. May include foreign language* and/or fine arts.

**Two years of one foreign language in high school with a C- or above in the last term meet the University graduation requirement. The University highly recommends that students fulfill this requirement while in high school.*

Students who graduated from high school before 1988 and transfer students who graduated from high school in 1988, and after, who have completed 24 or more semester hours of transferable college credit will be considered exempt from the high school course requirements for admission.

Admission Requirements for Graduate Students

Admission to graduate study does not guarantee admission to an advanced degree program. Responsibility for determining eligibility for admission to graduate degree programs rests primarily with the academic departments. The academic departments are responsible for receiving degree status admission applications and for determination of admissibility. (See pages xxx-xxx for further details.)

A graduate of a college or university accredited by the North Central Association of Colleges and Secondary Schools or a corresponding regional agency will be granted admission to graduate study if her/his application for admission has been approved. See page xxx for regulations governing admission to graduate study.

A graduate of a college or university that is not accredited may be granted provisional admission at the discretion of the Dean of the Graduate College.

Note: *Students with a recognized baccalaureate degree who are seeking a second baccalaureate degree, teaching endorsements or approvals through UNI recommendation, and/or miscellaneous undergraduate course work may be admitted through the undergraduate Office of Admissions. These students pay undergraduate fees and may not apply credit earned toward a graduate program.*

Classification of Residents and Nonresidents for Admission, Tuition, and Fee Purposes

I. General

- A. A person enrolling at one of the three state universities shall be classified as a resident or nonresident for admission, tuition, and fee purposes by the Registrar or someone designated by the Registrar. The decision shall be based upon information furnished by the student and other relevant information.
- B. In determining resident or nonresident classification, the issue is essentially one of why the person is in the state of Iowa. If the person is in the state primarily for educational purposes, that person will be considered a nonresident. For example, it may be possible that an individual could qualify as a resident of Iowa for such purposes as voting, or holding an Iowa driver's license, and not meet the residency requirements as established by the Board of Regents, State of Iowa for admission, tuition, and fee purposes.
- C. The Registrar, or designated person, is authorized to require such written documents, affidavits, verifications, or other evidence deemed necessary to determine why a student is in Iowa. The burden of establishing that a student is in Iowa for other than educational purposes is upon the student.
A student may be required to file any or all of the following:
 1. A statement from the student describing employment and expected sources of support;
 2. A statement from the student's employer;
 3. A statement from the student's parents verifying nonsupport and the fact that the student was not listed as a dependent on tax returns for the past year and will not be so listed in future years;

4. Supporting statements from persons who might be familiar with the family situation;
 5. Iowa state income tax return.
- D. Change of classification from nonresident to resident will not be made retroactive beyond the term in which application for resident classification is made.
 - E. A student who gives incorrect or misleading information to evade payment of nonresident fees shall be subject to serious disciplinary action and must also pay the nonresident fees for each term previously attended.
 - F. Review Committee.
These regulations shall be administered by the Registrar or someone designated by the Registrar. The decision of the Registrar or designated person may be appealed to a University Review Committee. The finding of the Review Committee may be appealed to the Board of Regents, State of Iowa.

II. Guidelines

The following guidelines are used in determining the resident classification of a student for admission, tuition, and fee purposes.

- A. A financially dependent student whose parents move from Iowa after the student is enrolled remains a resident provided the student maintains continuous enrollment. A financially dependent student whose parents move from Iowa during the senior year of high school will be considered a resident provided the student has not established domicile in another state.
- B. In deciding why a person is in the state of Iowa, the person's domicile will be considered. A person who comes to Iowa from another state and enrolls in any institution of post-secondary education for a full program or substantially a full program shall be presumed to have come to Iowa primarily for educational reasons rather than to establish a domicile in Iowa.
- C. A student who was a former resident of Iowa may continue to be considered a resident provided absence from the state was for a period of less than twelve months and provided domicile is reestablished. If the absence from the state is for a period exceeding twelve months, a student may be considered a resident if evidence can be presented showing that the student has long-term ties to Iowa and reestablishes an Iowa domicile.
A person or the dependent of a person whose domicile is permanently established in Iowa, who has been classified as a resident for admission, tuition, and fee purposes, may continue to be classified as a resident so long as such domicile is maintained, even though circumstances may require extended absence of the person from the state. It is required that a person who claims Iowa domicile while living in another state or country will provide proof of the continual Iowa domicile such as evidence that the person:
 1. Has not acquired a domicile in another state,
 2. Has maintained a continuous voting record in Iowa, and
 3. Has filed regular Iowa resident income tax returns during absence from the state.
- D. A student who moves to Iowa may be eligible for resident classification at the next registration following twelve consecutive months in the state provided the student is not enrolled as more than a half-time student (six credits for an undergraduate or professional student, five credits for a graduate student) in any academic year term, is not enrolled for more than four credits in a summer term for any classification, and provides sufficient evidence of the establishment of an Iowa domicile.

- E. A student who has been a continuous student and whose parents move to Iowa may become a resident at the beginning of the next term provided the student is dependent upon the parents for a majority of financial assistance.
- F. A person who is moved into the state as the result of military or civil orders from the government for other than educational purposes, or the dependent of such a person, is entitled to resident status. However, if the arrival of the person under orders is subsequent to the beginning of the term in which the student is first enrolled, nonresident fees will be charged in all cases until the beginning of the next term in which the student is enrolled. Legislation, effective July 1, 1977, requires that military personnel who claim residency in Iowa (home of record) will be required to file Iowa resident income tax returns.
- G. A person who has been certified as a refugee or granted asylum by the appropriate agency of the United States who enrolls as a student at a university governed by the Board of Regents, State of Iowa may be accorded immediate resident status for admission, tuition, and fee purposes where the person:
 1. Comes directly to the state of Iowa from a refugee facility or port of debarkation, or
 2. Comes to the state of Iowa within a reasonable time and has not established domicile in another state.
 Any refugee or individual granted asylum not meeting these standards will be presumed to be a nonresident for admission, tuition, and fee purposes and thus subject to the usual method of proof of establishment of Iowa residency.
- H. An alien who has immigrant status establishes Iowa residency in the same manner as a United States citizen.

III. Facts

- A. The following circumstances, *although not necessarily conclusive*, have probative value in support of a claim for resident classification:
 1. Reside in Iowa for twelve consecutive months, and be primarily engaged in activities other than those of a full-time student, immediately prior to the beginning of the term for which resident classification is sought.
 2. Reliance upon Iowa resources for financial support.
 3. Domicile in Iowa of persons legally responsible for the student.
 4. Former domicile in the state and maintenance of significant connections therein while absent.
 5. Acceptance of an offer of permanent employment in Iowa.
 6. Other facts indicating the student's domicile will be considered by the universities in classifying the student.
- B. The following circumstances, standing alone, do not constitute sufficient evidence of domicile to effect classification of a student as a resident under these regulations:
 1. Voting or registration for voting.
 2. Employment in any position normally filled by a student.
 3. The lease of living quarters.
 4. Admission to a licensed practicing profession in Iowa.
 5. Automobile registration.
 6. Public records, for example, birth and marriage records, Iowa driver's license.
 7. Continuous presence in Iowa during periods when not enrolled in school.
 8. Ownership of property in Iowa, or the payment of Iowa taxes.



Enrollment and Registration Procedures

Enrollment

Organization by Semesters -- The University operates on the semester basis. This means that the work during the academic year is divided into two semesters of approximately sixteen weeks each (15 weeks of instruction and 1 week of final exams). One semester hour of credit is based on one hour of work per week for fifteen weeks.

Summer Sessions -- The 2000 and 2001 summer sessions will include a full eight-week session, three four-week sessions, and a number of special sessions and workshops of varying lengths. For information, write the Office of the Registrar.

University Office Hours -- The University's principle administrative offices are open from 8:00 a.m.-12:00 noon and 1:00-5:00 p.m. on Monday through Friday during the academic year (from the beginning of the fall semester to spring commencement). During the remainder of the year (the summer months) the offices are open from 7:30 a.m. to 4:30 p.m. Monday through Friday. Specific dates are determined yearly.

Students and their parents are invited to come to the campus to make arrangements for university enrollment. Such visits should be made on *Mondays through Fridays* to maximize your exposure to the university and its services.

All university offices are also closed for the following holidays:

	2000	2001
New Year's Day	Fri., Dec. 31	Mon., Jan. 1
Martin Luther King's Birthday	Mon., Jan. 17	Mon., Jan. 15
Memorial Day	Mon., May 29	Mon., May 28
Independence Day	Tues., July 4	Wed., July 4
Labor Day	Mon., Sept. 4	Mon., Sept. 3
Thanksgiving	Thur., Nov. 23	Thur., Nov. 22
	Fri., Nov. 24	Fri., Nov. 23
Christmas	Mon., Dec. 25	Mon., Dec. 24
	Tues., Dec. 26	Tues., Dec. 25

The University's academic calendar and holidays are subject to approval by the Board of Regents, State of Iowa.



Registration Procedures

New students, both graduate and undergraduate, cannot register for classes until all requirements for admission to the University are met.

After admission requirements are met, new graduate students will register in accordance with the procedures set out in the Schedule of Classes.

After admission requirements are met, new undergraduate students will receive their registration materials in connection with the orientation program provided for such students. Further instruction for completing registration will be given during the orientation program.

Former students returning to the university after an absence of a semester or more must file a *notice of intent to register* for the semester or summer session in which they plan to enroll. The notice of intent to register is filed with the Registrar's Office. Specific information for each semester's registration procedures is given in the front section of the Schedule of Classes for that particular semester; this schedule is available at the Office of the Registrar.

Veterans -- The University cooperates with the Veterans Administration providing for the education of veterans under the provision of federal laws. Dependents of veterans or of those persons who may be classified as prisoners of war or missing in action in Vietnam may also receive financial assistance from the Veterans Administration. The Office of the Registrar will assist students eligible under any of these laws and provide the required reports. For additional information, contact the Office of the Registrar, University of Northern Iowa.



Fees and Financial Aid

Student Costs

The overall costs for undergraduate students who are residents of Iowa is approximately \$10,946 for the academic year.

Tuition	\$2,906
Fees	\$ 224
Board and Room	\$4,200
Books, supplies and incidentals	\$3,616

Non-resident students are charged an additional \$4,964 tuition.

Students are required to provide their own books. Ordinarily the cost for these books will be \$750 per academic year. Students may buy their texts from any source. A student organization operates a book exchange at the beginning of each semester.

Schedule of Fees

The schedule of fees set forth below applies to all university students as indicated. There is no *non-resident differential fee for non-resident students* taking less than five semester hours during a regular semester of the academic year or summer session.

All fees and all policies governing the refund of fees are subject to change by the Board of Regents, State of Iowa.

Effective June 1, 2000

Iowa	Non-
Residents	Residents

I. Tuition

A. Fall Semester, Spring Semester, or Summer Session*

Undergraduate Credit Hours

1	\$ 244	\$ 244
2	244	244
3	366	366
4	488	488
5**	610	1640
6	732	1968
7	854	2296
8	976	2624
9	1098	2952
10	1220	3280
11	1342	3608
12 or more	1453	3935

Graduate Credit Hours

1	\$ 384	\$ 384
2	384	384
3	576	576
4	768	768
5**	960	2365
6	1152	2838
7	1344	3311
8	1536	3784
9 or more	1726	4254

B. Workshops (xxx:033, 133, 233) are paid on a credit-hour basis, without regard to resident status, and are assessed separately from the above schedule.

Undergraduate	122	122
Graduate	192	192

*Includes \$93.70 per student for the fall or spring semester or \$41.15 per student for summer session for student activities and specified building and debt service fees.

A mandatory **health fee of \$51 will be added to registrations of five or more hours.

A mandatory **computer fee** will be added to registrations as follows:

Undergraduate	Graduate
12 or more hours \$61.00	9 or more hours \$61.00
9-11 hours 45.75	7-8 hours 45.75
6-8 hours 30.50	4-6 hours 30.50
1-5 hours 15.25	1-3 hours 15.25

II. Residence Hall Fees

Specific information on fees may be obtained from Department of Residence, Redeker Center.

III. Other Fees

A. Application for admission to the University	.....\$20
B. Application for admission of International Students	..... .50
C. Applied Music (in addition to tuition)	
Private Lessons - 1/2 hour per week (1 credit hour)	..... .90
Private Lessons - 1 hour per week (2 credit hours)	..... .130
Group voice, group piano (groups of 4 or more)	..... .30
Instrument rental (per instrument)	..... 15
D. Change of Registration, per form (after 7 class days)	..... .5
E. Correspondence Study, per credit hour	..... .92
(plus an enrollment fee of \$13.00 per course)	
F. Credit by Examination, per course	..... .50
G. Deferred Payment Fee, per semester	..... .15
H. Duplicate copy of class schedule	..... .1
I. Extension Course, per credit hour	
Undergraduate	..... .122
Graduate	..... .192
MBA	..... .250
J. ID Card replacement	..... .15
K. Late registration	..... .20
L. Non-credit remedial courses, per credit hour	
(in addition to tuition)	..... .122
M. Orientation Services	
Administrative Fee - Freshmen	..... .35
Administrative Fee - Transfer	..... .35
N. Restricted Enrollment Fee, per occurrence	..... .20
O. Returned Check Fee, per check	..... .20
P. Transcript of academic record	
Per Copy	..... .6
Immediate service (per transcript)	..... .8
FAX service per copy	..... .5
Q. Workshop/Telecourse	
Undergraduate, per credit hour	..... .122
Graduate, per credit hour	..... .192

Fee Payment and Billing -- The university billing system for fall and spring semester enrollments offers students the option of paying their tuition fees and the residence hall room and board contracts not covered by financial aid in one payment at

the time of billing or electing to be billed on a deferred payment plan of monthly statements. Under the billing system each university statement will give the student the option of paying the "account balance" at the time of billing or the "minimum amount due" (installment amount). A \$15 administrative charge will be assessed one time per semester for the installment payment plan. Normally, four installment payments can be made for a regular semester depending on the date of registration. **No installment plan is available for the summer session.**

Other fees for which students will be billed are parking permits, health center fees, athletic tickets, laboratory fees, university apartment rent, and miscellaneous fees which may occur. These are not included in the installment option.

All billings are mailed directly to the student and not to the student's parents. For billing dates and payment-due dates, refer to the Schedule of Classes for the appropriate session.

Note: Students electing to use the installment payment program are reminded that they will be placed under "Restricted Enrollment" status if payments are not made to the University Controller's Office by the date specified on the billing. A \$20 restricted enrollment fee will be assessed for each billing which remains past-due. Students placed on Restricted Enrollment status will not be permitted to pre-register or to receive academic records until this status has been lifted.

See page xxx for information on withdrawal refunds and fee reduction.

Financial Aid Office

The University of Northern Iowa, through the Financial Aid Office, administers a comprehensive program of financial assistance for students. The office offers all federal student aid programs as well as a variety of scholarship assistance.

The Financial Aid/Student Employment Center is located:

Financial Aid Office

116 Gilchrist Hall, Cedar Falls, IA 50614-0024

Telephone: 319-273-2700 or 1-800-772-2736

Fax: 319-273-6950

World Wide Web: <http://www.uni.edu/finaid>

Student Employment Center

116 Gilchrist Hall, Cedar Falls, IA 50614-0024

Telephone: 319-273-6394

Office Hours 8:00 a.m. - 5:00 p.m.

Summer Hours 7:30 a.m. - 4:30 p.m.

Federal Student Aid Programs

Students must complete a Free Application for Federal Student Aid (FAFSA) form to have eligibility determined for a Pell Grant, Supplemental Educational Opportunity Grant (SEOG), Perkins Loan, Work Study, or Direct Stafford Loans (subsidized and unsubsidized). Students need to apply for financial aid each year. Applying for a Parent Loan for Undergraduate Students (PLUS) does not require the completion of a FAFSA, however, it is recommended.

Qualifying for student aid requires enrollment of at least halftime, and admission in a degree or certificate program. Financial aid is not available for correspondence, Camp Adventure or audited courses.

Pell Grants -- These awards help undergraduates pay for their education while working on their first bachelor's degree. Amounts range up to \$3,300, depending on need and enrollment status. A Pell Grant does not have to be repaid.

Supplemental Educational Opportunity Grants (SEOG) --

This program targets students receiving a Pell Grant and having exceptional financial need. Awards range up to \$1,000 per academic year. A SEOG does not have to be repaid.

Perkins Loan -- Perkins Loans awards are based on need and range from \$200 to \$3,000. Interest begins accruing 9 months after the borrower is no longer at least a half-time student. Repayment to the University is made in monthly installments. Deferments are possible if a borrower returns to college at least half-time.

Federal, State and UNI Work Study -- These are programs for students with financial need who desire employment to help pay for educational expenses. Both undergraduate and graduate students can qualify for work study. The minimum pay rate is \$5.60 per hour.

Direct Stafford Loan (subsidized and unsubsidized) -- The Subsidized Stafford Loan is based on financial eligibility. The Unsubsidized Stafford Loan is available to all degree-seeking students. Freshman students may borrow up to \$2,625 for an academic year. Sophomore students may borrow up to \$3,500. Junior or senior students may borrow up to \$5,500. The total amount an undergraduate may have outstanding cannot exceed \$23,000. Graduate students may borrow up to \$8,500 for an academic year. The total amount any one student may borrow for a combined undergraduate and graduate program may not exceed \$65,500. Repayment begins six months after the student ceases to be enrolled at least half-time. Interest rate is variable and will not exceed 8.25%.

Parent Loan for Undergraduate Student (PLUS) -- A parent of a dependent student may be eligible for an amount up to the cost of education less any other Direct Stafford Loan, financial aid, or scholarship money available to the student to use for educational expenses. The interest is variable but will not exceed 9%. Repayment begins within 60 days following the disbursement of the loan.

Standards of Satisfactory Progress for Financial Aid Eligibility

Standards of Satisfactory Progress is a two-part federal regulation to ensure that students receiving aid are:

- 1) making satisfactory progress toward a degree, and
- 2) completing a degree within a specific time period, regardless if financial aid was received in the past.

The aid programs that are affected are: 1) Pell Grant, 2) Perkins Loan, 3) Supplemental Educational Opportunity Grant, 4) Federal, State, and UNI Work Study, 5) UNI Grant, 6) Iowa Grant, 7) Direct Stafford Loan (subsidized and unsubsidized), and 8) Direct Parent Loan for Undergraduate Students.

1) Making Progress Toward a Degree Each Semester

Only Fall and Spring semesters are evaluated. (Summer is not evaluated.) The first semester a student attends UNI is viewed as an adjustment period and is not evaluated.

Undergraduate/Graduate/Doctorate

Students who enroll full-time (12 credit hours or more per semester) are required to complete a minimum of 9 credit hours per semester.

Students who enroll 6-11 credit hours per semester are required to complete a minimum of 6 credit hours per semester.

Students who enroll 1-5 credit hours per semester are required to complete all the hours enrolled that semester.

2) Completing A Degree Within a Specific Time Frame For Financial Aid Eligibility

The total academic record (Summer included) is reviewed, regardless if aid was received or credit was earned at UNI.

First BA students are required to complete a degree within 12 full-time semesters, 18 three-quarter time semesters, or 24 half-time semesters or upon completing 186 credit hours.

Second BA/Teaching Certification/1st MA/1st Doctorate students are required to complete a degree within 6 semesters or upon completing 45 credit hours. Please inform the Financial Aid Office if your program requires more than 45 credit hours.

Other degrees, such as 2nd BA, 2nd MA, 2nd Doctorate after beginning a 1st MA, must be funded by the student without financial aid. (Exceptions may be allowed through the Appeal Process as indicated below.)

3) Other Guidelines

Grades -- Grades of A, B, C, D, Cr, or P are counted as meeting the required hours. Failed classes, audited classes, incomplete grades, and withdrawn classes are **not** counted toward completed hours for Satisfactory Progress.

Financial Aid Academic Progress Warning -- With the exception of the first semester at UNI as stated above, the first semester in which a student does not complete Satisfactory Academic Progress, the student will receive a warning notification, but will continue to be eligible for financial aid. Also, a student who is nearing the allotted time frame to complete a degree will be notified and informed of the number of financial aid semesters remaining.

Not Eligible Status for Financial Aid -- Once a student has received a warning, any subsequent Fall or Spring semester in which the student does not maintain Satisfactory Progress will result in the student being notified about the loss of financial aid eligibility. A student who has reached the allotted time frame to complete a degree will also lose financial aid eligibility. Please contact the Financial Aid Office if the graduate program requires more than 45 credit hours.

Appeal Process and Deadline -- An appeal process is in place for those experiencing extenuating circumstances that affected their ability to make satisfactory academic progress. Appeal forms may be obtained from the Financial Aid Office. Appeals must be submitted within 30 days of the date on the academic progress letter or 30 days into the start of the suspended semester, whatever is later. A written outline of required course work per semester until graduation signed and dated by the student and the advisor is required.

Reinstatement of Financial Aid -- Students approved to receive aid again will be expected to adhere to the Satisfactory Progress Policy outlined above and any conditions listed on the Appeal Approval Contract.

Financial Aid Adjustment -- If financial aid has already been awarded and an appeal is not completed or approved, the financial aid funds will be canceled 30 days after the start of the suspended semester. Reinstatement of the financial aid is contingent upon the availability of the funds at the time the appeal is approved.

Grant Adjustment -- Grants are need-based aid. The Pell Grant Program is for students working on their first B.A. degree. Due to federal regulation and University policy, the actual amount of Grant that you receive is based on the number of credit/hours for which you are enrolled.

This means that if a Grant has already been disbursed to you and you add or drop classes during the first 3 weeks of the semester, your

Grant will be adjusted. After the third week of classes Grants do NOT adjust. If you have any questions about how your Grant may be affected by adding or dropping a class, please contact the Financial Aid Office, 116 Gilchrist.

Correspondence, Camp Adventure, Audited Courses -- Financial aid is not available for correspondence study, Camp Adventure, or audited courses. If you have any questions regarding this policy, please contact the Financial Aid Office at 319-273-2700.

Student Loans -- Students must complete a Free Application for Federal Student Aid (FAFSA), then return a signed Financial Aid Award Letter and Promissory Note to the Financial Aid Office. You will sign only one promissory note that will be used for all of your loans at UNI. By using the MPN, you may not need to sign and submit a separate promissory note for each new loan. A student who borrows under the Direct Loan Program at UNI will be able to borrow under this one MPN up to ten years. **If you borrowed a Direct Loan at UNI in the prior academic year, you do not need to complete another promissory note. However, you must return your award letter indicating if you wish to accept all or decrease the loan offered amount.** Students must also be degree-seeking and enrolled at least half-time (6 hours for undergraduate, 5 hours for graduate) before loan funds can be released. All loan proceeds are credited directly to your university bill.

How Dropping Credit Hours or Withdrawing from UNI Affects Financial Aid -- If you drop credit hours or withdraw from UNI, your cost of attendance and financial aid may be revised to reflect any tuition adjustment. You may have to repay a portion or all of your financial aid as required by law or by applicable fund donor. The exact amount of repayment will vary depending on when the credits are dropped or when the withdrawal occurs. In addition, you may become ineligible for future financial aid due to failure to meet the Financial Aid Academic Progress Requirements.

Federal regulations require students who withdraw before over 60% of the semester has passed to return unearned federal aid in a proportion equal to the time not in attendance. For example, if a student completes 30% of the semester, then 30% of the federal aid received may be retained and the other 70% of the federal aid received must be returned. If a student withdraws after the 60% point in time of the semester, then all aid received may be retained. Loans must be paid back according to the loan agreement. Institutional and state aid are returned in percentages equal to the institution's tuition and fees refund policy (see page xxx). For example, if a student receives 25% tuition refund, then an equal percentage of 25% will be returned to all state and institutional aid programs. Contact the Financial Aid Office for more information.

Funds will be returned to the financial aid programs in the following order: federal loan programs, federal grant programs, state programs, UNI programs, outside agencies, student. You will be notified of adjustments to your financial aid award via your university bill.

Grants and Scholarships

UNI Grants -- These institutional grants are need-based, non-repayable gifts, ranging from \$400 to \$1,000. The exact amount of the grant depends upon the student's financial need as indicated by the results of their FAFSA.

Federal Grants -- Federal grants are intended to assist students whose FAFSA results indicate a high level of financial need. The amount ranges from \$400 to \$3,300. The federal government has the Pell Grant and Supplemental Educational Opportunity Grant (SEOG) available for undergraduate students who complete the FAFSA and demonstrate high financial need.

State Grants -- State grants are available for Iowa students who are enrolled at least half-time who complete a FAFSA and demonstrate financial need. The grants are awarded based upon an Iowa undergraduate student's expected family contribution. Iowa grant awards range up to \$1,000 per year. The IMAGES grant is also available for Iowa minority students enrolled at least half-time. Awards range from \$200 to \$2,000.

Scholarships -- A wide variety of scholarships are available at the University of Northern Iowa for students who are academically qualified. Scholarships are also available to students with outstanding creative or performing talent. Most scholarships for freshmen are awarded to students who rank in the top quarter of their high school class, or from non-ranking high schools and have an ACT composite score of 27 or above. Two-year college transfer students must have a minimum 3.25 cumulative grade point average. For a complete listing of scholarships for incoming freshmen and transfer students, check the financial aid web site at <http://www.uni.edu/finaid/scholarships>

Graduate Scholarships and Assistantships -- Several scholarships and awards, including tuition scholarships, are available for graduate students at Northern Iowa. Students should contact the department or academic college in charge of their program for information on eligibility and application procedures. Students may locate the scholarship book at <http://www.uni.edu/finaid/scholarships>, which gives a complete listing of all scholarships available for graduate students and currently enrolled UNI students.

Army G.I. Bill -- Undergraduates serving in the Iowa National Guard or the U.S. Army Reserves can qualify for the New G.I. Bill. The New G.I. Bill Educational Assistance Benefits provide up to \$2,000 per year in direct payments, plus the student continues to earn monthly training assembly pay. Many students who qualify for the New G.I. Bill also qualify for the Student Loan Repayment Program. For additional information about the New G.I. Bill write or contact the G.I. Bill representative in the Office of the Registrar at University of Northern Iowa, Cedar Falls, IA 50614-0006, (319)273-6801.

Army Reserve Officers' Training Corps (ROTC) Scholarships. Several scholarships are available for students interested in ROTC.

- a. Four-Year Army ROTC Scholarships.** High school seniors can apply for a four-year Army ROTC scholarship (before November 15th) of their senior year. Winners are announced the following March.

A four-year scholarship will pay full tuition and required educational fees; provide \$225 per semester for textbooks, supplies and equipment; and provide a subsistence allowance of up to \$2,000 per year for each of the four years the scholarship is in effect. Winning and accepting a four-year ROTC scholarship does not preclude accepting other scholarships.

- b. Three-Year Army ROTC Scholarships.** College freshmen apply on campus for all three-year Army ROTC scholarships during January. Winners are announced the following May.

A three-year scholarship will pay up to \$5,000 per year toward tuition and required educational fees; provide \$225 per semester for textbooks, supplies and equipment; and provide a subsistence allowance of up to \$2,000 per year for each of the three years the scholarship is in effect. Winning and accepting a three-year ROTC scholarship does not preclude accepting other scholarships.

- c. Two-Year Army ROTC Scholarships.** College sophomores, juniors, and seniors can attend the Army ROTC Basic Camp at Fort Knox, Kentucky, and while there, apply for and earn a Leadership Scholarship.

A two-year Basic Camp scholarship will pay up to \$5,000 per year toward tuition and required educational fees; pro-

vide \$225 per semester for textbooks, supplies and equipment; and provide a subsistence allowance of up to \$2,000 per year for each of the two years the scholarship is in effect. Winning and accepting a two-year ROTC scholarship does not preclude accepting other scholarships.

- d. Two-Year Reserve Forces Duty Scholarships.** Prior service applicants may apply on campus; military reservists may apply on campus or through their Army National Guard or Army Reserve unit. If selected, you will be required to enlist in the Army National Guard or Army Reserves. You will fulfill your obligation in the Army National Guard or Reserves only. If already in the Guard or Reserve, you incur a six-year commitment of military service.

A Reserve Forces Duty Scholarship will pay up to \$5,000 per year toward tuition and required educational fees; provide \$225 per semester for textbooks, supplies and equipment; and provide a subsistence allowance of up to \$2,000 per year for each of the two years the scholarship is in effect. Winning and accepting a two-year Reserve Forces Duty Scholarship does not preclude accepting other scholarships.

- e. Additional Information.** For more information about Army ROTC scholarships, write to the Department of Military Science, ATTN: Scholarship Officer, University of Northern Iowa, Cedar Falls, IA 50614-0142; come in person to West Gym (Room 203), UNI campus; or call the Scholarship Advisor at (319) 273-6178 or (319) 273-6337.

Art Department Scholarships are awarded annually to high school seniors interested in art as a major. These scholarships are also available to qualified undergraduate art majors. Interested students should contact the Department of Art.

College of Business Administration -- (Specific requirements pertain to each of these awards. Contact the College of Business Administration or the individual Department before March 1 for application information.)

- Scholarships for graduate students:** Day Dugan Scholarship; Irene Thompson Scholarship.
- Scholarships for undergraduate majors or pre-majors:** Robert and Ruth Hill Memorial Scholarship; Merrill J. Oster Scholarship; IES Industries Business Scholarship.
- Scholarships for undergraduates who have attended at least one semester at UNI and are admitted to the College of Business Administration, or Economics Majors with at least 45 credit hours:** Alpha Boysen Stewart Scholarship; American Society for Quality Control Scholarship; IES Industries Business Scholarships; J. S. Latta Jr. Scholarship; Maytag Scholarship; Pella Honors Scholarship; Irene Thompson Scholarship; T. Wayne Davis Fellowship.
- Scholarship for Office Information Systems Majors:** Kay Humphrey Memorial Scholarship.
- Scholarships for Accounting Majors:** Arthur Andersen & Co. Scholarship; BDO Seidman Scholarship; J.T. Blanford Memorial Scholarship; Coopers & Lybrand Scholarship; John Deere Scholarship; Deloitte & Touche Scholarship; Ernst & Young Accounting Scholarship; Honeywell Corporation Accounting Scholarship; KPMG Peat, Marwick Accounting Scholarship; J. Michael McBride Scholarship; McGladrey Pullen Education Award; Mosebach & Griffith Scholarship; Jerry B. Paterson Accounting Scholarship; Price Waterhouse Scholarship; Neva Radell Scholarship; Mike Rod Memorial Scholarship.

6. **Scholarships for Economics Majors** (not available to freshmen): Charles Leavitt Economics Scholarship; F. Russell Glasener Economics Scholarship.

Industrial Technology Department -- (Contact the department for more specific information about these scholarships.)

1. **Tuition Scholarships** are awarded annually to high school seniors who plan on majoring in one of the undergraduate programs offered in the Industrial Technology Department. These grants are awarded on the bases of ACT scores, grade point, rank in class, and high scores in the competitive exam and interview held in conjunction with the annual Math/Science/Technology Symposium. These grants provide tuition exemption for up to eight semesters for students maintaining a major in the Department of Industrial Technology and a minimum cumulative grade point average of 3.0. Interested students should contact the Department of Industrial Technology by the first week in November.
2. **Program Area Scholarships** are awarded to students with a major in one of the following program areas: Construction Management, Electro-Mechanical Systems, Graphic Communications, Manufacturing Technology, and Technology Education.

Science, Mathematics, and Technology Symposium Awards are made to high school seniors ranking highest on examinations in the areas of biology, chemistry, computer science, industrial technology, mathematics, earth science, and physics given each year on this campus. These grants provide cash and/or Student Aid Scholarships for four years. The value of and regulations governing these awards are determined on a yearly basis.

UNI Athletic Grants-In-Aid Awards are available for incoming student-athletes as well as returning students. Athletics GIA are awarded in dollar values up to and including Full Grants of tuition, room and board, and books. Athletics GIA are awarded for one term periods, however GIA's are renewable in accordance with NCAA and conference rules. GIA recipients must meet NCAA, Conference, and Institutional requirements for admission and/or the satisfactory progress rules of same. Recommendations for athletics GIA awards are made by the coaches of the individual sport programs. Athletics GIA awards are provided in part by the Athletic Club (contributions), gate receipts, and friends of the University.

UNI Parents Association (UNIPA) Scholarship Program

Five scholarships in the form of tuition grants applied directly to the student's account are awarded annually. One \$500 scholarship is awarded to a student from each of the five undergraduate colleges. Selection is completed in spring and the award realized the following fall semester. Presidential and other full tuition and board scholarship winners are not eligible. To be eligible for consideration a student must: a) be a full-time student; b) possess a cumulative grade point average of 3.0 or better; c) have completed at least one semester of course work at the University of Northern Iowa; d) be a sophomore, junior, or senior at the time the award is realized; and e) *nominate herself/himself by filing an application in the Office of Development, 205 Commons*, or be nominated by someone in her/his respective college. In selecting the award recipients, consideration is given to: a) participation in college, university, and community activities and leadership abilities therein; b) personal statement submitted by the candidate, including career objectives; c) personal interview with the UNIPA Scholarship Committee members; d) potential for leadership in academic major area; and e) grade point average and evidence of other scholarly activities.

UNI Presidential Scholars Program

The Presidential Scholarship is the most prestigious scholarship awarded by the University of Northern Iowa. Presidential Scholars represent a select group of students whose academic interests are matched by personal qualities of leadership, involvement, and service.

Each year, 45 young men and women will be selected to interview for the scholarship program. Fifteen will be selected as Presidential Scholars, and 30 will receive either the Provost Scholarship or the University Scholarship.

Presidential Scholarship -- Applicants must be freshmen enrolling directly from high school, rank in the upper 10% of their high school class (or rank as one of the top five students in a class of 50 or less), receive an ACT composite score of 29 or above, and request that UNI receive their ACT scores by August 1, prior to their senior year in high school. Students who meet these criteria and are on the University's mailing list will receive an invitation to apply for a Presidential Scholarship near the time school starts in the fall. Students may also call to receive an application prior to the October 1 deadline.

Selection is based on academic excellence, extracurricular achievements and leadership, and demonstrated potential for making a significant contribution to society. The final screening will include an interview with members of the Presidential Scholars Board and writing an essay during a visit to the Northern Iowa campus.

Presidential Scholars will follow a special program of study that includes seminars each semester on a variety of topics and a required senior thesis or project in their field.

Amount: Tuition, mandatory University fees, room and board (over \$6,000 per year in-state and \$10,000 out-of-state). Renewable each year for four years by maintaining 3.50 GPA and participating in the program.

Number offered: 15

Provost Scholarship -- Applicants must meet the same criteria as the Presidential Scholars and follow the same application procedures. Provost Scholars are selected from those who interview for a Presidential Scholarship.

Amount: Tuition plus mandatory University fees (over \$2,700 per year in-state and \$7,000 out-of-state). Renewable each year for four years by maintaining 3.25 GPA and participating in the program.

Number offered: 15

University Scholarship -- Applicants must meet the same criteria as the Presidential Scholars and follow the same application procedures. University Scholarship recipients are selected from among those candidates who interview for a Presidential Scholarship.

Amount: \$1,000 per year, renewable each year for four years by maintaining a 3.00 GPA.

Number offered: 15

Direct Inquiries to:

Office of Vice President for Educational and Student Services
SSC 103

University of Northern Iowa
Cedar Falls, IA 50614-0382
(319) 273-2331

University of Northern Iowa Foundation

The UNI Foundation is the official channel through which gifts, both large and small, are given for the benefit of the University. The generosity of alumni and friends of the University of Northern Iowa provided over \$1.5 million in scholarships for eligible students in 1998-99, and this figure continues to grow every year. Contact the dean of your college or the Office of Financial Aid for specific information on scholarships and selection criteria.

Student Life

Mission Statement - Educational and Student Services

Our mission is to promote a student-centered university characterized by high academic standards, enriched learning experiences, and stimulating student-faculty-staff interaction.

We value quality, integrity, caring, and teamwork. These values are practiced through leadership and service to students, to each other, and to the university community.

Orientation

Orientation programs are offered for new students to acquaint them with available educational opportunities and university services and to assist them in the class registration process. Most new freshmen who begin their study in the fall semester attend a summer orientation program during the preceding June or July. Transfer students are invited to either a spring or summer transfer orientation program. Students who do not begin their study during fall semester attend orientation and register just before classes begin for that term. Parents of new students are invited to participate in a special parent orientation program.

Housing

<http://www.uni.edu/dor>

Application for Rooms in Residence Halls

Official admission to the University of Northern Iowa is a prerequisite to receive information for housing in the residence halls. Once new students are admitted, the Department of Residence sends the Home Away From Home magazine to each student. Included in the magazine is information about each residence hall, the dining operations and the housing and dining contract.

The residence hall and dining contract serves as the official application for housing in the residence halls. The Department of Residence will process the contract when both the completed contract and a \$100 prepayment are returned to the department. Room assignments are made on a date-of-prepayment basis. If an applicant finds it necessary to cancel the contract before occupying the room, the prepayment is credited or refunded if cancelled before May 15 for Fall semester or December 15 for Spring semester.

Inquiries should be directed to:
Department of Residence
Redeker Center
Cedar Falls, IA 50614-0252
(319) 273-2333

Occupancy

The residence halls open for new and returning students on the Friday before the beginning of classes for the fall term; and the Friday before classes begin for the spring term. If a reserved room is not occupied on the first day of classes and arrangements have not been made with the Department of Residence for later occupancy, the reservation will be cancelled and the prepayment forfeited.



The residence hall and dining contract covers an entire academic year or the balance thereof; separate contracting is necessary for the summer session. If the contract is terminated before the expiration date, appropriate provisions of the contract will apply. The student is responsible for any financial liabilities incurred prior to the date of termination and 20% of remaining portion of contract.

Residence Halls

The Department of Residence is designed to provide housing to 4,541 students in nine residence halls. In addition to student rooms, each residence hall offers lounges, study rooms, recreational areas, laundry rooms and other facilities for the comfort and convenience of the students.

Floors within each residence hall accommodate approximately 50 students and are designated as houses. Each house elects its own officers and sponsors its own social, cultural, and recreational programs. One resident assistant (a student staff member) lives in each house to serve as a resource person for the members of that house.

Women's halls include Hagemann and Lawther. Coeducational housing is provided in Bartlett, Bender, Dancer, Noehren, Rider, and Shull Halls. Continuous housing (during academic break periods) is available in Bartlett, Bender, Dancer, Noehren and Rider Halls. All halls are open during the Thanksgiving and Spring breaks.

ROTH Complex

Apartment and suite-style housing is open to sophomores, juniors, and seniors. Residents in good academic and behavioral standing who have lived in residence halls the longest will have the highest priority for obtaining residence there. ROTH residents either prepare their own meals or buy one of the many dining plans available. If you want to live in ROTH, you may obtain printed material about eligibility, facilities and services, and an application from the Department of Residence, Redeker Center (319) 273-2333 or from ROTH (319) 273-7051.



insurance. Information on the coverage and the cost of this insurance is available in the Health Clinic. International students are required to have health insurance as a condition of admission and should contact the International Programs Office regarding appropriate coverage.

Counseling Center

The Counseling Center is located in the Student Services Center, Room 213. The Counseling Center is staffed with professional counselors and psychologists who provide confidential counseling services to students without charge. Services include:

- individual, couples, and group therapy
- crisis management
- clinical consultation to faculty and staff
- class and group presentation on various mental health issues
- referral services to other programs and agencies

Appointments for counseling may be made directly at the Counseling Center or by calling (319) 273-2676. As a general rule, clients in crisis will be offered services immediately. Clients who are not in crisis will be offered the first available appointment time. More information is available at <http://www.uni.edu/counseling>.

Office of Disability Services (ODS)

The Office of Disability Services is located within the Counseling Center, Room 213, of the Student Services Center. The ODS works with students and employees to ensure that all persons with disabilities have access to university activities, programs, and services. Specialized services are provided to enhance the overall academic, career, and personal development of each person with a physical, psychiatric, or learning disability. To obtain information regarding services, call the ODS at (319) 273-2676. More information is available at <http://www.uni.edu/counseling/ODS.html>.

Wellness and Recreation Services

The Wellness and Recreation Center, located next to the UNI-Dome, is home to the School of Health, Physical Education and Leisure Services, an academic department in the College of Education, and Wellness and Recreation Services, a service program in the Division of Educational and Student Services.

The mission of Wellness and Recreation Services (WRS) is to enhance the personal, professional, and academic lives of university students, faculty, and staff. This is accomplished through: structured and self-directed activities for fun, competition, fitness, leisure, and socialization; educational programs and services for health of mind, body, and spirit; skill-and-leadership-building activities, including student volunteer, internship, and employment opportunities; and campus-wide initiatives to enhance the living and working environment of the university community.

Specific WRS programs include:

- informal recreation/fitness/aquatic opportunities
- personal fitness services
- intramural sports
- instructional activities
- outdoor recreation programs and equipment rental, along with indoor climbing opportunities
- sport clubs
- health and wellness programs
- substance abuse prevention and education programs
- sexual abuse prevention programs and victims services

To meet the needs and interests of the campus community, WRS programs and services are not only offered in the Wellness and Recreation Center, but at a variety of sites throughout campus. Customer service is always a priority. Therefore, input and suggestions from students, faculty, and staff are given serious consideration. Besides personally contacting any of the WRS staff, program input can be made through the WRS Advisory Committee, which consists of a representative group of students, faculty, and staff. A list of committee members is available at the WRS Office or through the WRS website <http://www.uni.edu/wellrec>.

The Career Center

The Career Center, located in Student Services Center Room 19, is a centralized office providing services related to the broad areas of career-readiness and to the more specific area of opportunities for graduates. For further information regarding the following services visit the Career Center website at <http://www.uni.edu/placemnt> or contact the office at (319) 273-6857.

Career Services. Career Services assists students and alumni with a range of career-related questions and concerns. Programs, consultation, and resources from Career Services can be categorized into four areas -- decision-making, career exploration, career/employer information, and career-related experience.

Decision-Making: For those wanting assistance with the process of deciding on or changing career directions, Career Services offers written, videotaped, and internet-based information on career options, occupation requirements, and employment trends, as well as career interest inventories and a computerized career guidance program. A credit-bearing course designed to help students make career decisions is available, as well as individual counseling.

University Apartments

One- and two-bedroom unfurnished apartments are available to married students, single parents with families, graduate students, and non-traditional students. Assignments are made on a date-of-application priority basis with married and single student parents with families having priority over graduate and non-traditional students. Applications and all inquiries should be directed to:

University Apartments Office
3900 Jennings Drive -- Hillside Courts
Cedar Falls, IA 50613
(319) 273-6232

Dining Service

Dining service is provided in eleven dining operations across campus. The customary "full meal" contract is for nineteen meals per week; brunch and dinner only on Saturday and Sunday. Two other meal plan options are available: Any 14 meals per week; and any 10 meals per week. A student who lives off campus may contract to eat some or all meals in a university dining center.

Academic Advising Services

Academic Advising Services are designed to assist students in planning their educational programs, developing their academic skills, and using resources of the University to meet their specific educational needs. Students are provided services through three interconnecting functions: Academic Advising, Examination and Evaluation Services, and Reading and Learning Strategies.

Academic Advising. Academic Advising Services coordinates the university-wide advising program, coordinates first-year advising, and serves as the academic center for "deciding students" who are exploring majors. Academic Advising supports Student Athlete Academic Assistance. Academic Advising at Northern Iowa offers students the opportunity to individualize their educational experience with a faculty or staff member. Students are assigned to a faculty advisor in their major or a professional advisor in Academic Advising Services if they are in the process of exploring major options.

UNI prides itself in being a caring academic community which places a high value on students' active participation in their educational experience. Our philosophy is one of student-centered developmental advising. This means we place students at the center of our efforts and believe students are capable, with sufficient information and support, of directing their own academic lives at UNI. This requires that students be active participants in the academic advising process. Advisors assist students in selecting appropriate courses and other educational experiences, clarifying life and career goals, developing decision-making skills, and interpreting institutional academic requirements. Students are encouraged to see their advisors, but for the most part they are not required to do so. Through a wide range of advising resources, students are expected to become informed consumers who make considered choices about their personal and educational lives.

Advising provided by Academic Advising Services is open to all students. Students receive assistance in selecting majors, minors, and certificate programs; selecting courses; scheduling; and identifying and resolving academic difficulties. Individual conferences, special programs, and courses help freshmen, who have not decided upon a major, set realistic first-year goals.

Questions related to new student advisement and undergraduate advising should be directed to Academic Advising Services, 125 Student Services Center, University of Northern Iowa, Cedar Falls, IA 50614-0383.

Examination and Evaluation Services. Examination Services for most major national college and professional school entrance examinations, certification examinations, and credit by examination are offered in the Advising Center. Services are provided for both enrolled graduate and undergraduate students as well as non-students. In addition to test administration, Examination and Evaluation Services provides test registration and preparation assistance, conducts student research, and provides consultation and interpretation. The Services is a resource to students, faculty, and the community concerning many aspects of educational testing and student research.

Reading and Learning Strategies. Academic Advising Services is concerned with the reading skills and learning strategies of all UNI students. Students who suspect that the learning skills they have employed may be inadequate at the University or those searching for time-efficient ways to handle a heavy reading load are advised to register in this office for Speed Reading and Effective Study Strategies. These are free, four-week courses taught in small-group sessions to help students double their reading rate or learn how to manage time, concentrate, take notes, and prepare for exams. Students who want to focus on one of these skills specifically may meet with the Reading/Learning Strategies Coordinator or a peer instructor individually.

Information concerning Academic Advising is available on the World Wide Web <http://www.uni.edu/acaadv>.

University Health Services

University Health Services provides comprehensive mental health, physical health, and wellness services to students enrolled at the University of Northern Iowa. Wellness services are also available to employees, retirees and their families. Services are provided by a professional staff including psychologists, physicians, physician assistants, nurses, health educators, counselors, a pharmacist, and a laboratory/x-ray technician. Services include consultation, treatment, and a full range of health promotion and wellness activities. More detailed information concerning services and hours is available on the World Wide Web <http://www.uni.edu/health>.

Health Clinic

The Health Clinic is located in the Student Health Center on the south side of 23rd Street next to the Schindler Education Center and provides out-patient medical services Monday through Friday when classes are in session. Students and spouses, who have paid a health fee, are eligible for care. The clinic includes examination and treatment rooms, a laboratory, x-ray, and pharmacy including over the counter medications. A referral to an area physician will be arranged, if needed, for treatment requiring specialized care. The Student Health Center has an appointment scheduling system.

No charge is made for routine clinic consultations, but a charge is made for medications, injections, immunizations, x-rays, lab tests, and other medical services. Charges may be paid in cash or billed to a student's monthly University statement.

When the Health Clinic is closed, residence hall students may discuss a health problem with their Hall Coordinator or Resident Assistant. Hall Coordinators and Resident Assistants may be able to recognize a need for first aid or medical attention. They can suggest arrangements to students who are ill or injured. Emergency coverage is available at any of the hospital emergency rooms in the Cedar Falls and Waterloo area. Ask-a-Nurse advice may be obtained by calling (319) 272-2600.

A group accident and sickness insurance plan may be purchased through the University on a voluntary basis for those without medical

Career Exploration: Programs from this area offer students and alumni a variety of ways to explore their career interests by connecting with professionals in settings that range from business and industry to government, education and other nonprofit settings. Career exploration activities provided include job shadowing, informational interviewing, and short-term, noncredit, hands-on career-related experiences. Activities are open to both declared and undeclared majors.

Career/Employer Information: Job-seekers and students exploring career options and opportunities can find print, video, and computerized information on industries, employers, and job openings, as well as information on job-search processes and strategies. Professional counselors provide one-on-one consultation on locating and using such career- and job-search related information.

Career-Related Experience: The Cooperative Education/Internship Program helps students to make the transition from college to the professional work world by gaining work experience before graduating. Participants in the program earn academic credit and generally receive pay or a stipend for their work. Cooperative Education/Internship experiences provides students with career- and major-related experience and opportunities to develop professional skills. Studies have shown that students with applied experience such as that offered by Co-op/Internships Program have an edge in the job search process. The Co-op/Internships Program is located in the Student Services Center Room 126.

Post-Graduation Planning and Assistance. This area assists prospective graduates and alumni from all academic areas and degree levels with preparing for and locating positions in employment and/or graduate school in accordance with their qualifications and personal interests. Services provided include career and job search counseling and advising; an on-line vacancy service; candidate referral to local, regional and national employers; on-campus interviewing; and career fairs and other recruiting events involving school systems, graduate schools, businesses, government agencies, and nonprofit organizations. The service also provides workshops and other resources on job hunting skills, including mock interviews. Credential services are available to those seeking graduate school admission, as well as to teachers, administrators, and others seeking positions in educational settings.

Individuals are highly encouraged to use The Career Center throughout their college careers. There is a fee for some services.

International Services Office

Undergraduate and graduate students who come to UNI from countries throughout the world are served by a central office. Through the International Services Office, students are assisted in making arrangements to come to the campus from their home countries and in their daily campus activities while they are pursuing their educational careers.

The Office of Admissions receives and acts on undergraduate applications, while International Services receives and processes graduate applications. It is the responsibility of International Services to issue Certificates of Eligibility to all admitted students (both F-1 and J-1) and invited scholars/researchers/professors. The office sends out housing contracts for on-campus housing along with other pre-departure information to all admitted undergraduate and graduate students, and meets the students at the Waterloo airport when they arrive.

Throughout the year, foreign students may seek the assistance of the International Services Director in academic, personal, and immigration matters.

For information concerning international undergraduate admission, contact the Office of Admissions at (319) 273-2281 or write to the Office of Admissions at UNI, Cedar Falls, IA 50614-0018. Graduate inquiries should be directed to the International Services Office at (319) 273-6421 or write to International Services, UNI, Cedar Falls, IA 50614-0521.

Student Activities and Honors

Co-curricular activities are encouraged at the University of Northern Iowa because of the important contribution these activities make to the total education of the student. The University maintains an extensive program of co-curricular activities: intercollegiate athletics, dramatics, publications, forensics, music, social life, artists series, student organizations and interest groups, intramural sports and recreational activities, and sports clubs.

Forensics - The forensics program, under the auspices of the Department of Communication Studies, encourages participation of all interested students, both in debate and individual events regardless of major. The forensics squad participates in some thirty to thirty-five intercollegiate forensic meets per year on a regional and national basis. Participants may choose to enter debate or individual events. For more information go to the website <http://www.uni.edu/forensics>.

Fraternities/Sororities - There are four social sororities and seven social fraternities, each nationally affiliated, on the campus. There are also a number of historically Black Greek organizations active on the campus that provide service, social, and leadership opportunities. Persons interested in Greek life must go through a formal or informal recruitment process held at the beginning of each semester. Leadership development, scholarship achievement, and service to the University and community are stressed as important facets of individual development. The activities of the sororities are coordinated through the Panhellenic Association, those of the fraternities through the Interfraternity Council. Achievement in Greek life is recognized by the local chapter of the National Order of Omega, an honor society for outstanding men and women with fraternal affiliation. Information may be obtained from the Student Activities Office, which is located in the lower level of Maucker Union.

Honor Organizations - Superior achievement in various academic disciplines and in extracurricular activities is recognized in honor organizations. Information on these organizations may be obtained from the Student Activities Office, Maucker Union.

Intercollegiate Athletics - Various intercollegiate sports are available to both men and women at UNI. The University engages in intercollegiate athletic competition in a total of 19 sports. Men may participate in baseball, basketball, cross country, football, golf, swimming, tennis, indoor and outdoor track, and wrestling. Women also compete in basketball, cross country, golf, swimming, tennis, and indoor and outdoor track, as well as in softball and volleyball.

UNI Athletic teams participate within Division I (Football IAA) of the NCAA. The University Athletics Program is a member of the Missouri Valley Conference and the Gateway Football Conference. All eligibility for and sport competition is governed by NCAA and Conference rules and regulations.

Interest Organizations - Numerous organizations sponsored by departments and specialized interest groups provide students the opportunity to become better acquainted with other students and faculty as well as to explore leadership skills and perpetuate interests outside the classroom. Many of the organizations have no membership requirements other than an active interest in the work for which the club exists and regular attendance at the meetings. Information on specific interest organizations can be obtained in the Student Activities Office in the lower level of Maucker Union.

Music - Music organizations and ensembles are open to all students by audition. Participation by non-music majors is encouraged. Credit is available to all who participate. Among the groups offered are: Concert Chorale, Chamber Choir, UNI Singers Women's Chorus, Varsity Men's Glee Club, Basketball Pep Band, Wind Symphony, Panther Marching Band, Symphonic Band, Jazz Bands, University Orchestra, Opera/Music Theatre, plus several instrumental ensembles.

Northern Iowa Student Government - The legislative branch of Student Government at UNI is the Student Senate. The executive members include the president, vice-president, director of administration, and director of programming. A Supreme Court, which comprises the judicial branch, also exists. Elected senators are chosen on a population basis from university housing, off-campus housing, and the student body at large. The Northern Iowa Student Government promotes cooperation between students and faculty, seeks solutions to student concerns, and represents the entire student body in matters affecting student interests.

Professional Performing Arts on Campus - See "The Fine and Performing Arts at UNI" section on page 36 for more information.

Religion - Surrounding the campus are various student religious centers. Information on specific religious organizations may be obtained in the Student Activities Office on the lower level of Maucker Union.

Social Life - The social life at the University of Northern Iowa is flexible, designed to meet the ever-changing interests and needs of the students and university community. Social opportunities include popular and cultural film programs, art exhibits, fine arts productions, live musical entertainment, dances, campus-wide events, speaker programs, forums, and community service projects. Much of the program planning relies heavily on student involvement. Information pertaining to involvement is available through the Student Activities Office in the lower level of Maucker Union.

Station KGRK - Station KGRK is the student-managed and -operated radio station of the University of Northern Iowa. The station operates on Channel 5 of the Campus Cable Television System. KGRK programming consists of music, UNI sporting events, and campus news. The studios and offices of KGRK are located in the lower level of Maucker Union. For further information go to <http://www.uni.edu/kgrk/web>.

Student Government - The student government associations include the Northern Iowa Student Government, the Residence Halls Association, the Interfraternity Council, Panhellenic, the Union Policy Board, and the individual residence hall senates.

Student Publications - Two publications are written, illustrated, and edited by students for campus-wide distribution: *The Northern Iowan*, the student newspaper distributed twice a week during the fall and spring and once a week during the summer session; and *Draftings In ...*, the scholarly journal for undergraduate and graduate students. Additional publications have been originating from interested students and student organizations.



Theatre - Any enrolled student is welcome to audition or volunteer for production responsibilities in the major productions or many student productions produced by Theatre UNI and UNI Lyric Theatre. Seasons typically include classical, modern and contemporary drama, opera, musical comedy, and theatre for youth. The theatre also produces in the summer season. All members of the university community are invited to attend productions in the Strayer-Wood and Bertha Martin Theatres. For additional information visit the website <http://www.uni.edu/theatre>.

Union Policy Board - The Union Policy Board of Maucker Union is composed of twelve students and six non-students. The Board recommends policy and regulations for the operation of the Union, and coordinates the programming events in the Union. In addition, it reviews fiscal matters and makes recommendations pertaining to the budget. Its officers are a president, vice-president, and several committee chairs. The president and vice-president must be students.

Wellness and Recreation - Wellness and Recreation Services, located within the Wellness and Recreation Center, offers campus-wide programs in informal recreation/fitness/aquatic opportunities, intramural sports, instructional activities, as well as various health, wellness, and educational programs. The Wellness and Recreation Center provides: multipurpose courts for basketball (10), volleyball (10), badminton (27), and tennis (4); 6 racquetball courts; a leisure pool with whirlpool and water slide; an eight lane, 25-yard lap pool; 4 multi-purpose activity rooms; a dance studio; a 40-foot climbing wall; an Outdoor Recreation Center; a free-weight workout room; a spacious fitness area with cardiovascular and strength training equipment; a running track; a wellness resource lab with a relaxation and massage room, self-care and wound-care stations, a wellness library and small computer center; and a men's and women's locker and shower facilities. For more information visit the Wellness and Recreation Services website at <http://www.uni.edu/health/wellrec.html>.

University Facilities and Educational Services

University Facilities

Rod Library

Centrally located on campus, the Rod Library has a collection of more than 850,000 volumes and more than 3,000 current periodical and newspaper subscriptions to support the curricular and informational needs of UNI's students and faculty. The library occupies a four-story building and completed a major addition and extensive renovation project in 1995. The library provides seating for 1,600 library users at study carrels and tables and has more than 550 additional seating spaces in lounge areas and in group and graduate studies. It also provides studies for faculty and emeritus faculty. The Library also houses the Center for the Enhancement of Teaching, and a student computer center, managed by the university's Information Technology Services.

Services offered include reference services; UNISTAR - an automated system supporting an online public access catalog and automated circulation and acquisitions functions; reserve services; interlibrary loan; online access to LEXIS/NEXIS (a full-text legal and general news service) and several other databases; library instruction services; online searching of textual and bibliographic databases; photocopying (including self-service copiers); and coin-operated typewriters. UNISTAR, LEXIS/NEXIS, and most of the other databases are available to UNI students and faculty through the Web at <http://www.library.uni.edu>. Additional information about the library can be obtained through its World Wide Web page <http://www.library.uni.edu>.

In addition to its circulating collection, the library has an extensive general reference collection, a documents and maps collection, an art and music collection, a youth collection, and special collections and archives. The circulating collection is in open stacks and shelved by the Library of Congress classification system. The reference collection includes resources in the humanities and social sciences, the sciences, business, and those of general interest. Documents & Maps includes a collection of more than 271,000 U.S. paper documents, more than 287,000 U.S. and Iowa documents on microfiche, and more than 41,000 maps. The Art & Music collection includes reference sources for those subject areas and has an extensive collection of phonorecordings, cassettes, and compact disks, as well as listening rooms and equipment. The Youth Collection contains a representative sample of fiction and non-fiction materials for K-12 students. Special Collections includes rare books, the University Archives, the American Fiction collection, and the (Senator Charles) Grassley Papers.

The library also has a collection of state, national, and international newspapers, a career collection, and a microform collection of more than 698,000 items, including the ERIC documents microfiche. Many items not held by the library can be obtained from other libraries through its Interlibrary Loan Service.

The library is open 106.5 hours per week during the spring and fall sessions and 81.5 hours per week during the summer session. Variations from regular schedules are posted in the main lobby of the library and are published in the *Northern Iowan* and other sources, including the library's Web page. Further information and assistance can be obtained at the Reference Desk.



Maucker Union

The Maucker Union, located east of the UNI Library, serves as an informal meeting place for students, faculty, staff, alumni, and guests of the University. The unique facilities of the Union are useful for a wide range of activities including cultural, recreational, and conference events.

General services include: a campus information center, check cashing service, meeting rooms, a billiards game room, and dining services which range from coffee to banquets and a full-service restaurant. The building houses the offices of the campus newspaper, student government, student radio and other student organization offices.

The Student Activities Office of Maucker Union is responsible for the programs which focus on co-curricular development of the student. Leadership development, skills development, support for student organizations/interest groups, Greek life, and programming are central to this office and the Union as a whole.

Social and cultural activities include art exhibits, movies, comedy, forums, and lectures. The Union is financed through fee monies, general education funds, and income-producing services within the building.

The Commons

The Commons serves the university community in a variety of ways. The Georgian Lounge and Slife Ballroom are available for meals, receptions, conferences, and dances, and are open to students, staff, and campus guests. Additionally, dining facilities are provided here for students.

The Georgian Lounge is used for teas, receptions, and other special occasions; the Slife Ballroom is a multi-purpose room used for banquets, movies, dances, and lectures.

University Museum

The University Museum, accredited by the American Association of Museums, is used extensively as an educational resource by both university classes and regional schools and as a cultural facility by local organizations and individual visitors. The museum offers permanent and changing exhibits, tours, lectures, and special programs, as well as internships and research opportunities for students.

The collections of the Museum embrace four major subject categories: geology, biology, anthropology, and history. The geology collection consists of minerals, rocks, and fossils of worldwide distribution. The biology area includes a bird collection consisting of most birds indigenous to the midwest as well as some exotic, rare, and extinct species. Large and small mammals, reptiles, fish, anthropods, and marine invertebrates, including a vast collection of shells from around the world, are also a part of the biology collection. University, Iowa, and local history are represented by a wide variety of artifacts, printed documents, and a costume collection. The anthropology section includes important prehistoric and ethnographic collections from North America, South America, Africa, Asia, the Pacific Islands, and the Middle East.

A public support group known as the Friends of the UNI Museum serves to help the Museum through financial and volunteer support. Membership is open to anyone with the desire to see the Museum grow and expand its services.

Located at 3219 Hudson Road, the Museum is open, free of charge, daily from 9 a.m. to 4:30 p.m. during the school week. It is closed on legal and university holidays. The Museum is open on Saturdays and Sundays from 1:00 p.m. to 4:00 p.m. Although large groups such as clubs and classes are asked to telephone or write the Museum for appointments, all other visitors are invited to come without appointments any time the Museum is open.

For further information visit the World Wide Web home page <http://www.uni.edu/museum>.

Marshall Center School

Built in 1893, the Marshall Center School is a symbol of UNI's contribution to Iowa's long record of excellence in education. This historic structure was moved from Pocahontas County in western Iowa to the campus in 1987 to celebrate the early history of the campus as a teachers college. It now serves as a museum telling the story of early Iowa education.

The School served as a school, community meeting place, district school board meeting room, and voting place from 1893 until 1944. It has been restored and furnished as it would have looked circa 1920 and is one of the most authentic one-room school museums in Iowa. Programs are presented at the School to campus classes, regional elementary school groups, and the general public. Storytelling, reenactments, and presentations help visitors step back in time to visualize a typical day at a rural school.

The School is located at the corner of 23rd and N. Minnesota Streets and open by appointment only. Programs for campus groups, classes, and public groups can be scheduled by contacting the University Museum.

For further information visit the World Wide Web home page <http://www.uni.edu/museum>.



Broadcasting Services

The University of Northern Iowa operates two separately programmed public radio services. KUNI-FM serves the Cedar Falls/Waterloo, Cedar Rapids and Iowa City areas at 90.9 FM. KUNI can be heard at 101.7 FM in Des Moines, 98.7 FM in Dubuque, 102.7 FM in Eldridge, and 94.5 FM in the Quad Cities. In addition, KUNI programming is heard in the Mason City and Southern Minnesota area on KUNY at 91.5 FM and on KRNI 1010 AM. The station broadcasts high quality music and programs from National Public Radio. KHKE, at 89.5 FM (also known as "H-89.5"), serves the greater Black Hawk County area with a comprehensive schedule of jazz and classical music. KHKE is also heard in Mason City-Clear Lake at 90.7 FM. The stations have a large core of active volunteers and are supported by the University and contributions from the listening public. Student internships are available at the stations through the Communication Studies Department. Studios and offices are housed on the third floor of the Communication Arts Center.

For further information, visit the World Wide Web home page <http://www.uni.edu/kuni> or <http://www.kuniradio.org>

Office of Public Relations

The central role of the Office of Public Relations is to provide leadership and service in the areas of communication, promotion, advocacy, and outreach to support the University's mission and strategic plan.

News and media relations services works to inform the public about University programs and to promote the accomplishments of students, faculty, and staff through the news media. Radio News Network provides daily actualities to Iowa and regional radio stations that feature expert commentary on current events by UNI faculty and staff. A variety of strategies are employed to reach targeted local, regional, and national print and broadcast media.

The publications services staff offers a complete package of professional advising, writing, editing, design, photography, and print production services. More than 600 different publications are produced annually including the University magazine and tabloid, *Northern Iowa Today*; admissions marketing publications; *CampusNewsNetwork*, the faculty and staff newsletter; general University Information pieces; and publications for the University Foundation and Alumni Association.

University Facilities and Educational Services

The Office of Public Relations Teleproduction Center provides broadcast-quality videotaped programming from 30-second public service announcements to 30-minute department or program videos. The Center produces video for television news and works with University departments to produce programming for specialized audiences such as prospective students.

The Office of Public Relations also is responsible for the operation of the University Mail Center and Print Services, including Copy Central located in Rod Library. It also operates several outreach activities, including Community Visit Days and the Iowa State Fair exhibit.

The director serves as Northern Iowa's representative on the Regents Information Committee, a cooperative program with other institutions of the Board of Regents, State of Iowa.

The University of Northern Iowa Alumni Association

The Alumni Association's beginnings date back to the days of the Iowa State Normal School. At the commencement exercises of the Class of 1879, it was decided that the graduates would meet again in one year for the first alumni social. On June 22, 1880, the class met on campus and drafted a constitution and program that would set the course for what is now the University of Northern Iowa Alumni Association.

In its first years, the Alumni Association served mainly as a social and literary group. In 1893, however, a move came from within that suggested the Association should do more for the future of its alma mater. Association members worked closely with then President, Homer Seerley, and were instrumental in the materialization of the University Auditorium in the early 1900's. In 1914, the Association helped raise money for a project that would come to stand as a symbol of the University and its alumni forever, the Campanile.

During the 1920's the Alumni Association expanded its programming to include the celebration of President Seerley's retirement (after 42 years of service) and the institution's 50th anniversary, as well as the expansion of the Association into intra-state branches. The latter was the beginning of a formal system of UNI Alumni Clubs. The first clubs were organized in Des Moines (1906), Waterloo (1907), and Iowa City (1908). Out-of-state expansion included a club in Chicago (1910), and alumni meetings in California and Washington state in 1915 and 1916, respectively. In 1915, the Alumni Association also produced its first alumni newsletter, *The Alumnus*, to publicize University and Association sponsored events.

Throughout the next decades, the Alumni Association continued to grow and increase its activity to match the expansion of the University and its alumni base. On July 14, 1972, the Board of Directors voted to incorporate the Association and to institute a dues-paying membership program when the costs of conducting extensive alumni programming began rising beyond its revenue.

The role of the Alumni Association in the 1970's and 1980's was to assist in lobbying the Iowa State Legislature for necessary University appropriations, hosting class reunions, coordinating the activities of the UNI Parents Association and presenting educational events, both on and off campus.

The University of Northern Iowa Alumni Association Today -- In the past few years, the Alumni Association has conducted record business. In its 1996-97 fiscal year alone, the Association sponsored seven class reunions and more than twenty-five UNI Alumni Club events and alumni receptions. As of June 1999, there were more than 6,300 annual and lifetime members of the Alumni Association, and more than 81,107 graduates records were contained in the alumni database. More than half of all living UNI alumni live in the state of Iowa, although UNI's alumni presence extends worldwide.

The Alumni Association's current list of programs and services includes:

Alumni activities for on-campus organizations

On-campus departments and organizations may receive support from the Alumni Association in the form of alumni lists and labels and, at times, financial support for their alumni-related activities.

UNI Alumni Clubs

The Alumni Association has a thriving system of alumni clubs nationwide, with participation growing each year. These clubs are active, meeting at least twice annually. Faculty and staff of the University are featured at many of these functions, as are performers from Theatre UNI and the School of Music.

Class Reunions

Every spring the Golden Reunion honoring the 50th anniversary class is celebrated with a three-day event. This reunion takes place in conjunction with the University's spring commencement. The celebration culminates with the reunion class participating, complete with cap and gown, in commencement exercises. The 60-year reunion takes place during June, while the 5-, 10-, 25-, 30-, and 40-year class reunions occur during the annual Homecoming celebration.

Heritage Honours Awards

Each year the Alumni Association recognizes alumni and friends of the University of Northern Iowa for their outstanding professional accomplishments and service to the University. The Alumni Achievement Award, the most prestigious award, recognizes alumni who have achieved distinction in their discipline or profession. The Alumni Service Award is presented to alumni who have performed meritorious service to the University of Northern Iowa and their communities. The Young Alumni Award recognizes those alumni with major professional accomplishments who are 35 or younger. The Friend of the University Award honors individuals who are not alumni, but who have given specific service to the University of Northern Iowa. The Distinguished Leadership Award is given to former students of the University, graduates and non-graduates alike, in recognition of the leadership they have demonstrated.

Homecoming

Each year the University of Northern Iowa Alumni Association and University Homecoming Committee welcome UNI alumni back to campus during a week-long celebration. The annual event usually takes place in mid-October. Highlights of the festivities include window painting on the Hill, Campaniling and the annual Homecoming parade and football game.

Legislative Advocacy

The Alumni Association plays an active role in carrying out UNI's action plans in the Iowa State Legislature. Association members are informed of the important programs and issues that will affect the University's future.

Lux Service Award

Of central importance in the official University seal is a burning lamp of knowledge and the Latin word for light, *Lux*. The Lux Service Award is conferred in the spirit of keeping the light of service to others burning brightly at the University of Northern Iowa.

Since 1984, the University of Northern Iowa Alumni Association, Foundation, and Homecoming Committee have annually awarded the Lux Service Award to one female and one male undergraduate student who best represent the ideal of service to the University community.



Student Alumni Ambassadors

The Student Alumni Ambassadors (SAA) were organized in 1989 by the Alumni Association and the Office of Admissions to represent the University to potential students and their parents, alumni, and friends. The group is one of the most visible on campus and has been recognized as the Outstanding Organization of the Year four of the last five years. The 50 SAA members maintain a high profile by giving regular campus tours to reunion classes, potential students and prospective faculty members. They also assist the University Advancement Division with Alumni Association and Foundation-sponsored programs and special events. Programs and services sponsored directly by the Student Alumni Ambassadors include the New Student Bash, New Student Record publication, Family Feast Tailgate, Panther Push, Apple Polishers, graduation brunch and Alumni Association Student Membership.

SAA members are interviewed and selected for membership by a committee, and work on a volunteer basis. Members are expected to maintain a 3.0 grade point average during their tenure.

For more information about Alumni Association sponsored programs and services, or alumni or student membership in the University of Northern Iowa Alumni Association, stop by the Office of Alumni Relations, 204 Commons, Cedar Falls, IA 50614-0284, or call (319) 273-ALUM, send an e-mail to alumni@uni.edu or visit us on the World Wide Web <http://www.uni.edu/alumni>.

The University of Northern Iowa Foundation

The University of Northern Iowa Foundation is a non-profit corporation formed in 1959 to assist the University in projects which are vital to its growth and development but are most appropriately financed from private funds. Many accounts within the Foundation have been established as memorial funds for members of the faculty, staff, or alumni. Through its annual giving program, the Foundation provides alumni and friends of the University an opportunity to assist in extending the usefulness of the University, providing that margin of excellence which is characteristic of a university of quality. As an additional service for alumni and friends, the Foundation staff will provide assistance in estate planning.

The Foundation is the official channel through which gifts, both large and small, are given for the benefit of the University of Northern Iowa. Individuals and organizations are assured of continuity of man-

agement of such funds and of their being used for the purposes which the donor intended. As a charitable organization, all gifts to the Foundation are tax deductible.

Gifts or questions should be addressed to:

UNI Foundation
University of Northern Iowa
Cedar Falls, IA 50614-0282
<http://www.uni.edu/advance>

Educational Services

Information Technology Services

Information Technology Services (ITS) provides support for computing and networking; multimedia, distance learning, satellite uplink and downlink, imaging, video distribution and production, courseware production, instructional webpage design, administrative systems, telephone services, technology training and consulting to the students, faculty, and staff of the University of Northern Iowa. The University's extensive computing resources are available through an expanding network and complemented by documentation, training, and consulting services.

The Network: Primary access to the UNI computing and information resources is through a multi-layered campus data communication network. The network consists of a fiberoptic backbone interconnecting major resources (mainframes, minicomputers, Local Area Network file servers, and network access servers). Individual workstations may be connected to the network directly, through local area networks, or via modems and telephone lines. The network provides access to all major UNI computing resources, including the online library catalog system (UNISTAR) and the CD-ROM databases, from points on as well as off campus.

The UNI network is an Internet domain. UNI's Internet membership enables students, faculty, and staff at UNI to gain access to an extensive and rich variety of computing and information resources from across the country and around the world.

Central Facilities: The principal central computing system for academic use is a Digital Equipment Corporation (DEC) VMScluster, running the Open VMS operating system. This cluster of VMS computer systems provide access to a rich collection of programming languages, editors, statistical programs, database software, and other applications from DEC and third-party vendors.

Other systems in the cluster are used for selected applications and for documentation and software distribution from DEC.

Supplementary resources are provided by a Sun Server running the Solaris, UNIX operating system. This system hosts UNI's World Wide Web space (<http://www.uni.edu>), which provides information about campus events and other matters of value to the campus community such as the *UNI Programs and Courses* and *UNI Policies and Procedures*. The Sun Server also provides access to the UNIX operating environment for selected classes.

Information in the central administrative database is maintained on an IBM mainframe running the MVS operating system. Key applications and information, as well as other university databases and computer files, are easily accessible through the World Wide Web based AccessUNI system. This system provides student access to biographical information, transcripts, class schedules, registration, and other applications.

University Facilities and Educational Services

Student Computer Centers: Hundreds of microcomputers are available for student use in Student Computer Centers strategically located in the library, Schindler Education Center, the Business Building, the Center for Educational Technology, the Industrial Technology Center, Maucker Union, the Towers Center, and Bridge Lounge between Noehren and Hagemann residences. The microcomputers in these centers are connected to file servers on local area networks, and these file servers are connected to the UNI network for access to all campus computing resources including the VMScLuster, the Library Catalog, the Library's CD-ROM databases, the UNI World Wide Web space, and the Internet.

Equipment in these centers consists predominantly of IBM PC compatibles running MS-DOS/Windows, and Apple Macintosh systems. Laser printers are available in all of the centers.

The Student Computing Advisory Committee plays an active and meaningful role in recommending policies, priorities, and strategic plans for the Student Computer Centers and other student computing resources.

Special Facilities: In addition to campus-wide computer centers, colleges maintain a variety of specialized facilities. For example, the College of Natural Sciences provides graphics capability of varying types using IBM compatible systems and Apple Macintoshes. The College of Social and Behavioral Sciences provides digitized and plotting equipment as part of its Geographic Information System. The College of Humanities and Fine Arts uses Macintoshes in a special music lab. The Colleges of Business and Education maintain facilities with specialized applications for students in those disciplines.

UNI is an Affiliate Member of the National Center for Supercomputing Applications, located at the University of Illinois. This affiliate membership provides supercomputer access to students and faculty members whose academic pursuits require it.

Software: Programming languages available through the UNI network include Ada, APL, BASIC, C, COBOL, FORTRAN, Pascal, and MACRO.

Statistical packages include SPSS, SPSS Graphics, Minitab, SAS, SAS Graphics, and several microcomputer-based statistical packages.

Word Processing software includes WordPerfect, Microsoft Word, and a number of editors available on a variety of equipment ranging from microcomputers to central systems.

Other software includes spreadsheets (Lotus 1-2-3 and Microsoft Excel), communications software (Netscape and KERMIT), database software, and a wealth of special-purpose and discipline-specific offerings.

Services: A Computer Consulting Center (Business Building Room 27; 273-5555) is available during normal working hours for answering computer-related questions and assisting with the solution of problems. The Consulting Center telephone is answered by machine at times when staff is not available. Problems which cannot be answered immediately are referred to the ITS professional staff. Responses to questions are generally provided within one working day.

A comprehensive collection of documentation is available from a variety of sources, including the computers themselves, UNI's world wide web pages, the Consulting Center attendants, and the ITS staff.

Extensive technology training is offered to faculty, staff, and students. Workshops designed specifically for incoming students are offered in addition to general workshops for the entire university community. Each week during the academic year there are typically six to eight offerings, all free of charge to UNI faculty, staff, and students.

In addition, through grants and contracts, specialized training is provided to off-campus constituencies throughout the State.

Consultation, design, and production for imaging and courseware is provided for a wide variety of media. Services include design and development of instructional web sites; multimedia courseware applica-



tions; audio and video digitalization; CD-ROM production and duplication (data, audio, video, photo) within copyright guidelines, studio and location photography; film processing (black and white and color slide); photographic copy from artwork, printed materials, and photographs; photographic printing (black and white); creating and reproducing computer generated slides; production and duplication of slide graphics including titles, charts, graphs, diagrams, and maps; original artwork, complete typesetting; digital color modification, cropping, and image manipulation or conversion; sound slide series production; and sound track recording, mixing, and synchronization for slide and multi-image series, along with planning, production, and programming.

Support and coordination is provided for use of the Iowa Communications Network (ICN) for distance learning and multimedia conferencing.

A wide variety of audio visual equipment is maintained and loaned for the use of faculty, staff, and students. Media is distributed over cable and other TV systems on campus and in Cedar Falls. Satellite downlink is supported to receive satellite-based programs and conferences as well as uplink capabilities to support interactive participation.

Student employees are heavily utilized to assist in providing these services. Students working in this capacity are provided extensive training along with professional supervision which creates an environment that augments and enhances their academic experiences at UNI.

Instructional Resources and Technology Services

<http://www.uni.edu/coe/irts/>

Instructional Resources and Technology Services, within the College of Education, is for teacher education students and faculty. Many of the services are also available for N/K-12 grade teachers and administrators. IRTS offers resources and technological services for the pursuit of curriculum and instructional development.

The mission of the Instructional Resource and Technology Service facility is to provide students, faculty and in-service teachers/administrators with laboratories in which to examine and evaluate new curriculum resources. These resources include textbooks, professional materials, computer software, Macintosh and Windows microcomputers, NASA videos, and multimedia systems.

Instructional Resources and Technology Services consists of the Curriculum Laboratory, Macintosh Laboratory, Windows Laboratory, Technology Methods Lab, NASA Regional Educator Resource Center, and the Aviation Education Resource Center.

The Curriculum Laboratory is located in Room 222 of the Schindler Education Center. Materials available in the Curriculum Laboratory include N/K-12 textbooks, curriculum guides, resource units, professional books, education journals, kits, games, and software. The Curriculum Laboratory provides group orientations, consultations, reference assistance, a reserve desk, bibliographies, newsletters, and new materials notices.

Macintosh Laboratory in the College of Education is located in Schindler Education Center, Room 206 within IRTS (SEC 222). Faculty and students make use of this space for classes and open student computer use. Designed for instruction, this lab has 21 PowerMac 7600 workstations and is equipped with Sharp ED-E1000UB projector that displays data, video and laser disk images. In addition, the lab has the capacity to distribute satellite and cable television feeds. The computers use software that accommodates all standard productivity needs including spreadsheets, database management, and word processing. Student Computer fees have funded hardware, software, and furniture for this lab.

Windows Laboratory for the College of Education is housed in Schindler Education Center 123A. This instructional lab is equipped with 13 new Pentium computers each equipped with an internal zip-drive, CD-ROM, and multimedia speakers. The computers use software that accommodates all standard productivity needs including spreadsheets, database management, and word processing.

Both the Macintosh and Windows Laboratories are instructional labs in which classes are held. Reservations for individual users must be made at least one day in advance; a maximum of two hours may be reserved. Non-reserved computers are available on a walk-in basis when classes or workshops are not in session. A Sharp LCD projector allows for effective display of computer, laser disk, and video images.

The labs have software collections consisting of numerous N/K-12 grade non-networked educational packages. A directory of all programs is kept with the software in the cabinets in the lab. CD-ROM and laser discs are available for viewing and can be accessed from the circulation desk.

The goal of the **Technology Methods Lab (TML)** is to create and explore models for technology-rich K-12 classrooms. This is an environment where pre-service and professional teachers can gain experience with the use of computing technology for teaching and learning. The lab is not a general purpose computing lab, but an in-depth learning lab for innovative computing applications in the UNI teacher education curriculum. Ten iMAC desktop computers are available as well

as one Macintosh G3 presentation station. A Macintosh G3 server provides AppleShare IP services over a 100 base network infrastructure. Currently, the lab owns more than 150 different software titles relevant to various curricular areas. This teaching lab is housed in Schindler Education Center, Room 127/128.

The NASA Regional Teacher Resource Center, in Schindler Education Center, Room 222, houses a collection of videos, slides, audiocassettes, computer software, and lesson plans about NASA and aerospace education. Students, faculty, staff, Iowa teachers, and the general public may preview these materials in the center and make or request duplicates at minimal costs.

A collection of aerospace materials resides in the **Aviation Education Resource Center** appropriate for N/K-12 grade classrooms, undergraduate university classes, and other instructional purposes. The AERC is a part of a network of over 70 centers throughout the country which serve as distribution sites for educational materials furnished by the FAA. This center is also located within IRTS Schindler Education Center, Room 222.

Educational Opportunity Programs and Special Community Services

The University of Northern Iowa places a high priority on providing quality education to financially disadvantaged and minority students. To fulfill this commitment for all students, the University has established the Office of Educational Opportunity Programs and Special Community Services.

The Educational Opportunity Programs (EOP) are designed and coordinated specifically to meet our students' educational, social, and financial needs. A primary goal for the EOP staff is to provide supportive services to all project students, thus enhancing the successful completion of the student's college career.

The Educational Opportunity Programs and Special Community Services structure includes the following working components:

The Center for Academic Achievement provides the University community with a variety of supportive services that will enhance students' academic achievement and persistence toward graduation. Staffed by fulltime professionals and parttime student assistants, the Center focuses on the areas of math, writing, study/life skills, and community service involvement. The goal of the Center is to provide UNI students long-term, transferrable learning skills that can be used both in and out of the classroom. The Center also serves as a resource for faculty and staff as a support system for student learning.

The Math Lab provides individualized and small group instruction and practice in math and related disciplines.

The Writing Center offers individualized assistance to students in all aspects of the writing process within any academic discipline.

The course Academic Skills Achievement Program (200:180) provides University students of all majors the opportunity to provide a community service and tutor children/youth in a variety of educational settings.

The Center staff is also available to provide supplemental advising-type services to students needing additional help.

The Educational Opportunity Center program is an educational academic and counseling program which promotes post-secondary education in communities with large populations of low-income and first generation adults who are often unaware of education and career opportunities. Professional career and education counselors assist eligible adults to select a post-secondary institution or training program suited to their interests; assist clients with the completion of admission and financial aid applications; and provide academic development workshops (study skills, test taking, writing and basic reading, and

University Facilities and Educational Services

math skills). The Educational Opportunity Center program also coordinates job and college fairs, media promotion of education which provides education and career information for their communities. The Educational Opportunity Center program is located in the Center for Urban Education, 715 East Fourth Street, Waterloo, IA 50703.

All services are free of charge.

The **Educational Talent Search Program** is an educational counseling service designed to assist 1,300 students to continue in and graduate from high school and enroll in an educational program beyond high school. We also assist high school and college dropouts to return to an educational program.

Assistance is provided through counsel regarding the variety of opportunities for further schooling, help and information regarding admission and financial aid application processes, advice on career choices and appropriate post-secondary institutions, college tours, workshops, and tutoring. Students in 6th grade through age 18 are eligible to participate in the program. The Talent Search Program is located in the Center for Urban Education, 715 East Fourth Street, Waterloo, IA 50703.

The **Ronald E. McNair Postbaccalaureate Achievement Program** (McNair program) is designed to encourage low-income and first-generation undergraduate students, especially minorities, to consider careers in college teaching as well as to complete advanced degrees through effective preparation for doctoral study. Students who participate in the program are provided with academic enrichment programs that provide tutoring, academic counseling, summer internships, financial aid and admissions assistance, research opportunities, and a faculty-directed mentoring program.

The **Student Support Services (SSS) Program** was established at the University of Northern Iowa to provide services to low-income, first-generation, and disabled college students. Program services are designed to increase the retention and graduation rates of eligible students, and foster an institutional climate supportive of the success of low-income and first-generation college students and individuals with disabilities.

The primary goals of the UNI Student Support Services are:

- to identify and select project participants who meet eligibility requirements and demonstrate an academic need for project services in order to successfully pursue a post-secondary education program;
- to improve and/or maintain the academic performance level of each Student Support Services participant to equal and/or exceed the minimum level of performance required by the University for continued persistence and, ultimately, graduation from UNI; and
- to provide opportunities for participants to enhance their intellectual, cultural, and social development.

The Program offers a number of free services to achieve these goals, such as: academic advising and assistance with course selection; tutoring; career advising; assistance with educational and long-range planning; academic and cultural activities designed to enhance the students' personal and intellectual development; admission assistance for enrollment in graduate and professional programs.

The Student Support Services Program is located in the Student Services Center, Room 214.

The **University of Northern Iowa Center for Urban Education (UNI-CUE)**, located in the heart of the urban area of Waterloo, Iowa, is the University's community connection. As one of the components of the University's Educational Opportunity Program and Special Community Services (EOP/SCS), it represents the University's strong commitment to cultural diversity.

The Center for Urban Education's mission is to provide a positive environment for lifetime learning. Individuals may pursue and contin-



ue their educational goals and prepare for careers. UNI-CUE staff collaborate with other campus departments and community programs to match the center's resources with community needs. UNI-CUE fully embraces the concept of continuing and part-time education.

UNI-CUE houses a variety of programs including: Educational Talent Search (6th - 12th grade); Upward Bound (high school students); Educational Opportunity Center (19 years and up); and University courses for credit. Meeting the challenge of providing educational opportunities for people of all ages and races in a comfortable and confident learning situation, the center focuses on community needs. The various programs available benefit both the participants and University students who want to pursue field experience in the area of urban education.

The many opportunities provided by UNI-CUE's wide scope of programs show that UNI-CUE is maintaining and enhancing the University's commitment to life-long learning.

Classic Upward Bound and Upward Bound Math and Science are college preparatory programs designed to empower program participants with the academic skills and motivation necessary for students to be successful in high school and ultimately college.

Both programs serve students from low-income, first-generation families who demonstrate "potential for college" as measured by standardized tests, high school grades, and written recommendations from a school administrator, counselor, or teacher.

The Classic Upward Bound Program has two components, the academic year program and the summer enrichment program. During the academic year the Classic Upward Bound Program serves 75 students. This component focuses around the after-school Supplemental Instructional/Tutorials program where the students receive academic supportive services in their respective high schools. The academic year program also includes academic advising and counseling, career exploration, college tours, study skill development workshops, leadership conferences, and other activities.

During the summer component the Classic Upward Bound Program serves 60 students who spend six weeks of the summer at the University of Northern Iowa living in the dormitory. These students attend enrichment courses in Mathematics (algebra - pre-calculus), English (literature and composition), Science (biology - physics), Foreign Language (Spanish and French), Economics and Computer Science. In addition to their course work, students participate in cultural enrichment activities.

After a Classic Upward Bound student successfully graduates from high school, the Upward Bound graduate is enrolled in college classes in the University of Northern Iowa's summer session. All of these courses are transferrable to the college or university that the student will attend in the fall. These participants are housed in dormitories with other UNI college students during the summer.

The Upward Bound Math and Science Program serves 45 students from Iowa with a focus on Mathematics and Science. Like Classic Upward Bound, participants live in a college dorm at the University of Northern Iowa. Participants spend six weeks attending classes in Physics, Chemistry, Biology, Earth Science, Mathematics, Spanish, and Technical Writing. On weekends, participants are taken on field trips, where they see applications of Math and Science. During the Math and Science academic year follow-up, students are required to meet monthly with a mentor in their community and to complete two scientific projects.

The Classic Upward Bound Program accepts applications from students who have completed eighth grade or are currently enrolled in ninth, tenth, or eleventh grades in a Waterloo or Cedar Falls school. The Upward Bound Math and Science Program accepts applications from students from Iowa in ninth or tenth grades who are interested in Math and Science.

Inquiries regarding specific Educational Opportunity Programs and Special Community Services should be made to one of the following:

Center for Academic Achievement

214 Student Services Center, UNI, Cedar Falls, IA 50614-0387
(319) 273-2346; Fax (319) 273-2982

Educational Opportunity Centers UNI-CUE

715 East Fourth Street, Waterloo, IA 50703;
(319) 234-6819

Educational Opportunity Program

200 Gilchrist, UNI, Cedar Falls, IA 50614-0004;
(319) 273-6205; Fax (319) 273-2634

Educational Talent Search

715 East Fourth Street, Waterloo, IA 50703;
(319) 234-6819

Ronald E. McNair Postbaccalaureate Achievement Program

214 Student Services Center, UNI, Cedar Falls, IA 50614-0387;
(319) 273-2284; Fax (319) 273-2982

Student Support Services Program

214 Student Services Center, UNI, Cedar Falls, IA 50614-0388;
(319) 273-2719

UNI-CUE

715 East Fourth Street, Waterloo, IA 50703;
(319) 234-6819

Classic Upward Bound

715 East Fourth Street, Waterloo, IA 50703;
(319) 234-6819

Upward Bound - Math and Science

214 Student Services Center, UNI, Cedar Falls, IA 50614-0388;
(319) 273-2284

Inquiries not related to any specific area should be directed to the Associate Vice President for Academic Affairs, EOP/SCS, University of Northern Iowa, Cedar Falls, IA 50614-0004, (319) 273-6205. For more information regarding our programs, visit our EOP World Wide Web home page <http://www.uni.edu/vpaa/eop.html>.

Price Laboratory School

Located on the north edge of the campus, Price Laboratory School serves as a direct experience laboratory for professional education programs of the University. The school provides an educational program for a diverse student body in nursery school-kindergarten and grades one through twelve, including special education.

In addition to its role as a teacher education laboratory, the Laboratory School is widely recognized for its innovative and experimental programs, and for its work in research and curriculum development. The school is strongly committed to service to the elementary and secondary schools of the state, providing leadership through regularly sponsored conferences, workshops, and publications, and through its heavy involvement in the UNI program of extension and consultant services. The Laboratory School operates on an open-door policy; visitation and consultation are encouraged.

The Roy Eblen Speech and Hearing Clinic

This clinic offers speech and hearing services both to University students and others outside the University community. These clinical services form an integral part of the program of professional preparation in speech-language pathology and audiology. Majors in communicative disorders, speech-language pathology and audiology carry out clinical services under the supervision of the instructional staff of the University. Services offered include audiological evaluations, speech and language evaluations, and remediation for individuals with speech, language, and hearing problems.

UNI Child Development Center

Students, faculty, and staff of the University are eligible to enroll their children ages 6 weeks to 5 years in the UNI Child Development Center. Located on the lower level of the Price Laboratory School, the Center is a licensed child care facility offering full-time care to a maximum of 53 children in four classrooms. The Center operates on the University calendar, offering both academic year and summer programming.

The Child Development Center also serves as a field experience site for students in Early Childhood Education, as well as a model program for educators across the state. Certified teachers, assisted by University students, staff the multi-age classrooms. Innovative curriculum and research are additional goals of the Center, as well as the development of teacher education curriculum and evaluation procedures.

The Fine and Performing Arts at UNI

Facilities

Department of Art

Kamerick Art Building

The Kamerick Art Building, which houses all divisions of the Department of Art, was built in 1985. An award-winning structure that is based on an elegant modular plan, it is among the finest and most attractive art buildings in the country. Planned in consultation with one of the foremost authorities on health hazards in the arts, it is both functional and safe. Inside, more than 67,000 square feet is divided among studios, classrooms, administrative and faculty offices, Art Auditorium, ART/CAT Lab (computer lab), Visual Resources Center, Student Study Center, Art Store and the Gallery of Art. The building is connected to the Communication Arts Center and is in close proximity to the Strayer-Wood Theatre and Russell Music Hall. Together, these units define the geographic focus for the fine and performing arts on the UNI campus. The Kamerick Art Building also serves as the architectural end of the main east-west campus walk, terminating in the atrium of the building which leads to the bridge across Hudson Road to the UNI-Dome.

UNI Art Gallery and UNI Permanent Art Collection

On the first floor inside the Kamerick Art Building is the UNI Gallery of Art, a large professional exhibition space in which six to eight major art exhibitions and a number of smaller auxiliary shows are presented each year. Major attractions include the annual exhibition of work by Art Faculty in the fall semester and a competitive student exhibition in the spring. The Gallery also oversees the UNI Permanent Art Collection, which includes works by such prominent artists as Berenice Abbott, Josef Albers, Eugène Atget, Romare Bearden, John Buck, George Grosz, Philip Guston, and Jerry Uelsmann. These collections are complemented by a number of sculptural works across campus by such notable sculptors as Fletcher Benton, Walter Dusenberry, Dale Eldred and Roberta Lord, Janet Loftquist, and Cork Marcheschi. The UNI Gallery provides educational opportunities for students who would like to learn about arts administration and the operation of galleries through the university's Cooperative Education and Work Study Programs.

Computer Lab

The College of Humanities and Fine Arts Computer Lab, referred to as the ART/CAT Lab, is located on the second floor of Kamerick Art Building, adjacent to the graphic design studios. Used by students and faculty in all the arts, it offers a rich and impressive array of high tech equipment and software.

Art Store

The Department of Art has its own in-house store in Kamerick Art Building for the convenience of faculty and students. Supplies are ordered for all classes so that students are able to easily access the materials they need for their courses at UNI.

Department of Communication Studies

Lang Hall

UNI Performance Studies Studio in the newly renovated Lang Hall serves as both a teaching studio for performance studies classes and as a performance/rehearsal space for public performances based on social and cultural issues, oral histories, and traditional performances of literature. The 100-seat flexible black-box style studio is equipped with full light and sound support.

School of Music

Russell Hall

Russell Hall has been the home of the School of Music since 1962. The building contains a 600-seat auditorium, large choral and instrumental rehearsal halls, recording facilities, a music technology lab, office space for music faculty and staff, and over 40 practice rooms. In Spring of 2000, the School of Music expanded into the Gallagher-Bluedorn Performing Arts Center, creating additional space for School of Music students, faculty, ensembles, and concert events.

Department of Theatre

The Strayer-Wood Theatre

Constructed in 1978, the Strayer-Wood Theatre was the first theatre built in Iowa with public funds, acknowledging the state's responsibility to serve the campus and the community through the arts. The building features two fully equipped theatre spaces: a 500-seat convertible thrust/proscenium theatre and a black box (see "The Bertha Martin Theatre" below) as well as support spaces, an alternative performance space, classrooms and offices for the Department of Theatre and Theatre UNI. The university's student-performed plays, musicals and operas occur in the Strayer-Wood.

The Bertha Martin Theatre

A part of the Strayer-Wood complex, the Bertha Martin Theatre is a 125-seat flexible black-box style theatre with full light and sound support. Used primarily for public performances of plays and musicals, the theatre is also in heavy use as a rehearsal and training space for theatre classes. It was equipped and partially funded with a bequest from the students of Bertha Martin, the founder of the theatre program at the university.

The Gallagher-Bluedorn Performing Arts Center

The new \$23 million, 100,000 square foot complex, containing three state-of-the-art concert halls, seating 1600, 300, and 125 respectively, opened in April 2000. The premier arts center in Northeast Iowa will be home to UNI music ensembles, the Waterloo-Cedar Falls Symphony, and a major new visiting artist series featuring internationally acclaimed music, theatre, and dance ensembles.

The Great Hall is an acoustically excellent, multi-purpose performance hall seating 1600.

Two additional performance spaces include the Davis Recital Hall, a 300-seat acoustically excellent recital hall appropriate for concerts, lectures, and other presentations. Jebe Hall seats 125 for concerts and lectures and features a new 38 rank pipe organ.

Programs

Department of Art

Visiting Artists and Scholars Program -- Each year, the Department of Art invites to the UNI campus a number of prominent artists, designers, art critics, and art historians for the purpose of lectures and workshops. Through seminars, receptions, and other gatherings, students have the opportunity to exchange ideas with these guests, with the purpose of learning directly about contemporary trends, critical issues, and career alternatives. Over the years, dozens of nationally-known figures have participated in the Visiting Artists and Scholars Program.

Experiential Learning -- Art students have the opportunity to visit major exhibitions in nearby cities as part of their educational programs in the Department of Art. Past field trips have included visits to the Chicago Art Institute; the Nelson-Atkins Museum of Arts and the Kemper Museum of Contemporary Art in Kansas City; and *SOFA* (the Sculptural Objects and Functional Art exhibition) and the *Chicago Design Show* at the Merchandise Mart in Chicago. Students are also funded to attend national conferences affiliated with the student organizations in their emphasis areas: the National Art Educators Association, the National Council for Education in the Ceramic Arts, and the American Council on Design.

Annual High School Art Competition Day -- Each year, the Department of Art has a number of full-time, four-year scholarships to award to high school graduates planning on attending UNI. The scholarship portfolio reviews and applicant interviews take place early in April. Scholarship Competition Day also includes tours of Kamerick Art Building, opportunities to meet the faculty, and the chance to view the *UNI Student Art Competition Exhibition*. Lectures, demonstrations, and other special events provide a great deal of information about the programs and facilities of the Department of Art.

Magic Silver Photography Exhibition -- The *Magic Silver Photography Exhibition*, a national juried exhibition of photography held at UNI every two years, has, from its beginning, sought to provide a venue for the broadest range of photographic activity. A well-known figure in the world of photography is chosen to jury the exhibition, and \$2,000 in awards is allocated to the award recipients. The exhibition is a major event exhibited in the UNI Gallery of Art, with an accompanying catalogue.

Student Exhibition Opportunities -- Students are encouraged to exhibit their work in a variety of gallery spaces on campus, in addition to the UNI Gallery. These include *The Dean's Triangle*, the triangular area in the Communications Arts Center outside the office of the Dean of the College of Humanities and Fine Art; the *Maucker Union Expansion Gallery*; and the small experimental *In Use Gallery* in Kamerick Art Building. In addition, there are numerous exhibition cases on both floors of Kamerick Art Building for the exhibition of student work, as well as the Student Study Center.

Department of Communication Studies

UNI Interpreters Theatre is a co-curricular program in the Department of Communication Studies that involves students from across campus. In this performance group, we create and perform small-scale productions based on social and cultural issues, oral histories, and traditional performances of literature. Some of the subjects we have covered in the past include eating disorders, children's literature, rural farm families, and romance readers. Students do not need to have

prior performance experience to participate. For further information, contact Dr. Karen Mitchell in the Department of Communication Studies at (319) 273-2640.

U'n I Playback is an improvisational theatre group in which audience or group members tell stories from their lives and watch them enacted on the spot. Student actors, many of who have limited performance experience, "playback" these narratives through a variety of forms including scene work, pairs, fluid sculptures, and tableau stories. The group conducts workshops and public performances both off and on campus for a variety of organizations. For more information, contact Dr. Karen Mitchell in the Department of Communication Studies at (319) 273-2640.

Roaming Readers is a touring group of storytellers dedicated to promoting literacy among preschool and elementary-aged children. Students work independently to develop story hours and activities for after-school programs throughout the Cedar Falls/Waterloo community. For further information, contact Dr. Karen Mitchell in the Department of Communication Studies at (319) 273-2640.

School of Music

Undergraduate Programs -- The School of Music at UNI enrolls approximately 300 students in various degree programs. These students participate in a wide array of course offerings including music theory, music history, performing ensembles, and applied lessons. Undergraduate course programs, include the core curriculum (General Education Program) plus courses specific to the selected major in music. These degree programs range from 124-150 credit hours for completion. Majors in Music: Bachelor of Arts; Bachelor of Music in Performance; Bachelor of Music in Composition-Theory; Bachelor of Music in Music Education (Choral/General Emphasis); Bachelor of Music in Music Education (Instrumental Emphasis); Bachelor of Music in Music Education (Jazz Emphasis). Minors in Music: Minor in Music; Minor in Jazz Studies.

Graduate Programs -- The UNI School of Music awards graduate degrees (Master of Arts and Master of Music) with seven areas of concentration: Composition, Conducting, Jazz Pedagogy, Keyboard Pedagogy, Music Education, Music History, and Performance. Each degree requires a minimum of thirty semester hours in graduate-level courses for degree completion. Majors in Music: Master of Arts; Master of Music in Performance; Master of Music in Composition-Theory; Master of Music in Music Education (On-Campus Program); Master of Music in Music Education (Off-Campus Program); Master of Music in Music History; Master of Music in Conducting; Master of Music in Jazz Pedagogy; Master of Music in Piano Performance and Pedagogy.



Department of Theatre

In addition to a full curriculum of theatre classes, the Department of Theatre offers a full range of productions throughout the year. It normally produces drama, musicals, opera, theatre for young audiences, and original or experimental work.

Theatre UNI -- The production arm of the Department of Theatre, Theatre UNI produces a fully mounted 4-6 show season of work featuring student performers and technicians in the Strayer-Wood Theatre.

UNI Lyric Theatre -- A collaborative endeavor of the Department of Theatre and School of Music, UNI Lyric Theatre presents an opera or major musical production performed and built by students each year in the Strayer-Wood Theatre.

Sturgis Youth Theatre -- A collaborative endeavor of the Department of Theatre and the Cedar Falls Community Theatre, this program seeks to provide theatre education classes to and in the community and produce high quality theatre by and for young audiences off campus.

The Gallagher-Bluedorn Performing Arts Center

Visiting Artists -- Over twenty internationally acclaimed artists are presented each season in UNI's Gallagher-Bluedorn Performing Arts Center. Spanning from Broadway to baroque to the blues, the center hosts performances as well as educational residencies, allowing UNI students to interact with world stars.

Student Participation and Organizations in the Arts

Department of Art

All UNI students and staff are invited to participate in the programs of the UNI Gallery and the Visiting Artists and Scholars Lecture Program, which are free and open to the public. Students are also encouraged to enter the competitive student exhibition held in the Gallery in the Spring, at which a large number of awards are presented.

ARTS UNI -- All students are invited to join ARTS UNI, the Department of Art student organization sponsored by the UNI student government, and open to all students interested in organizing art-related events at UNI.

SAEA -- The Student Art Education Association allows Art Education majors in the Department of Art to interact with the Art Education faculty, the Iowa Art Education Association, and the parent National Art Education Association; to allow networking with student teachers and alumni teaching in the field; and to sponsor art education-related events at UNI.

Department of Communication Studies

UNI Performance Studies Program -- All university students and staff are invited to attend public performances in the UNI Performance Studies Studio, free of charge. Participation in productions is open to all UNI students and community members. Auditions are held at various times throughout the academic year. Those interested in non-performance participation are also needed for technical support. For further information, contact Dr. Karen Mitchell in the Department of Communication Studies at (319) 273-2640.

School of Music

Many music organizations and ensembles are open to all students by audition or application. Participation by non-music majors is encouraged. Credit is available to all who participate. Among the groups offered are: **VOCAL** -- Chamber Choir, Concert Chorale, UNI Lyric Theatre, UNI Singers, Varsity Men's Glee Club, Women's Chorus; **INSTRUMENTAL** -- Chamber Orchestra, Jazz Bands I, II, III, Panther Marching Band, Symphonic Band, Symphony Orchestra, Wind Symphony; **SPECIALTY GROUPS** -- Chamber Winds, Horn Choir, Jazz Combos, Northern Iowa Flute Choir, Percussion Ensemble, String Chamber Music, UNITUBA Ensemble, West African Drum Ensemble.

Department of Theatre

All university students and staff are invited to attend the productions in the Strayer-Wood and Bertha Martin Theatres at a nominal charge for tickets. Various ticket packages and season subscription arrangements are available at the beginning of the academic year. Theatre productions are often used in other university classes as experimental learning opportunities.

All productions of Theatre UNI and UNI Lyric Theatre are open to participation by any enrolled UNI student. Auditions are held early in the semester or at times publicized on the theatre Web site (www.uni.edu/theatre) and in the campus press. Students interested in non-performance participation can make a contribution in scenery and properties construction, costume and wardrobe, makeup and hair, lights and audio production, front of house, stage management, and the like by contacting the theatre office (319) 273-6386 or the production's director.

UNISTA -- The UNI Student Theatre Association is housed within the Department of Theatre and is composed of any students involved in theatrical production on campus; they need not be theatre majors or minors. It functions as an independent production organization that produces several small budget plays or musicals each year in the Strayer-Wood Theatre or other venues around the campus on an application basis.

Theta Alpha Phi -- A National Honorary Fraternity for students participating in theatre at UNI. This organization performs service projects around the community and hosts an annual awards and honors banquet commemorating the previous year's season.



The Gallagher-Bluedorn Performing Arts Center

The new GBPAC hosts over twenty internationally acclaimed artists each year, offering a culturally diverse palette of dance, theatre, jazz, classical, world music, spanning from STOMP and Penn & Teller to the Moscow Ballet in its 1600-seat main hall. Discounted tickets are available to UNI students. In addition, many visiting artists participate in educational residencies, interacting with UNI students in workshops and master classes. The center also provides experiential learning opportunities for UNI students in marketing, ticketing, stage production, and in-house management. For more information call (319) 273-3660.

Community Participation and Organizations in the Arts

Department of Art

The Department of Art takes its role as a proponent of the arts within the community very seriously. To this end, the Department actively interacts with community, statewide, and professional organizations, including the organization and presentation of a visiting artists and scholars lecture series that is free and open to both the University and the general communities; the presentation of joint projects and exhibitions between the UNI Gallery of Art and community organizations such as the Hearst Center for the Arts and Culture and the Waterloo Museum of Art; and faculty involvement in the organization of projects for community art organizations. In addition, faculty often serve as active members on boards, committees, and panels of local, state and national professional organizations.



School of Music

UNI Suzuki Program -- The UNI Suzuki School, founded by Martha Holvik in 1976, offers individual and group lessons in violin, viola, cello, and flute based on the Suzuki philosophy to 190 northeast Iowa students age 3 to 18. In addition, the school includes a clarinet class based on the Kinder-Klari method, several levels of theory classes, small ensemble sessions, and participation with visiting artists to the university community. The School provides annual individual and group recitals, and outreach performance opportunities; it also sponsors an advanced violin performance group "Fiddlesticks", the Northern Iowa Junior Orchestra (area string students in grades 6-8) and the Northern Iowa Youth Orchestra (area string students in grades 9-12). The School is also part of a collaborative effort with the Center City for the Arts in Waterloo to bring quality violin instruction to students in the urban neighborhood. This project is called Music Works and provides year-round scholarships and instruments to these youths. There are opportunities for UNI students to teach and observe.

UNI New Horizons Band -- Started January of 1999, this group gives an opportunity for those 50 years of age or older to take group lessons and play in band. This includes beginners, those who may have previously played or those who currently play a band instrument. There are opportunities for UNI students to be involved in teaching group lessons to members.

Northern Iowa Children's Choir -- The NICC was formed in January of 1997 in order to provide an additional choral experience for the students in the Cedar Valley area, to offer opportunities for the music education majors at UNI to work with children in a choral setting, and to serve as a model for teaching, conducting, and management for all UNI students. The members of NICC represent thirty different schools and range in age from those entering grade four to those completing grade eight. These students have been accepted into the choir through audition.

Department of Theatre

S.T.A.G.E., Inc. -- UNI's oldest community support organization and one of the nation's first community support organizations for an academic theatre program, was founded in 1978 as a way for the local community to recognize and support the contributions made by the theatre and its programs. It has supported visiting artists, scholarships, and theatre trips to London, Minneapolis, and Chicago. Over the years, it has provided volunteers, works of art for the theatres, and generous hospitality to the theatre's patrons.

The Gallagher-Bluedorn Performing Arts Center

Friends of the Gallagher-Bluedorn -- As the largest performing arts center in Northeast Iowa, the GBPAC offers students, faculty and community residents the opportunity to support programming and educational programs with membership in the Friends of the Gallagher-Bluedorn organization.

GBPAC Advisory Board -- The GBPAC is made up of an advisory board consisting of representatives from the community, UNI students, and faculty.

Degree Requirements

The University of Northern Iowa offers degrees at both the undergraduate and graduate levels. The graduate program is given in detail on pages 129 to 173. At the undergraduate level the University of Northern Iowa offers four traditional baccalaureate degrees: the Bachelor of Arts, the Bachelor of Fine Arts, the Bachelor of Music, and the Bachelor of Science. The external degree of Bachelor of Liberal Studies is also offered by UNI, and details of this unique degree program are given on page 48. Major goals in the programs leading to these degrees are the advancement of humane learning and the preparation of all students to cope intelligently, effectively, and reasonably with the complex and changing conditions of life in modern society. To attain these goals, while at the University students are expected to make significant progress toward:

1. understanding themselves and the society in which they live,
2. developing the ability to read, write, and speak their own language well and to appreciate its literature,
3. gaining an acquaintance with the literature of another language and the culture of its people, preferably in the original but certainly through the study of translations,
4. securing a thorough grounding in the history and cultural traditions of the modern world with a special sympathetic understanding for the economic, social, and political problems of our time,
5. acquiring an understanding of the principles and methods of the natural sciences and mathematics and the part they play in modern society,
6. developing the ability to perceive the values of the arts and derive an enjoyment from them,
7. acquiring a knowledge of how to care for their own health and physical environment and to take an intelligent interest in the health and welfare of the community in which they live, and
8. growing in the desire to secure knowledge.

To achieve these ends students are obliged to take a variety of courses drawn from among the arts, humanities, philosophy, mathematics, and language, and from among the biological, physical, and social sciences. Concentration in a major field enables students to engage in intensive study, to think for themselves, and to exercise discriminating judgment. It prepares the student for more advanced work if s(he) decides to go on to graduate school, or for immediate employment. This emphasis on the academic program is not to exclude the contributions made by other parts of the University life to the substantial development of a student's personality -- social and athletic activities, public speaking and dramatic arts, music, art, public affairs, or other programs.

The desired result of these degree programs is not an individual who conforms to society as it is or sees her/his own vocation within the narrow confines of the day-to-day occupation, but rather a person enriched in mind and spirit and so stimulated that this person will seek with eagerness to contribute to the benefit of the world in which s(he) lives. Such a program is desirable for all students whatever their future professions may be.

All credit hours stated in this catalog, for a program, assume students have **appropriate preparatory course work**. If a student's preparation is inadequate, additional course work may be necessary and may extend the length of the program and the time required to complete graduation requirements.

For those who plan to become teachers, additional work is required in professional education. This work seeks to enhance the student's interest in and commitment to teaching, to instill loyalty toward the profession, and to encourage the desire for continuous professional growth. The student acquires the skills, techniques, and understanding necessary to good teaching by studying current knowledge concerning the physical, emotional, and mental growth of children



and youth, the ways that they learn, and methods for guiding them to reach full potential. As part of her/his preparation, the student explores the mutual relationships and responsibilities of the teacher, the school, and the community.

The prospective teacher must also spend a significant part of her/his time in the area of learning chosen for concentration. The student's mastery of the subject matter of this area, its closely related fields, and the skills and professional dispositions needed to present it effectively are essential aspects of successful teaching.

The teacher preparation program requires more hours to complete than many of the other programs in order to include the necessary professional work and to approximate, as far as possible in a four-year period, the other major goals previously listed. Students completing the teacher preparation program are strongly encouraged to continue their education beyond the bachelor's degree.

UNI Grad Pact -- Four-Year Graduation

The University of Northern Iowa, in response to a student body that is diverse in experiences, talents, expectations, and goals, has developed a "pact" that is designed to assist students in completing an undergraduate degree within four calendar years of their initial freshman enrollment. Students may follow many paths to graduation, with dozens of majors and concentrations offered through five undergraduate colleges. In addition, special programs can be tailored to the needs and interests students bring to the campus or discover once they are here. Students who wish to participate in the four-year graduation plan must average from 16 to 18 credits per semester (one quarter of the applicable credits for their major each year) and will need to make academic and personal choices that will result in graduation within four years.

UNI's four-year graduation plan is called UNI Grad Pact. Students who enroll as freshmen with well-defined interests, in "pact-approved" majors, and who want to complete their undergraduate study as expeditiously as possible, are assured of being able to enroll in courses allowing graduation in four calendar years. UNI Grad Pact is an agreement between the University and those students who choose to participate in the plan.

Students accept responsibility for monitoring their own progress toward degrees and for making choices that will allow them to graduate within four calendar years. The University is responsible for maintaining systems of advising so that students can track their progress, and agrees to provide the needed courses or their equivalents.

The University continues to encourage breadth and exploration as essential parts of a university education. UNI Grad Pact is designed to assure that students are carefully guided in their course choices while still benefiting from the rich educational opportunities offered by the University. Those students who conclude that UNI Grad Pact does not meet their academic and/or personal goals are encouraged to develop, in consultation with their academic advisor, a plan and timetable for completing the courses in their major that will allow them to achieve their individual academic, career, professional, and personal aspirations. Those students who do not participate in the plan will still benefit from descriptions of recommended patterns of progress toward degrees and enhanced advising services that will be available to all students.

General Conditions

1. Students must enter the University as freshmen with appropriate high school preparation to begin a four-year graduation plan.
2. Students must sign up for UNI Grad Pact and declare their interest in a major that qualifies for the four-year plan.
3. Students are responsible for meeting deadlines and requirements of the pact. Therefore, students must regularly monitor their progress toward graduation. Such monitoring includes meeting each semester, in a timely manner prior to registration, with their academic advisor.
4. For courses required by the major and for graduation, students must accept any available section that can be accommodated in their course schedule and must register at their assigned registration time.
5. Students must be admitted and remain in good academic standing to the colleges and departments which offer their major.
6. Students may change majors and remain in the program if, at the time the student decides to make the change, he or she can still meet the requirements of the new major and graduate within the four calendar years. Students may enroll in an additional major or in programs leading to additional licensing and certification, and remain in UNI Grad Pact, if they can complete these additional requirements and those of their first major within the four calendar years. Students must see their academic advisor in a timely manner in order to accomplish these changes or additions.
7. Students must accept responsibility for timely annual application for all necessary financial assistance.
8. Students must complete a minimum of one quarter of the applicable credits for their major each year (including summer sessions).
9. If, after working with their advisor, it appears that graduation may be delayed due to unavailability of a course, students must notify the Office of the Provost, Associate Vice President for Academic Affairs, in writing prior to the beginning of classes in the term in which the course would be needed.

If the student meets all the conditions of the four-year plan but is unable to graduate due to the unavailability of a course, the University will offer one of the following:

- A. Allow the student to graduate in four years by substituting a different course or an independent study assignment, as determined by the department and the college offering the student's major.
- B. Allow the student to graduate in four years by waiving the requirement to be met by the unavailable course, as determined by the department and college offering the student's major.

- C. Allow the unavailability of a course to delay the student from graduating in four years, in which case the University will waive UNI tuition and mandatory fees for this course in order for the student to graduate within the next year.

These procedures will be the exclusive remedy for the four-year plan (UNI Grad Pact) agreement. The University is under no obligation to provide one of these adjustments unless the student submits a written request for an accommodation to the Provost prior to the beginning of classes in the last term of the student's four-year plan.

Undergraduate Curricula

Bachelor of Arts Degree

Two programs leading to the Bachelor of Arts degree are available.

- A. **Bachelor of Arts – Teaching Program** -- 130 semester hours
Note: Programs requiring more than 130 semester hours (see major requirements) are identified as extended and may include up to 154 semester hours.

On this program students are prepared as:

1. Secondary teachers of art, business education, communications, geography, English, foreign languages, health, industrial arts, mathematics, music, physical education, science, social science subjects (economics, history, etc.), and speech.
2. Special teachers of art, industrial arts, music, physical education, special education, and speech correction.
3. Early childhood and elementary teachers, kindergarten through sixth grade.
4. Middle School/Junior High School teachers in various areas of instruction.

- B. **Bachelor of Arts** -- 124 semester hours

On this program students are prepared in the following areas:

1. Liberal Arts -- art, business, communications, computer science, criminology, design, family and consumer sciences, English, foreign language, industrial arts, mathematics, music, philosophy, physical education, psychology, speech, social science, social work, science, and theatre.
2. Program for Registered Nurses.

A student certified or licensed as a registered nurse (R.N.) may be recommended for a Bachelor of Arts degree with a major in General Studies in accordance with the following provisions:

- a. A student who has taken the work required for certification or licensure, including the successful completion of required agency examinations, will have 34-45 semester hours accepted for transfer to apply on the bachelor's degree. Such work may have been earned in a two-year associate degree program or in an approved hospital diploma program.

These hours of transfer work may be affected by a general University requirement that a maximum of 65 semester hours may be accepted from a two-year institution. The 34-45 semester hours of transfer credit for R.N. certification is considered part of this limit. Thus, a student who has earned more than 20 semester hours of other two-year college credit may not be able to use all of the nursing credits for graduation requirements. Such individuals should consult the Director of Admissions concerning the application of this requirement in her/his situation.

Degree Requirements

- b. Eleven of the total number of semester hours accepted as advanced standing for R.N. certification are applied to General Education requirements in the areas of biology, chemistry, and social science. Specifically, the 11 hours would be dispersed in the following way:

Category III. Natural Science and Technology

(a) Life Sciences -- 3 hrs.

(b) Physical Sciences -- 3 hrs.

Category IV. Social Science

(a) Group A (1 course) -- 2-3 hrs.

(b) Group B (1 course) -- 2-3 hrs.

1 course from Group A, B, or C is required.

The student will be held to courses required in the remaining General Education categories.

- c. The student shall complete a minimum of 15 hours of 100-level courses from each of two of the five colleges for a total of 30 hours. The student's program will be planned in consultation with the Individual Studies Program Administrator.
- d. As an alternative to item "c", the student may complete the requirements for a major offered by any department and graduate with a Bachelor of Arts in the chosen major.
- e. A student may not earn duplicate credit for courses taken at another institution and judged to be equivalent.
- f. The student shall earn enough credit in elective courses to have a total of 124 hours of academic credit.
- g. This program is under the jurisdiction and general supervision of Individual Studies. Students entering this program will confer with the Program Administrator.
- This degree program is not recommended for students intending to work in nursing education at the collegiate level, in such areas as public health, or psychiatric nursing, nor those for whom the primary intention is graduate work in nursing.
3. Joint Programs

Students interested in one of the following professional programs may complete the basic work on the University of Northern Iowa campus and transfer to UNI a year's credit from the professional school to complete the requirements for a Bachelor of Arts degree at UNI:

Cytotechnology

Dentistry

Hospital and Health Administration

Medicine

Medical Technology

Physical Therapy

A student shall complete at UNI all the requirements in General Education (47 semester hours) and the requirements for a major in Biology and have a total of at least 92 semester hours at UNI. The professional courses transferred must bring the total hours to at least 124 semester hours. Credit is accepted only from professional schools which are fully accredited.

The student must know the requirements for entrance to the professional school so as to be able to take at the University of Northern Iowa the work required for admission while at the same time meeting UNI degree requirements. The student will work with a pre-professional advisor who will help in the selection of proper courses.

- a. Acceptance of credit from professional schools of dentistry, medicine, osteopathy, and podiatry toward meeting part of degree requirements:

A student who has completed three years or more of college work with a minimum of 92 semester hours, of which at least the last 30 hours of work was completed at the University of Northern Iowa before admission to an accredited professional college, may use professional credit to satisfy the remaining hours required for the baccalaureate degree at the University of Northern Iowa. The student shall have completed all of the specific requirements for the degree as well as the requirements of an appropriate major at this University.

- b. Acceptance of credit from a professional school of Medical Technology, Physical Therapy or Cytotechnology toward meeting part of degree requirements:

A student who has completed three or more years of college or university work with a minimum of 92 semester hours, of which at least the last 30 hours of work was completed at the University of Northern Iowa before admission to an approved school of Medical Technology, Physical Therapy, or Cytotechnology may use professional credit to satisfy the remaining hours required for the baccalaureate degree at the University of Northern Iowa. The student shall have completed all of the specific requirements for the degree, as well as the requirements of an appropriate major at this University.

C. Other Programs

1. Pre-professional --

Suggested programs are available for those planning to complete programs in Medicine, Dentistry, Osteopathy, Podiatry, Law, and Engineering. These program guides may be requested from the Admissions Office.

2. Physics/Engineering Dual-Degree Program --

Qualified students may pursue a dual degree program leading to a B.S. Applied Physics degree from the University of Northern Iowa and a B.S. Engineering degree from Iowa State University or the University of Iowa. For details, please refer to the section of this catalog under Physics, Bachelor of Science Degree Programs, Applied Physics/Engineering Dual-Degree Major.

3. Cooperative Programs --

a. Two-Year Cooperative Nursing Program with the University of Iowa. Through a cooperative arrangement between the University of Northern Iowa and the College of Nursing at the University of Iowa, students may enroll at the University of Northern Iowa for the first two years of the four-year Bachelor of Science in Nursing program. The program is completed at the University of Iowa and the degree awarded by that institution. A carefully planned sequence of courses, covering two academic years, has been developed for students who find it advantageous to begin the four-year baccalaureate program at UNI. Students who complete the two-year sequence with at least a 2.20 grade point average on all college work undertaken may apply for admission to the College of Nursing, University of Iowa, for five academic semesters of study in the nursing major. Upon completion of the major, graduates may write the examination for Registered Nurse licensure.

At the University of Northern Iowa students complete two years of coordinated studies. These courses include work in general education along with introductory and basic science courses. Program details are available from the Dean of the College of Natural Sciences.



During the first semester of the sophomore year students who have earned the required 2.20 grade point average will submit an application to the University of Iowa for admission to the College of Nursing. The Admissions Committee of the College of Nursing reserves the right to select those students for the summer session course in Foundations of Nursing who are deemed most likely to succeed in the nursing major. Tentative admission statements will be given to qualified students by April, with final admission statements reserved until sophomore grades are certified by the University of Northern Iowa.

- b. **Cooperative Nursing Program with Allen College.** The University of Northern Iowa offers the general education component of the Bachelor of Science in Nursing Degree offered by Allen College.
- c. **Three-year Program in Medical Technology.** The University of Northern Iowa cooperates with St. Luke's Hospital in Cedar Rapids and University of Iowa Medical School in Iowa City, to offer the first three years of work; St. Luke's Hospital in Cedar Rapids and University of Iowa Medical School in Iowa City offer the fourth year.
- d. **Three-year Program in Cytotechnology.** The University of Northern Iowa cooperates with Mayo School of Health-Related Sciences, Rochester, Minnesota, to offer the first three years of work with the Clinic at Mayo offering Cytotechnology in the fourth year.
A student who expects to transfer to another institution should declare her/his special interest at the time of admission. The student will be assigned to an advisor who is familiar with the type of program being sought. Before seeing her/his advisor for the first time, the student should secure a current copy of the catalog of the school to which the transfer is planned.
4. **Army Reserve Officers' Training Corps (ROTC)**
 - a. **The Four-Year Program.** The Army ROTC Four-Year Program consists of two parts: the Basic Course and the Advanced Course.

The Basic Course is usually taken during the freshman and sophomore years. Students taking a Basic Course

class do not incur a military service obligation (except for scholarship students). The Basic Course teaches the student leadership, oral and written communication skills, survival skills, and basic soldier skills. There is no prerequisite that the basic courses be taken in sequence, however, a student must complete the basic course or the equivalent (see paragraph b. below), before progressing into the advanced course.

The Advanced Course is usually taken during the junior and senior years. Students enrolled and contracted in the Advanced Course will incur a military obligation (either active or reserve). The Advanced Course teaches the student about small unit tactics, leadership, ethics, management of military organizations and resources, as well as military law. The Department of the Army will pay all contracted cadets up to \$2,000 a year during the last two years of the program.

- b. **Accelerated Program.** The accelerated program is designed specifically to fill the needs of the students who did not take Army ROTC during the first two years. Placement credit for the basic course may be obtained in several ways. The most common methods are prior military service, enlisted basic training, or successful completion of a six-week summer ROTC basic camp.
- c. **The Simultaneous Membership Program.** The Simultaneous Membership Program (SMP) allows contracted cadets to be members of the Iowa Army National Guard or the Army Reserve and Army ROTC simultaneously.

ROTC SMP cadets are paid at the rate of a Sergeant (E-5) for their one weekend a month training assemblies, plus up to \$2,000 a year subsistence allowance from the ROTC Advanced Course, and New G.I. Bill educational assistance benefits. Many ROTC SMP cadets also qualify for the Student Loan Repayment Program.

- d. **ROTC Scholarships.** U.S. Army ROTC three- and four-year scholarships are available. They cover up to \$5,000 per year toward tuition and required educational fees at UNI, and provide \$225 per semester for textbooks, supplies, and equipment.

Army ROTC scholarships also provide a subsistence allowance of up to \$2,000 for each school year that the scholarships are in effect. Winning and accepting an ROTC scholarship does not preclude accepting other scholarships. Additional ROTC scholarship information is contained on page 21.

- e. **Military Science Minor.** The Department offers a minor in Military Science. Requirements for the minor are 24-30 hours and include Military Science courses as well as elective courses. More information is contained on page 103.
- f. **Additional Information.** Additional information regarding the U.S. Army ROTC program is contained under the section titled Military Science, on page 103. The specific courses offered by the Department of Military Science are listed under the Department of Military Science on page 176. For additional information, write to the University of Northern Iowa, Department of Military Science, Cedar Falls, IA 50614-0142; come in person to West Gym (Room 203), UNI campus; or call the Student Advisor at (319) 273-6178 or (319) 273-6337. Please visit our website <http://www.uni.edu/armyrotc>.

Bachelor of Arts -- Liberal Arts Curricula

All candidates on this program will complete the following pattern:

	Semester Hours
General Education	Minimum 47
Major, Minor, Foreign Language, Electives	77
Minimum	124

Not later than the beginning of the sophomore year each student enrolled on this program will choose one major from the list below. A knowledge of a foreign language is required or recommended for several majors. Specific information regarding the foreign language requirements will be found with the departmental listings. It is recommended that the student include in her/his electives a course in the literature of some language or languages other than English (in translation if not in the original).

Majors and Minors

Specific requirements for the various majors and minors will be found with the departmental listings.

Majors

Accounting
 American Studies
 Anthropology
 Art
 Asian Studies
 Athletic Training
 Biology
 Biology: Ecology and Systematics Emphasis
 Biology: Biomedical Emphasis
 Biology: Environmental Emphasis
 Biology: Microbiology Emphasis
 Biotechnology
 Chemistry
 Chemistry-Marketing
 Communication
 Communication/Electronic Media
 Communication/Public Relations
 Communicative Disorders
 Computer Information Systems
 Computer Science
 Criminology
 Earth Science
 Earth Science: Interpretive Naturalist Emphasis
 Economics
 English
 European Studies
 Family Services
 Finance
 French
 General Studies
 General Studies for Registered Nurses
 Geography
 Geography: Environmental Emphasis
 Geology
 Geology: Environmental Science Emphasis

German
 Graphic Communications
 Health Promotion
 History
 Humanities
 Individual Studies
 Inter-American Studies
 Interior Design
 Leisure Services
 Management
 Management Information Systems
 Marketing
 Mathematics
 Mathematics--Applied
 Mathematics--Statistics and Actuarial Science
 Modern Languages Dual Major
 Music
 Philosophy
 Physical Education
 Physics
 Physics: Environmental Emphasis
 Political Communication
 Political Science
 Psychology
 Public Administration
 Real Estate
 Russian
 Russian and East European Studies
 Social Work
 Sociology
 Spanish
 Study of Religion
 Teaching English to Speakers of Other Languages (TESOL)
 Technology Management
 Textile and Apparel (TAPP)
 Theatre

Minors

Accounting
 Accounting-Business
 American Ethnic Studies
 Anthropology
 Art
 Asian Studies
 Astronomy
 Biology
 Business Communication
 Chemistry
 Coaching
 Communication
 Communication/Journalism
 Communication/Public Relations
 Comparative Literature
 Computer Information Systems
 Computer Science
 Criminology
 Dance
 Design, Family and Consumer Sciences
 Earth Science
 Economics
 Educational Technology
 Electrical and Electronics Technology (EET)
 English
 Environmental Studies
 Ethics
 Family Studies
 Financial Services
 Financial Services-Business
 French
 General Business Concepts
 General Industry and Technology
 Geography
 Geology
 German
 Graphic Communications
 Health Promotion
 History
 Humanities
 Inter-American Studies
 International Affairs
 Jazz Studies
 Leadership Studies
 Leisure Services
 Marketing
 Mathematics
 Media
 Meteorology
 Military Science
 Music
 Natural History Interpretation
 Philosophy
 Physics
 Political Science
 Portuguese
 Psychology
 Real Estate
 Real Estate-Business
 Religion
 Russian
 Russian and East European Studies
 Sociology
 Spanish
 Statistics and Actuarial Science
 Teaching English to Speakers of Other Languages (TESOL)
 Textile and Apparel
 Theatre
 Women's Studies
 Writing
 Youth Services Administration

Bachelor of Arts -- Teaching Program Curricula

All candidates on this program will choose one of the following patterns not later than the beginning of the sophomore year.

Note: Teaching majors entering UNI in Fall 1995 or later must select courses from **both** physical and biological sciences to complete Category III in the General Education program. The Iowa Department of Education requires students to complete this course work in order to obtain a teaching license.

A. Preparation for teaching in the secondary school or in special subjects.

	Semester Hours
General education	Minimum 47
Professional Education Requirement	32
Major, minor, electives	51
	130

B. Preparation for teaching in the elementary school (kindergarten and grades 1-6).

	Semester Hours
General education	Minimum 47
Professional Education Requirement	33
Major requirements	31-33
Concentration area and electives	17-29

- C. Preparation for teaching in early childhood education (pre-K through grade 3).

	Semester Hours
General education	Minimum 47
Professional Education Requirement	33
Major requirements	37
Other requirements and electives	13
	130

Professional Education Requirements

All candidates for the Bachelor of Arts--Teaching Program are required to take the courses in professional education and a minimum of one departmental methods course. In addition, all candidates must be admitted to the Teacher Education Program. Admission procedures are initiated at a required orientation session during Level I of the Professional Education sequence.

	Semester Hours
220:150 Meeting the Needs of Diverse Learners in Classrooms	2
240:020 Educational Media or	
240:031 Educational Media and Classroom Computing ...	2-3

Level I

200:017 Field Experience: Exploring Teaching	1
200:030 Dynamics of Human Development	3

Level II

(Before enrolling in Level II, the student must be at least provisionally admitted to the Teacher Education Program.)

200:128 Field Experience: Teacher as a Change Agent	1
200:148 Learning and Instruction in Classroom Contexts ...	3
250:150 Classroom Evaluation Instruments	2

Level III

(Before enrolling in Level III, the student must be fully admitted to the Teacher Education Program.)

260:119 Schools and American Society	3
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Student Teaching

(Before enrolling in Student Teaching, the student must be fully admitted to the Teacher Education Program.)

280:070 Human Relations: Awareness and Applications Corequisite - 280:1xx	3
280:1xx Student Teaching (Course number denotes area in which experience is gained: 280:132, 134, 135, 137, 138, 139, 140, 250) Corequisite - 280:070	12 32-33

Professional Education Waivers/Substitutions

1. Industrial Technology majors will be waived from 240:020. A student changing majors (from Industrial Technology) would be required to complete 240:020.
2. Physical Education majors may substitute 420:174 for 250:150. A Physical Education major carrying an academic minor or changing majors (from Physical Education) would be required to complete 250:150.
3. Physical Education majors will be waived from 220:150. A Physical Education major carrying an academic minor or changing majors (from Physical Education) must complete 220:150.
4. Music Education majors will be waived from 250:150. A Music Education major carrying an academic minor or changing majors (from Music Education) must complete 250:150.

5. Music Education majors will be waived from 240:020. A Music Education major carrying an academic minor or changing majors (from Music Education) must complete 240:020.
6. Special Education majors will be waived from 220:150.
7. Art Education majors will be waived from 240:020.
8. Health Education, Special Education, and Music Education majors will be waived from 200:086.

Admission to the Teacher Education Program

Application for Admission to the Teacher Education Program must be made before enrolling in the Level II courses. At that time the student must also fulfill any additional requirements as prescribed by the Council on Teacher Education.

To be admitted to the Teacher Education Program, a student must:

1. Declare a major;
2. Have earned at least 24 semester hours of credit;
3. Have earned at least a 2.50 grade index in all course work;
4. File the Application for Admission to Teacher Education in 159A Schindler Education Center;
5. Have completed the speech and hearing evaluation;
6. Have completed College Reading and Writing (620:005) or the equivalent;
7. Have completed Oral Communication (48C:001) or the equivalent;
8. Passed the required basic skills test.

In approving admission, the University gives special consideration to the scholarship, health, character, personality, and leadership potential of the applicant for a teaching curriculum. Under exceptional circumstances, provisional admission may be granted to students, but all requirements for full admission are to be completed by the end of Level II.

Information concerning fee payments for tests, registration procedures, and test dates are available by contacting Academic Advising Services, Student Services Center 125, UNI, (319) 273-6023 or the Director of Teacher Education, 159A Schindler Education Center, UNI, (319) 273-2265.

Field and Clinical Experiences

At the University of Northern Iowa experiences in teaching and the observation of teaching are an integral part of the teacher education curriculum. The emphasis on experimentation and creative approaches gives the student insight into turning theory into practice. The professional laboratory experiences include field experiences and participation, with supervised observations, that culminate in the actual period of student teaching in the senior year.

Supervised observations give the student an opportunity to see the teaching-learning operation without becoming involved in the ongoing activity itself. In the field experience and participation experiences, the student takes an active part under direction and guidance in the teaching-learning situation or other community activities.

Student involvement in all of the field and clinical experiences in teacher education is vital to the preparation of the prospective teacher. Observation and participation experiences are provided through specific courses in the Professional Education Program and through individual departments offering teaching majors. These experiences give the student the background needed to make professional course work and student teaching more meaningful.

Student Teaching

Student teaching is a period of guided teaching which is a full semester in length. During this time, the student assumes increasing responsibility for the teaching-learning activities in the classroom. The student receives twelve (12) semester hours of credit for student teaching, evaluated on a credit/no-credit/withdrawal system, and three (3) semester hours of graded credit for Human Relations (see page 45.) Interinstitutional student teachers who enroll at UNI, including those on the Regents' Universities Student Exchange Program, may be evaluated on a graded basis (e.g., A, B, C, D, F) upon written request at the time of application from the Registrar of the home institution. Students are required to enroll in 280:070 concurrently with student teaching. Students who elect to student teach out-of-state or internationally are required to take Human Relations prior to the student teaching semester.

To be admitted to student teaching, a student must demonstrate:

- a. **FULL admission to the teacher education program;**
- b. **a cumulative GPA of 2.50 or higher on work at all colleges and universities;**
- c. **a UNI GPA of 2.50 or higher;**
- d. **a 2.50 GPA in the academic major or department approval;**
- e. **a GPA of 2.50 or higher in courses completed in the Professional Educational Program; and**
- f. **completion of all methods courses listed as prerequisites for student teaching with a grade of C (2.00) or higher as well as other departmental requirements.**

Final student teacher assignment is based upon fulfillment of all established requirements and availability of placement.

Exit Requirements

To be recommended for teaching licensure in Iowa, a student who graduates from the UNI Teacher Education Program must satisfactorily complete the major and/or minor and the teacher education requirements, complete course work in both the biological and physical sciences, have an overall GPA of 2.50 and a cumulative UNI GPA of 2.50, and pass additional exit requirements as may be prescribed by the Council on Teacher Education. A student not meeting these requirements may graduate but will not receive recommendation for licensure.

Exit tests may be prescribed by the Council on Teacher Education or by the College of Education. (The National Teacher Examination, as well as the Pre-Professional Skills Tests (PPST), are now required to be taken by teacher education graduates to meet licensure requirements in some states. Neither is required in the State of Iowa.) Information concerning fee payments for tests, registration procedures, and test dates are available by contacting Academic Advising Services, Student Services Center 125, UNI (319) 273-6023.

For additional information on teacher licensure, see page 52.

Majors and Minors -- Teaching

Elementary majors may choose either a University approved endorsement minor or a 24-hour area of concentration (see pages 76-77 for possible choices).

Each student preparing to teach in the secondary school or in a special subject will choose a major not later than the beginning of the sophomore year. The student will also select at least one minor if a minor requirement is indicated under the description of the chosen major. Even if not required, a student may select a second major or one or more minors.

Approved majors and minors will be chosen from the fields listed below.

Majors

Anthropology
 Art Education
 Biology
 Business
 Chemistry
 Communication -- Theatre
 Early Childhood Education
 Earth Science
 Elementary Education
 English
 French
 Geography
 German
 Health Education
 History
 Mathematics
 Middle Level Education
 Modern Languages Dual Major
 Physical Education

Physics
 Political Science
 Psychology
 Science:
 Environmental/Conservation
 Education Emphasis
 Science: Plan A--Junior High
 School Science
 Science: Plan B--All Sciences
 Social Science
 Sociology
 Spanish
 Special Education--Mental
 Disabilities:
 Moderate/Severe/Profound
 Teaching English to Speakers of
 Other Languages (TESOL)
 Technology Education
 TESOL/Modern Language

Minors

Anthropology
 Art
 Art (K-6)
 Basic Science (K-6)
 Biology
 Business
 Chemistry
 Communication -- Theatre
 Communication -- Theatre (K-6)
 Early Childhood Special
 Education
 Earth Science (K-6)
 Economics
 Elementary School Media
 Specialist (K-6)
 English
 English/Language Arts (K-6)
 French
 Geography
 German
 Health Education

History
 History (K-6)
 Library Media Specialist
 Mathematics
 Mathematics (K-6)
 Modern Languages (K-6)
 Physical Education--Elementary
 Teaching
 Physics
 Political Science
 Psychology
 Reading Education (K-6)
 Russian
 Secondary Reading
 Social Studies (K-6)
 Sociology
 Spanish
 Special Education
 Teaching English to Speakers of
 Other Languages (TESOL)
 Technology Education

Bachelor of Fine Arts Degree

The program available under this degree is a major in Art, with an emphasis in any one of eight studio areas, offered by the Department of Art. A minimum total of 130 semester hours is required for the degree. The BFA degree program is designed to provide professional career training in the following studio emphases: ceramics; drawing; graphic design; jewelry/metals; painting; photography; printmaking; and sculpture.

Bachelor of Fine Arts Degree Curricula

Candidates for the Bachelor of Fine Arts degree will complete the following pattern of work:

Art Major	Semester Hours
General Education .....	.47
Major Requirements .....	.77
General Electives .....	.6
	130

The Bachelor of Fine Arts degree is generally recognized as the professional undergraduate degree in the visual arts. Students are required to pass a portfolio review before they are formally admitted to the Bachelor of Fine Arts Program in the Department of Art. Candidates for this degree are also required to present an exhibition of



their creative works demonstrating competency in the studio arts in their senior year. (See Department of Art, page 64, for detailed information about this program.)

The Bachelor of Fine Arts degree in Art does not provide for licensure to teach; additional hours are necessary to meet licensure requirements.

Major
Art

Bachelor of Music Degree

Majors in this degree program have the choice of an educational major or two professional majors. The Music Education major carries licensure to teach music in grades K-6 and 7-12. The Performance major with emphases in voice, piano, organ and band-orchestral instruments, and the Composition-Theory major are professional programs designed to prepare students for careers as artists-performers or composers, or for entrance to graduate schools where further excellence in a performance area might be pursued. Students earning the Bachelor of Music degree are prepared as performers, college teachers, and in all areas where a high degree of music or performing skill is required.

Bachelor of Music Degree Curricula

All candidates for the Bachelor of Music degree will complete a pattern similar to the following:

	Semester Hours
General Education	44
Music requirements (applied, theory, history and literature, conducting, ensembles, recital, composition, electives) ...	66-82
General electives/professional sequence*	0-34
	130*

The following majors are offered on this degree program:

- Composition-Theory -- 79-82 hours
- Music Education (Teaching) -- 66 or 76 hours
- Performance (Voice, Piano, Organ, Band-Orchestral Instruments) -- 80 hours

*Music Education majors must also complete the Professional Education Requirements (see page 45). The minimum semester-hour requirements vary with the specialization chosen. The Music Education major carries licensure to teach in grades K-6 and 7-12. (A course in human relations is also required for licensure to teach.)

The approval of the faculty, and the Associate Director of the

School of Music must be secured before a student is admitted formally to this degree program. All students who have been admitted to the school and wish to pursue a music major curriculum must undertake a common core of required courses during the freshman year. During the second semester of the freshman year an extensive evaluation of each music major will be conducted. In addition to the entrance audition required of all students who intend to major in music, transfer students are required to take a placement exam in music theory or start with level I in Theory, Aural Training, and Sight Singing. The music faculty will evaluate the performance in these areas to determine School of Music admissibility for each transfer student.

Participation in a performance organization such as band, chorus, orchestra, and other ensembles, is required of all degree students every semester in residence.

(See the School of Music, page 107, for additional information.)

Majors

Composition-Theory
Music Education
Performance

Bachelor of Science Degree Curricula

The Bachelor of Science degree should be elected by those students who are preparing for careers in areas where effective application of knowledge and training requires a higher degree of concentration in subject matter and cognate areas, particularly in advanced-level course work. This degree is especially appropriate for students planning post-baccalaureate study in graduate or professional schools.

Majors for the Bachelor of Science degree include: Applied Physics, Biology, Chemistry, Computer Science, Construction Management, Dietetics, Electro-Mechanical Systems, Geology, Manufacturing Technology, and Physics.

Requirements include:

1. A minimum of 56 hours in the subject and cognate areas with:
 - a. at least 36 hours in the subject area;
 - b. at least one 100-level course in cognate areas.
2. The completion of undergraduate research or internship carrying 1-2 semester hours of credit applicable to either the subject or cognate area(s). This project should result in the completion of a written report. The major department must certify to the Registrar that the research requirement has been met before the degree is granted.
3. The completion of the General Education requirements selected from courses included in the six General Education categories.

Since this degree assumes a higher degree of concentration in subject matter, a major leading to this degree will ordinarily require at least eight 100-level semester hours of credit more than an identically named major leading to a Bachelor of Arts degree.

Majors

Applied Physics	Dietetics
Biology	Electro-Mechanical Systems
Chemistry	Geology
Computer Science	Manufacturing Technology
Construction Management	Physics

Bachelor of Liberal Studies Degree

The Bachelor of Liberal Studies (BLS) Program is offered by the three Iowa Regents' Universities: University of Northern Iowa, Iowa State University, and the University of Iowa. The purpose of the BLS is to offer educational opportunities to those students who are unable to attend college as full-time, on-campus students. Students may complete the degree at their own pace without attending on-campus courses. Students often use correspondence study and other distance learning opportunities to earn credit.

Admission to the Program: Each student entering the program must have earned:

1. an Associate of Arts degree from an accredited, two-year college, or at least 62 semester hours of college credit acceptable toward graduation at UNI, and
2. a minimum 2.00 grade point average.

Total Credit Requirements: A total of at least 124 semester hours of credit, including transferable credit earned, is required for graduation. The total must fulfill the following specifications:

1. 45 semester hours of credit earned at four-year colleges in courses defined as "upper-level" at the colleges in which courses are taken. At The University of Northern Iowa upper-level courses are those numbered 100 and above.
2. at least 32 hours of credit earned in the junior and/or senior years in courses at UNI. This total may include nonresidence credit.

General Education Requirements: Students must meet the basic undergraduate core requirements as specified and determined by the policies of the degree-granting institution.

Program Distribution Requirements: To insure sufficient breadth of study, each student's program must include, in addition to the credit used to fulfill the general education requirements previously stated, a minimum of 12 semester hours of credit in each of the three (3) areas selected from the following list. Of the total 36 semester hours of credit applied to fulfill this requirement, 24 semester hours must be in upper-level credits as defined by the institution in which the courses are taken, with at least 6 semester hours of upper-level credits in each of the three areas chosen.

- a) Humanities
- b) Communications and Arts
- c) Natural Sciences and Mathematics
- d) Social Sciences
- e) Professional Fields (such as Business, Design, Family and Consumer Sciences, Social Work, Education)

Information and details regarding admission to the BLS program, evaluation of prior academic work, program advising, and declaration of major may be obtained from Continuing Education Credit Programs, SHC 132, Cedar Falls, IA 50614-0223. Students may also call the BLS advisor toll free at 1-800-648-3864 or (319) 273-7740. Students are also encouraged to visit the BLS website

<http://www.uni.edu/contined/cp/degreeprogs/ugraddegrees/blsdegree.html>

Change of Degree Program

Students who change from one degree program to another will be held for all specific requirements of the program on which they expect to graduate. There will be little difficulty in making such a change if it is made not later than the beginning of the junior year. However, if the change is made later than that, there is no assurance that the student will be able to complete the work required for graduation within the usual four-year period.

General Education Program

As stated in the University of Northern Iowa mission statement, the University's undergraduate programs are founded on a strong liberal arts curriculum. The liberal arts experience in General Education exposes students to the broad areas of knowledge embodied in the whole of the environment and liberates students to further develop the knowledge, skills and values necessary to live thoughtful, creative and productive lives. The American Association of Colleges and Universities' "Statement on Liberal Learning" reflects the purposes of UNI's General Education program:

A truly liberal education is one that prepares us to live responsible, productive, and creative lives in a dramatically changing world. It is an education that fosters a well-grounded intellectual resilience, a disposition toward lifelong learning, and an acceptance of responsibility for the ethical consequences of our ideas and actions. Liberal education requires that we understand the foundations of knowledge and inquiry about nature, culture and society; that we master core skills of perception, analysis, and expression; that we cultivate a respect for truth; that we recognize the importance of historical and cultural context; and that we explore connections among formal learning, citizenship, and service to our communities.

We experience the benefits of liberal learning by pursuing intellectual work that is honest, challenging, and significant, and by preparing ourselves to use knowledge and power in responsible ways. Liberal learning is not confined to particular fields of study. What matters in liberal education is substantial content, rigorous methodology and an active engagement with the societal, ethical, and practical implications of our learning. The spirit and value of liberal learning are equally relevant to all forms of higher education and to all students.

Because liberal learning aims to free us from the constraints of ignorance, sectarianism, and short-sightedness, it prizes curiosity and seeks to expand the boundaries of human knowledge. By its nature, therefore, liberal learning is global and pluralistic. It embraces the diversity of ideas and experiences that characterize the social, natural, and intellectual world. To acknowledge such diversity in all its forms is both an intellectual commitment and a social responsibility, for nothing less will equip us to understand our world and to pursue fruitful lives.

The ability to think, to learn, and to express oneself both rigorously and creatively, the capacity to understand ideas and issues in context, the commitment to live in society, and the yearning for truth are fundamental features of our humanity. In centering education upon these qualities, liberal learning is society's best investment in our shared future.

(The Association of American Colleges and Universities' "Statement on Liberal Learning," 1999)

Requirements of the General Education

Program:

Summary:

Category 1:	Civilizations and Cultures	11 hours
Category 2:	Fine Arts, Literature, Philosophy and Religion	6 hours
Category 3:	Natural Science and Technology	9 hours
Category 4:	Social Science	9 hours
Category 5:	Communication Essentials	9 hours*
Category 6:	Personal Wellness	3 hours
Total Program Minimum		47 hours*

*For students admitted to UNI prior to Fall 1994, the Speech and Listening course included in the Communication Essentials category is not required.

Courses numbered 000-099 are open primarily to freshmen and sophomores. Courses numbered 100-199 are open primarily to juniors and seniors.

Courses:

Category 1: Civilizations and Cultures 11 hours

Courses in this category promote an understanding of Western and Non-Western cultures and civilizations from ancient times to the present through historical accounts, literatures, philosophies, religions, and fine arts. Using methods of critical inquiry, students explore aspects of human nature, the shaping of thoughts and values, and their interrelations.

A. Humanities (8 hours required)

- 680:021 Humanities I (4 hrs.)
- 680:022 Humanities II (4 hrs.)

B. Non-Western Cultures (3 hours required)*

Prerequisites: Completion of 680:021 (Humanities I) and 680:022 (Humanities II).

- 680:121 Russia/Soviet Union (3 hrs.)
- 680:122 Japan (3 hrs.)
- 680:123 Latin America (3 hrs.)
- 680:124 China (3 hrs.)
- 680:125 India (3 hrs.)
- 680:127 Middle East (3 hrs.)
- 680:128 Africa (3 hrs.)
- 680:132/990:132 Native North America (3 hrs.)
- 680:137/990:137 Native Central and South America (3 hrs.)

Category 2: Fine Arts, Literature, Philosophy and Religion 6 hours

Courses in this category explore the evolution of human ideas and beliefs as well as forms of aesthetic manifestation. Analysis of philosophical and literary texts, musical works, visual and performance arts nourish an understanding of diverse forms of human expression and promote the development of heightened aesthetic and ethical sensibility.

A. Fine Arts (3 hours required)*

- 420:034 Survey of Dance History (3 hrs.)
 - 490:002 Theatrical Arts and Society (3 hrs.)
 - 520:020 Our Musical Heritage (3 hrs.)
 - 520:030 Music of Our Time (3 hrs.)
 - 600:002 Visual Inventions (3 hrs.)
 - 600:004 Visual Perceptions (3 hrs.)
- *590:011 may substitute for the Fine Arts requirement for BME music majors.

B. Literature, Philosophy, or Religion (3 hours required)

- 620:031 Introduction to Literature (3 hrs.)
- 640:024 Religions of the World (3 hrs.)
- 650:021 Philosophy: Basic Questions (3 hrs.)
- 720:031 Introduction to Francophone Literature in Translation (3 hrs.)

- 740:031 Introduction to German Literature in Translation (3 hrs.)
- 770:031 Introduction to Russian Literature in Translation (3 hrs.)
- 790:031 Introduction to Portuguese and Hispanic Literatures in Translation (3 hrs.)

Category 3: Natural Science and Technology 9 hours

Courses in natural science promote an understanding of science as a human process that investigates matter and energy acting within complex organic and inorganic systems. Fundamental principles of both physical and life sciences are included. A capstone course demonstrates the relationships among science, technology, society, and the natural environment.

(Students are required to take a course with a scheduled laboratory from either Life Sciences or Physical Sciences or another laboratory course offered by the College of Natural Sciences. Only 8 hours are required for students who meet the General Education laboratory requirement with a course other than one listed in Life or Physical Sciences.) Teaching majors entering UNI in Fall 1995 or later must select courses from **both** physical and biological sciences to complete Category III in the General Education program. The Iowa Department of Education requires students to complete this course work in order to obtain a teaching license.

A. Life Sciences (3 or 4 hours required)

For all courses listed under Life Sciences and Physical Sciences, with the exception of 990:010, a student must have satisfied University entrance requirements in English and Mathematics. (College of Natural Science majors may meet the Life Sciences requirement by completing 840:051 or 840:052.)

- 820:032*B Activity-Based Life Science (4 hrs.)
- 840:012B Life: The Natural World (3 hrs.)
- 840:013* Life: The Natural World - Lab (1 hr.)
- 840:014B Life: Continuity and Change (3 hrs.)
- 840:015* Life: Continuity and Change - Lab (1 hr.)
- 990:010B Human Origins (3 hrs.)

* Lab Course

B. Biological Sciences requirement

B. Physical Sciences (3 or 4 hours required)

For all courses listed under Life Sciences and Physical Sciences, with the exception of 990:010, a student must have satisfied University entrance requirements in English and Mathematics. (College of Natural Sciences majors may meet the Physical Sciences requirement by completing 860:044, 860:070, 880:054, or 880:130. Design, Family and Consumer Sciences majors may meet the Physical Sciences requirement by completing 860:044 or 860:061.)

- 820:031*P Activity-Based Physical Science (4 hrs.)
- 860:010**P Principles of Chemistry (3-4 hrs.)
- 870:010**P Astronomy (3-4 hrs.)
- 870:021P Elements of Weather (3 hrs.)
- 870:031*P Physical Geology (4 hrs.)
- 880:011*P Conceptual Physics (4 hrs.)
- 880:012P Physics in Everyday Life (3 hrs.)
- 970:026**P Physical Geography (3 hrs.)

* Lab Course

** Lab Course if 4-hour option elected

P Physical Sciences requirement

C. Capstone (2 hours required)

Prerequisite: Completion of both Life Sciences and Physical Sciences requirements and junior or senior standing.

- 820:140 Environment, Technology, and Society (2 hrs.)

Degree Requirements

Category 4: Social Science

9 hours

Courses in this category introduce students to the description and analysis of human behavior from different perspectives, ranging from the societal and cultural to the institutional, individual and topical viewpoints. Students are exposed to the diversity of sociocultural systems created by human beings during their evolutionary development, and examine the manner in which behavior is influenced by environmental, sociocultural, psychological, and historical processes.

Required: one course from group A, one course from group B, and one course from group A, B, or C. (Students cannot count both 970:010 and 970:040; or both 940:015 and 940:026 toward general education.)

A. Group A Sociocultural and Historical Perspectives

900:023 American Civilization (3 hrs.)

970:010 Human Geography (3 hrs.)

970:040 World Geography (3 hrs.)

980:058 Principles of Sociology (3 hrs.)

990:011 Culture, Nature, and Society (3 hrs.)

B. Group B Individual and Institutional Perspectives

310:053 Human Identity and Relationships (3 hrs.)

400:008 Introduction to Psychology (3 hrs.)

920:024* Introduction to Economics (3 hrs.)

940:015 American Government in a Comparative Perspective (3 hrs.)

940:026 World Politics (3 hrs.)

**Satisfactory completion of both 920:053 and 920:054 by all non-business majors and Business teaching majors, through UNI or transfer, may substitute for 920:024.*

C. Group C Topical Perspectives

450:041/900:041 Social Welfare: A World View (3 hrs.)

450:045/900:045/980:045 American Racial and Ethnic Minorities (3 hrs.)

900:020 Women, Men, and Society (3 hrs.)

900:080 Conflict and Social Reconstruction (3 hrs.)

900:085 The Nature of Social Issues (3 hrs.)

900:090 Children and Youth: Issues and Controversies (3 hrs.)

940:020 Contemporary Political Problems

980:060 Social Problems

Category 5: Communication Essentials

9 hours*

Courses in this category are designed to enhance the ability of individuals and groups to effectively communicate through writing and reading, speaking and listening, and quantitative reasoning.

A. Writing and Reading (3 hours required)*

620:005 College Reading and Writing (3 hrs.)

620:015 Expository Writing (3 hrs.)

620:034 Critical Writing About Literature (3 hrs.)

B. Speaking and Listening (3 hours required)**

48C:001 Oral Communication (3 hrs.)

C. Quantitative Techniques and Understanding (3 hours required)***

800:023 Mathematics in Decision Making (3 hrs.)

800:072 Introduction to Statistical Methods (3 hrs.)

800:092 Introduction to Mathematical Modeling (3 hrs.)

Category 6: Personal Wellness

3 hours

Personal wellness promotes the acquisition of knowledge and the development of skills and attitudes necessary for implementing positive health-related decisions.

440:010 Personal Wellness (3 hrs.)

TOTAL

47 hours

*620:005 recommended for students with ACT English and Reading scores of 18-26;

620:015 has prerequisite of combined ACT English and Reading scores of 54 or higher;

620:034 recommended for English majors and minors with prerequisite of ACT English and Reading scores of 54 or higher.

**For students admitted to UNI prior to Fall 1994, the Speech and Listening course included in the Communication Essentials category is not required.

***Students with Math ACT scores that are 26 or higher will be placed in 800:072 or 800:092 as follows:

Those with four years of college prep math with a grade of B or higher in the senior-level course will be placed in the highest math course, 800:092 Introduction to Mathematical Modeling.

Those not satisfying these criteria will be placed in 800:072 Introduction to Statistical Methods.

General Education courses included in major or minor program requirements are distinguished by italics.

Administrative Policies:

1. General Education courses may be used to satisfy requirements for both the General Education program and the major, minor, and program emphases. For purposes of determining the length of the majors, departments may double count up to three courses from the elective categories of the new General Education program, with no restrictions on the double counting of the courses from the required categories of General Education.
2. Departments offering a General Education course may preclude their major or minor students from taking that particular course to satisfy the requirements for General Education, the major, or the minor.
3. General Education requirements can be met through CLEP examinations, departmental examinations, and the Advanced Placement Program of the College Entrance Examination Board. A student who receives CLEP credit in both the physical and biological sciences shall be considered to have fulfilled the laboratory requirement.
4. No General Education course may be taken for graduate credit.
5. No General Education course may have a non-General Education course as a prerequisite.
6. All courses taken to meet General Education requirements must be taken for graded credit.
7. The Associate of Arts degree from Iowa community colleges shall continue to be accepted, according to an approved articulation agreement, to meet most General Education requirements.
8. The General Education program requirements apply to all undergraduate degree programs.
9. Regents Articulation Agreement:

The University of Northern Iowa, the College of Liberal Arts at the University of Iowa, and the College of Liberal Arts and Sciences at Iowa State University agree to accept fulfillment of the general education program at any one of them as equivalent to completion of general education requirements at another, with the following stipulations:

- a. This agreement does not apply to those students who transfer without having fully completed the general education program prior to transfer.
- b. Validation of fulfillment of general education requirements requires that a student transferring must have met the transfer requirements of the receiving institution with respect to semester hours and grade-point average.

- c. When a foreign language proficiency, a capstone course, and/or a course in foreign culture is required, whether within or in addition to the general education program, a student may meet this requirement at either institution regardless of the institution whose general education requirements the student fulfills.
- d. General education validation is the responsibility of the student transferring and will be completed upon request to the Registrar of the institution from which the student is transferring.

Program Certificates

The University of Northern Iowa makes available, in addition to traditional programs, the opportunity for students to earn Program Certificates. Program Certificates provide an alternative to programs leading to a degree, a major, or a minor; they certify that an individual has completed a program approved by the University. For further information concerning requirements for these certificates see pages 123-128, or consult with the department listed or the Registrar's Office, which serves as the centralized registry. Some of the certificates are interdisciplinary and involve several departments; however, only one department has been listed as the contact.

Program certificates now available include:

Department of Communication Studies

Certificate in Public Speaking
Graduate Certificate in Corporate Communication

Department of Computer Science

Computer Applications Certificate

Department of Design, Family and Consumer Sciences

Certificate Program in Long Term Care

Department of Educational Leadership, Counseling, and Postsecondary Education

Advanced Studies Certificate in Educational Leadership

Department of Geography

Certificate in Cartography and Geographic Information Systems (GIS)

School of Health, Physical Education, and Leisure Services

Global Health Certificate
Outdoor Recreation Certificate
Tourism Certificate (jointly offered by COBA/COE, with jurisdiction through HPELS)

Youth Agency Administration Program Certificate

Department of Industrial Technology

Technology Management Certificate

Department of Management

Training and Development in Business Certificate

Department of Marketing

Certificate in Marketing Research and Consulting

Department of Modern Languages

Certificate in French Language Studies
Certificate in German Language Studies
Certificate in Japanese Language Studies
Certificate in Portuguese Studies
Certificate in Russian Language Studies
Certificate in Spanish Language Studies
International Commerce Certificate
Certificate in Translation (in French, German, Portuguese, Russian, or Spanish)

Department of Psychology

Gerontology Program Certificate

Department of Social Work

Social Work Certificate
Substance Abuse Counseling Certificate

Department of Sociology, Anthropology, and Criminology

Skills in Social Research Certificate

Department of Special Education

Multicategorical Resource Teaching, K-6 Certificate
Multicategorical Resource Teaching, 7-12 Certificate

College of Business Administration

Certificate in International Business

College of Business Administration/College of Education

Tourism Certificate (jurisdiction through School of Health, Physical Education, and Leisure Services)

College of Humanities and Fine Arts

Certificate in Leadership Foundations

College of Social and Behavioral Sciences

Conflict Resolution Certificate

Requirements for Graduation

In addition to the completion of one of the baccalaureate degree programs, there are other specific requirements for graduation which apply to all undergraduate students seeking any bachelor's degree, other than the Bachelor of Liberal Studies. These are listed below. See pages 134-136, 167, 169-170 and 173 for graduation requirements for a graduate degree program.

A. Residence

1. Not more than 32 semester hours earned in correspondence, extension, radio, or television courses may be used toward graduation.
2. At least 36 weeks spent in residence *at this University* while earning in such residence at least 32 hours of credit, of which 20 hours must be earned in the junior and senior years.
3. At least 32 hours of credit earned in the junior and senior years in courses at this University. This total may include nonresidence credit.
4. The last semester or full summer session before graduation spent in residence at this University.

B. Scholarship

1. A student seeking the bachelor's degree with licensure to teach must successfully complete student teaching and achieve a cumulative grade index in all course work attempted, at this University and elsewhere, of at least 2.50 to be recommended for graduation. The student must also achieve a cumulative grade index of 2.50 on all work attempted at the University of Northern Iowa.
2. A student seeking the bachelor's degree (without licensure) must achieve a cumulative grade index in all work attempted, at this University and elsewhere, of at least 2.00 to be recommended for graduation; the student must also achieve a cumulative grade index of 2.00 on all work attempted at the University of Northern Iowa.

Note: A student may be held by her/his academic department to specific grade point requirements, for the major work and/or graduation, which are higher than the grade point requirements for all University students. Students are advised to consult the section of this catalog that lists the specific major.

C. Communication

Competence in reading, speaking, and writing is required of all candidates seeking degrees or University recommendations for licensure. All students who enter UNI with or after the Fall 1988 semester who are candidates for baccalaureate degrees are required to demonstrate competence in writing by passing the general education writing course and meeting the writing requirements for their academic major.

D. Foreign Language Competency Requirement

Students entering UNI who graduated from high school in 1989 or thereafter are required to demonstrate a level of competence in a foreign language (classical or modern) equivalent to that achieved after the second semester at the college level. One year of foreign language in high school is considered to be equivalent to one semester of foreign language at the University.

The foreign language competency requirement can be satisfied in the following ways:

1. Satisfactory* completion of two years of high school study in one foreign language.
2. Satisfactory* completion of a combination of high school and college study in one language equivalent to the competence achieved after the second semester at the college level.
3. Satisfactory performance in an achievement examination measuring proficiency equivalent to that attained after the second semester of college study in one foreign language.

*Satisfactory completion means a minimum grade of "C-" in the last course taken to meet this requirement.

E. Advanced Courses

At least 10 hours of work in a major in courses numbered 100-199 and taken at this University.

F. Maximum Credit by Examination

A maximum of 32 semester hours of credit earned by examination or by open credit is applicable toward degree requirements. This includes credit earned by CLEP, by departmental examination, by Advanced Placement, and credit established by examination of other colleges and universities.

G. Listing of Candidates for Graduation

A student may be listed as a candidate for graduation at the end of a semester if the completion of work for which s(he) is registered would meet all the requirements for graduation exclusive of grade points, and if the grade points to be earned do not exceed the number which could be earned for the hours for which the student is registered.

H. Application for Graduation

A student who expects to be graduated at the end of a semester must make written application at the opening of the semester. This application is filed in the Office of the Registrar.

I. Second Baccalaureate Degree

To receive a second baccalaureate degree, a student must meet all the requirements for the second degree, including at least 36 weeks in residence and earning not less than 32 hours of credit.

The University does not grant two degrees, one with a Teaching Program and one with a Liberal Arts Program, for the same basic hours of credit (130 hours). A student may have a double major, one in Teaching and one in Liberal Arts, but the Teaching major must be the first major and the degree granted on the teaching program since it has the higher hour and grade index requirement.

Roundup during which s(he) will complete the necessary steps to apply to student teach and to receive a student teaching assignment. To be eligible for assignment to a student teaching placement, s(he) must have completed the following requirements:

- a. FULL admission to the teacher education program;
- b. A cumulative GPA of 2.50 or higher on work at all colleges and universities;
- c. A UNI GPA of 2.50 or higher;
- d. A 2.50 GPA in the appropriate academic department or department approval;
- e. A 2.50 or higher GPA in courses completed in the Professional Education Program; and
- f. All methods courses listed as prerequisites for student teaching with a grade of "C" (2.00) or higher as well as other departmental requirements.

Teaching Licensure

Teaching licenses are issued by state departments of education and are valid only in the state of issue. A college or university recommendation is required for issuance of a license.

Students in the teaching program must meet requirements for an Iowa teaching license if they are to be recommended for licensure from the University of Northern Iowa. At graduation they are eligible for the Provisional License, valid for a period of two years for the kind of service indicated by the endorsement on the license; e.g., elementary and early childhood teaching, secondary teaching in content areas, or teaching in a special area such as art or music. The student usually can secure appropriate licensure in other states by making proper application and fulfilling any additional requirements.

In addition to holding a license valid for a specific teaching level, the secondary teacher must also have ENDORSEMENT in each subject to be taught. Endorsements are issued by the Iowa Department of Education on the recommendation of the issuing institution. To secure the recommendation of the University of Northern Iowa, the student must meet the requirements for a teaching major or a teaching minor (or equivalent) in the subject. Exceptions are made only with the authorization of the University department offering the major or minor.

This University may recommend for licensure those graduates of other colleges or universities who have completed their professional work here. However, this is a discretionary matter and the University will expect such students to demonstrate excellence of scholarship and meet standards required of its own graduates. Such students must have earned at least 20 hours of residence credit and at least 12 semester hours must be in the area for which endorsement is requested.

The State of Iowa requires an approved course in human relations.

For additional information, contact the Office of the Registrar, 227 Gilchrist Hall, University of Northern Iowa, Cedar Falls, IA 50614-0006.

Hours of Credit Needed to Renew or Reinstatement a License

Renewal and reinstatement requirements are established by the Iowa State Board of Educational Examiners and are subject to change by that body at any time. The Bureau of Practitioner Preparation and Licensure of the Department of Education distributes information concerning all changes in licensure requirements to city superintendents and to the teacher-education institutions. Information concerning the renewal or reinstatement requirements may be obtained from the Registrar of the University or from:

Board of Educational Examiners
Bureau of Practitioner Preparation and Licensure
Grimes State Office Building
Des Moines, Iowa 50319-0146

Additional Requirements for the Baccalaureate Teaching Program

1. For the completion of any undergraduate curriculum the student must earn a minimum of twelve (12) semester hours of credit in student teaching at this University, except that an undergraduate student with three (3) or more semester hours of credit in student teaching earned at the same level in another college or university may be released from four (4) hours of student teaching at this institution.
2. Not more than twelve (12) hours of credit in student teaching may be used toward the hours required for graduation.
3. One year in advance of the time a student plans to enroll in student teaching, s(he) will be invited to attend a Student Teaching

The Placement Center

Registration with the Placement Center within The Career Center is strongly recommended for all individuals who expect to graduate from the University of Northern Iowa. Registration with and use of Placement is appropriate for all post-graduation plans. Information may be received at the office located in Room 19 of the Student Services Center.

Graduate Curricula

The University of Northern Iowa offers twelve graduate degrees:

- A. Master of Accounting** -- a minimum of 30 semester hours
B. Master of Arts -- a minimum of 30 semester hours:

Majors

Art
 Audiology
 Biology
 Chemistry
 Communication Studies
 Communications and Training Technology
 Computer Science Education
 Educational Technology
 English
 French
 Geography
 German
 Health Education
 History
 Leisure Services--Youth/Human Services Administration
 Mathematics
 Mathematics for the Middle Grades (4-8)
 Mental Health Counseling
 Music
 Physical Education
 Physics Education
 Political Science
 Psychology
 School Library Media Studies
 Science Education
 Science Education for Elementary Schools (K-6)
 Sociology
 Spanish
 Speech-Language Pathology
 Teaching English to Speakers of Other Languages (TESOL)
 Technology
 TESOL/Modern Languages
 Theatre
 Two Languages: French/German, Spanish/French,
 German/Spanish

- C. Master of Arts in Education** -- a minimum of 30 semester hours.

Majors

Early Childhood Education
 Education of the Gifted
 Elementary Education
 Elementary Reading and Language Arts
 Educational Psychology
 Middle School/Junior High School Education
 Postsecondary Education: Student Affairs
 Principalship
 Reading Education



School Counseling
 Secondary Reading
 Special Education
 Teaching

- D. Master of Business Administration** -- a minimum of 31 semester hours.
E. Master of Music -- a minimum of 30 semester hours.
Majors
 Composition
 Conducting
 Jazz Pedagogy
 Music Education
 Music History
 Performance
 Piano Performance and Pedagogy
F. Master of Public Policy -- a minimum of 41-45 semester hours.
G. Master of Science -- a minimum of 30 semester hours.
Majors
 Biology
 Chemistry
 Computer Science
 Environmental Science
 Environmental Technology
H. Master of Social Work -- a minimum of 60 semester hours
I. Specialist -- a minimum of 30 semester hours beyond the master's degree.
Major
 Science Education
J. Specialist in Education -- a minimum of 30 semester hours beyond the master's degree.
Major
 School Psychology
K. Doctor of Education -- a minimum of 60 semester hours beyond the master's degree.
L. Doctor of Industrial Technology -- a minimum of 64 semester hours beyond the master's degree.

Academic Regulations

Academic Program: Student Load

The registration of every student is subject to the approval of her/his advisor.

The regular work of an undergraduate student for the fall or spring semester usually consists of 16 or 17 hours. First semester students are limited to a maximum of 18 hours.

Students may register for hours up to and including the limits indicated below without obtaining special permission:

Probation and Warning Students	14
All Other Undergraduates.....	18
Graduate Students	15

Undergraduate students who wish to register for an overload must contact their record analyst in the Registrar's Office for approval **prior to registration**. Graduate students should submit the form to their advisors and to the Dean of the Graduate College. A 3.00 GPA or above at UNI will usually be required for consideration of an overload request.

The normal maximum undergraduate student load during the summer session is one semester hour per week of instruction. Undergraduate students who wish to register for an overload must seek approval through their record analyst in the Registrar's Office.

The maximum graduate student load during each semester of the academic year is fifteen (15) hours. Persons employed fulltime should not register for more than six (6) hours of graduate credit in any semester of the academic year.

The normal maximum graduate student load during the eight-week summer session is nine (9) hours; that normally permitted during each four-week split summer session is four-five (4-5) hours.

Exceptions to load restrictions for graduate students may be granted only by the Graduate College.

Classification of Students

	Earned Semester Hours
Freshman	less than 30
Sophomore	30-59
Junior	60-89
Senior	90 and over

Fulltime/Parttime Status

	Undergraduate	Graduate
Fall and Spring Semesters		
Fulltime	12 or more hours	9 or more hours
3/4 time	9-11 hours	7-8 hours
1/2 time	6-8 hours	5-6 hours
Less than 1/2 time	1-5 hours	1-4 hours
Summer Semesters*		
Fulltime	6 hours	5 hours
3/4 time	4-5 hours	4 hours
1/2 time	3 hours	3 hours
Less than 1/2 time	1-2 hours	1-2 hours

*The above specifications apply only to eight-week courses. For the specifications which apply to four-week session courses or a combination, consult the Office of the Registrar.



Declaration of Major

Degree Audit/Advisement Report

The declaration of a major is made through the department offering the major. The choice of major should be made as early as possible in the student's university career, in order to complete the program and fulfill requirements for graduation. When the major is declared, the student is assigned an advisor in the major department and a *Declaration of Curriculum* with this information is filed by the student with the Office of the Registrar.

When students have declared a major, they are eligible for a *Degree Audit/Advisement Report*. This is prepared by the Office of the Registrar and sent to the student.

Change of Registration

Students may add classes, without approval, during the first seven (7) instructional class days of a semester. After the seventh instructional day of the semester and before the end of the third week of the semester the student must have departmental approval to add a class. For the summer sessions a proportionately equal amount of time is allowed at the beginning of a session for adding classes.

Classes are rarely added after the third week of the term. To add a class for credit after the third week of a term, the student must have the approval of the instructor, the student's advisor, and the head of the department in which the course is offered. Courses dropped after the deadline for dropping with a *W (Withdrawn)*, which is 10 calendar days after the end of the first half of the fall and spring semesters and at the mid-point of half-semester and summer session courses, will be recorded as *F (Failed)* unless there are unusual circumstances and the student is doing passing work -- in which case the instructor, the student's advisor, and the head of the department in which the courses are offered may approve a grade of *W*.

Pertinent dates governing the dropping and adding of courses, change to or from ungraded credit, and deadlines for making changes without charge are contained in the Schedule of Classes for that particular session.

Withdrawal Refunds or Fee Reduction

The information below applies to students who withdraw completely from school during a semester or summer session. Dropping one or more classes does not constitute a withdrawal unless students drop all classes for which they are registered.

If credit is earned during the period of enrollment, there is no refund or reduction of academic fees. For any two- or three-week session, there is no refund or reduction of academic fees. Room and board refunds are made according to agreement set out in the "Contract for Room and Board."

Academic fees for a student enrolled for a regular semester or summer session who withdraws from the University will be reduced by the percentage indicated in the table below, beginning with the date of formal withdrawal with the Registrar. The amount of reduction will vary from 90 to 25 percent. For summer sessions, reduction percentages are on a day-count basis. (Please see the Schedule of Classes for information pertaining to a particular semester or summer session.)

Percentage of fee reduction	Fall/ Spring Semester	Summer Semester	
	Withdrawal during specified instructional days	Withdrawal on day number-	
		Regular schedule (8-week or longer sessions)	Short schedule (4-week sessions)
100	before classes begin	before classes begin	before classes begin
90	1-8	1-4	1-2
50	9-20	5-10	3-5
25	21-40	11-20	6-10
0	after 40th day	21st day or later	11th day or later

No refund for two- or three-week sessions.

Withdrawal Procedure

A student who has started attending classes, and who finds it necessary to withdraw completely from school, initiates the withdrawal through the Office of the Registrar. Those students who live in residence halls must also cancel the housing contract through the hall coordinator of the residence hall in which they live. Those students receiving financial aid must contact the Financial Aid Office. Students who wish to drop one or more courses and yet remain enrolled should consult the section, "Change of Registration."

A student who has registered but decides not to come to the University of Northern Iowa should advise as early a date as possible the Office of the Registrar **in writing** of the need to cancel the registration, listing the reason(s) for withdrawing from the University. Withdrawal after classes begin will result in a tuition charge.

Student Identification Card

Each new student receives an Identification Card which is used throughout attendance at the University. A fee of \$15.00 is charged to replace the ID card.

Class Attendance

Students are expected to attend class, and the responsibility for attending class rests with the student.

Students are expected to learn and observe the attendance rules established by each instructor for each course.

Instructors will help students to make up work whenever the student has to be absent for good cause; this matter lies between the instructor and student.

Whenever possible, a student should notify the instructor in advance of circumstances which prevent class attendance.

Instructors will notify the Registrar in case a student's attendance is such that her/his membership in a class is in doubt.

Policy on Make-up Work and Missed Classes

It is the expressed focus of the University of Northern Iowa to further the educational development of each of its students. While this goal is primarily a curricular undertaking, there are also valuable and educationally appropriate extra-curricular events which are important to the University. On occasion these extra-curricular activities will require students to be away from campus, sometimes necessitating their absence from class. In order for both faculty and students to effectively plan for these absences, the following procedures are recommended.

1. All parties involved should be made aware of scheduled absences well ahead of the date(s) of absence. If at all possible a semester-long schedule should be prepared and distributed at the beginning of each semester.
2. In instances where semester-long schedules are not feasible, two weeks written notification shall be given for all absences. This notification shall take place even if the absence is potential rather than definite. Assuming the appropriate notification has been provided, students and faculty shall mutually agree as to how assignments, lectures, exams, etc. shall be made up. All work shall be made up in advance if at all possible. The type and extent of make-up work shall be at the discretion of the faculty member.
3. Occasionally there will occur situations where two weeks notice is impossible. On these occasions, students, faculty, extra-curricular supervisors, and others concerned should work closely together to ascertain whether special arrangements can and/or should be made.
4. Missing a class or exam for a University-sponsored or sanctioned event shall not adversely affect a student's grade in a course.
5. Where situations of irreconcilable disagreement occur, a panel comprised of the Vice President for Academic Affairs, or that officer's designee, the Department Head of the academic department involved, the Department Head of the extra-curricular department involved, the faculty member, and the student shall meet at their earliest convenience to mediate the matter.

Course Credit Expectation

An academic semester contains fifteen weeks (approximately 75 days) of instruction. Students enrolled in courses whose mode of instruction is lectural/discussion-based should expect to have fifteen hours of class contact over the length of the semester for each hour of credit available. Students enrolled in courses whose mode of instruction is activity-based should expect to have thirty hours of class contact over the length of the semester for each hour of credit available. Students enrolled in courses offered on a shorter term basis should expect their class contact to be proportionately increased to be comparable with semester long course expectations.

The Making Up of Incomplete Work

To receive credit for course work a student is required to be in attendance for the full semester. Exceptions to this rule are rarely made.

Work lost by late enrollment or by change of registration may be made up for credit by an undergraduate student with the consent of the Office of Academic Affairs. Graduate students must have the consent of the Dean of the Graduate College.

Work lost because of absence due to illness, or other extenuating circumstances, may be made up, but arrangements for making up work missed are made between the student and the instructor.

Work left incomplete at the end of a semester or summer session will be reported as *F (Failure)* unless a report of *I (Incomplete)* has been authorized by the instructor. The *Incomplete* is restricted to students doing satisfactory work in the class who, because of extenuating circumstances, are unable to complete the work of the course. The *Incomplete* is limited to assigned work during the final sixth of the term. If a course is reported as *Incomplete*, a student is not prevented from registering for another course for which the incomplete course is a prerequisite.

Work reported as *Incomplete* for **undergraduate** students must be completed within six months from the time at which the report was made. If the work reported as *Incomplete* is not made up within six months, it is automatically entered as a *Failure* on the student's record. However, if for sufficient cause an *Incomplete* cannot be removed in six months, request for an extension of the time may be made to the instructor of the course. The extension, if approved, is for a period of up to another six months as designated by the instructor.

Work reported as *Incomplete (I)* in the Fall session for graduate students must be completed by June 1st the next calendar year. Work reported *Incomplete* in the Spring and Summer sessions must be completed by January 1st the next calendar year. The exact length of time to remove the *Incomplete* within the above guidelines, is set by agreement between the instructor and the student. If the work reported as *Incomplete* is not made up by the deadline noted above, it is automatically entered as an *F (Failure)* on the student's record.

Any requests for an exception to the above guidelines for graduate students must be submitted in writing to the Graduate College. Only under the most unusual circumstances would requests for additional time be approved.

Some courses continue beyond the normal ending date of the semester or session. In such cases the initial grade reported will be an *RC* which means *Research* or *Course Continued*. Once the extended instructional period is finished the *RC* grade will be replaced with the *A-F* grade assigned by the instructor.

Regression

Regression occurs when a student enrolls in a course which has content fundamental to another course the student has previously completed successfully. When such regression occurs, the regressive course will be available on an ungraded (credit/no credit) basis only. Credit may be earned but the hours earned will increase the student's minimum degree hour requirement by an equal amount.

The decision as to whether a course is regressive is made by the department offering the courses. Regression does not occur when the more advanced course was failed. (Courses to which this policy applies will be identified in the Schedule of Classes.)

Duplication

When two courses have content which is highly similar, e.g., one for general education and one for major/minor requirements, the department offering the course(s) will determine if degree credit can be earned in both courses. If the department will not allow degree credit in both courses, the credit in the course taken second will increase the student's minimum degree hour requirement by an equal amount. Such second courses may be completed only on an ungraded (credit/no credit) basis.

Marks and Grade Points

The marks A, B, C, D, F (Failed), and I (Incomplete) are used in indicating quality of work. Courses dropped during the first one-sixth of the semester or summer session are not recorded on the student's record. Courses dropped during the second and third one-sixth of the term are indicated on the student's record by W (Withdrawn). For courses dropped during the final one-half of the term (the specific date of the last day to drop a course without an F is listed in the Schedule of Classes for each session), F (Failure) shall be reported unless for unusual circumstances specific permission is given to report otherwise.

The time for dropping classes in the summer session is proportionately shorter than in the regular semester. Date deadlines for dropping or adding courses are given in the Schedule of Classes for each semester and the summer session.

Grade points are awarded as follows: For each hour of credit marked A, 4 grade points; A-, 3.67; B+, 3.33; B, 3 grade points; B-, 2.67; C+, 2.33; C, 2 grade points; C-, 1.67; D+, 1.33; D, 1 grade point; D-, 0.67; F, 0 grade points.

Grade Index -- In determining a student's cumulative grade index, all course work attempted at this University shall be used as the basis of computation with the following exceptions for students enrolled as undergraduates. If a student repeats successfully a course s(he) has previously failed, only the grade received for the successful completion will be included in figuring the cumulative grade point. If a student repeats a course s(he) has successfully completed, the grade received the last time the student takes the course will be used in figuring the grade index even though the last grade may be lower than the grade received previously. **(The student's transcript of record will show every time the course is taken and the grade earned.)** Post-baccalaureate students as undergraduates enrolled for work to meet requirements for certification as elementary or secondary teachers are given the same grade index advantage as is given undergraduate students for courses repeated. This applies only to those courses required for certification. If a graduate student repeats a course, both grades count in computing the index.

Failed Courses -- A course that has been failed must be repeated in an on-campus class in order to earn credit for the course. A course that has been failed may not be repeated by correspondence, nor may credit be established by examination for a course which has been taken previously and failed. A correspondence study course which has been completed and failed may be repeated through correspondence study.

Academic Warning, Probation, and Suspension

Warning: This action is taken by the Office of the Registrar and no entry of this is made on the student's permanent record. A student who is from one to five grade points deficient of the number necessary for a 2.00 index at UNI will be warned.

Probation: Any student who is deficient from six through thirteen grade points for a 2.00 cumulative index at UNI will be placed on probation. No entry of this is made on the student's permanent record.

Suspension: A student who at the end of any semester or summer session is fourteen or more grade points deficient of a 2.00 grade index at UNI or in combination with her/his transfer grade index will be suspended. An entry of this action is made on the student's permanent record.

The University has very generous provisions for a student to drop courses during a semester, or to withdraw from school without serious academic penalties. However, there are times when repeated withdrawals or dropping of courses may raise questions as to the serious intent of the students, and they may be suspended.

Readmission After Suspension: A student who has been suspended may be readmitted only after applying for readmission in writing and receiving favorable action on the application from the Committee on Admission and Retention. Applications for Readmission may be secured from and filed with the secretary of the committee in the Office of the Registrar. Academic suspension is for a minimum period of one academic year. Only the most extenuating circumstances would warrant consideration for readmission before one academic year has elapsed.

Upon readmission students must earn a minimum of a 2.00 grade point average each term they are enrolled until their cumulative grade point average is 2.00 or higher. Failure to earn a 2.00 or higher grade point average in any semester following readmission will cause the student to be suspended again. Academic suspension for a second time is considered permanent. Only the most extenuating circumstances would warrant consideration for readmission a second time.

Dean's List

To be eligible for the Dean's Honor List, which is published each fall and spring semester, a student must have earned a grade point average of no less than 3.50 while completing at least 12 semester hours in **graded** work or in field experience in that semester. A Dean's Honor List is not compiled for the summer session, nor does the list include graduate students.

Graduation with Honors

Three levels of honors are awarded to students on graduation from a bachelor's degree curriculum. To receive an honor rating, the student must earn not less than 60 semester hours of credit at this University. Only credit *earned in residence at this University* is considered in making honor awards, **except** for students graduating with the Bachelor of Liberal Studies degree in which case both residence and non-residence credit taken at this University is considered.

- A. Those whose grade index on the basis of work at this University is 3.75 or higher are awarded *Summa cum laude*.
- B. Those whose grade index is 3.50 or higher, but less than 3.75 are awarded *Magna cum laude*.

- C. Those whose grade index is 3.25 or higher, but less than 3.50 are awarded *cum laude*.

The names of the students receiving honors are identified in the commencement program and on their academic transcript.

College of Social and Behavioral Sciences Honors Program

The College of Social and Behavioral Sciences offers an Honors option to students majoring in one of the academic programs within the College. In the Honors program, students enjoy the benefits of smaller classes, individualized attention, specialty courses, and honors sections of general education courses offered by CSBS faculty. Entering freshmen may apply for admission to the CSBS Honors Program if they received an ACT score of 27 or better, or graduated in the top 20% of their class, or earned a high school GPA of 3.65 or better and if they intend to major within the College. Any student, after completing a semester at UNI, who has at least a 3.30 GPA and who intends to major within the College, may also apply. To remain in the program, a student must maintain an overall 3.30 GPA.

To graduate from the CSBS Honors Program, a student will need to have a declared major in the College and will need to complete 15 hours in Honors courses with a minimum of 3 hours in upper division seminars and a 3-hour Senior Honors Thesis. Graduation from the Honors Program will be noted on the student's transcript.

Required:

- 1. Honors sections of Category I (Civilizations and Cultures) or Category IV (Social Science) of General Education.....3 hours
- 2. 900:196 Honors Seminar (topic will vary; may be repeated)3 hours
- 3. 900:197 Honors Thesis3 hours
- 4. Honors electives from 1 or 2, above, or 900:198 Independent Study (3 hrs. maximum)6 hours
.....15 hours

For more information, contact the Honors Coordinator, 117 Sabin Hall, (319) 273-7286.

Credit/No Credit Grading

An undergraduate student having earned twelve semester hours of credit at this University may take courses offered by this institution for which s(he) is otherwise eligible for degree credit without grade under the following conditions:

- 1. The course work requirements for a student taking work on an ungraded basis shall be the same as for a student taking the work on a graded basis.
- 2. A grade of C- or higher is required in a course to receive credit on the "Credit/No Credit" option.
- 3. Not more than 22 hours of ungraded course work in addition to courses authorized to be offered only for ungraded credit may be taken toward any bachelor's degree.
- 4. Ungraded credit may not be applied to work required for a major or minor except with the consent of the head of the department in which the course is offered.
- 5. No course taken in the "Credit/No Credit" option may be applied toward meeting a General Education Requirement.

6. Except for Field Experience: Exploring Teaching (200:017), Field Experience: Teacher as Change Agent (200:128), and for Student Teaching (280:132 through 280:140), ungraded credit may not be used to meet the Professional Education Requirements for the teaching program.
7. Course work passed without grade may not be retaken except by special permission of the Dean of the College in which the course is offered.
8. A graded course completed may not be retaken on an ungraded basis.
9. The Credit/No Credit system may not be used with Credit by Examination, Extension, or Correspondence courses.
10. Change of registration in a course to or from a non-graded basis may not be made after five class days beyond midterm in a full, academic-year semester, or after the mid-point in the duration of a course taught in a period less than a full, academic-year semester. Only one such change of registration may be made per course.

A graduate student may include up to three credit hours of non-graded graduate course work in the program of study with the approval of the department.
11. The Credit/No Credit grading system may not be used in Presidential Scholars Seminars or for the Presidential Scholars Thesis/Project credit.

Open Credit System

This type of undergraduate credit is designed for special projects such as a paper, experiment, work of art, or portfolio assessment of prior learning. The experience upon which the project is based may have been completed at any previous time; however, the student must be registered for credit at this University during the semester "open credit" is requested and "open credit" will be recorded only after the student has satisfactorily completed 12 hours of credit at this institution.

A project may be submitted any time during the semester up to the last date to add a second half semester course for credit. There is no guarantee of credit prior to or upon submittal of the project. The project is submitted to an ad hoc faculty committee of three faculty members recommended by the student and approved by the head of the academic department or discipline in which the project falls; two faculty members are chosen from the academic area or discipline of the project and one from any area. The student may not submit a project evaluated by one committee to a second committee for reevaluation. The student may resubmit a project to the original committee at the committee's discretion or with its encouragement.

The number of open credit hours assigned to a project will reflect the academic evaluation of the project; credit will be awarded for work judged to be of at least C level quality. No letter grades are given. The range of credit is from 0 to 6 hours per project. A student may apply a maximum of 18 hours of open credit toward graduation requirements. Open credit is normally elective but, upon the recommendation of the ad hoc committee, it may be approved for requirements in General Education with the approval of the Office of Academic Affairs or for major credit with departmental approval.

Students should contact the Special Programs Office or the appropriate departmental office for advice in submitting projects. Application forms may be secured from the Office of the Registrar.

Cooperative Education/ Internship Program

Cooperative Education/Internships is an educational program which helps students integrate academic study with work experience. The program is administered through The Career Center and is located in the Student Services Center, Room 126. Students in the Co-op/Internship Program may work full-time or part-time in a business, industry, or governmental/non-profit setting in locations ranging from local to international. All co-op/internship placements are credit bearing.

Participation in co-op/internships is optional, except for certain majors which require participation for graduation. Academic departments establish requirements for enrollment. Students may qualify for course enrollment when all of the following conditions are met:

1. The student has reached at least sophomore status.
2. The student has a grade point average of at least 2.50 based upon one semester or more of course work at UNI. Some departments may require a higher minimum grade point average than 2.50 or completion of identified prerequisite course work before participation.
3. A UNI faculty member approves the placement opportunity and all arrangements, including project to be completed, and agrees to supervise and evaluate the student's learning experience.
4. Approval is obtained from the head of the academic department granting credit.

Staff from the Co-op/Internship Program can assist students with developing a placement opportunity and arranging for supervision at the placement site. Placements may occur during fall, spring, or summer terms. Students are encouraged to contact the Co-op/Internship Office during their freshman year to determine the point in their academic progression at which participation in a co-op/internship opportunity will benefit them most. Students may participate in more than one co-op/internship experience. Information on the program can be found at <http://www.uni.edu/placemnt/coop/>

Credit by Examination

Credit in a course may be earned by examination. Credit is earned only if a grade of A or B is received in the examination. A grade of C will release a student from a course requirement, but gives no credit. A grade below C gives neither credit nor release and is not recorded on the student's record. Credit earned by examination is recorded on the student's record only as Passed, or Released. The results are not counted in a student's grade index.

Credit may not be established by examination for a course which has been taken previously and failed, or for a course for which the student does not meet the prerequisite, or for a course which is a prerequisite to one for which credit has already been earned.

Application for credit by examination is made to the Office of the Registrar, and approved by the head of the department offering the course and the dean of the college in which the course is offered.

The department is responsible for giving the examinations and establishing the requirements for fulfilling the examinations. Credit by examination is open to most courses offered on campus; however, a student should discuss the course requirements with the department head before making application for credit by examination.

Note: For limitations in the total amount of credit earned by examination, see page 52.

Independent Study

Undergraduate students of outstanding ability and achievement may be permitted to earn credit by departmental independent study.

This method of study follows the pattern of an investigation undertaken by a graduate student, although in reduced form. It involves independent thinking, the drawing of conclusions, the summarizing of evidence, or creative work. Whenever possible, the result of the investigation is summarized in a scholarly paper or report, prepared and documented in approved fashion. This report is filed in the department office.

Independent study should not involve work available through regular university courses; neither should it be confused with individual instruction, or the tutorial method. Individual instruction is provided on rare occasions for instruction in a university course not currently being offered.

Application for independent study, including an outline of the proposed project, should be made to the head of the department in which the study is to be done and must have this approval before the project is undertaken. The student's program of independent study will be under the immediate supervision of one or more faculty members. Except for the major in Individual Studies, not more than six hours of credit earned by independent study may be used to meet the requirements of a major.

Independent study may also be taken under the *Individual Studies* program. See page 95 for details.

Auditing Classes

A student may register for classes on an audit (non-credit) basis at the University of Northern Iowa if a space is available in the class. If the addition of the course to be audited (visited) makes the student's total course load hours more than is permitted according to the student's grade point average, the student must also have written approval from the Office of the Registrar for an overload of course work.

There is no reduction of fees for auditing (visiting) a course.

Specific information on auditing (visiting) classes may be obtained from the Office of the Registrar. Visitors in the courses are not required to take examinations, take part in class discussions, or complete other work. Audits will not be recorded on the permanent record except by a student request approved by the instructor showing that the student regularly attended the course.

Writing in General Education and the Disciplines

Writing fosters learning, develops thinking, and provides an essential means of communication in a literate society. The ability to write well contributes to success in the classroom and in one's personal and professional life. Northern Iowa is committed to helping students become competent writers. At UNI students write in General Education and in each undergraduate major. The General Education writing experience lays a foundation for the writing required within academic majors. Each department sets the writing requirements for its majors, and because writing needs vary across disciplines, the requirements vary across departments.

Students satisfy Northern Iowa's General Education writing requirement by completing one of three General Education writing courses: 620:005, "College Reading and Writing"; 620:015, "Expository

Writing"; or 620:034, "Critical Writing About Literature." For students who do not meet the English admissions requirement, and for other students with limited writing experience, 620:002, "College Writing Basics," provides practice at the skills necessary for success in these courses.

College Level Examination Program (CLEP)

The University of Northern Iowa is a participating university in the College Level Examination Program (CLEP). Two types of CLEP examinations are given: General Examinations which may be applied to general education requirements, and Subject Examinations. CLEP examinations (both General and Subject) are administered regularly throughout the year. Persons interested in earning credit through CLEP should contact Academic Advising Services for information and dates of the examinations.

Five General Examinations are given: *English Composition without Essay or with Essay, Humanities, Mathematics, Natural Sciences, and Social Sciences-History*. The test scores are reported as scale scores. Scores are compared with the percentile ranks based on scores achieved by a representative sample of students at the end of their sophomore year in American colleges and universities. Credit earned by CLEP through the General Examinations may be applied to General Education requirements at UNI (a score of 70 percentile or higher in four of the general tests earns credit; in mathematics, a 97 percentile is required). CLEP tests are usually taken at the time of first registration, and must be completed before registering for general education courses in subject areas to which the tests apply.

Subject Examinations are end-of-course tests developed for widely taught, undergraduate courses. Percentile ranks for the tests compare an individual's knowledge of the subject with scores received by regularly enrolled students who have just completed an equivalent course. The minimum achievement level for credit on the Subject Examinations is the 50th percentile, or 70th percentile for some exams, using these norms. A list of subject courses for which CLEP examinations may be taken at UNI is available from the Office of Admissions or Academic Advising Services. Students should expect a delay of at least three weeks between the time of testing and receipt of scores.

Any CLEP test may only be attempted once. For limitations on the total amount of credit earned by examination, including CLEP, which may be applied toward graduation degree requirements, see page 52.

Credit established by CLEP at an institution participating in the Iowa Community Colleges/Regents' Universities Credit by Examination Agreement will be accepted in transfer at full value when terms of the agreement are met.

Students who have established credit by CLEP at a college or university other than an Iowa Regents' University or an Iowa area community college participating in the Iowa Credit by Examination Agreement, may submit official reports of their scores for consideration. Students whose scores meet UNI standards for awarding credit on the basis of CLEP will receive appropriate credit.

A student may not earn credit by examination in an area in which s(he) previously has attempted or completed an equivalent course, a course of similar level, or one that is more advanced in content level. A course in which a student was enrolled until such time that a "W" for a grade was earned is considered to be an attempted course.

A fee of \$54 is charged for each examination. Fee payment, registration procedures, and test date information are available by contacting Academic Advising Services, Student Services Center 125, UNI, (319) 273-6024.

Advanced Placement Program

The University of Northern Iowa participates in the Advanced Placement Program of the College Entrance Examination Board. Through enrollment in special courses in a participating high school, a qualified high school senior may take achievement examinations in one or more academic subjects at the college level. UNI grants college credits in art, biology, chemistry, computer science, economics, English, history, mathematics, modern language (French, German, Spanish), music, physics, political science, and psychology to students who pass examinations with scores of 3, 4, or 5. Details of this program may be obtained from Academic Advising Services, UNI. *(For limitations in the total amount of credit earned by examination, see page 52.)*

Graduate Credit for Undergraduate Students

Undergraduate seniors who are in their final semester and within eight semester hours of graduation, or in their final summer session and within four hours of graduation, may register for graduate credit with the approval of the head of the department offering the course work. Approval by the Graduate Dean must also be obtained on the same form if the cumulative GPA is below 3.00. The student presents the Student Request form, with appropriate signature(s), when scheduling for class. Their combined total of course credits, both undergraduate and graduate, may not exceed fifteen hours in a semester or eight hours in a summer session, and they must be enrolled in sufficient undergraduate work to complete the bachelor's degree in the semester or summer session in which application is made.

Graduate work completed on the early admission basis will be counted as graduate credit only if the student actually earns the bachelor's degree at the end of the semester or summer session in which the work is taken. Such credits may or may not be counted toward graduate degree programs at the discretion of the graduate department.

Workshops and Study Tours

From time to time, and especially during the summer session, opportunities are offered for earning credit under the workshop plan. Workshops provide residence credit, but a maximum of 6 semester hours may be applied toward graduation.

Occasionally, departments of the University may arrange extensive study tours here and abroad for credit. These trips are open to graduate and undergraduate students. Plans for this type of study and the number of hours of credit which may be earned are announced through University publications. During recent summers several study tours were conducted by departments of the University. (See pages 9-12 for details.)

Student Requests for Exceptions to Academic Policy

Students who wish to request that an individual exception be made to a stated academic policy should complete a Student Request form in consultation with their advisors. Forms are available in all departmental offices and from the Office of the Registrar. The advisor's signature is required for all requests. Other approvals may include the instructor, department head, dean, Registrar, and Associate Vice President for Academic Affairs, depending on the nature of the request.

Academic Ethics Policies

Students at the University of Northern Iowa are required to observe the commonly accepted standards of academic honesty and integrity. Except in those instances in which group work is specifically authorized by the instructor of the class, no work which is not solely the student's is to be submitted to a professor in the form of an examination paper, a term paper, class project, research project, or thesis project.

Cheating of any kind on examinations and/or plagiarism of papers or projects is strictly prohibited. Also unacceptable are the purchase of papers from commercial sources, using a single paper to meet the requirement of more than one class (except in instances authorized and considered appropriate by the professors of the two classes), and submission of a term paper or project completed by any individual other than the student submitting the work. Students are cautioned that plagiarism is defined as the process of stealing or passing off as one's own the ideas or words of another, or presenting as one's own an idea or product which is derived from an existing source.

It is not acceptable for the work or ideas of another scholar to be presented as a student's own or to be utilized in a paper or project without proper citation. To avoid any appearance of plagiarism or accidental plagiarism, it is important that all students become fully cognizant of the citation procedures utilized in their own discipline and in the classes which they take. The plea of ignorance regarding citation procedures or of carelessness in citation is not a compelling defense against allegations of plagiarism. A college student, by the fact that s(he) holds that status, is expected to understand the distinction between proper scholarly use of others' work and plagiarism.

A student who is found to have improperly used others' work must expect to be penalized for such action -- even if the argument is made that the action was taken with innocent intention -- and the student's instructor will normally judge such work "unacceptable." But it should be noted that the assignment of a low or failing grade for unacceptable work is not in itself a **disciplinary** action -- even if the assignment of such a grade results in the student's receiving a lower grade in the course, including "F", than s(he) would otherwise achieve. Such a response by an instructor is part of the normal grading process; if a student feels that s(he) has grounds to protest a grade received through this process, the student has access to the academic grievance procedure which the University has developed to deal with all student academic grievances.

On the other hand, cheating and plagiarism are issues which can affect a student's status at the University in more serious ways. As an educational institution, the University maintains standards of ethical academic behavior, and recognizes its responsibility to enforce these standards. Therefore, the following procedures of **academic discipline** prevail at the University of Northern Iowa.

If a student is determined by an instructor to have committed a violation of academic ethics, the instructor may take additional **disciplinary** action including, but not limited to, grade reduction for the course in which the infraction occurs, even if the reduction is over and above the normal consequences resulting from the grade merited by the unacceptable work.

In cases where such disciplinary action is taken, the instructor is obliged to report the action in writing, to the student, to the instructor's department head, (and, if the student is from a different department, to the head of the student's department), and to the Office of the Provost and Vice President for Academic Affairs. The Provost and Vice President for Academic Affairs will notify the student in writing that such action has been taken, and will maintain a file for each student so disciplined. (This file is confidential and is independent of the student's normal University records.)

A student wishing to appeal or dispute the disciplinary action taken may seek redress through the University academic grievance structure. In the case of a successful grievance, the evidence of the disciplinary action taken by the instructor will be expunged from the student's file by the Provost and Vice President for Academic Affairs.

In cases of particularly flagrant violations of academic ethics relating to cheating or plagiarism, the instructor may feel obliged to recommend suspension from the University of Northern Iowa for a period ranging from the term in which the infraction occurs (with a loss of all credit earned during that term) to permanent suspension from the University.

Such recommendations are sent in writing to the department head and the Provost and Vice President for Academic Affairs, the latter of whom informs the student in writing that the recommendation has been made. In such cases, the academic appeals procedure is automatically invoked by the Provost and Vice President for Academic Affairs. Until the mandatory academic appeal in such cases has been completed, the recommended suspension is not in effect. In cases of a successful appeal to such action, the materials relating to the successfully grieved disciplinary action will be expunged from all University records.

Finally, the Provost and Vice President for Academic Affairs will regularly monitor all files relating to disciplinary action taken against specific students. If the monitoring reveals a history of disciplinary actions taken against a particular student (excluding any actions which have been successfully grieved) such that there are three or more instances of such action subsequent to any academic grievances generated by such actions, the Provost and Vice President for Academic Affairs will, as a matter of course, institute proceedings for permanent suspension of that student. The procedures demand that the Provost and Vice President for Academic Affairs notify the student in writing that suspension procedures have been invoked, and there is an automatic appeal to the University academic grievance structure in all such cases.

All parts of the academic grievance structure (including those stipulated in the immediately preceding paragraph) apply in such cases, except that the Provost and Vice President for Academic Affairs, as the disciplinary officer, functions in the role of the instructor in an academic grievance relating to a specific class.

Student Conduct

The University of Northern Iowa expects all students to observe University regulations and the city, state, and federal laws, and to respect fully the rights of others. The University Student Disciplinary Code contains more specific information concerning student conduct and disciplinary action. This information is available by accessing the UNI home page on the World Wide Web <http://www.uni.edu/vpress/handbook.html>. Individual copies are available in the Office of the Vice President for Educational and Student Services, 103 Student Services Center.

Student Records

In the maintenance of student records, and in permitting access to those records or the release of information contained in those records, the University of Northern Iowa complies with the laws of the United States and the State of Iowa.

University policies relative to student records are contained in the publication entitled *Policies and Regulations Affecting Students*. The Family Educational Rights and Privacy Act and the regulations required by this act may be reviewed in the Office of the Registrar, Room 227, Gilchrist Hall.

Student Persistence

Iowa Regents' Universities have conducted studies annually of student persistence to graduation. A summary of the findings of the most recent study may be secured from the Office of the Registrar.

Academic Grievances/ Undergraduate Students

Equitable due process in academic matters is provided in grievance procedures for undergraduate students. These procedures are published annually in the *Northern Iowan* in the Student Rights and Responsibilities Statement. Copies are also available in all departmental offices and the Office of the Provost and Vice President.

Academic Grievances/ Graduate Students

For graduate students and graduate assistants, equitable due process in academic matters is provided in grievance procedures established by the Graduate College. Copies of the grievance procedure guidelines and grievance forms are available in the Office of the Graduate College.

UNI Policy on Non-Discrimination and Affirmative Action

Policy Statement:

The University of Northern Iowa is committed to providing equal employment opportunity through recruitment, employment, and promotion of individuals without regard to race, color, sex, age, disability, veteran status, religion, national origin, or sexual orientation. The University has established its nondiscrimination/equal opportunity policy as follows:

No person shall be excluded for participation in, be denied the benefits of, or be subjected to discrimination in employment, any educational program, or any activity of the University, on the basis of race, color, sex, age, disability, veteran status, religion, national origin, sexual orientation, or on any other basis protected by federal and/or state law.

The University of Northern Iowa seeks to prohibit discrimination and to promote affirmative action in its educational and employment policies and practices. These policies are implemented in compliance with applicable federal and state nondiscrimination and affirmative action laws and regulations.

Procedures:

The responsibilities of the Office of Compliance and Equity Management include, but are not limited to, coordinating the University's commitment to nondiscrimination (equal opportunity) into an effective, organized system using applicable federal and state laws and regulations; developing an affirmative action plan; monitoring those policies and practices affecting employment which are under the jurisdiction of government guidelines; and reviewing all complaints alleging discrimination. The denial of equal access to any program or activity or the unlawful consideration of any applicant or employment on the basis of race, color, sex, age, disability, veteran status, religion, national origin, sexual orientation, or any other basis protected by federal and/or state law for any employment opportunity or terms or condition of employment, may constitute a violation of the University's policy and will be subject to appropriate review by the Office of Compliance and Equity Management.

Any employee who has a question or complaint is encouraged to discuss the matter with their supervisor. An employee who has been unable to resolve a complaint through the established University procedures, or who otherwise chooses to do so may contact Compliance and Equity Management, or Human Resource Services.

Approved by the President's Cabinet
September 13, 1999

For additional information, contact the Office of Compliance and Equity Management, 115 Gilchrist Hall, UNI, (319) 273-2846, or visit our World Wide Web home page <http://www.uni.edu/equity>.

Undergraduate Program Requirements

General Education courses included in major or minor program requirements are distinguished by italics.

Completion of majors labeled "Extended Program" will take more than eight semesters of full-time enrollment.

Accounting

(College of Business Administration)

<http://www.cba.uni.edu/accounting>

G. Smith, Head. R. Abraham, M. Allen, L. Andreessen, W. Bowlin, D. Coarts, D. Davis, W. Greer, S. Hansen, T. Lindquist, L. Nicholas, M. Oleson, C. Renner, D. Schmidt, M. Wartick.

Note: Students majoring in Accounting must satisfy the College of Business Administration (CBA) admission requirements before they can officially declare their major. A copy of the Admission, Retention, and Graduation Policy may be obtained from the Advising and Student Services Office in the College of Business Administration. Prior to completion of the admission requirements, students may sign an intent to major in accounting and be classified as a prospective (pre) major. Pre-Accounting majors may enroll in lower division (below 100) business courses only. Enrollment in upper division (100-level) business courses requires satisfactory completion of the CBA admission requirements and any course prerequisites.

Accounting majors may declare a double major, and/or major and minor within the College of Business Administration subject to regulations imposed by those CBA departments affected. Accounting majors minoring within the CBA must select minors designated for business majors.

To graduate with a major in Accounting from the College of Business Administration, a student must earn at least 50% of the business credit hours required for the major at UNI. In addition, a minimum of nine graded hours must be earned in 100-level UNI Accounting courses. Students must take at least 50% of the course work required for the degree outside the College of Business Administration. Up to nine hours of economics (excluding 920:020) and six hours of statistics may be counted as outside the College of Business Administration. A student must earn a 2.20 cumulative grade point average at UNI and earn an overall 2.20 grade point average in 120:xxx, 130:xxx, 150:xxx, 160:xxx, and 920:xxx courses taken at UNI.

Students who want to write the Uniform CPA Examination in Iowa should secure current requirements from the Iowa Accountancy Examining Board in order to plan their program of study so that all requirements are met. Students who want to write the Uniform CPA Examination in other states should secure the same information from the applicable state board of accountancy.

Students may repeat Accounting courses with the exception that subsequent to successfully completing a 100-level Accounting course, they may not repeat Principles of Financial Accounting (120:030) or Principles of Managerial Accounting (120:031).



Bachelor of Arts Degree Programs

Accounting Major

Required Business Core:

Accounting: 120:030; 120:031	6 hours*
Marketing: 130:101	3 hours
Management: 150:080; 150:100; 150:153; 150:154; 150:175	15 hours
Finance: 160:151	3 hours
Economics: 920:020*; 920:053; 920:054; 920:070*	12 hours
Required:	
Accounting: 120:129; 120:130; 120:136	9 hours
Electives:	
Accounting: 120:131; 120:132; 120:134; 120:135; 120:139; 120:141; 120:142	9 hours
	57 hours

Students who wish to be a candidate for the Uniform Certified Public Accountant Examination should follow the requirements of the Iowa Board of Accountancy.

*In addition to the required 57 hours, 920:020 and 920:070 have as a prerequisite 800:072 or 800:092, either of which will satisfy Category 5C of the General Education Program.

Accounting Minor-Business

Required:

Accounting: 120:129; 120:130	6 hours
Accounting Electives from the following: 120:131; 120:132 120:134; 120:135; 120:136; 120:141; 120:142	6 hours
	12 hours

Available to Majors in: Business Teaching, Economics-Business Analysis Emphasis, Finance, Management, Management Information Systems, Marketing, and Real Estate.

Accounting Minor

Required:

Accounting: 120:030	3 hours
Marketing: 130:101	3 hours
Management: 150:153	3 hours
Electives: at least 9 hours from Accounting area	9 hours
	18 hours

NOT available to majors in Accounting, Business Teaching, Economics-Business Analysis Emphasis, Finance, Management, Management Information Systems, Marketing and Real Estate.

Note: 130:101 has a prerequisite of either 920:024 or 920:053. 920:024 or both 920:053 and 920:054 will satisfy Category 4B of the General Education Program.

Art

(College of Humanities and Fine Arts)

<http://www.uni.edu/chfa/ART.HTML>

M. Frisbee Johnson, Head. C. Adelman, R. Behrens, S. Bigler, J. Byrd, R. Colburn, T. Dooley, f. echeverria, P. Fass, O. Johnson, M. Lipke, J. Petsch, J. Schnabel, T. Stancliffe, C. Streed, A. Wilson, K. Yuen.

Major programs are offered by the Department of Art in two baccalaureate degree areas, the Bachelor of Arts and the Bachelor of Fine Arts. The Bachelor of Arts degree is a liberal arts program that provides the art major with three emphasis options: studio, art history, or art education (teaching). The Bachelor of Fine Arts degree is a professional program with an intensive studio emphasis. The baccalaureate degree programs in the Department of Art are accredited by the National Association of Schools of Art and Design.

No grade of less than C- shall satisfy any art major or minor degree requirement whether taken at UNI or transferred from another institution. For all studio courses in the Department of Art programs the ratio of student work hours to credit hours is 3:1. Therefore, additional work is required outside the regular class meeting times.

Courses in the Department of Art require specialized materials, some of which are provided through Art Lab fees.

Foundations Program

The Foundations Program is a one-year program required for all art majors and art minors. Introductory courses are offered that will provide an intense exploration of basic art concepts and skills as preparation for specialized and advanced areas of study.

Art majors take the 18 hours of introductory courses in the first year of study. The Foundations Program is prerequisite to all studio and art history courses. Generally, students enroll in Drawing I, 2-D Concepts, and Art History I during the first semester and Drawing II, 3-D Concepts, and Art History II the second semester.

The Foundations Program is a prerequisite for introductory level courses taken only by Art Majors and Minors.

Required:
Art: 600:018; 600:019; 600:026; 600:027; 600:040; 600:04118 hours

Bachelor of Fine Arts Degree Program

A B.F.A. portfolio admission review is required of all students seeking admission to the B.F.A. degree program. Students must apply for admission prior to the completion of 45 semester hours of art. To qualify for the review students must: 1) have a minimum cumulative GPA in Art of 2.75 and 2.50 overall; 2) complete the Foundations Program; 3) be completing in the semester of application or have completed 15 hours of Studio Distribution; 4) be enrolled in or have completed a second semester in a selected studio area (students electing a drawing emphasis must be enrolled in or have completed a third semester of drawing beyond Drawing II); 5) complete the B.F.A. Admission Application; and 6) submit a portfolio of art work for review. Students may reapply for admission to the B.F.A. program.

Art Major – Studio Emphasis

The B.F.A. Art Major with Studio Emphasis requires a minimum of 130 total hours to graduate.

Required: Foundations Program
(requirements listed above).....18 hours
Required: B.F.A. Portfolio Admission Review
(requirements listed above).....0 hours
Required: Studio Distribution12 hours
--At least two courses from each of the following groups:
Group 1 -- 600:025; 600:032; 600:033 or 600:035; 600:080.
Group 2 -- 600:037; 600:050; 600:060; 600:074.
Required: Art History Distribution9 hours
Other requirements:
600:192 B.F.A. Seminar2 hours
600:196 B.F.A. Project I (in area of studio concentration)3 hours
600:197 B.F.A. Project II (in area of studio concentration).....3 hours
600:189 B.F.A. Exhibition0 hours
Studio Electives30 hours
77 hours

As a graduation requirement, each B.F.A. candidate must complete a concentration of no less than 15 semester hours in any one of the following studio areas: ceramics, drawing (excluding Drawing I and Drawing II), graphic design, jewelry/metals, painting, photography, printmaking, or sculpture. These semester hours are to be derived from the Studio Electives.

Also required is the B.F.A. Exhibition (600:189). The B.F.A. exhibition serves as an exit requirement for this degree program.

Bachelor of Arts Degree Programs

Art Major–Studio Emphasis

Required: Foundations Program
(requirements listed above).....18 hours
Required: Studio Distribution6 hours
--One course from each of the following groups:
Group 1 -- 600:025; 600:032; 600:033 or 600:035; 600:080.
Group 2 -- 600:037; 600:050; 600:060; 600:074.
Required: Art History Distribution6 hours
Required: Studio Concentration9 hours
9 hours in any one of the following areas: ceramics,
drawing (excluding Drawing I and Drawing II),
graphic design, jewelry/metals, painting,
photography, printmaking, or sculpture.
Studio courses used to fulfill the studio distribution requirement
cannot be used to fulfill requirements in the studio concentration.
Studio Electives6 hours
45 hours

Art Major—Art History Emphasis

- Required: Foundations Program
(requirements listed above).....18 hours
- Required: Studio Distribution6 hours
- One course from each of the following groups:
Group 1 -- 600:025; 600:032; 600:033 or 600:035; 600:080.
Group 2 -- 600:037; 600:050; 600:060; 600:074.
- Required: Art History Distribution6 hours
- One course from each of the following groups:
Group 1 -- 600:139; 600:140; 600:141-01; 600:141-05
600:141-06.
Group 2 -- 600:141-02; 600:142; 600:144; 600:146;
600:151; 600:152.
- Required: Art History in Non-Western Cultures3 hours
- One course from the following: 600:139; 600:140;
600:141-03; 600:141-04; 600:141-07; 600:147.
- Required: Art History Research Methods and
Writing Course: 600:1382 hours
- Required: Art History Concentration9 hours
- At least three courses from the aforementioned
Art History Group 1 or Group 2.
- Art history courses used to fulfill the art history distribution
requirement cannot be used to fulfill requirements
in the art history concentration.
- Art History Electives6 hours
- A minimum of two courses from the above listing of
art history courses and/or 600:153, 600:191

50 hours

Students electing an emphasis in art history must also fulfill a foreign language requirement of 13-18 hours, or demonstrate competency through the first of the Composition courses in the chosen language. French or German is recommended.

Art Education Major—Teaching (Extended Program)

The Art Education Major in Teaching requires a minimum of 132 total hours to graduate.

- Required: Foundations Program
(requirements listed above).....18 hours
- Required: History of Art Distribution6 hours
- Required: Art Education: 600:091*; 600:093*; 600:120*;
600:121*10 hours
- Required: Studio Distribution12 hours
- Two courses from each of the following groups:
Group 1 -- 600:025; 600:032; 600:033 or 600:035; 600:080.
Group 2 -- 600:037; 600:050; 600:060; 600:074.
- Art electives6 hours

52 hours

Each art education major must complete a concentration in either art history or a single studio area.

Studio Concentration: A total of 9 hours in any one of the following areas: ceramics, drawing (excluding Drawing I and Drawing II), graphic design, jewelry/metals, painting, photography, printmaking, or sculpture.

Art History Concentration: A total of 12 hours of 100-level courses in art history.

*Completion of this course sequence will satisfy 240:020 of the professional education requirements.

Art Minor

- Required: Foundations Program
(requirements listed above).....18 hours
- Art studio elective3 hours
- 21 hours

Art Minor--Teaching

- Required: Foundations Program (requirements listed above) 18 hours
- Required: Studio Electives6 hours
- Required: Art Education (elementary and secondary)
- Elementary Art Education: 600:091 and 600:1205 hours
- Secondary Art Education: 600:093 and 600:1215 hours
- 34 hours

Biology

(College of Natural Sciences)

<http://www.bio.uni.edu>

B. Hetrick, Head. L. Beltz, V. Berg, B. Bergquist, D. Brecheisen, E. Brown, M. Clayton, J. Demastes, K. Dhanwada, J. Gerrath, L. Jackson, L. Jones, J. Jurgenson, Q. Lan, C. Lee, M. McDade, D. Mercer, K. Nuss, S. O'Kane, K. Pontasch, O. Schwartz, R. Seager, D. Smith, C. Thurman, J. Trainer, M. Walter, P. Whitson, D. Wiens.

Major programs are offered by the Department of Biology in two baccalaureate areas: the Bachelor of Arts and the Bachelor of Science. The Bachelor of Science degree is recommended for most students preparing for graduate study in biology. The Bachelor of Arts degree provides a choice among several tracks depending upon student interest and/or career plans.

Note: Students should submit their declaration of a biology major early in their college programs. This will permit them to plan their major courses with a department advisor to avoid future conflicts. Transfer students with previous courses in biology, zoology, or botany must have transfer courses evaluated to avoid duplication and possible loss of credit. Decisions regarding UNI major courses and transfer credits should be approved by the department head or advisor.

Academic Standard Policy

Majors

- Students should indicate their interest in majoring in Biology any time after their admission to UNI by filling out a Declaration of Curriculum form and selecting the choice "to continue as a student at UNI with a prospective major of Biology (or other major or emphasis)". Thereafter, students will be considered "prospective majors" and will be expected to attend departmental advising sessions at regularly scheduled intervals.
- A student's freshman year shall be devoted primarily to completing the required course work in general biology (840:051 and 840:052) and chemistry (860:044 and 860:048, or 860:070). General Education and/or math classes should be taken by students to complete their schedules.
- The following criteria shall be used for determination of acceptance as a fully declared Biology major:
 - 2.50 cumulative GPA in a minimum of 30 hours of course work (to include 840:051 and 840:052; 860:044 and 860:048, or 860:070).

Undergraduate Program Requirements Biology

- b. Students must receive a grade of C- or higher in courses that are applied to the major to receive credit toward the prospective major.
 - c. Students with ACT mathematics scores below 24 are required to complete Intermediate Algebra 800:004 or Analysis for Business Students 800:043 or Elementary Analysis 800:046 with a grade of C- or higher before being accepted as a fully declared Biology Major.
 - d. Upon satisfaction of the acceptance requirements (a, b, and c above), a student shall be converted to major status by the Department.
 - e. Students not meeting acceptance requirements (a, b, and c above) will be restricted from taking Biology majors' courses beyond 840:052.
 - f. Students intending to declare their major at the end of the current semester will be allowed to register for major course work for the upcoming semester by completing a formal contract stating that if they do not meet the requirements for declaring the major by the beginning of the upcoming semester, the Department will cancel their registration in 100-level Biology courses.
4. Any student who drops a course after the first seven days of classes will not be allowed to register for that course in the subsequent semester until all advanced registration is completed.
 5. Transfer students entering UNI shall be subject to the acceptance requirements listed in section #3.
 6. To graduate from UNI with a Biology major, students must have both a cumulative and a major UNI GPA of 2.50 or higher, with a grade of C- (1.67) or higher in all courses that are applied to the major.

Minors

Admission to a Biology minor requires a cumulative 2.50 GPA in at least 24 hours of course work (in all subjects, which must include 840:051 and 840:052).

To graduate from UNI with a Biology minor, students must have both a cumulative and a minor UNI GPA of 2.50 or higher, with a grade of C- (1.67) or higher in all courses that are applied to the minor.

BIOLOGY CORE COURSES ARE TO BE SELECTED FROM LIST BELOW.

Introductory: 840:051; 840:052.

Group I (Cellular and Molecular Biology): 840:128**; 840:140; 840:151; 840:152.

Group II (Physiology and Development): 840:114/840:115; 840:122*; 840:137/840:138; 840:146; 840:172*.

Group III (Ecology): 840:103; 840:126*; 840:154; 840:168; 840:171*.

Group IV (Systematics and Evolution): 840:106; 840:112; 840:120*; 840:131; 840:132; 840:142; 840:148; 840:160; 840:162; 840:164; 840:166*; 840:170.

At least one plant course must be taken from those marked with asterisk () in the core or from: 840:124; 840:173.

**840:128 must be taken for 4 credit hours to fulfill core requirement.

Bachelor of Science Degree Program

-- 130 semester hours

Biology Major

The Bachelor of Science Major in Biology is designed to prepare students for careers in areas which require a higher degree of concentration in subject matter and cognate areas, particularly advanced-level courses. This degree is especially appropriate for students planning graduate study. In order to ensure graduation within eight semesters, students should work with advisors early in their programs, as advance planning for sequenced courses is very important.

Required:

Biology Core:

Introductory: 840:051; 840:052.....8 hours
Group I: 840:140; 840:128 or 840:1518 hours
Group II: Select one option.....4 hours
Group III: 840:168.....3 hours
Group IV: Select one option3-4 hours

Biology: 840:157; 840:169; 840:190 (2-3 hrs.)6-7 hours

Cognate courses:

Mathematics: 800:060; 800:0618 hours
Computer Science: 810:030 or 810:0353 hours
Chemistry: 860:044; 860:048*; 860:120; 860:121;
860:12316 hours
Physics: 880:054; 880:0568 hours

Electives in Biology (minimum of 36 hours of Biology is required; Biology electives include 100-level,

excluding 840:101, and 860:154)5-7 hours
74 hours

*Students with excellent preparation in Chemistry may substitute 860:070 plus 3 additional credit hours of Biology electives for 860:044 and 860:048.

Bachelor of Arts Degree Programs

Biology Major

This major provides a broad training in biology but allows different specializations through choice of electives. Students who select this major to prepare themselves for graduate study in the biological sciences should consult with their advisor for elective courses.

Required:

Biology Core:

Introductory: 840:051; 840:052.....8 hours
Group I: Select one option4 hours
Group II: Select one option.....4 hours
Group III: Select one option3 hours
Group IV: Select one option3-4 hours

Cognate courses:

Chemistry: 860:044 and 860:048*; 860:120,
860:121, 860:123 or both 860:063 and 860:13216 hours
Earth Science: 870:031 and 870:035 or
Physics: 880:054; 880:0568 hours

Electives in Biology (100-level or above, excluding 840:101)
or 860:15412-13 hours
59 hours

A student must demonstrate sufficient knowledge of mathematics by an ACT math composite of at least 24.

*Students with excellent preparation in Chemistry may substitute 860:070 plus 3 additional credit hours of biology electives for 860:044 and 860:048.

Biology Major: Ecology and Systematics Emphasis

This emphasis provides training to students interested in organismal and/or ecological biology. With the guidance of a faculty advisor, students who wish to specialize further may follow one of four separate tracks: Ecology, Applied Ecology, Botany, or Zoology. This emphasis is appropriate for students interested in a career with private and governmental organizations conducting endangered species recovery, ecological restoration, biological surveys, toxicity evaluations, environmental impact analyses, field research, museum or herbarium curation, or who wish to work in zoos, nature centers, museums, or botanical gardens. This emphasis also provides suitable background for students wishing to pursue graduate degrees in ecology, animal behavior, systematics, conservation biology, environmental toxicology, population biology, and evolutionary biology. Students who want information about these careers may take 840:060. A program of field courses offered during the summer is available through Iowa Lakeside Laboratory.

Required:

Biology Core:

- Introductory: 840:051; 840:052.....8 hours
- Group I: 840:1404 hours
- Group II: 840:114 and 840:115; or 840:122;
or 840:1724 hours
- Group III: 840:1683 hours
- Group IV: select two of the following: 840:112;
840:120; 840:160; 840:162; 840:164;
840:166; 840:1706-8 hours

Biology: 840:1691 hour

Cognate courses:

- Mathematics: 800:046 or 800:0604 hours
- Chemistry: 860:044; 860:048*; 860:063 or
860:120 and 860:12112-13 hours
- Physical Science: 870:031 or 880:0544 hours

Electives: (100-level approved by department)13-16 hours
62 hours

*Students with excellent preparation in Chemistry may substitute 860:070 plus 3 additional credit hours of Biology electives for 860:044 and 860:048.

Biology Major: Biomedical Emphasis

This major offers basic preparation for medical, osteopathic, physical therapy, dental, veterinary, optometric, podiatric and other health-related programs. In addition, it prepares students for graduate study in biomedical sciences, e.g., pharmacology, toxicology, pathology, physiology, cellular biology and related areas. Students should seek advice and information early in their programs so that individual goals and specific additional requirements of some graduate and professional programs can be considered in curricular planning.

Required:

Biology Core:

- Introductory: 840:051; 840:052.....8 hours
- Group I: Select one option4 hours
- Group II: Select one option.....4 hours
- Group III: Select one option3 hours
- Group IV: Select one option3-4 hours

Cognate courses:

- Mathematics: 800:046 or 800:0604 hours
- Chemistry: 860:044; 860:048*; 860:120; 860:121;
860:12316 hours
- Physics: 880:054; 880:0568 hours

Electives selected from the following (consult with advisor) ..5-6 hours

- Biology: 840:106; 840:111; 840:114; 840:116 or 840:117;
840:124; 840:128; 840:132; 840:138; 840:140;
840:142 or 840:148; 840:144; 840:146; 840:147;
840:150; 840:151; 840:152; 840:157; 840:185;
840:190; 840:198.
- Chemistry: 860:154.

56 hours

*Students with excellent preparation in Chemistry may substitute 860:070 plus 3 additional credit hours of biology electives for 860:044 and 860:048.

Biology Major: Environmental Emphasis (Extended Program)

This emphasis is designed to prepare students for careers in Environmental Biology. This degree is also appropriate for students planning graduate work in Biology or one of the multidisciplinary environmental fields such as Oceanography, Limnology, Geophysics, or Global Studies. For students considering an advanced degree in Environmental Science, see the B.S./M.S. program on page 165.

This emphasis requires a minimum of 130-131 total hours to graduate.

Required:

Environmental Science: 830:130.....3 hours

Biology Core:

- Introductory: 840:051; 840:052.....8 hours
- Group I: Select one option4 hours
- Group II: Select one option.....4 hours
- Group III: 840:1683 hours
- Group IV: Select one option3-4 hours

Biology: 840:1691 hour

Cognate courses:

- Mathematics: 800:046 or 800:0604 hours
- Chemistry: 860:044 and 860:048*; 860:120,
860:121, 860:123 or both 860:063 and 860:13216 hours
- Earth Science: 870:031; 870:1717 hours
- Physics: 880:054; 880:0568 hours
- Economics: 920:053; 920:054; 920:123**9 hours
- Electives: (approved by advisor).....6 hours

76-77 hours

*Students with excellent preparation in Chemistry may substitute 860:070 plus 3 additional credit hours of Biology electives for 860:044 and 860:048.

**Taking prerequisite courses 920:053 and 920:054 will satisfy Category 4B of the General Education Program.

Biology Major: Microbiology Emphasis

This emphasis provides a broad overview of microbiology, including virology, molecular biology, and general microbiology. It is excellent preparation for careers in microbiology in the health sciences or industry and for graduate training in microbiology and related fields.

Required:

Biology Core:

Introductory: 840:051; 840:052	8 hours
Group I: 840:151; 840:152	8 hours
Group II: Select one option	4 hours
Group III: Select one option	3 hours
Group IV: Select one option	3-4 hours
Biology: 840:144	4 hours
Cognate courses:	
Mathematics: 800:046 or 800:060	4 hours
Chemistry: 860:044 and 860:048*; 860:120 and 860:121 and 860:123, or 860:063	12-16 hours
Physics: 880:054; 880:056	8 hours
Electives: selected from the following (consult with advisor)	3-8 hours
Biology: 840:128; 840:132; 840:147; 840:149; 840:150.	
Chemistry: 860:154.	
	— 62 hours

*Students with excellent preparation in Chemistry may substitute 860:070 plus 3 additional credit hours of biology electives for 860:044 and 860:048.

Biology Major—Teaching (Extended Program)

The Biology Teaching major provides a broad education in biology. Along with professional education courses and student teaching, this curriculum is a sound preparation for teaching life science, biology, and other secondary science courses. This is an extended program requiring at least nine semesters; therefore, students should contact their advisors early in their program. This program is an excellent preparation for graduate work in biology or science education.

The Biology Teaching major requires a minimum of 135-140 total hours to graduate.

Required:

Biology Core:

Introductory: 840:051; 840:052	8 hours
Group I: 840:140	4 hours
Group II: 840:122 or 840:172	4 hours
Group III: 840:168	3 hours
Group IV: 840:142; 840:166; one of the following: 840:160, 840:162, 840:164 or 840:170	10-11 hours
Biology: 840:169; one of the following -- 840:146; or 840:101 and 840:102; or 840:114 and 840:115; or 840:137 and 840:138	5-9 hours
Cognate Courses:	
Chemistry: 860:044; 860:048*; 860:063	12 hours
Earth Science/Physics: 870:031 and 870:035; or 880:054 and 880:056; or 870:031 and 880:054	8 hours
Methods:	
Science and Science Education: 820:190; 820:196	3 hours
Biology: 840:193; 840:197	3 hours
	60-65 hours

*Students with excellent preparation in Chemistry may substitute 860:070 plus 3 additional credit hours of biology or chemistry electives for 860:044 and 860:048.

Biotechnology Major

This major is designed to provide educational training for employment in modern biotechnology fields in both the public and private sectors or for graduate school. Basic skills in recombinant DNA, genetics, microbiology, and biochemistry are emphasized.

Required:

Biology Core:

Introductory: 840:051; 840:052	8 hours
Group I: Select three options	12 hours
Group II: 840:122	4 hours
Group III: Select one option	3 hours
Group IV: Select one option	3-4 hours
Biology: 840:153	4 hours
Cognate courses:	
Chemistry: 860:044 and 860:048*; 860:120; 860:121; 860:123; 860:154	20 hours
Physics: 880:054	4 hours
Electives: Selected from the following list (approved by advisor)	3-4 hours
Computer Science: 810:030 or 810:035.	
Biology: 100-level or above.	
Chemistry: 860:132; 860:155; 860:156.	
Physics: 880:056.	
Research: 840:190 or 840:195.	
	— 61-63 hours

*Students with excellent preparation in Chemistry may substitute 860:070 plus 3 additional credit hours of biology electives for 860:044 and 860:048.

Biology Minor

Required:

Biology Core:

Introductory: 840:051; 840:052	8 hours
Electives in biology: (100-level, excluding 840:101)	15 hours
	23 hours

Biology Minor—Teaching

The Biology Minor--Teaching provides for second endorsement approval by the Iowa Department of Education and requires first endorsement approval (major) in another science discipline or general science.

Required:

Biology Core:

Introductory: 840:051; 840:052	8 hours
Chemistry: 860:044*	4 hours
Methods:	
Science and Science Education: 820:190; 820:196	3 hours
Biology: 840:193	2 hours
Electives in biology: (100-level, excluding 840:101)	10 hours
	27 hours

*Students with excellent preparation in Chemistry may substitute 860:070.

Natural History Interpretation Minor

The Natural History Interpretation minor provides students with interpretive techniques and opportunities to gain practical experience with interpretation and environmental education program development. This minor can only be taken with the Biology Major: Ecology and Systematics Emphasis or the Earth Science Major: Interpretive Naturalist Emphasis. This combination of major and minor prepares students for employment as interpreters with park systems, nature centers, zoos, museums, planetariums, and other areas requiring natural history communication skills.

Required:

Science and Science Education: 820:132	4 hours
Biology: 840:184; 840:195 (8 hrs.); 840:196	13 hours
Anthropology: 990:125.....	3 hours
	20 hours

Chemistry

(College of Natural Sciences)

<http://www.chem.uni.edu/>

D. Bartak, Head. J. Bumpus, R. Chin, S. Coon, C. Hanson, L. Hoistad, J. Macmillan, K. Manfredi, L. McGrew, C. Miller, A. Phelps, P. Rider, M. Sanger, I. Simet, W. Stigliani, R. Wiley.

Major programs are offered by the Department of Chemistry in two baccalaureate areas: the Bachelor of Science and the Bachelor of Arts.

Students considering a chemistry major should complete two semesters of general chemistry, 860:044 and 860:048, in the freshman year. Well-prepared students may be permitted to take 860:070, an accelerated course in general chemistry, during their first semester. It is strongly recommended that chemistry majors complete requirements in mathematics and physics within the first two years.

Bachelor of Science Degree Program

-- 130 semester hours

Chemistry Major

The Bachelor of Science Chemistry major is accredited by the American Chemical Society. This program is recommended for students who wish to prepare for careers as professional chemists. It also provides the most complete preparation for post-graduate study in the field of chemistry.

Required:

Mathematics: 800:060; 800:061	8 hours
Chemistry: 860:044 and 860:048, or 860:070; 860:110; 860:120; 860:121; 860:123; 860:125 or 860:147; 860:132; 860:137; 860:140; 860:141; 860:143 (2 hrs.); 860:145; 860:154; 860:180 (2 hrs.).....	44-47 hours
Physics: 880:130 and 880:131; or 880:054 and 880:056 and one 100-level cognate elective of at least 3 hours ..	8-11 hours
Elective: a chemistry lecture course carrying a physical chemistry prerequisite	3 hours
	63-69 hours

Notes: To satisfy American Chemical Society guidelines for certification of the chemistry major, the two hours of 860:180 undergraduate research required for this program must be taken after completion of either 860:140 Physical Chemistry: Thermodynamics or 860:141 Physical Chemistry: Kinetics, Quantum Mechanics, and Spectroscopy. Also, the elective course should be chosen with the help of the major advisor to assure consistency on these certification guidelines of the American Chemical Society; an appropriate advanced course in another science may be included.

Students wishing to earn a non-certified Bachelor of Science degree may omit 860:125 or 860:147, 860:145, and 860:154, but must include 3 additional elective hours in Chemistry at the 100-level or higher.

Emphasis-Biochemistry

The Bachelor of Science Biochemistry Emphasis is accredited by the American Chemical Society. This emphasis prepares students for careers and/or advanced study in biochemistry. It also provides partial preparation appropriate for medical school and other health-related programs.

Required:

Mathematics: 800:060; 800:061	8 hours
Biology: 840:051; 840:052	8 hours
Chemistry: 860:044 and 860:048, or 860:070; 860:110; 860:120; 860:121; 860:123; 860:132; 860:137; 860:140; 860:141; 860:143 (2 hours); 860:154; 860:155; 860:156	41-44 hours
Physics: 880:054; 880:056	8 hours
Additional advanced study, to include at least 2 hours of 860:180 Undergraduate Research and at least 3 hours in a 100-level biology course	5-8 hours
	73 hours

Emphasis-Environmental Chemistry

This emphasis prepares students for careers in the area of environmental chemistry. This degree is also appropriate for students planning graduate work in multidisciplinary fields including environmental science.

Required:

Mathematics: 800:060; 800:061	8 hours
Chemistry: 860:044 and 860:048 or 860:070; 860:120; 860:121; 860:123; 860:132; 860:137; 860:138; 860:140; 860:141; 860:143 (2 hours); 860:180 (2 hours)	34-37 hours
Physics: 880:054; 880:056	8 hours
Environmental Science Core: 830:130; 840:051; 840:052; 870:031; and one of the following four: 840:151; 840:168; 870:171; 920:123	18-19 hours
Economics: 920:024*	3 hours
	71-75 hours

*Students may substitute both 920:053 and 920:054 for 920:024 if 920:123 is selected. Taking either 920:024 or **both** 920:053 and 920:054 will satisfy Category 4B of the General Education Program.

Emphasis-Honors Research

This emphasis is available to qualified students pursuing the Bachelor of Science program by invitation at the beginning of their junior year. Completion of Honors Research requires 5 credit hours in 860:180 Undergraduate Research (at least 2 hours of which must be taken after completion of 860:140 Physical Chemistry: Thermodynamics or 860:141 Physical Chemistry: Kinetics, Quantum Mechanics, and Spectroscopy) and the writing of a senior research thesis. The research credit may be applied to the elective hours of the B.S. degree.

Bachelor of Arts Degree Programs

Chemistry Major

This program provides experience in all basic areas of chemistry. With appropriate choice of University electives, the B.A. Chemistry Major meets the needs of pre-medical students and students preparing for additional study in related areas such as biochemistry, industrial hygiene, pharmacology and medicinal chemistry, clinical chemistry, and toxicology. It is also suitable for students who wish to combine a chemistry major with a major in another discipline.

Required:

Mathematics: 800:060 and 800:0618 hours
 Chemistry: 860:044 and 860:048, or 860:070; 860:110;
 860:120; 860:121; 860:123; 860:132; 860:137;
 860:140; 860:14131-34 hours
 Physics: 880:054 and 880:056; or 880:130 and 880:1318 hours
 47-50 hours

Combined BA/MS Program Chemistry

The Department of Chemistry offers a combined program leading to the Bachelor of Arts and Master of Science degrees. Proper scheduling of courses allows the program to be completed in five years. The undergraduate requirements are identical to those of the Chemistry-B.A. major listed above. Please refer to the Chemistry heading of the graduate section of this catalog (pages 164-165) for detailed information on enrollment procedures and graduate program requirements.

Chemistry Major-Teaching

This program provides preparation for chemistry teachers.

Required:

Chemistry: 860:044 and 860:048, or 860:070;
 860:120; 860:121; 860:123; 860:132; 860:140
 or 860:141 or 860:14220-23 hours
 Physics: 880:054 and 880:056; or 880:130 and 880:1318 hours
 Methods:
 Science and Science Education: 820:190; 820:1963 hours
 Chemistry: 860:1932 hours
 Electives in chemistry beyond 860:048 or 860:0707-10 hours
 43 hours

Chemistry-Marketing Major

This program provides preparation for students interested in the sales and marketing aspects of the chemical industry.

Required:

Accounting: 120:030; 120:0316 hours
 Marketing*: 130:101; 130:106; 130:153; 130:161
 or 130:17812 hours
 Management: 150:1533 hours
 Chemistry: 860:044 and 860:048, or 860:070; 860:120;
 860:121; 860:123; 860:132; 860:136 or 860:154;
 860:14224-27 hours
 Economics*: 920:024 or 920:0533 hours
 48-51 hours

Note: Students on this major are strongly encouraged to complete 130:108. Additional prerequisites for 130:108 are 150:080, 800:072, 920:020, and 920:070.

*All listed Marketing courses have either 920:024 or 920:053 as a prerequisite. Either 920:024 or both 920:053 and 920:054 will satisfy Category 4B of the General Education Program.

Chemistry Minor

Required:

Chemistry: 860:044 and 860:048, or 860:0705-8 hours
 Electives in chemistry beyond 860:048 or 860:07012-15 hours
 20 hours

Chemistry Minor-Teaching

Required:

Chemistry: 860:044 and 860:048, or 860:070; 860:063,
 or 860:120 and 860:123; 860:132; 860:142; 860:19318-23 hours
 Science methods:
 Science and Science Education: 820:190; 820:1963 hours
 Electives from the following:
 Chemistry: 860:110; 860:121; 860:136;
 860:186 (Studies in)1-6 hours
 27 hours

Communication Studies

(College of Humanities and Fine Arts)

<http://www.uni.edu/comstudy>

J. Burtis, Head. R. Bankston, M. Beall, M. Bozik, P. Carlin, A. Chatham-Carpenter, S. Chen, Z. Chen, R. Davilla, V. DeFrancisco, A. Dimitrova, J. Hall, B. Henderson, M. Jensen, D. Kruckeberg, C. Martin, K. Mitchell, J. Morgan, P. O'Connor, C. Ogbondah, C. Palczewski, G. Pohl, D. Shankar, P. Siddens, L. Terlip, J. Turner, C. Vernallis, L. White, B. Wickelgren.

Note: Students must achieve a minimum grade of C (2.00) in all courses to be applied toward departmental majors or minors.

Advisory Statement: Requirements of a Communication Studies major or minor may also be used to meet the requirements of another major or minor; but electives may not be counted toward both.



Enrollment Management Policy

This policy applies to the following: *Communication Major (liberal arts "contract"), Communication/Public Relations Major, Communication/Electronic Media Major, Communication Minor (liberal arts "contract"), Business Communication Minor, Communication/Journalism Minor, and Communication/Public Relations Minor.*

Majors

- Students may indicate their interest in majoring in a Communication Program any time after their admission to UNI. Formal indication of interest shall be made via the Declaration of Curriculum form at which time the student will be considered a "pre-major" and will be assigned an advisor. (For freshmen, this shall be a freshman advisor.)
- A student's freshman year shall be devoted primarily to course work in General Education. The General Education load shall include 48C:001 (Oral Communication) and 620:005/620:015/620:034. Major course work shall be limited to courses as recommended by her/his freshman advisor and program policy.
- By the end of the fall term of a student's sophomore year, pre-majors shall have completed a course major component as designated by the advisor and program policy.
- The following criteria shall be used for determination of admission:
 - 2.50 cumulative GPA in at least 24 hours of course work, with the exception of Electronic Media Majors which must have 2.70 cumulative GPA, (to include 48C:001 Oral Communication and 620:005/620:015/620:034).
 - 2.50 average GPA in the designated major component (except Political Communication).
 - Upon satisfaction of the admission requirements (a and b above), a student shall be converted to major status after the student files a Declaration of Curriculum which will then be processed. The student shall be notified of her/his admission.
 - Students admitted to a major shall be able to continue course work toward their major.
 - Students unable to satisfy the admission requirements and consequently denied admission shall be notified in writing.
- Transfer students entering UNI with an associate arts (A.A.) degree shall be admitted to major status if their cumulative GPA is 2.50 or better, with the exception of Electronic Media Majors which must have 2.70 cumulative GPA or better, and upon the condition that the requirements of both 48C:001 (Oral Communication) and 620:005/620:015/620:034 were satisfied.
- Transfer students entering UNI without an A.A. degree shall be subject to the admissions standards requirements of students beginning their higher education studies at UNI, i.e. #4.

Designated Course Components:

- Public Relations: 48P:005.
- Electronic Media: 48E:003.
- Journalism: 48J:002.
- Communication--Liberal Arts (Contract): 48C:004; 48C:006.
- Political Communication: none.

Minors

Admission to any Communication Minor (Liberal Arts, Business Communication, or Public Relations) or Journalism Minor requires a 2.50 cumulative GPA in at least 24 hours of course work (to include 48C:001 Oral Communication and 620:005/620:015/620:034). (Also, see 4c above.)

Bachelor of Arts Degree Programs

Communication Major (Liberal Arts)

The Communication major requires the completion of 52-57 credit hours, which includes a common core of 18-20 hours for all majors, an internal component of courses within the Communication Studies Department of 19-22 hours, and an external component of courses across the University of 15 hours. The internal and external components built into the major allow programs to be designed around the student's career objective(s) or educational goal(s), in such areas as general communication, culture and communication, interpersonal communication, organizational communication, etc. See department for model programs. The program of study requires the written approval of the student's academic advisor and the coordinator of the Communication Division. A copy of the approved major program will be filed with the department and the Office of the Registrar.

Required:

Communication Studies core:

48C:004; 48C:006; 48C:011 or 48C:071
or 48C:139; 48C:031 or 48C:074 or 48C:141 or
48C:148; 48C:126 or 48C:144 or 48C:174 or
48C:180 or 48C:183 or 48C:185 or 48C:189 or
48C:190; 48C:108 or 48C:109 or 48C:110 or
48C:121 or 48C:122 or 48C:123 or 48C:124 or
48C:151 or 48J:002; 48C:128; 48C:195

19-21 hours
Internal Component (from Communication Studies) ..18-21 hours
*External Component (from across the University)15 hours
52-57 hours

*The external component may be satisfied by completion of a minor in a discipline area approved by the student's academic advisor.

Communication - Theatre Major - Teaching

This teaching major in communication and theatre is offered jointly by the departments of Communication Studies and Theatre.

Required:

Communication: 48C:001; 48C:004; 48C:011; 48C:015;
48C:024; 48C:031; 48C:071; 48C:074; 48C:141;
48C:187; 48C:188

31 hours
Theatre: 490:001; 490:015; 490:134 (these three courses
may be taken in any sequence; all are prerequisites
for 490:063); 490:063; 490:108

14 hours
Applied Activity Option: one hour from:
48C:091/48C:191 or 48C:093/48C:193 or 490:050

1 hour
Electives: (3 hours from the following)

3 hours
Communication Studies: 48C:108 or 48C:109 or
48C:110; 48C:122; 48C:124; 48C:126; 48C:144;
48C:174; 48C:176; 48C:178.

Theatre: 490:040; 490:060; 490:061; other courses are
available, consult with your advisor.

49 hours

Communication/Electronic Media Major

Required:

Communication: 48C:128.....	2 hours
Electronic Media: 48E:003; 48E:021; 48E:071; 48E:121; 48E:131; 48E:132; 48E:134; 48E:141; 48E:161; 48E:179 or 48E:197; 48E:195	31 hours
Journalism: 48J:002.....	3 hours
Electives (12 hours from the following)	12 hours
Marketing*: 130:101; 130:106; 130:150. Management: 150:153. Communication: 48C:004; 48C:011; 48C:108 or 48C:109 or 48C:110; 48C:113; 48C:121; 48C:122; 48C:124; 48C:126; 48C:132; 48C:134; 48C:144; 48C:146; 48C:166; 48C:173; 48C:176; 48C:180 or 48C:183 or 48C:185 or 48C:189 or 48C:190. Electronic Media: 48E:011; 48E:013; 48E:073; 48E:111; 48E:112; 48E:113; 48E:117; 48E:123; 48E:136; 48E:138; 48E:139; 48E:163; 48E:166; 48E:171. Journalism: 48J:007.	—
	48 hours

*These courses require either 920:024 or 920:053 as a prerequisite. 920:024 may be used to satisfy Category 4B of the General Education Program.

Communication/Public Relations Major

The Communication/Public Relations Major requires the completion of 18 hours in public relations, 12 hours in communication, 15 hours in journalism and 12 hours in business. (The concentration of study in business is in keeping with the specific recommendations for public relations education as outlined in *The Design for Undergraduate Public Relations Education: Report of the 1987 Commission on Undergraduate Public Relations Education*, co-sponsored by the Public Relations Division of the Association for Education in Journalism and Mass Communication, and Public Relations Society of America and the Educators Academy of PRSA.)

Required:

Accounting: 120:030	3 hours
Marketing: 130:101*; 130:106*	6 hours
Management: 150:153.....	3 hours
Journalism: 48J:002; 48J:007; 48J:071; 48J:132; 48J:172	15 hours
Communication: 48C:004 or 48C:173; 48C:124; 48C:132; 48C:180 or 48C:183 or 48C:185 or 48C:189 or 48C:190	12 hours
Public Relations: 48P:005; 48P:170 or 48P:184 48P:173; 48P:182; 48P:188; 48P:190 or 48P:179/48P:197 (3 hrs.)	18 hours
	57 hours

*These courses require 920:024 or 920:053 as a prerequisite. 920:024 will satisfy Category 4B of the General Education Program.

Political Communication Major

Required core:

Communication: 48C:160; 48C:180 or 48C:183 or 48C:185 or 48C:189 or 48C:190	6 hours
Journalism: 48J:002.....	3 hours
Political Science: 940:111; 940:150	6 hours
History: 960:116	3 hours
Geography: 970:114	3 hours
Internship	4 hours
Communication: 48C:197 or Political Science: 940:181.	
Emphases (select two areas of focus with 5-6 hours from each area)	11-12 hours 36-37 hours

Focus Area 1: State and Local Public Affairs (6 hours)

Political Science: 940:131; 940:132; 940:148.

Focus Area 2: Political Campaigns and Elections (6 hours)

Political Science: 940:112; 940:134; 940:151.

Focus Area 3: International Affairs (6 hours)

Political Science: 940:125; 940:143; 940:145.

Geography: 970:116.

Focus Area 4: International Communication (6 hours)

Communication: 48C:151.

Journalism: 48J:151.

Public Relations: 48P:170.

Focus Area 5: Decision-Making (5-6 hours)

Communication: 48C:128; 48C:137; 48C:148; 48C:178.

Focus Area 6: Political Discourse (6 hours)

Communication: 48C:113; 48C:123; 48C:171; 48C:172; 48C:174.

Sociology: 980:138.

Focus Area 7: Media Analysis (5-6 hours)

Electronic Media: 48E:021; 48E:131; 48E:139; 48E:141; 48E:161.

Business Communication Minor

This minor in business communication is interdisciplinary in nature and offered jointly by the College of Humanities and Fine Arts and the College of Business Administration. It is under the jurisdiction of the Department of Management and the Department of Communication Studies. The minor requires a 15-hour core plus 5-6 hours from one of three emphases.

Required core:

Communication: 48C:071; 48C:132	6 hours
Journalism: 48J:007	3 hours
English Language and Literature: 620:015; 620:104 or 620:105	6 hours
Required: 5-6 hours from one of three emphases below	5-6 hours 20-21 hours

Emphases--

Business:

Management: 150:113; 150:114.

OR

Communication:

Two of the following:

Communication: 48C:031; 48C:137; 48C:139 or 48C:141;
48C:148*.

OR

Journalism and Public Relations:

Two of the following:

Journalism: 48J:071*; 48J:172*; 48J:176*.
Public Relations: 48P:173*; 48P:184.

*These courses require additional prerequisites.

Note: When declaring this minor students must:

- a) have a 2.50 cumulative GPA.
- b) have satisfactorily completed Categories 5A and 5B of the General Education Program.

Communication Studies Minor (Liberal Arts)

Required:
Minor available in communicationminimum 18 hours

Requirements for the minor are designed, in consultation with a departmental advisor, with specific objectives for each area of study. Minors must include twelve (12) semester hours from 100-level course work in the department (48C, 48E, 48J, 48P) excluding 48C:001, 48C:187, 48C:188. Individually designed minors require the written approval of the advisor and the coordinator of Communication Studies. Pre-approved model programs may be obtained from the departmental office.

Communication – Theatre Minor – Teaching

This teaching minor in Communication and Theatre is offered jointly by the Departments of Communication Studies and Theatre.

Required core:
Communication: 48C:001; 48C:004; 48C:011;
48C:024; 48C:074; 48C:18718 hours
Option A or B10-12 hours
Option A: Communication (10 hours)
Communication: one hour from 48C:091/
48C:191 or 48C:093/48C:193; 48C:015; 48C:071.
Theatre: 490:101 or 490:106.
Option B: Theatre (12 hours)
Theatre: 490:001; 490:015; 490:134; (these three
classes must be taken before 490:063); 490:063 _____
28-30 hours

Communication – Theatre Minor (K-6) – Teaching

This teaching minor in Communication and Theatre is offered jointly by the Departments of Communication Studies and Theatre.

Required:
Communication: 48C:001; 48C:004 or 48C:071;
48C:011; 48C:020 or 48C:024; 48C:141; 48C:18416 hours
Theatre: 490:101; 490:104 or 490:106..... 6 hours
22 hours

Communication/Journalism Minor (Liberal Arts)

Required:
Journalism: 48J:002; 48J:007; 48J:071; 48J:132;
48J:171; 48J:17218 hours
Electives (Group A)3-6 hours
Journalism: 48J:121; 48J:151; 48J:166; 48J:176;
48J:178; 48J:197.
Electives (Group B)0-3 hours
Educational Technology: 240:147
Industrial Technology: 330:169
Art: 600:032 _____
24 hours

Communication/Public Relations Minor

Required:
Communication: 48C:124; 48C:1326 hours
Journalism: 48J:0073 hours
Public Relations: 48P:005; 48P:173; 48P:1829 hours
Electives3 hours
Communication: 48C:173; 48C:180 or 48C:183 or
48C:185 or 48C:189 or 48C:190.
Public Relations: 48P:170; 48P:184; 48P:188 _____
21 hours

Program Certificate

For information on the following Program Certificates, see page 123 or contact the department office.

Certificate in Public Speaking
Graduate Certificate in Corporate Communication

Communicative Disorders

(College of Humanities and Fine Arts)

<http://www.uni.edu/chfa>
K. Bleile, Head. C. Hageman, J. Harrington, C. Highnam, T. Kouri, J. Lubker, R. McGuire, L. Nelson, B. Plakke, J. Smaldino, D. Stevenson.

Bachelor of Arts Degree Program

Communicative Disorders Major

Required:
Communicative Disorders: 51C:100; 51C:106;-
51C:107; 51C:111; 51C:114; 51C:125; 51C:127;
51C:129; 51C:151; 51C:152; 51C:155; 51C:162;
51C:164; 51C:175; 51C:177; 51C:18039 hours
Statistical Measurement: a 3-hour course in statistics
selected with approval of the major academic advisor3 hours
Additional requirements:
Students must select a minimum of six (6) credit hours
from Option 1 or Option 26 hours
Option 1. Pre-professional speech-language pathology:
Communicative Disorders: 51C:155; 51C:166; 51C:168.
Option 2. Pre-professional audiology:
Psychology: 400:154; 400:155; 400:173.
Health Promotion and Education: 410:125.
Social Work: 450:143.
Communicative Disorders: 51C:155; 51C:166;
51C:168. _____
48 hours

The successful completion of the undergraduate major or its equivalent will be considered adequate preparation for application to graduate education in speech-language pathology. If there are incomplete undergraduate requirements, the department academic graduate advisor, in consultation with the students, will determine how such requirements will be satisfied.

Undergraduate Program Requirements Communicative Disorders/Computer Science

Students must have an overall grade point average of 3.00 or consent of the department head to declare a major in Communicative Disorders. Declaration of the major must occur before enrollment in 51C:151 and all accompanying courses in that semester's sequence. Transfers into the major must have a 3.00 to be accepted into the program. An overall GPA of 3.00 must be maintained throughout the undergraduate program or approval to continue must be obtained from the department head. The 3.00 will be the minimum GPA required for acceptance into the graduate program.

Students must receive a grade of C or better in the required core courses offered by the Department of Communicative Disorders, and in the courses taken in either Option, in order to receive credit toward the major. Students must repeat any major course (other than the course in statistics) for which they receive a C- or less. Any one course may be repeated once; a second failure to meet the required C grade will necessitate review and consultation with the student's advisor and the department head. If a student does not attain and maintain the grade point requirement of the department, the student's Declaration of Major will be revoked and the individual referred to the Registrar's Office as an undeclared student. All majors and all provisional majors must obtain their advisor's signature before registering for, adding, or dropping classes.

Computer Science

(College of Natural Sciences)

<http://www.cs.uni.edu/>

J. McCormick, Head. W. Beck, J. Drake, P. East, M. Fienup, M. Jacobson, K. O'Kane, E. Wallingford.

Notes:

1. A student majoring or minoring in a program in the Computer Science Department must either: (a) have a 2.00 or better GPA in departmental courses counted for the program and have no grades below a C-, or (b) have a 2.25 GPA in departmental courses counted for the program when one or more of these courses has a grade below C-.
2. Undergraduate students who have been admitted to the University provisionally because of non-satisfaction of the high school mathematics requirements may not enroll in any computer science credit course before this requirement has been met.
3. For each of the Computer Science majors (BS and BA), students must complete one sequence of two courses taken *consecutively*: 810:143 and 810:146 OR 810:161 and 810:162 OR 810:172 and 810:173.

Bachelor of Science Degree Program

--130 semester hours

Computer Science Major

Required:

Mathematics: 800:060; 800:061; 800:076; 800:15214 hours
 Computer Science: 810:041; 810:051; 810:052; 810:053;
 810:080; 810:142; 810:143; 810:153; 810:154;
 810:161 (lab required); 810:171; 810:172; 810:18142 hours
 Research: 810:180 (topic pre-approved by department)
 or 810:1891 hour

Electives:.....6 hours

Mathematics: 800:169; 800:176; 800:177.

Computer Science: any course 810:100 or above,
except 810:144 or 810:179. One of the following
must be completed:

Systems: 810:146.

Intelligent Systems: 810:162.

Software Engineering: 810:173.

63 hours

Bachelor of Arts Degree Programs

Computer Information Systems Major

Required:

Mathematics: 800:050; 800:072.....6 hours

Computer Science: 810:041; 810:051; 810:052; 810:053;

810:080; 810:144; 810:153; 810:154; 810:171;

810:172; 810:17335 hours

Business Core:

Accounting: 120:030; 120:0316 hours

Marketing: 130:1013 hours

Management: 150:1533 hours

Economics: 920:024 or 920:0533 hours

Electives: 810:034; 810:114; 810:1156 hours

62 hours

Computer Science Major

Required:

Mathematics: 800:060; 800:072.....7 hours

Computer Science: 810:041; 810:051; 810:052; 810:053;

810:080; 810:142; 810:153; 810:154; 810:17129 hours

Electives9-10 hours

Mathematics: 800:169; 800:176; 800:177.

Computer Science: any course 810:100 or above,
except 810:144 or 810:179. One of the following
 two-semester sequences *must be completed*:

Systems: 810:143; 810:146.

Intelligent Systems: 810:161 (lab required); 810:162.

Software Engineering: 810:172; 810:173.

45-46 hours

Computer Information Systems Minor

Required:

Computer Science: 810:034; 810:051; 810:052; 810:080.....14 hours

Electives3 hours

Computer Science: 810:022; 810:023; 810:041; 810:053;

810:114; 810:115; 810:161; 810:171.

17 hours

Computer Science Minor

Required:

Computer Science: 810:041; 810:051; 810:052;

810:053; 810:080; 810:17120 hours

Electives6 hours

Computer Science: At most one of the following:

810:030; 810:031; 810:032; 810:034.

any course 810:100 or above.

26 hours

Program Certificate

For information on the following Program Certificate, see page 123 or contact the department office.

Computer Applications

Curriculum and Instruction

(College of Education)

<http://www.uni.edu/coe/ci>

R. Traw, Acting Head. C. Barnes, P. Beed, M. Betterton, M. Cai, C. Christensen, D. Christensen, R. DeVries, J. Finkelstein, L. Fitzgerald, J. Gerbo, L. Hansen, G. Holmes, L. Kuse, D. Landis, J. Marchesani, C. May, L. Nielsen, B. O'Donnell, B. Safford, D. Schumacher-Douglas, R. Sell, S. Smaldino, J. Steele, G. Stefanich, T. Switzer, D. Tidwell, L. Zeitz.

Bachelor of Arts Degree Programs

Early Childhood Education Major—Teaching

This major leads to licensure for teaching young children from birth through grade 3. The student will complete the General Education requirements, the Professional Education Requirements, the specified major requirements, plus electives to complete a minimum of 130 hours. The prescribed program is as follows:

I. Professional Education Requirements—Early Childhood Education

Required:

Special Education: 220:1502 hours
Educational Technology: 240:031.....3 hours

Level I

Educational Psychology: 200:017; 200:0304 hours

Level II

Educational Psychology: 200:128; 200:1484 hours
Measurement and Research: 250:1502 hours

Level III

Social Foundations: 260:1193 hours
Human Relations: 280:0703 hours
Teaching: 280:132 12 hours
33 hours

II. Early Childhood Education Major Requirements

Required:

Educational Psychology: 200:1093 hours
Elementary, Early Childhood, and Middle Level
Education: 210:121; 210:130; 210:149; 210:151;
210:161; 210:164; 210:192 (2 hrs.)20 hours
Reading and Language Arts: 230:044; 230:1156 hours
Design, Family and Consumer Sciences: 310:0312 hours
Mathematics: 800:030; 800:134..... 6 hours
37 hours

Students seeking dual endorsement, Early Childhood Education with Elementary, may do so by completing a program which includes the following additional course work:

Elementary, Early Childhood, and Middle Level

Education: 210:120; 210:1526 hours
Reading and Language Arts: 230:1163 hours
Health Promotion and Education: 410:135 or
Physical Education: 420:045 or
Health, Physical Education and Leisure
Services-Interdepartmental: 440:045 2-3 hours
Elementary, Early Childhood, and Middle Level
Education: 210:123 or
Music: 520:102 or
Art: 600:090 2-3 hours
13-15 hours

A 2.50 grade index in all course work at the University of Northern Iowa, and, also, a 2.50 GPA on all course work at this University and elsewhere, or the approval of the head of the Department of Curriculum and Instruction is required for registration in major courses in the department.

Students should plan their course work so that all Early Childhood courses are taken prior to student teaching. Students must have a cumulative GPA of 2.50 in order to student teach. Students should apply for their student teaching one year in advance.

Elementary Education Major—Teaching (K-6 General Classroom Teacher)

(Extended Program)

The student will complete the General Education requirements, the noted Professional Education Requirements, the major requirements, a 24-hour area of concentration or an endorsement minor, and electives to complete a minimum of 130-142 hours (depending on minor chosen). The prescribed program is as follows:

I. Professional Education Requirements—Elementary Education Required:

Special Education: 220:1502 hours
Educational Technology: 240:031*3 hours

Level I

Educational Psychology: 200:017; 200:0304 hours

Level II (Before enrolling in Level II, the student must be officially admitted into the Teacher Education Program.)

Educational Psychology: 200:128; 200:1484 hours
Measurement and Research: 250:1502 hours

Level III

Social Foundations: 260:1193 hours
Human Relations: 280:0703 hours
Teaching: 280:1xx Teaching (course number denotes area in which experience is achieved:
280:132, 280:134, 280:135, 280:137, 280:138,
280:139, 280:140, 280:250) 12 hours
33 hours

II. Elementary Education Major Requirements

Required:

- Elementary, Early Childhood, and Middle Level Education: 210:120 or 210:122; 210:150 or 210:152; 210:161; 210:16412 hours
- Elementary, Early Childhood, and Middle Level Education: 210:123 or
- Music: 520:102 or
- Art: 600:0902-3 hours
- Reading and Language Arts: 230:044; 230:115; 230:1169 hours
- Health Promotion and Education: 410:135 or
- Physical Education: 420:045 or
- Health, Physical Education and Leisure Services-Interdepartmental: 440:0452-3 hours
- Mathematics: 800:030; 800:1346 hours
31-33 hours

*Students must select 240:031 in place of 240:020 in the Professional Education Requirements unless the computer requirement is addressed in a minor subject field or elective course.

A 2.50 grade index in all work at the University of Northern Iowa and, also, a 2.50 GPA on all course work at this University and elsewhere, or the approval of the head of the Department of Curriculum and Instruction is required for registration in major courses in the department.

Students should plan their course work so that the following courses are taken concurrently as a professional semester block, prior to student teaching:

- Elementary, Early Childhood, and Middle Level Education: 210:120 or 210:122; 210:161; 210:164.
- Reading and Language Arts: 230:116.
- Mathematics: 800:134.

Students should apply for their professional semester in the Department of Curriculum and Instruction one year in advance. To be eligible for the courses in the Professional Semester block, students must have completed Level II of the Professional Education Requirements, a curriculum course (210:150 or 210:152), and have a cumulative 2.50 GPA.

III. Area of Concentration: Students will include either a 24-hour area of concentration or endorsement minor. The student may choose from one of the following areas of concentration or approved University minors. In special circumstances a 24-hour emphasis may be approved by the head of the Department of Curriculum and Instruction in an area not listed.

Art Minor (K-6)-Teaching

Required:

- Art: 600:018; 600:019; 600:026; 600:027; 600:040; 600:041; 600:091; 600:12023 hours
- Elective in art: may include 600:002 or 600:0046 hours
29 hours

Basic Science Minor (K-6)-Teaching

Required:

- Elementary and Middle Level Education: 210:1413 hours
- Science and Science Education: 820:031; 820:032; 820:130; 820:18114 hours
- Biology: 840:1814 hours
- Earth Science: 870:1814 hours
25 hours

Communication - Theatre Minor (K-6) - Teaching

This teaching minor in Communication and Theatre is offered jointly by the Departments of Communication Studies and Theatre.

Required:

- Communication: 48C:001; 48C:004 or 48C:071; 48C:011; 48C:020 or 48C:024; 48C:141; 48C:18416 hours
- Theatre: 490:101; 490:104 or 490:1066 hours
22 hours

Elementary School Media Specialist Minor (K-6)-Teaching

Elementary majors interested in a minor in the school media area should complete the work listed for the Library Media Specialist Minor-Teaching. See page 77.

English/Language Arts Minor (K-6)-Teaching

Required:

- Reading and Language Arts: 230:111; 230:113; 230:132; 230:140; 230:144; 230:193 (1 hr.)16 hours
- Theatre: 490:1013 hours
- English Language and Literature: 620:005; and one* of the following: 620:053; 620:055; 620:121; 620:124; 620:134; 620:153; 620:1656 hours
25 hours

*620:034 is a prerequisite for all of these courses.

Health Education Minor (K-6)-Teaching

Required.....26 hours

(The Health Education Minor (K-6) is under the jurisdiction of the School of Health, Physical Education and Leisure Services. Requirements are listed on page 88.)

History Minor (K-6)-Teaching

Required:

- Elementary, Early Childhood, and Middle Level Education: 210:1433 hours
- History: 960:014; 960:015; 960:130; 9 hours of world history including 3 hours of European history and 3 hours of Non-Western history18 hours
- Electives in History3 hours
24 hours

Mathematics Minor (K-6)-Teaching

Required:

- One of the following three General Education courses3 hours
Mathematics: 800:023; 800:072; 800:092.
- Mathematics: 800:030; 800:037; 800:111; 800:112; 800:113; 800:11420 hours
- One of the following two courses1 hour
Mathematics: 800:137; 800:192.
24 hours

Modern Languages Minor (K-6)-Teaching

Required.....29 hours

(These emphases are under the jurisdiction of the Department of Modern Languages and requirements are on pages 105-107. Minors can be selected from French, German, Russian, and Spanish.)

Physical Education Minor (K-6)- Teaching

Required.....26 hours
(The K-6 Physical Education Minor is under the jurisdiction of the School of Health, Physical Education and Leisure Services. Requirements are listed on page 88.)

Reading Education Minor (K-6)- Teaching

Required:
Reading and Language Arts: 230:111; 230:113; 230:115;
230:132; 230:140; 230:147; 230:192; 230:193 (1 hr.)22 hours

Social Studies Minor (K-6)- Teaching

Required:
Elementary, Early Childhood, and Middle Level Education:
210:1433 hours
Economics: 920:024 or 920:0533 hours
Political Science: 940:0143 hours
History: 960:014 or 960:0153 hours
Geography: 970:010 or 970:0403 hours
Sociology: 980:058.....3 hours
Six hours from at least one area: Economics*, American
History, American Politics, Geography, Sociology.....6 hours
24 hours

*(Not to include 920:020 or 920:070.) Students choosing the Economics option should take 920:053.

Special Education Minor-Teaching

Required22-32 hours
(These emphases are under the jurisdiction of the Department of Special Education, and requirements are listed on pages 119-120. K-6 emphases can be selected from: Behavioral Disorders, Learning Disabilities, and Mental Disabilities Mild/Moderate.)

Middle Level Education Major - Teaching

This major is designed to prepare students to teach pre- and young adolescents at the middle level (grades 5-8). It is a dual major which must be combined with either an elementary or secondary teaching major. Students will complete General Education requirements, the Professional Education Requirements, major requirements, major requirements for elementary or secondary teaching, and subject specialty requirements.

Required:
Educational Psychology: 200:1162 hours
Middle Level Education: 210:122; 210:135; 210:1509 hours
Reading and Language Arts: 230:1323 hours
A methods course in the subject area or minor.....2-3 hours
Electives selected with approval of advisor13-14 hours
29-31 hours

The student teaching semester will include two experiences, one in either an elementary or secondary classroom and the other in a junior high or middle school. Students wishing to student teach in grades 7-8 should consult their advisor regarding the special restrictions which apply to assignments at these grade levels. Students enroll for 280:137 and 280:134 or 280:138 for a total of 12 hours. The program should be planned so the following courses are completed after Level II of the Professional Education Requirements and prior to student teaching: 210:122; 210:150; and a methods course in the subject area specialty.

Note: Licensure options in Iowa include K-6 and 7-12. Students may seek an optional endorsement in middle level education by completing (1) the middle level major, (2) an approved program leading to licensure in elementary or secondary education, and (3) a minimum of 6 hours of course work in the following areas:

Mathematics: to include algebra 6 hours
Science: to include life and physical6 hours
Social Studies: to include American history,
world history, and geography6 hours
Language Arts: to include speech, composition,
and grammar6 hours

Some or all of this course work may be completed as part of the General Education requirements. Students should contact their advisor, the College of Education Advising Center, and the undergraduate record analyst in the Registrar's Office to determine specific courses required for the endorsement.

Library Media Specialist Minor- Teaching

Required:
Educational Technology: 240:150 3 hours
School Library Media: 350:115; 350:121; 350:132
(for K-6 endorsement) or 350:134
(for 7-12 endorsement); 350:223; 350:225; 350:250;
350:290 (3 hrs.).....21 hours
24 hours

Persons completing this program are eligible for either the K-6 or the 7-12 media specialist endorsement, depending on the level of basic teaching license.

This minor includes graduate credits and will require students to enroll as graduate students for those credits. Graduate credit will not be awarded unless the student is admitted to graduate study.

Educational Technology Minor

Required:
Educational Technology: 240:020 or 240:031; 240:030;
240:131; 240:13911-12 hours
Electives (must be approved by program advisor):
240:140; 240:153; 240:160; 240:170 6 hours
17-18 hours

Media Minor

Required:
Educational Technology: 240:020 or 240:031; 240:131;
240:139; 240:15011-12 hours
Electives in educational technology courses 7 hours
18-19 hours

Secondary Reading Minor-Teaching

Completion of this program qualifies a secondary teaching major to receive an endorsement as a reading teacher (7-12).

Required:
Reading and Language Arts: 230:130*; 230:132; 230:140;
230:147; 230:192; 230:193 (1 hr.)16 hours
English Language and Literature: 620:034*; 620:165*6 hours
TESOL/Applied Linguistics: 630:130*3 hours
One of the following courses*: English Language
and Literature: 620:103; 620:104; 620:193..... 3 hours
28 hours

*Course work required on current English teaching major.

Design, Family and Consumer Sciences

(College of Social and Behavioral Sciences)

<http://csbsnt.csbs.uni.edu/dept/dfcs>

H. Barnes, Head. B. Bass, W. Fleming, K. Kostelecky, K. Linney, A. Lynch, S. Mord, M. Story, M. Strauss, J. Wells, M. Widmer.

Note: The College of Social and Behavioral Sciences offers an Honors option to students majoring in one of the academic programs within the College. For further information regarding this Honors Program, please refer to page 57.

Bachelor of Science Degree Program

--130 semester hours

Dietetics Major

Required:

Accounting: 120:030	3 hours
Management: 150:153	3 hours
Design, Family and Consumer Sciences: 310:035; 310:037; 310:052; 310:106; 310:130; 310:131; 310:137; 310:141; 310:143; 310:145; 310:146; 310:149	33-34 hours
Biology: 840:033; 840:101; 840:102	11 hours
Chemistry: 860:044 and 860:048, or only 860:070; 860:120; 860:123; 860:154	15-18 hours 65-69 hours

The Dietetics Major is approved by the American Dietetic Association. A 2.50 grade point in all course work completed at this University and elsewhere is required at the time of declaring a dietetic major.

Bachelor of Arts Degree Programs

Family Services Major

Required:

Design, Family and Consumer Sciences: 310:052; 310:056; 310:057; 310:070; 310:153; 310:154; 310:155; 310:156; 310:157; 310:195	36 hours
One of the following	3 hours
Educational Psychology: 200:030. Design, Family and Consumer Sciences: 310:055. Psychology: 400:120.	
Political Science: 940:142	3 hours
Electives: 100-level courses (approved by department) in areas such as gerontology, health and family life education, child and adolescent development, human relationships, or cultural diversity	12 hours 54 hours

A minimum 2.40 grade point average (GPA) is required for declaration of this major. Students must maintain at least a 2.40 GPA in order to register for 310:156, 310:157, 310:195, and to graduate. Students must achieve a minimum of C- in all courses required for the major.

Departmental approval is required for declaration of the major and registration for 310:155, 310:156, 310:157, and 310:195. Procedures for approval are available in the departmental office.

Interior Design Major

Required:

Marketing: 130:101	3 hours
Management: 150:080	3 hours
Design, Family and Consumer Sciences: 310:013; 310:061; 310:063; 310:064; 310:066; 310:067; 310:068; 310:075; 310:125; 310:126; 310:127; 310:128; 310:129; 310:164 (3 hrs.); 310:184 (2 hrs.); 310:195	52 hours
Economics: 920:024	3 hours
One of the following	3 hours
Accounting: 120:030. Marketing: 130:106; 130:150; 130:153; 130:166; 130:178. Management: 150:153.	

64 hours

Textile and Apparel (TAPP) Major

Required:

Marketing: 130:101	3 hours
Design, Family and Consumer Sciences: 310:012; 310:013; 310:014; 310:020; 310:100; 310:114; 310:115; 310:116; 310:121; 310:122; 310:123; 310:124; 310:185; 310:195	42 hours
Economics: 920:024	3 hours
One of the following	3 hours
Management: 150:080 (required for General Business Concepts minor) Computer Science: 810:021.	
Three hours from the following: 310:010; 310:015; 310:184	3 hours
Two of the following	6 hours
Accounting: 120:030. Marketing: 130:106; 130:166; 130:191*. Management: 150:153.	

60 hours

*Requires additional prerequisites.

Design, Family and Consumer Sciences Minor

Required:

Design, Family and Consumer Sciences: 310:010; 310:030; 310:052; 310:065; 310:070	13 hours
Electives in design, family and consumer sciences	6 hours 19 hours

This minor does not qualify one for teaching design, family and consumer sciences.

Family Studies Minor

Required:

Design, Family and Consumer Sciences: 310:052; 310:053 or 310:057; 310:070	9 hours
Three of the following: 310:152; 310:153; 310:154; 310:155	9 hours
One of the following	3 hours
Educational Psychology: 200:030. Design, Family and Consumer Sciences: 310:055. Psychology: 400:120.	

21 hours*

*Other courses approved by the advisor must be substituted to make a total of at least 15 semester hours if courses listed are already counted on the student's major.

Textile and Apparel Minor

This minor is offered by the Textile and Apparel program housed in the Department of Design, Family and Consumer Sciences.

Required:

Design, Family and Consumer Sciences: 310:010;
310:013; 310:014; 310:02011 hours

Electives from Textile and Apparel program9 hours
20 hours

Program Certificate

For information on the following Program Certificate, refer to page 123 or contact the Department of Design, Family and Consumer Sciences.

Certificate Program in Long Term Care

Earth Science

(College of Natural Sciences)

<http://www.earth.uni.edu>

J. Walters, Head. L. Brant, T. Cooney, A. Czarnetzki, K. De Nault, T. Hockey, M. Iqbal, S. Morgan.

Major programs are offered by the Department of Earth Science in two baccalaureate areas: the Bachelor of Arts and the Bachelor of Science. The Bachelor of Science program is recommended for most students who wish to prepare for careers as professional geologists and who plan to enter graduate school in geology. The Bachelor of Arts Degree--Geology Major provides a wider choice of electives than the Bachelor of Science Degree--Geology Major. With the appropriate choice of electives, the B.A. geology program can meet the needs of students preparing for additional study in selected fields of geology, paleontology, and related earth science areas. The B.A. Earth Science Major--Teaching is designed to prepare secondary earth science teachers. A B.A. earth science program is also available as a liberal arts major.

Bachelor of Science Degree Program

--130 semester hours

Geology Major

Required:

Geology: 870:031; 870:035; 870:125; 870:129; 870:130;
870:131; 870:135; 870:136; 870:141; 870:142 or 870:143;
870:180 (2 hrs.); Summer Field Course (6 hrs.)*43 hours

Required Cognate Areas:

Mathematics: 800:060 and 800:0618 hours

Mathematics/Computer Science: one of the following
courses: 800:072; 800:092; 800:172; 810:030; 810:031;
810:032 or 810:0353 hours

Chemistry: 860:044 and 860:048, or 860:0705-8 hours

Physics: 880:054 and 880:056 and one 100-level cognate**
elective, or 880:130 and 880:1318-11 hours
67-73 hours

*Summer field course requirements to be met by credit earned at a field camp approved by the department.

**A 100-level course in a cognate area is required unless met by taking 880:131. Cognate areas for the B.S. degree program in geology are understood to include astronomy, biology, chemistry, geography, mathematics, computer science, physics, meteorology, oceanography, and science. Specific cognate courses must be approved by the advisor and department head.

Bachelor of Arts Degree Programs

Earth Science Major

Required:

Mathematics: 800:046 or 800:0604 hours

Chemistry: 860:044 or 860:0614 hours

Earth Science: 870:010*; 870:021; 870:031; 870:03515 hours

Physics: 880:0544 hours

Electives in earth science: 100-level courses**16 hours
43 hours

*870:010 must be taken for four semester hours of credit.

**100-level credits in earth science must include at least one course from each of astronomy, geology, and meteorology.

Earth Science Major – Interpretive Naturalist Emphasis

This program is designed to prepare students with an Earth Science background to work as professional interpreters with park systems, nature centers, museums, and other areas requiring field skills in the natural sciences and natural history communication skills. The B.A. Earth Science Degree provides students a sound subject matter foundation in geology, meteorology, and astronomy. The emphasis enhances this background with biology and interpretive techniques.

Required:

Mathematics: 800:046 or 800:0604 hours

Chemistry: 860:044 or 860:0614 hours

Earth Science: 870:010*; 870:021; 870:031; 870:03515 hours

Electives in Earth Science: 100-level**11 hours

Physics: 880:0544 hours

Biology: 840:051; 840:052; 840:10311 hours

Biology Natural History Interpretation Minor
(see page 69)20 hours

69 hours

*870:010 must be taken for four hours of credit.

**Electives must include one course from each of astronomy, geology, and meteorology.

Earth Science Major – Teaching

Required:

Science and Science Education: 820:190; 820:194;
820:1965 hours

Chemistry: 860:044 and 860:048, or 860:0705-8 hours

Earth Science: 870:010*; 870:021; 870:031; 870:035;
870:12119 hours

Physics: 880:054; 880:0568 hours

Electives in earth science: 100-level courses
(excluding 870:189)7 hours

44-47 hours

*870:010 must be taken for four semester hours of credit.

Geology Major With Environmental Science Emphasis

Required:

Mathematics: one of the following courses: 800:046; 800:060; 800:072; 800:092; or 800:172	3-4 hours
Chemistry: 860:044 and 860:048, or 860:070	5-8 hours
Earth Science: 870:031; 870:035; 870:129; 870:130; 870:131; 870:135; 870:136	24 hours
Physics: 880:054 and 880:056, or 880:130 and 880:131	8 hours
Economics: 920:024	3 hours

Required Environmental Science Core:

Environmental Science: 830:130.....	3 hours
Biology: 840:051; 840:052	8 hours
Earth Science: 870:171	3 hours

Two additional environmental courses as appropriate to the student's program and approved by the advisor and department head.....6-8 hours

Summer Field Course*.....6 hours
69-75 hours

*Summer field course requirements to be met by credit earned at field camp approved by the department.

Geology Major

Required:

Mathematics: one of the following courses: 800:046; 800:060; 800:072; 800:092; or 800:172	3-4 hours
Chemistry: 860:044 and 860:048, or 860:070	5-8 hours
Earth Science: 870:031; 870:035; 870:129; 870:130; 870:131; 870:135; 870:136	24 hours
Physics: 880:054 and 880:056, or 880:130 and 880:131	8 hours
Summer Field Course*	6 hours
Electives in geology (100-level)	4 hours

50-54 hours

*Summer field course requirements to be met by credit earned at field camp approved by the department.

Recommended general electives - Mathematics: 800:060; 800:061.

Astronomy Minor

Required:

Mathematics: 800:060; 800:061.....	8 hours
Earth Science: 870:010*; 870:151; 870:152 or 870:153; 870:154	10 hours
Physics: 880:130; 880:131	8 hours

26 hours

*870:010 must be taken for four semester hours of credit.

Earth Science Minor

Required: courses in earth science20 hours

Earth Science Minor-Teaching

Required:

Chemistry: 860:044	4 hours
Earth Science: 870:010*; 870:021; 870:022; 870:031; 870:035	16 hours
Physics: 880:054.....	4 hours

24 hours

Also required: a teaching major or minor in biology, chemistry, physics, or science.

Completion of this minor will satisfy the requirements of the Iowa Department of Education for Earth Science approval (effective October 1, 1988) only if the student has completed 30 semester hours in the broad area of science.

*870:010 must be taken for four semester hours of credit.

Geology Minor

Required:

Chemistry: 860:044	4 hours
Earth Science: 870:031; 870:035; 870:130; 870:131; 870:125 or 870:136; 870:129 or 870:141; 4-5 hours of 100-level electives in geology.....	24 hours

28 hours

Meteorology Minor

Required:

Mathematics: 800:060	4 hours
Chemistry: 860:044	4 hours
Earth Science: 870:021; 870:121; 870:122; 870:123.....	14 hours
Physics: 880:054	4 hours
Geography: 970:127 or 970:164	3 hours

29 hours

Recommended general electives - Mathematics: 800:061; 800:062.

Economics

(College of Business Administration)

<http://www.cba.uni.edu/economics>

F. Abraham, Head. M. Alam, K. Brown, D. Hakes, R. Krieg, B. Mardis, K. McCormick, C. Mitchell, J. Rives, S. Thorpe, B. Uyar.

- To graduate with a major in economics a student must:
 - complete 920:053, 920:054, 920:103, and 920:104 with at least a C- in each course whether taken at UNI or at an institution from which transfer credit for these courses is accepted; and
 - earn a 2.50 grade point average for all 920:xxx courses taken at UNI, except 920:020, 920:024, and 920:070.
- 920:020 and 920:070 count toward an economics major only in the business emphasis and do not count toward the minor.
- 920:024 does not count toward the economics major or minor.
- 920:053 and 920:054 are minimum prerequisites for all 100(g) courses.
- It is recommended that 920:103 and 920:104 be taken before other advanced courses in economics.
- Not more than one emphasis may be declared in economics.

Bachelor of Arts Degree Programs

Economics Major

Required:

Economics: 920:053; 920:054; 920:103; 920:104; 920:169*; 920:181	18 hours
Emphasis requirements (students choose one area of emphasis)	18-39 hours

36-57 hours

Emphases:

1. **General Economics** (18 additional hours)
Electives: 100-level Economics courses18 hours
2. **Quantitative Techniques** (33 additional hours)
Required:
Economics: 920:1683 hours
Mathematics: 800:060; 800:061; 800:062;
800:050 or 800:07615 hours
Electives: 100-level Economics courses15 hours
33 hours

3. **Business Analysis** (39 additional hours)
Students who select this emphasis must satisfy the College of Business Administration (CBA) admission requirements before they can officially declare their major. A copy of the Admission, Retention, and Graduation Policy may be obtained from the Advising and Student Services Office in the College of Business Administration. Prior to completion of the admission requirements, students may sign an intent to major in Economics/Business Analysis and be classified as a prospective (pre) major. Pre-Economics/Business Analysis majors may enroll in lower division (below 100) business courses only. Enrollment in upper division (100-level) business courses requires satisfactory completion of the CBA admission requirements and any course prerequisites.

Economics/Business Analysis majors may declare a double major, and/or major and minor within the College of Business Administration, subject to the regulations of those CBA departments affected. Economics/Business Analysis majors minoring within the CBA must select minors designated for business majors.

To graduate with an Economics/Business Analysis major from the College of Business Administration, a student must earn at least 50% of the business credit hours required for the major at UNI. Students must take at least 50% of the course work required for the degree outside the College of Business Administration. Up to nine hours of economics (excluding 920:020), and six hours of statistics may be counted as outside the College of Business Administration. A student must also complete 920:053, 920:054, 920:103, and 920:104 with at least a C- in each course whether taken at UNI or an institution from which transfer credit for these courses is accepted; must earn a 2.20 cumulative grade point average at UNI; must earn an overall 2.20 grade point average in 120:xxx, 130:xxx, 150:xxx, 160:xxx, and 920:xxx courses taken at UNI; and earn a 2.50 or better, in all 920:xxx courses taken at UNI excluding 920:020, 920:024, and 920:070.

- Required Business Core:
- Accounting: 120:030; 120:0316 hours
 - Marketing: 130:1013 hours
 - Management: 150:080; 150:100; 150:153; 150:154; 150:175 ..15 hours
 - Finance: 160:1513 hours
 - Economics: 920:020*; 920:070*6 hours
 - Electives: 100-level economics courses6 hours
39 hours

4. **Community Economic Development Emphasis** (24 additional hours)
Required:
Economics: 920:125; 920:148; 920:177 (3 hrs.)9 hours
Geography: 970:1013 hours
Management: 150:0803 hours
Marketing: 130:1013 hours
Electives (6 hours from the following)6 hours
Accounting: 120:030.
Economics: 920:113; 920:117; 920:123.
Finance: 160:140.
Geography: 970:121; 970:164.
Political Science: 940:132; 940:148.
24 hours

*These courses require an additional prerequisite which will be met by taking 800:072, which will also satisfy Category 5C of the General Education Program.

Economics Minor-Liberal Arts

- Required:
Economics: 920:053; 920:054; 920:103; 920:10412 hours
Electives: 100-level economics courses
(920:103 and 920:104 recommended to be taken
before other advanced courses in economics)6 hours
18 hours

Available to all UNI majors, except Economics majors.

Note: 920:053 and 920:054 are prerequisites for all 100(g) economics courses.

Economics Minor-Teaching

- Required:
Methods: 900:190; 900:1914 hours
Economics: 920:053; 920:054; 920:103; 920:10412 hours
Electives: 100-level economics courses
(920:103 and 920:104 recommended to be taken
before other advanced courses in economics)12 hours
28 hours

Note: 920:053 and 920:054 are prerequisites for all 100(g) economics courses.

**Educational Leadership,
Counseling, and
Postsecondary Education**

(College of Education)

<http://www.uni.edu/coe/eac>

M. Waggoner, Head. C. Bair, R. Clemente, R. Decker, D. Else, E. Griffith, D. Jackson, V. Jackson, L. Keig, W. Murgatroyd, G. Perreault, V. Robinson, A. Vernon.

There are no undergraduate majors or minors in the Department of Educational Leadership, Counseling, and Postsecondary Education. See the graduate section of this catalog for programs within this department's jurisdiction.

**Educational Psychology and
Foundations**

(College of Education)

<http://www.uni.edu/coe/epf>

B. Wilson, Head. R. Al-Mabuk, T. Berg, R. Boody, L. Brown, A. DeBruin-Parecki, D. Deemer, S. Fortgang, S. Freedman, S. Gable, A. Gabriele, J. Henning, M. Heston, A. Iverson, E. Joram, C. Means, C. Montecinos, B. Reppas, B. Rogers, D. Salih, D. Schmits, R. Scott, J. Smith.

There are no undergraduate majors or minors in the Department of Educational Psychology and Foundations. See the graduate section of this catalog for programs within this department's jurisdiction.

English Language and Literature

(College of Humanities and Fine Arts)

<http://www.uni.edu/english>

J. Copeland, Head. K. Baughman, W. Broz, G. Cawelti, R. Fehlman, S. Gaies, S. Gladden, V. Gotera, J. HiDuke, J. Husband, M. Janopoulos, N. Kaylor, J. Klinkowitz, B. Lounsberry, C. MacGillivray, A. Meier, J. Milambiling, P. Mvuyekure, A. Myles, N. Price, J. Robbins, C. Roberts, S. Rochette-Crawley, C. Shields, J. Swan, J. Swope, G. Tracey, K. Tracey, R. Utz, J. Wang, W. Williamson.

Bachelor of Arts Degree Programs

English Major

Required:

English: 620:034; 620:040; 620:048; 620:05312 hours

One of the following courses.....3 hours

English: 620:103; 620:104; 620:105; 620:163; 620:174;
620:175; or

Journalism: 48J:171.

TESOL/Applied Linguistics: 630:125 or 630:1303 hours

Electives in English literature, at least two courses

from each group18 hours

*Within each group, other appropriate topics may be offered in sections of 620:159, 620:186, and 620:188.

*Group A. Literature in English to 1800: 620:113;
620:116; 620:117; 620:144; 620:147; 620:148.

*Group B. Literature in English since 1800: 620:115;
620:118; 620:119; 620:120; 620:121; 620:123;
620:124; 620:126; 620:134; 620:153; 620:156.

*Group C. Literary Theory, Film, Cross-Cultural:
620:128; 620:139; 620:142; 620:155; 620:157; 620:158;
620:161; 620:172; 620:182; 620:184; 620:188.

Electives in English language, literature or writing 6 hours

42 hours



English Major-Teaching

Required:

English: 620:034; 620:040; 620:048; 620:05312 hours

One of the following courses3 hours

English: 620:103; 620:104; 620:105; 620:163 or
Journalism: 48J:171.

TESOL/Applied Linguistics: 630:125 or 630:1303 hours

One of the following courses3 hours

TESOL/Applied Linguistics: 630:143; 630:190; 630:195.

Reading: 230:1303 hours

Communication: 48C:0013 hours

English: 620:165; 620:190; 620:191; 620:19310 hours

Electives in English literature, one course from each group9 hours

*Within each group, other appropriate topics may be offered in sections of 620:159, 620:186, and 620:188.

*Group A. Literature in English to 1800: 620:113;
620:116; 620:117; 620:144; 620:147; 620:148.

*Group B. Literature in English since 1800:
620:115; 620:118; 620:119; 620:120; 620:121; 620:123;
620:124; 620:126; 620:134; 620:153; 620:156.

*Group C. Literary Theory, Film, Cross-Cultural: 620:128;
620:139; 620:142; 620:155; 620:157; 620:158; 620:161;
620:172; 620:182; 620:184; 620:188.

Electives in English language, literature, or writing3 hours

49 hours

Note: Prerequisites for student teaching in English are a grade point average of 2.50 in English major courses and a grade of C or better in 620:190.

Teaching English to Speakers of Other Languages (TESOL) Major

Required:

English: 620:034; 620:048; 620:0539 hours

One of the following: 620:103; 620:104; 620:105;
620:1933 hours

TESOL/Applied Linguistics: 630:125 or 630:130;
630:135 or 630:160; 630:154; 630:156; 630:165;

630:192; 630:193; 630:194; 630:19627 hours

Electives in literature or TESOL/Applied Linguistics3 hours

42 hours

Note: International students must have achieved a TOEFL score of 600 or the equivalent in order to demonstrate their proficiency in English.

It is strongly recommended that native speakers of English majoring in TESOL programs demonstrate a basic competence in a foreign language either by obtaining at least a C grade in the second semester of a language course or by passing a proficiency examination.

Teaching English to Speakers of Other Languages (TESOL) Major-Teaching

Student teaching at both the K-6 and 7-12 levels is required to earn the ESL K-12 endorsement on an Iowa teaching license.

Required:

English: 620:034; 620:048; 620:0539 hours

One of the following: 620:103; 620:104; 620:105;
620:1933 hours

TESOL/Applied Linguistics: 630:125 or 630:130;
630:135 or 630:160; 630:154; 630:156; 630:165;

630:192; 630:193; 630:194; 630:19627 hours

Electives in literature or TESOL/Applied Linguistics3 hours

42 hours

Note: International students must have achieved a TOEFL score of 600 or the equivalent in order to demonstrate their proficiency in English.

It is strongly recommended that native speakers of English majoring in TESOL programs demonstrate a basic competence in a foreign language either by obtaining at least a C grade in the second semester of a language course or by passing a proficiency examination.

English Minor

Choose ONE option -- 24 hours

1. Literary Studies Option

Required:

English: 620:034; 620:040; 620:048; 620:053.....12 hours

TESOL/Applied Linguistics: 630:125 or 630:1303 hours

Electives in English literature, one course from each group9 hours

*Within each group, other appropriate topics may be offered in sections of 620:159, 620:186, 620:188.

*Group A. Literature in English to 1800: 620:113;

620:116; 620:117; 620:144; 620:147; 620:148.

*Group B. Literature in English since 1800: 620:115;

620:118; 620:119; 620:120; 620:121; 620:123;

620:124; 620:126; 620:134; 620:153; 620:156.

*Group C. Literary Theory, Film, Cross-Cultural:

620:128; 620:139; 620:142; 620:155; 620:157;

620:158; 620:161; 620:172; 620:182; 620:184; 620:188. _

24 hours

2. Film Studies Option

Required:

English: 620:035; 620:139; 620:142; 620:182.....12 hours

English electives -- literature in English.....3-12 hours

Electives in film or media production from departments

other than English*0-9 hours

Elective in a studio or performance course in art,

communication studies, music or theatre*0-3 hours

24 hours

*Requires approval of English Department advisor.

English Minor-Teaching

Required:

English: 620:034; 620:040; 620:048; 620:053.....12 hours

TESOL/Applied Linguistics: 630:1303 hours

Reading: 230:1303 hours

Communication: 48C:001.....3 hours

English Language and Literature: 620:165; 620:190;

620:1939 hours

Electives in 100-level literature 3 hours

33 hours

A minimum cumulative grade point average of 2.40 in courses taken to complete this minor is required.

Teaching English to Speakers of Other Languages (TESOL) Minor

Required:

TESOL/Applied Linguistics: 630:125 or 630:130;

630:135 or 630:160; 630:154; 630:165; 630:192;

630:193; 630:194; 630:19624 hours

Teaching English to Speakers of Other Languages (TESOL) Minor- Teaching

Required:

TESOL/Applied Linguistics: 630:125 or 630:130; 630:135

or 630:160; 630:154; 630:165; 630:192; 630:193;

630:194; 630:19624 hours

Note: To earn the ESL K-12 endorsement on an Iowa teaching license, student teaching in an ESL classroom at both the K-6 and 7-12 levels is required.

Writing Minor

Required:

Choose ONE of the following options:

1. Creative Writing Option

English:

620:031 or 620:0343 hours

620:070 and/or 620:0713-6 hours

620:108 and/or 620:1093-6 hours

620:174 and/or 620:1753-6 hours

Elective in a studio or performance course in art,

music, or theatre0-3 hours

Elective(s) in creative writing and/or literature, including

literature in a language other than English0-6 hours

18 hours

2. Professional Writing Option

English: 620:015; 620:104; 620:105; 620:107; 620:177;

620:179 or 620:19718 hours

English/Modern Language Programs

TESOL/Modern Language Major-Teaching (Extended Program)

This major requires a minimum of 139 total hours to graduate. Student teaching at both the K-6 and 7-12 levels is required to earn the ESL K-12 endorsement on an Iowa teaching license.

Required:

English: 620:034; one of the following -- 620:103;

620:104; 620:105; 620:1936 hours

TESOL/Applied Linguistics: 630:125 or 630:130;

630:135 or 630:160; 630:154; 630:165; 630:192;

630:193; 630:194; 630:19624 hours

30 hours from one of the following language emphases.....30 hours

60 hours

Emphases--

French:

Languages: 700:190.

French: 720:011; 720:051 (3 hrs.); 720:061 (2 hrs.); 720:101; 720:104; 720:108; 720:124 or 720:125; at least one French literature course; and electives in French more advanced than 720:002 to make 30 hours.

German:

Languages: 700:190.

German: 740:011; 740:012; 740:013; 740:014; 740:101 (2-3 hrs.); 740:103 (2-3 hrs.); 740:104 or 740:031; 740:123 or 740:150; and electives in German more advanced than 740:002 and 740:004 to make 30 hours.

Russian:

Languages: 700:190.

Russian: 770:011; 770:012; 770:013; 770:014; 770:031 or 770:102 or 770:104; 770:101; 770:103; and electives in Russian more advanced than 770:002 and 770:004 to make 30 hours.

Spanish:

Languages: 700:190.

Spanish: 780:052 (2-3 hrs.); 780:062 (2-3 hrs.); 780:101; 780:104; 780:107 (2 hrs.); 780:120 or 780:123 or 780:152 (3 hrs.); 780:145 or 780:147; and electives in Spanish more advanced than 780:002 to make 30 hours.

Note: International students must have achieved a TOEFL score of 600 or the equivalent.

Comparative Literature Minor

This minor is designed for foreign language majors and students of English literature who demonstrate a reading knowledge of a foreign language. Other students who can demonstrate a reading knowledge of a foreign language may also enroll.

This is an interdisciplinary minor administered jointly by the Department of English Language and Literature and the Department of Modern Languages.

Required:

English Language and Literature: 620:161; a 100-level course in English literature6 hours

Electives: (see below*) 12 hours
18 hours

*For Foreign Language Majors--

Electives in 100-level foreign language literature courses (6 hours).
English literature at the 100-level (excluding 620:144, 620:147, 620:148) - (6 hours).

*For Non-Foreign Language Majors--

French: 720:104; or
German: 740:104; or
Spanish: 780:104.
Electives in 100-level foreign language literature courses (9 hours).

Finance

(College of Business Administration)

<http://www.cba.uni.edu/finance>

R. Followill, Head. L. Bowlin, A. Cox, H. Isakson, G. Mills, A. Rappaport, E. St. Pierre, A. Thompson, R. Wyatt, M. Zaman.

Note: Students majoring in Finance and Real Estate must satisfy the College of Business Administration (CBA) admission requirements before they can officially declare their major. A copy of the Admission, Retention, and Graduation Policy may be obtained from the Advising and Student Services Office in the College of Business Administration. Prior to completion of the admission requirements, students may sign an intent to major in Finance or Real Estate and be classified as a prospective (pre) major. Pre-Finance and Pre-Real Estate majors may enroll in lower division (below 100) business courses only. Enrollment in upper division (100-level) business courses requires satisfactory completion of the CBA admission requirements and any course prerequisites.

Finance and Real Estate majors *may* declare a double major, and/or major and minor within the College of Business Administration, subject to the approval of the other CBA departments involved. Finance and Real Estate majors minoring within the CBA must select minors designated for business majors. Finance majors cannot minor in Financial Services, and Real Estate majors cannot minor in Real Estate. However, Finance majors may double major or minor in Real Estate, and Real Estate majors may double major in Finance or minor in Financial Services.

To graduate with a major in Finance or Real Estate from the College of Business Administration, a student must earn at least 50% of the business credit hours required for the major at UNI. Students must take at least 50% of the course work required for the degree outside the College of Business Administration. Up to nine hours of economics (excluding 920:020), and six hours of statistics may be counted as outside the College of Business Administration. A student must also earn a 2.20 cumulative grade point average at UNI; and must earn an overall 2.20 grade point average in 120:xxx, 130:xxx, 150:xxx, 160:xxx, and 920:xxx courses taken at UNI.

Bachelor of Arts Degree Programs

Finance Major

Required Business Core:

Accounting: 120:030; 120:0316 hours

Marketing: 130:1013 hours

Management: 150:080; 150:100; 150:153; 150:154;

150:17515 hours

Finance: 160:1513 hours

Economics: 920:020; 920:053; 920:054; 920:07012 hours

Required Finance: 160:150; 160:152; 160:155; 160:16112 hours

Plus two of the following6 hours

Finance: 160:141; 160:154; 160:156; 160:158; 160:162;

160:163.

Economics: 920:113.

57 hours*

*In addition to the required 57 hours, 920:020 and 920:070 have as a prerequisite 800:072 or 800:092, either of which will satisfy Category 5C of the General Education Program.

Real Estate Major

Required Business Core:

Accounting: 120:030; 120:0316 hours
Marketing: 130:1013 hours
Management: 150:080; 150:100; 150:153; 150:154;
150:17515 hours

Finance: 160:1513 hours
Economics: 920:020; 920:053; 920:054; 920:07012 hours

Required Real Estate and Finance: 160:140; 160:141;
160:142; 160:143; 160:155; 160:16118 hours
57 hours*

*In addition to the required 57 hours, 920:020 and 920:070 have as a prerequisite 800:072 or 800:092, either of which will satisfy Category 5C of the General Education Program.

Financial Services Minor-Business

Required:

Finance: 160:055; 160:140; 160:152; 160:16212 hours

Electives from the following3 hours

Accounting: 120:129.
Economics: 920:113; 920:136.
Marketing: 130:153.

15 hours

Available to majors in: Accounting, Business Teaching, Economics-Business Analysis Emphasis, Management, Management Information Systems, Marketing, and Real Estate.

Financial Services Minor

Required:

Marketing: 130:1013 hours
Management: 150:1003 hours
Finance: 160:055; 160:140; 160:1629 hours
15 hours

NOT available to majors in: Accounting, Business Teaching, Economics-Business Analysis Emphasis, Finance, Management, Management Information Systems, Marketing, and Real Estate.

*In addition to the required 15 hours, 130:101 has a prerequisite of either 920:024 or 920:053. 920:024 or both 920:053 and 920:054 will satisfy Category 4B of the General Education Program.

Real Estate Minor-Business

Required:

Finance: 160:140; 160:141; 160:142; 160:14312 hours

Electives from the following3 hours

Marketing: 130:106; 130:153; 130:178.
Finance: 160:150; 160:163.
Industrial Technology: 330:018.
Economics: 920:148.
Geography: 970:104; 970:121; 970:168.

15 hours

Available to majors in: Accounting, Business Teaching, Economics-Business Analysis Emphasis, Finance, Management, Management Information Systems, and Marketing.

Real Estate Minor

Required:

Finance: 160:140; 160:142; 160:1439 hours

Marketing: 130:1013 hours

Electives from the following3 hours

Marketing: 130:106; 130:153; 130:178.
Finance: 160:141**; 160:150**; 160:151**; 160:163**.
Industrial Technology: 330:018.
Economics: 920:148**.
Geography: 970:104; 970:121; 970:168**.

15 hours

NOT available to majors in: Accounting, Business Teaching, Economics-Business Analysis Emphasis, Finance, Management, Management Information Systems, Marketing, and Real Estate.

*In addition to the required 15 hours, 130:101 has a prerequisite of either 920:024 or 920:053. 920:024 or both 920:053 and 920:054 will satisfy Category 4B of the General Education Program.

**These courses require additional prerequisites.

Geography

(College of Social and Behavioral Sciences)

<http://csbsnt.csbs.uni.edu/dept/geography>

P. Suckling, Head. C. Austin, R. Chung, D. Dahms, M. Emch, T. Fogarty, J. Fryman, D. May, T. Strauss, K. Weller.

Note: The College of Social and Behavioral Sciences offers an Honors option to students majoring in one of the academic programs within the College. For further information regarding this Honors Program, please refer to page 57.

Bachelor of Arts Degree Programs

Geography Major

Required:

Geography: 970:010 or 970:040; 970:026 (4 hr. version);
970:061; 970:18013 hours

One of the following3 hours

Mathematics: 800:072 or 800:172.
Economics: 920:070.
Sociology: 980:080.

Electives in geography21 hours*
37 hours

Note: For the geography major, either 970:010 or 970:040 shall be taken; the course not selected may not be counted toward fulfilling the 21 hours of electives in geography.

*Other programs occasionally offer courses appropriate to the geography major. The Department of Geography will approve substituting up to two such courses for electives in Geography. Note that only 3 hours of credit in 970:177 or 970:179 will count toward electives for the major.

Geography Major With Environmental Emphasis

Required Geography core:

Geography: 970:010 or 970:040; 970:026 (4 hr. version);
 970:061; 970:18013 hours

One of the following3 hours

Mathematics: 800:072 or 800:172

Economics: 920:070

Sociology: 980:080

Physical environment/techniques requirement:

Geography: 970:028; 970:163 or 970:164 or 970:1736 hours

Three courses from the following9 hours

Earth Science: 870:141.

Geography: 970:126; 970:127; 970:129; 970:131;

970:137; 970:144.

Human environment interaction requirement:

Geography: 970:1003 hours

One of the following.....3 hours

Philosophy: 650:175.

Economics: 920:123*.

Political Science: 940:155.

Geography: 970:128.

Sociology: 980:148.

Geography electives (at the 100-level).....3 hours
 40 hours

*This course requires 920:053 and 920:054 as prerequisites.
 Completion of both 920:053 and 920:054 will satisfy Category 4B of the
 General Education Program.

Geography Major-Teaching (Extended Program)

The Geography Major in Teaching requires a minimum of 131-144
 total hours to graduate.

Required:

Social Science: 900:190; 900:191 4 hours

Geography: 970:010; 970:026 (4 hr. version); 970:040;
 970:061; 970:141 or 970:142; 970:171 or 970:18019 hours

Electives in geography15 hours*
 38 hours

A teaching minor is required in one of the social sciences.

*Other programs occasionally offer courses appropriate to the geogra-
 phy major. The Department of Geography will approve substituting up
 to two such courses for electives in Geography. Note that only 3 hours
 of credit in 970:177 or 970:179 will count toward electives for the major.

Geography Minor-Liberal Arts

Required:

Geography: 970:010 or 970:040; 970:026 (4 hr. version)7 hours

Electives in geography12 hours*
 19 hours

*Only 3 hours of credit in 970:177 or 970:179 will count toward electives
 for the minor.

Geography Minor-Teaching

Required:

Social Science: 900:190; 900:1910-4 hours

Geography: 970:010 or 970:040; 970:026 (4 hr. version);
 970:141 or 970:14210 hours

Electives in geography15 hours*
 25-29 hours

*Only 3 hours of credit in 970:177 or 970:179 will count toward electives
 for the minor. Students must add 900:190 and 900:191 to the above
 requirements, unless already taken in the major.

Program Certificate

For information on the following Program Certificate, see page 123
 or contact the department office.

Cartography and Geographic Information Systems (GIS) Certificate

School of Health, Physical Education, and Leisure Services

(College of Education)

<http://www.uni.edu/coe/hpels>

C. Edginton, Director. I. Ahrabi-Fard, D. Briggs, C. Cooper, D. Cryer, T. Davis, D. Depken, F. Dolgener, K. Finn, J. Gassman, P. Geadelman, J. Grzywacz, J. Hall, N. Hamilton, M. Hart, G. Henry, L. Hensley, C. Herndon, S. Huddleston, S. Hudson, J. Hurley, J. Jiang, S. Joslyn, K. Kerr, S. Koch, M. Mack, D. Magnuson, R. Marston, D. McDonald, C. Okafor, C. Phillips, D. Remmert, G. Sandvik, L. Stringer, D. Thompson, M. Toerner, R. Williams, J. Wilson, M. Yehieli, C. Zeman.

Bachelor of Arts Degree Programs

Athletic Training Major

The School of Health, Physical Education and Leisure Services offers
 a major in Athletic Training. The major is designed to prepare students
 to become athletic training professionals. It prepares students for the
 National Athletic Training Board of Certification Examination as well
 as eligibility for an Athletic Training License in the State of Iowa. The
 curriculum is based upon cognitive and psychomotor learning experi-
 ences. The athletic training education program is seeking accreditation
 by the Commission on Accreditation of Allied Health Education
 Programs and is presently in the JRC-AT candidacy program.

Admission into the athletic training program is competitive and is
 based upon cumulative grade point average, prerequisite course grades,
 application materials, recommendations, and interview results. Students
 must have a minimum cumulative grade point average of 2.50
 and a minimum of 50 hours of observation of a Certified Athletic
 Trainer in order to apply. Students must apply for admission by March
 1 of each year and may apply while enrolled in prerequisite courses.
 Notification of admittance will be made at the end of spring semester.
 Once notified of admittance into the athletic training program, students
 must provide physician certification that they are physically capable of
 handling the duties required of an athletic training student. In addition,
 a two-year (four semesters) minimum time period must be allowed for
 the completion of the required 800 clinical hours once the student is
 admitted into the program. All additional requirements and informa-
 tion are available at the athletic training program office.

Prerequisites:

Athletic Training: 42T:023; 42T:024 (or the equivalent)3 hours

Required core:

Biology: 840:101; 840:1028 hours

Physical Education: 420:151; 420:153; 420:154; 420:186
(2 hrs. Studies in Sport Nutrition).....10 hours

Health, Physical Education, and Leisure Services:

440:010 Personal Wellness of the General Education
Sequence (This course is also part of the athletic
training core to satisfy the Health content
requirement within the curriculum)3 hours

Athletic Training: 42T:033; 42T:110; 42T:111; 42T:134;
42T:135; 42T:137; 42T:138; 42T:143; 42T:144;
42T:157; 42T:158; 42T:162; 42T:170;
42T:180 (2 hrs. Athletic Training Seminar)23 hours
47 hours

Health Education Major—Teaching

Current First Aid and CPR certification is required of all major students prior to student teaching.

Required:

Educational Psychology: 200:118; 200:151.....6 hours

Measurement and Research: 250:180 or

Mathematics: 800:0723 hours

Design, Family and Consumer Sciences: 310:032; 310:057 ..5 hours

Psychology: 400:1703 hours

Health Promotion and Education: 410:005; 410:140;
410:144; 410:153; 410:160; 410:163; 410:164; 410:178....19 hours

Physical Education: 420:0503 hours

Electives to be chosen from the following list3 hours
42 hours

Educational Psychology: 200:116.

Measurement and Research: 250:181.

Design, Family and Consumer Sciences: 310:052; 310:053
310:055; 310:155; 310:157.

Health Promotion and Education: 410:020; 410:120;
410:146; 410:147; 410:155; 410:162.

Physical Education: 420:153.

Religion: 640:194 or

Philosophy: 650:194.

Health Promotion Major

Required:

Marketing: 130:101*3 hours

Health Promotion and Education: 410:005; 410:110;
410:145; 410:150; 410:153; 410:156; 410:160;
410:163; 410:164; 410:168; 410:17636 hours

Physical Education: 420:0503 hours

Leisure Services: 430:020.....3 hours

Minimum 10 hours from one of the following option plans10 hours
55 hours

Option 1 - Wellness

Required: 420:153; 420:156.

Plus four hours from the following courses:

Marketing: 130:178.

Design, Family and Consumer Sciences: 310:032 or 310:037.

Psychology: 400:154.

Health Promotion and Education: 410:155; 410:162; 410:178.

Physical Education: 420:142.

Option 2 - Gerontology

Required: 410:125.

Plus seven hours from the following courses:

Design, Family and Consumer Sciences: 310:130; 310:154.

Psychology: 400:173.

Health Promotion and Education: 410:120; 410:178.

Physical Education: 420:020.

Leisure Services: 430:166.

Social Work: 450:173.

Philosophy and Religion: 640:194 or 650:194.

Philosophy: 650:173.

Sociology: 980:125.

Option 3 - Women's Health

Required: 410:020; 410:162.

Plus six hours from the following courses:

Design, Family and Consumer Sciences: 310:057; 310:130
310:152; 310:155; 310:157.

Psychology: 400:110.

Health Promotion and Education: 410:128; 410:138; 410:178.

Leisure Services: 430:164.

Communication Studies: 48C:142; 48C:153.

Social Science: 900:020; 900:050.

History: 960:146.

Sociology: 980:171.

Anthropology: 990:167.

Option 4 - General

Accounting: 120:030.

Marketing: 130:178.

Design, Family and Consumer Sciences: 310:037; 310:052;
310:055; 310:057; 310:130; 310:131; 310:149; 310:153
310:155; 310:177.

Psychology: 400:123; 400:154; 400:158; 400:160; 400:161;
400:170; 400:173.

Health Promotion and Education: 410:011; 410:015; 410:020;
410:120; 410:125; 410:138; 410:146; 410:155; 410:162; 410:178.

Physical Education: 420:153; 420:156.

Social Work: 450:102; 450:121; 450:164; 450:171; 450:173; 450:174.

Communication Studies: 48C:138.

Religion and Philosophy: 640:194 or 650:194; 640:173 or 650:173.

Philosophy: 650:142.

Social Science: 900:050; 900:080.

Sociology: 980:060; 980:105; 980:169.

Anthropology: 990:168; 990:169.

Option 5 - Global Health

Required:

Health Promotion and Education: 410:138; 410:147;
410:161; 410:197.

A student declaring a major in Health Promotion will be required to have sophomore standing and a minimum GPA of 2.50 for all courses whether taken at UNI or transferred from other institutions. A minimum 2.50 GPA will be required for admission to 410:168, Field Experience in Health Promotion. To graduate with a major in Health Promotion a student must have a cumulative GPA of 2.50 in course work taken at UNI in the Health Promotion Major.

*920:024 or 920:053 is a prerequisite to 130:101. 920:024 will satisfy Category 4B of the General Education Program.

Health Education Minor-Teaching

Current First Aid and CPR certification is required of all minors prior to student teaching.

Required:

Educational Psychology: 200:118	3 hours
Design, Family and Consumer Sciences: 310:032; 310:057	5 hours
Psychology: 400:170	3 hours
Health Promotion and Education: 410:135 (for K-6 endorsement) or 410:140 (for 7-12 endorsement); 410:144; 410:153; 410:160; 410:163; 410:164	15 hours 26 hours

Health Promotion Minor

Required:

Marketing: 130:101*	3 hours
Health Promotion and Education: 410:005; 410:110; 410:150; 410:153; 410:156; 410:160; 410:163; 410:164; 410:176	21 hours 24 hours

*920:024 or 920:053 is a prerequisite to 130:101. 920:024 will satisfy Category 4B of the General Education Program.

Physical Education Major

Completion of this program prepares students for careers or further study in physical education or related areas but not for endorsement in K-12 school settings. To declare this major a student must file an approved program of study with her/his advisor.

Required core:

Physical Education: 420:018; 420:050; 420:053; 420:056; 420:121; 420:151; 420:153; 420:162	21 hours
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Required Electives:

Physical Education	9 hours
minimum of 6 hours from 420:191; 420:193; 420:194; 420:197	

Electives:

Selected to complement student's interest with the approval of the advisor; 6 hours must be at the 100-level	9 hours 39 hours
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Physical Education Major-Teaching

Completion of this program qualifies the student to be recommended for endorsements for Physical Education K-6 and Physical Education 7-12. Student teachers must have current First Aid and CPR certification.

Disciplinary Knowledge core:

Physical Education: 420:018; 420:050; 420:053; 420:056; 420:121; 420:151; 420:153; 420:162	21 hours
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Pedagogical Content:

Physical Education: 420:152; 420:173; 420:174; 420:176	14 hours
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Skill and Activity Content:

Physical Education: 420:011; 420:013; 420:015; 420:016; 420:017; 420:021	10 hours 45 hours
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*Students with a major in Physical Education-Teaching will substitute 420:152 for 220:150 and 420:174 for 250:150 in the Professional Education Program.

Coaching Minor

Students who complete this program will qualify for the Department of Education coaching endorsement. The coaching endorsement is for grades K-12. However, this program does not qualify students to teach physical education at any level.

Students who complete this program and are not teaching majors will qualify for the Department of Education coaching authorization.

Required:

Educational Psychology: 200:030	3 hours
Physical Education: 420:018; 420:019; 420:024; 420:025; 420:118; 420:122; 420:127	13 hours
Electives from the following	4-6 hours
Physical Education: 420:101; 420:102; 420:104; 420:105; 420:107; 420:108; 420:109; 420:110; 420:111; 420:112; 420:113.	

20-22 hours

Note: Students in teaching majors will complete 200:030 within the Professional Education Program. 420:118 (Practicum) may be completed during student teaching.

Dance Minor

Required activities:

Physical Education: 420:A07 Beginning Ballet or 420:A52 Intermediate Ballet; 420:A13 Beginning Jazz or 420:A57 Intermediate Jazz; 420:A08 Beginning Ballroom Dance or 420:A09 Intermediate Ballroom Dance; 420:A11 Beginning Modern Dance or 420:A12 Intermediate Modern Dance; 420:A10 Beginning International Folk Dance; 420:A64 Tap Dance; 420:013 Folk, Square, Ballroom Dance; 420:013 Rhythm in Movement, Sport and Dance	8 hours
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Required Theory:

Physical Education: 420:024; 420:034	6 hours
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Electives in Dance:

Physical Education: 420:031; 420:132; 420:135; 420:140; 420:146; 420:168	6 hours
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Electives

Selected to complement student's interest with the approval of the dance minor advisor from the following areas: Art, Communication Studies, Design, Family and Consumer Sciences, Educational Technology, Health, Humanities, Music, Physical Education, Leisure Services. Required courses from a student's major may not be included.	3 hours
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23 hours

Physical Education Minor-Elementary Teaching

This physical education minor is designed for students who are elementary majors receiving K-6 endorsement. Students are encouraged to seek advisement from the elementary physical education staff prior to scheduling.

Required:

Physical Education: 420:013; 420:016 (Soccer); 420:021*; 420:050; 420:056; 420:140; 420:151; 420:152; 420:153; 420:173 (2 hrs.)	22 hours
Electives	4 hours
Physical Education: 420:013; 420:015; 420:016; 420:053; 420:132; 420:140; 420:145; 420:174; 420:176.	

26 hours

*420:021 will substitute for 420:045 in the Elementary Education Major requirement.

Current certification in American First Aid and CPR are required for completion of the Physical Education Minor at the time of student teaching.

Leisure Services Major

The Leisure Services Major prepares students for work and on-going study in an aspect of human services. Graduates may find employment in working with people of all ages with diverse backgrounds in areas such as municipal parks and recreation, commercial leisure services, military recreation, tourism, therapeutic recreation - in clinical and community-based settings, outdoor recreation, the nonprofit sector, and other opportunities. The Major focuses on direct service programming with an emphasis toward supervisory and managerial skills. The Leisure Services Major has NRPA/AALR accreditation.

The Leisure Services Major is offered with six focus areas: Programming Services Administration; Therapeutic Recreation; Tourism; Outdoor Recreation; Youth Services; Nonprofit Youth Services Administration. There is a common core of courses for all focus areas, with additional course requirements in each focus area.

A student must have a 2.00 grade point average (GPA) to declare a Leisure Services major. To maintain acceptable academic standing as a Leisure Services major, a student must maintain a 2.50 cumulative GPA in all Leisure Services courses (430:xxx) **required** for the major or have consent of the Division Coordinator. If a student's required 430:xxx cumulative GPA drops below a 2.50 the student must repeat required 430:xxx courses until the cumulative GPA is at least 2.50 **prior to enrolling in any additional major (430:xxx) required courses**. Students will not be allowed to enroll in subsequent 430:xxx courses required for the major until such time as their 430:xxx cumulative GPA is at least 2.50.

For Internship, students must have:

1. Current certification in Standard First Aid, Community CPR, Child Abuse Mandatory Reporter Seminar, and OSA Universal Precaution Standard Training.
2. 500 hours of verified leisure services-related work.

Required Core:

Leisure Services: 430:010; 430:020; 430:110; 430:114;
430:121; 430:184; 430:187; 430:18932 hours
Focus area: choose one of the following30-33 hours
62-65 hours

Focus Area - Programming Services Administration

Required:

Leisure Services: 430:168; 430:169; 430:172; 43Y:15512 hours

Supporting Courses:

18 hours from within the School of HPELS or other
programs as approved by advisor18 hours
30 hours

Focus Area - Therapeutic Recreation

(Extended Program)

The Therapeutic Recreation option may require a minimum of 129 hours to graduate.

Required:

Leisure Services: 430:123; 430:160; 430:163; 430:167;
430:16915 hours

Supporting Courses:

18 hours to be developed in consultation with advisor.
The following are required for National Council for
Therapeutic Recreation Certification (NCTRC):
Physical Education: 420:0503 hours
Design, Family and Consumer Sciences: 310:0553 hours
Psychology: 400:1423 hours
Plus 9 hours in human services content areas including
adapted physical education, related biological/
physical sciences, human services, psychology,
sociology, and special education9 hours
33 hours

Note: 400:008 may be used to satisfy Category 4A and 980:058 may be used to satisfy Category 4A/4C of the General Education Program.

Focus Area - Tourism

Required:

Leisure Services: 43T:070; 43T:170 or 43T:171; 430:168;
430:169; 430:172 or 43T:17315 hours

Supporting Courses:

15 hours from within the School of HPELS or other
programs as approved by advisor15 hours
30 hours

Focus Area - Outdoor Recreation

Required:

Leisure Services: 430:050; 430:130; 430:143; 430:146;
430:16915 hours

Supporting Courses:

15 hours from within the School of HPELS or other
programs as approved by advisor15 hours
30 hours

Focus Area - Youth Services

Required:

Leisure Services: 43Y:060; 43Y:155; 43Y:157; 430:16912 hours

Supporting Courses:

18 hours from within the School of HPELS or other
programs as approved by advisor18 hours
30 hours

Focus Area - Nonprofit Youth Administration

Required:

Leisure Services: 43Y:060; 43Y:150; 43Y:151; 43Y:154;
43Y:15515 hours

Supporting Courses:

15 hours from within the School of HPELS or other
programs as approved by advisor15 hours
30 hours

Leisure Services Minor

Required:

Leisure Services: 430:010; 430:020; 430:030; 430:11012 hours
Electives from the following6 hours

Leisure Services: 430:114; 430:121; 430:123; 430:168;
430:169; 430:172.18 hours

Youth Services Administration Minor

Required:

Youth and Human Service Administration: 43Y:060;
43Y:150; 43Y:151; 43Y:154; 43Y:15515 hours

Leisure Services: 430:1882 hours
17 hours

Program Certificates

For information on the following Program Certificates, see pages 123-124 or contact the Leisure Services Division within the School of Health, Physical Education, and Leisure Services.

Global Health Certificate

Outdoor Recreation Certificate

Youth Agency Administration Certificate

The Tourism Certificate program is jointly offered by the College of Business Administration and the College of Education, School of HPELS. This program is administered by the Leisure, Youth and Human Services Division within the School of HPELS, College of Education. For information on the following program certificate, see page 127 or interested students should contact the Division of Leisure, Youth and Human Services, Tourism Advisor, 203 WRC.

Tourism Certificate

History

(College of Social and Behavioral Sciences)

<http://csbsnt.csbs.uni.edu/dept/history>

J. Johnson, Head. J. Baskerville, G. Bruess, T. Connors, B. Cutter, R. Dise, T. Eden, C. Ehrick, L. Fenech, J. Goldman, R. Hesselink, W. Hettle, C. Holcombe, J. Lees, D. Maier, R. Martin, D. McKibbin, M. Mouton, T. O'Connor, C. Quirk, K. Sadkowski, R. Sandstrom, D. Shepardson, D. Walker, C. Weisenberger, C. Wells.

Note: The College of Social and Behavioral Sciences offers an Honors option to students majoring in one of the academic programs within the College. For further information regarding this Honors Program, please refer to page 57.

Bachelor of Arts Degree Programs

European Studies Major

This is an interdisciplinary program offered jointly by the College of Social and Behavioral Sciences and the College of Humanities and Fine Arts, and is under the jurisdiction of the heads of the Departments of History and Modern Languages, and can only be elected as a second major with a major in history or a major in a foreign language (French, German, Portuguese, Russian, and Spanish) or Russian/East European Studies.

Required core courses:

Philosophy: 650:101 or 650:103 or 650:1043 hours

Humanities: 680:0214 hours

History: one course from Category A (960:101, 960:103, 960:151, 960:152, 960:153, 960:158, 960:164, 960:171, 960:173); 960:156; 960:170 (for students in Russian) or 960:172 (for students in German) or 960:174 (for students in French) or 960:186 (Studies in History: Portugal, for students in Portuguese) or 960:186 (Studies in History: Spain, for students in Spanish) or 960:165 (for students with an emphasis in English history)9 hours

Electives in history, political science, economics or geography--approved by advisor (6 hours must be taken outside of history)9 hours

Foreign Language component*22 hours

22 hours beyond first-year French, German, Portuguese,

Russian or Spanish, to include:

French: 720:101; 720:104; 720:124 or 720:125.

or

German: 740:101; 740:104; 740:123 or 740:150.

or

Russian: 770:101; 770:102; 770:141.

or

Spanish: 780:101; 780:104; 780:123.

or

Portuguese: 790:101; 790:123. To include 4 hours from 790:109; 790:186; 790:191; 790:198.

One 3-hour course in translation, literature or TESOL/Applied Linguistics.

One summer's study abroad in Europe required for students in French, German, and Spanish and highly

recommended for students in Portuguese and Russian. Required for students emphasizing English history and language: one summer's study abroad in the British Isles.

47 hours

*With permission, students emphasizing the British Isles may substitute Gaelic, Old or Middle English for this requirement.

History Major-Liberal Arts

Required*:

History: 960:010 (this course must be taken immediately after major is declared); 960:014; 960:015 (960:014 and 960:015 must be taken by the end of the sophomore year);

960:192 or 960:193.12 hours

Electives in history24 hours

To include:

European History - 12 hours

Must include one course from Category A (960:101, 960:103, 960:151, 960:152, 960:153, 960:158, 960:164, 960:171, 960:173) and one course from Category B (960:154, 960:155, 960:156, 960:157, 960:160, 960:161, 960:162, 960:165, 960:169, 960:170, 960:172, 960:174).

Non-Western History - 6 hours

960:127, 960:128, 960:175, 960:176, 960:177, 960:178, 960:180, 960:181, 960:182, 960:183, 960:187.

Electives from at least two related fields approved by the Department of History (6 of the 9 hours must be 100-level courses)9 hours

45 hours

*All History majors must successfully complete 680:021 and 680:022.

History Major-Teaching

Required*:

Social Science: 900:190; 900:1914 hours

History: 960:010 (this course must be taken immediately after major is declared); 960:014; 960:015 (960:014 and 960:015 must be taken by the end of the sophomore year); 960:192 or 960:19312 hours

Electives in history27 hours

To include:

European History - 12 hours

Must include one course from Category A (960:101, 960:103, 960:151, 960:152, 960:153, 960:158, 960:164, 960:171, 960:173) and one course from Category B (960:154, 960:155, 960:156, 960:157, 960:160, 960:161, 960:162, 960:165, 960:169, 960:170, 960:172, 960:174).

Non-Western History - 6 hours

960:127, 960:128, 960:175, 960:176, 960:177, 960:178, 960:180, 960:181, 960:182, 960:183, 960:187.

United States History - 9 hours

43 hours

The history major may consider a minor in at least one other social science discipline.

*All History majors must successfully complete 680:021 and 680:022.

History Minor

Electives in history excluding courses used to meet

General Education requirements18 hours

Note: 960:015 and one European History course from Category B (960:154, 960:155, 960:156, 960:157, 960:160, 960:161, 960:162, 960:165, 960:169, 960:170, 960:172, 960:174) are strongly recommended.

History Minor—Teaching

Required:

Social Science: 900:190; 900:191 (unless already taken for the major).....0-4 hours

History: 960:014 and 960:015 for teaching endorsement in American History; or two courses in European History -- one from Category A (960:101, 960:103, 960:151, 960:152, 960:153, 960:158, 960:164, 960:171, 960:173) and one from Category B (960:154, 960:155, 960:156, 960:157, 960:160, 960:161, 960:162, 960:165, 960:169, 960:170, 960:172, 960:174) for teaching endorsement in world history6 hours

Electives in history: (for teaching endorsement in American history, students must take an additional 18 hours in United States history; for teaching endorsement in world history, students must take an additional 18 hours in European and non-Western history)18 hours
24-28 hours

Students whose emphasis is world history must include one non-Western history course and one history course from the following: Middle Ages, Ancient Near East, Greece, or Rome.

Industrial Technology

(College of Natural Sciences)

<http://www.uni.edu/indtech>

M. Fahmy, Head. R. Betts, L. Burgess, S. Egger, J. Fecik, I. Fidan, T. Hall, L. Honary, C. Johnson, A. Kashef, Y. Lerner, R. Pecan, M. Salim, M. Timmerman, S. Varzavand, M. White.

Bachelor of Science Degree Program

-- 130 semester hours

Construction Management Major (Extended Program)

The Construction Management major requires a minimum of 138 total hours to graduate.

Required core:

Construction Sciences/Construction: 330:018; 330:025; 330:027; 330:033; 330:045; 330:100; 330:124; 330:125; 330:128; 330:149; 330:153; 330:154; 330:170; 330:173; 330:175; 330:185; 330:19651 hours

Required:

Business and Management:
Accounting: 120:0303 hours
Management: 150:080; 150:101; 150:1459 hours
Economics: 920:020*; 920:0246 hours
Mathematics and Science:
Mathematics: 800:060; 800:0727 hours
Chemistry: 860:0444 hours
Physics: 880:0544 hours
84 hours

*800:072 or 800:092 is a prerequisite for 920:020. Either 800:072 or 800:092 may be used to satisfy Category 5C of the General Education Program.

Electro-Mechanical Systems Major (Extended Program)

The Electro-Mechanical Systems major provides a broad education in the field of electrical/electronics, microcomputers, fluid and hydraulics applications.

The Electro-Mechanical Systems major requires a minimum of 133 total hours to graduate with Industrial Supervision and Management option, and a minimum of 137 total hours to graduate with Engineering Technology option.

Required core:

Technical Requirements:

Industrial Technology: 330:008; 330:037; 330:038; 330:126; 330:129; 330:152; 330:156; 330:162; 330:174; 330:176; 330:184; 330:19636 hours

Choose ONE of the two following options40-44 hours

Option I - 44 hours

Option II - 40 hours

76-80 hours

Option I -- Engineering Technology

Includes Math-Computer/Science requirements, Advanced Technical requirements and Technical/Management requirements as follows:

Mathematics/Computer/Science Requirements:

Mathematics: 800:060; 800:061; 800:07211 hours

Computer Science: 810:035 or 810:0363 hours

Chemistry: 860:0204 hours

Physics: 880:130; 880:1318 hours

Advanced Technical Requirements:

Industrial Technology: 330:139; 330:160; 330:164; 330:16612 hours

Technical/Management Electives6 hours

Industrial Technology: 330:017; 330:122; 330:142;

330:143; 330:147; 330:157; 330:172; 330:187.

English Language and Literature: 620:105.

44 hours

Option II -- Industrial Supervision and Management

Includes Math-Computer/Science requirements, Industrial Supervision and Management requirements and Technical/ Management requirements as follows:

Mathematics/Computer/Science Requirements:

Mathematics: 800:048; 800:0727 hours

Computer Science: 810:035 or 810:0363 hours

Chemistry: 860:0204 hours

Physics: 880:054; 880:0568 hours

Industrial Supervision and Management Requirements:

Accounting: 120:0303 hours

Marketing: 130:101*3 hours

Industrial Technology: 330:143; 330:1876 hours

Technical/Management Electives6 hours

Management: 150:119.

Industrial Technology: 330:017; 330:119; 330:122; 330:142;

330:143; 330:147; 330:157; 330:160; 330:164; 330:165.

English Language and Literature: 620:105.

40 hours

*920:024 or 920:053 is a prerequisite to 130:101. 920:024 may be used to satisfy Category 4B of the General Education Program.

Manufacturing Technology Major

Mathematics and Science Core:

Mathematics: 800:060; 800:072.....	7 hours
Computer Science: 810:030 or 810:035 or 810:036	3 hours
Chemistry: 860:020 or 860:044	4 hours
Physics: 880:054; 880:130	8 hours

Technical Core:

Industrial Technology: 330:008; 330:017; 330:060; 330:112; 330:143; 330:170; 330:179 (1 hr.); 330:187; 330:196; 330:197	27 hours
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Concentration: Choose one of the following three concentrations	23-24 hours
	72-73 hours

Automated Manufacturing Systems: 330:024; 330:113; 330:145;
330:146; 330:147; 330:151 or 330:160; 330:172; 330:177.

Design: 330:024; 330:026; 330:106; 330:113; 330:122; 330:132;
330:148; 330:172.

Metal Casting: 330:036; 330:040; 330:132; 330:134; 330:136;
330:137; 330:141; 330:192.

Bachelor of Arts Degree Programs

Graphic Communications Major

Required:

Management: 150:153	3 hours
Industrial Technology: 330:022; 330:055; 330:065; 330:070; 330:119; 330:150; 330:158; 330:169; 330:179 (3 hrs.); 330:187; 330:194; 330:196	39-40 hours
Mathematics: 800:046 or 800:072	3-4 hours
Chemistry: 860:010 or 860:020 or 860:044	3-4 hours
Physics: 880:011 or 880:012 or 880:054	3-4 hours

Electives:

One of the following	3 hours
Industrial Technology: 330:020 or 330:143.	
Two of the following	6 hours
Industrial Technology: 330:161; 330:163. Art: 600:125; 600:127.	

60-64 hours



Technology Education Major—Teaching

Required Mathematics and Science:

Mathematics: 800:072	3 hours
Physics: 880:054	4 hours

Required Technical courses:

Industrial Technology: 330:008; 330:017; 330:018; 330:022; 330:036; 330:114	20 hours
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Technical electives 15 hours

Professional Technology Series:

Industrial Technology: 330:019; 330:120*; 330:178*; 330:190*; 330:195	14 hours
	56 hours

*A minimum grade of **C** is required in 330:120, 330:178, and 330:190 prior to student teaching.

Note: Technology Education majors will be waived from 240:020 of the Professional Education Requirements. A student changing majors from Technology Education would be required to complete 240:020.

Technology Management Major

Required:

Management: 150:153	3 hours
Industrial Technology: 330:008; 330:018; 330:020; 330:022; 330:036; 330:065; 330:119; 330:142; 330:143; 330:187; 330:196	35-36 hours
Mathematics: 800:046 or 800:072	3-4 hours
Chemistry: 860:010 or 860:020 or 860:044	3-4 hours
Physics: 880:011 or 880:012 or 880:054	3-4 hours
Technology electives in industrial technology	15 hours
	62-66 hours

Electrical and Electronics Technology Minor (EET)

Required:

Industrial Technology: 330:008; 330:037; 330:038; 330:152; 330:156; 330:157; 330:160	23 hours
Mathematics: 800:048 or 800:060	4 hours
	27 hours

General Industry and Technology Minor

Required:

Industrial Technology: 330:008; 330:022; 330:036; 330:196	14 hours
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Electives in Industrial Technology 10 hours
24 hours

Graphic Communications Minor

Required:

Industrial Technology: 330:022; 330:055; 330:070; 330:169; 330:196	18 hours
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Electives: selected from the following:

Industrial Technology: 330:150; 330:158; 330:161; 330:163; 330:194	6 hours
	24 hours

Technology Education Minor—Teaching

Required:

Option I

Industrial Technology: 330:008; 330:017; 330:018;
330:022; 330:036; 330:114; 330:120; 330:178 or
330:195; 330:19029 hours
Electives in Industrial Technology..... 1 hour
30 hours

Option II

Available only to post-baccalaureate licensure candidates.

Industrial Technology: 330:008; 330:017; 330:070;
330:086 (2 hrs., Studies in Technology Education
Activities); 330:114; 330:120; 330:130; 330:133 (3 hrs.,
Workshop in Energy and Transportation or Workshop
in Communication); 330:186(a) (3 hrs., Studies in
Curriculum Organization and Lab Management)
or 330:186(b) (3 hrs., Studies in Technology
Research Lab Activities); 330:19030 hours

Combined B.A./M.A. or B.S./M.A. Program

The Department of Industrial Technology offers a combined program leading to the Baccalaureate Degree and Master of Arts Degree in Technology. Students interested in the program should declare their intent by the end of the junior year and enter the program at the last semester of their senior year provided that s(he) has an overall GPA of 3.00 or more. Please refer to the graduate section of this catalog (page 154) for detailed information on enrollment procedures and graduate program requirements.

Program Certificate

For information on the following Program Certificate, see page 124 or contact the department office.

Technology Management Certificate



Interdisciplinary Majors and Minors

The University offers a variety of interdisciplinary curricula to meet the growing need and interest in work beyond collegiate division. The following programs are under the supervision and jurisdiction of several committees, departments, or colleges as indicated. The programs include:

American Ethnic Studies Minor
American Studies Major
Asian Studies Major
Asian Studies Minor
Environmental Studies Minor
General Studies Major
Humanities Major
Humanities Minor
Individual Studies Major
Inter-American Studies Major
Inter-American Studies Minor
Leadership Studies Minor
Russian and East European Studies Major
Russian and East European Studies Minor
Women's Studies Minor

American Ethnic Studies Minor

This interdisciplinary minor is offered under the jurisdiction and general supervision of the Deans of the College of Social and Behavioral Sciences and Humanities and Fine Arts.

Required:

Social Work or Sociology: 450:045 or 900:045 or
980:0453 hours
Social Science: 900:145 (this Capstone course to be
taken last)3 hours

Electives from the following list of courses, chosen in
consultation with the Director of the American
Ethnic Studies Program for a minimum of15 hours
21 hours

List of electives:

Area 1 - American Historical Foundations

One of the following courses:

History: 960:122.

Anthropology: 990:132.

Area 2 - Ethnographic Background Perspectives

One of the following courses:

Social Work: 450:142.

Humanities: 680:130; 680:160.

Area 3 - Arts and Humanities

One of the following courses:

Music: 520:030

Music History and Musicology: 590:160

English Language and Literature: 620:055.

Area 4 - Politics and Society

One of the following courses:

Social Work: 450:163*.

Humanities: 680:131*.

*Additional prerequisites are required.

In courses with multiple sections, the section which indicates an American Ethnic Studies Emphasis will count for the minor.

These electives may also include individual department's readings, topics, and experimental courses, and other courses, as well as courses sponsored by the Individual Studies Program that directly relate to American Ethnic Studies. The electives selected must have the written approval of the Director to be filed in the Registrar's Office before the final completion and approval of the minor.

American Studies Major

This is an interdisciplinary program offered jointly by the College of Social and Behavioral Sciences and the College of Humanities and Fine Arts, and is under the jurisdiction of the heads of the departments of History and English Language and Literature and the general supervision of the Committee on American Studies.

The American Studies Major consists of a minimum of nine (9) semester hours in each of the following four areas:

- 1) American history
- 2) American literature
- 3) Economics, geography, political science, sociology and anthropology
- 4) Religion, philosophy, theatre, art, and music

Required:

American literature elective.....	3 hours
Political Science: 940:014	3 hours
History: 960:014; 960:015; 960:144.....	9 hours
Electives: from the four areas above	21 hours
Required: a senior colloquium*	3 hours
	39 hours

*Colloquium to be an exploration of the total culture of an era or region in historical perspective by applying the disciplines of history, literature, art, philosophy, and the social sciences.

The courses from the four specified areas must be chosen in consultation with an advisor from the Committee on American Studies.

Courses used to meet General Education requirements may not be counted on this major.

Asian Studies Major

Required:

Humanities: two of the following -- 680:122; 680:124; 680:125	6 hours
680:198 (Independent Study/Supervised Research Project to be supervised by Asian Studies Committee)	3 hours
Anthropology: 990:011	3 hours
Electives: a minimum of 24 hours of credit from at least three different disciplines must be completed from the following courses (a maximum of six (6) semester hours credit in language courses may be applied toward satisfying the 24-hour elective credit requirement)	24 hours
Art: 600:141 (sections on India, Japan, or China); 600:147.	
Religion: 640:130; 640:132.	
Humanities: one of the following -- 680:122; 680:124; 680:125	
Languages:	
Chinese: 710:001; 710:002; 710:011; 710:102.	
Japanese: 730:001; 730:002; 730:011; 730:012.	
Economics: 920:136*; 920:143*.	
Political Science: 940:162; 940:168.	
History: 960:181; 960:182; 960:183; 960:187.	
Geography: 970:141.	
Anthropology: 990:143.	
	36 hours

*920:053 and 920:054 are required as prerequisites for all 100-level Economics courses. Both 920:053 and 920:054 will substitute for 920:024 which will satisfy Category 4B of the General Education Program.

Students are encouraged to study abroad for a minimum of one semester.

Asian Studies Minor

The programs and general courses in the non-Western foreign area studies are offered under the jurisdiction of the Committee on Asian Studies and the general supervision of the Dean of the College of Social and Behavioral Sciences.

Required:

Humanities: two of the following -- 680:122; 680:124; 680:125	6 hours
680:198 (to be supervised by the Asian Studies Committee and combining Asian Studies and the student's major discipline).....	3 hours
Two additional courses to be chosen from the list of Asian Studies Major electives	6 hours
	15 hours

Environmental Studies Minor

This is an interdisciplinary minor offered under the jurisdiction of the Environmental Programs Office and the general supervision of the Dean of the College of Natural Sciences.

Required:

Environmental Science: 830:130.....	3 hours
or	
General Biology: 840:051	4 hours
Environmental Economics: 920:053; 920:054; 920:123*	9 hours
Environmental Geography: 970:100**	3 hours
Environmental Sociology: 980:148**	3 hours
Electives: a minimum of 9 semester hours of credit (of which at least 6 hours must be from 100-level courses) from disciplines other than the major and with no more than 6 hours from any single department must be completed from courses approved by the Environmental Programs Office.....	9 hours
	27-28 hours

*Taking prerequisite courses 920:053 and 920:054 will satisfy Category 4B of the General Education Program.

**These courses have prerequisites which may satisfy requirements in the General Education Program.

This minor allows students a specific program to complement their major. Because the Environmental Studies Minor is designed to broaden students' awareness of environmental issues as they relate to their major discipline, students interested in this minor should have a clear grasp of the major field before applying for such a minor.

Applications and approval of particular programs will be administered under the College of Natural Sciences, with the interdisciplinary Environmental Programs Office serving as the program coordinating body. Upon application by the student, the Dean of the College of Natural Sciences will appoint a faculty advisor to work closely with the student in planning her/his minor.

General Studies Major

This is a diversified liberal arts major supervised by the Administrator of the Individual Studies Program. The major requires the completion of 124 semester hours, including the General Education requirement of 47 semester hours.

Required:

a minimum of 15 semester hours of 100-level courses from each of three of the five colleges* for a minimum total of.....45 hours

A **General Studies Major** enables students to take a wide variety of courses from many different departments. This can lead to a well-rounded liberal arts education. The major is not directed toward any particular vocation or certification. The emphasis of this major is on distribution rather than concentration. Each General Studies Major is encouraged to develop a program of study according to her/his own needs, interests, and career goals. The selection of courses is largely left to the student. Students may *not* declare a second major and be registered for the General Studies major.

*The five colleges are: 1) College of Business Administration; 2) College of Education; 3) College of Humanities and Fine Arts; 4) College of Natural Sciences; and 5) College of Social and Behavioral Sciences. See pages 5 to 8 for a list of the departments under each college.

(See pages 41-42 for the *General Studies* program for registered nurses.)

Humanities Major

This is an interdisciplinary major offered by the College of Humanities and Fine Arts, and is under the jurisdiction of the dean of that college.

Required:

Humanities: 680:021; 680:022; 680:19211 hours
Interdisciplinary courses in, or including, the humanities*9 hours
Courses in history, from any department6 hours
Critical and analytical course.....3 hours
Participatory course in creative or performing arts3 hours
Electives in any of the above or other humanities areas12 hours
44 hours

*These courses may include seminars in the interpretation of texts, in philosophy of history, in aesthetics, in a theme or period, in a topic relating the humanities to the natural or social sciences, or other appropriate courses as available.

The student, with the consent of the Humanities Advisor, will outline a cohesive program of cross-disciplinary study around a chronological period, theme, culture, or other focus of the student's choice.

All reasonable variations on this program should be approved.

Humanities Minor

This is an interdisciplinary minor offered by the College of Humanities and Fine Arts, and is under the jurisdiction of the dean of that college.

Required: a minimum of 21 hours with at least one course* to be chosen from each of the following areas:

Humanities: 680:021; 680:022; 680:168.

English:

English Language and Literature: 620:034.

Arts (participatory):

Communication Studies: 48C:011.

Applied Music: 540:Nxx (instrument or voice).

Art: 600:002 or 600:004.

English Language and Literature: 620:070.

Philosophy and Religion: 640:024; any one of 650:100, 650:101, 650:103 or 650:104.

Social Science:

Psychology: 400:118.

Sociology: 980:060.

Anthropology: 990:011.

Interdisciplinary Studies:

Individual Studies: 000:196** (Interdisciplinary Readings).

Humanities: 680:192.

Science and Social Science majors may be excused from the requirement in their areas, and may substitute a course in any of the other specified areas or in history.

*If any of these courses are taken by the student to meet the requirements of any other program (e.g., general education, major field, etc.), the student must elect another course in any of the above specified areas or in history, except that either 680:021 or 680:022 may be counted for general education.

**This course should be elected only if 680:192 is not relevant to the emphasis of the minor. Readings proposed by the student should act to integrate the work done in the minor.

Individual Studies Major

Under the direction of the Individual Studies Program Administrator, this major requires the completion of 124 semester hours, including the General Education requirement of 47 semester hours.

Required:

A coherent, interdisciplinary area of study30-44 hours
Undergraduate thesis6 hours
36-50 hours

(Plus 27-41 hours of university electives or other major or minor credit.)

If it is found the University does not offer the major desired, it may be possible, through the Individual Studies Program, for a student to create her/his own program of study. The purpose of the Individual Studies major is twofold: 1) to enable a student to design an individualized major by selecting courses from several academic departments, and 2) to explore interdisciplinary areas of study before those areas are formally adopted as departmental or interdepartmental majors.

Students interested in this major should have at least one semester's experience in university study before applying. A student shall consult first with the Individual Studies Administrator concerning the feasibility of designing an Individual Studies major in a particular area. If the University does not have faculty or curricular resources for the area requested, the student will be so advised. Also, if the student does not appear to be academically prepared, or if her/his plans are not sufficiently clear, specific steps to correct these problems will be recommended.

Once an advisor is appointed, the student and the advisor will develop a list of courses to comprise the proposed major, and an interdisciplinary faculty committee will be selected to take action on the specific program. In some cases, with the approval of the faculty advisor and the program administrator, an extraordinary amount of independent study may be counted toward the major. In most cases, an Undergraduate Thesis will be required of this major.

Inter-American Studies Major

This major is offered jointly by the College of Social and Behavioral Sciences and the College of Humanities and Fine Arts, and is administered by the University's Inter-American Studies Committee. For more information contact Dr. Michael H. Millar, Chair, Inter-American Studies Committee, Sabin Hall 117, University of Northern Iowa, Cedar Falls, IA 50614-0400; phone (319) 273-2631 or (319) 273-2170; Fax (319) 273-2546; e-mail michael.millar@uni.edu.

Required:

Language.....7-13 hours

(Note: Each language option is available only to non-native speakers of that language, or to native speakers who can demonstrate a reading and speaking proficiency in a second one of these languages equivalent to that obtained upon the completion of the courses listed in the respective language component. Beginning students with no language competence will be required to take an additional 5-10 hours of their chosen language at the elementary level.)

English (A program of study will be determined by the student and her/his advisor.) or

French: 720:051; 720:061; 720:101; 720:103 or

Spanish: 780:052; 780:062; 780:101; 780:103 or

Portuguese: 790:050; 790:060; 790:101

Common Core.....36 hours

Educational Psychology: 200:188;

English Language and Literature/French/Spanish/

Portuguese: 620:157 or 720:104 or 780:104 or 790:031;

Humanities: 680:123;

Humanities, Interdepartmental: 690:030;

Computer Science: 810:021;

Social Science: 900:023; 900:135;

Economics: 920:024*;

Political Science: 940:167;

History: 960:176 or 960:180 or 960:1xx

(equivalent course);

Philosophy/Geography: 650:175 or 970:100;

Anthropology: 990:132 or 990:137.

(*Students pursuing Emphasis 1 below, or electing 920:123 in Emphasis 3, should take 920:053 in place of 920:024. **Both** 920:053 **and** 920:054 may substitute for 920:024 in Category 4B of the General Education Program.)

Electives.....12-15 hours

A total of four-five courses, to be selected entirely from within one of the following five emphases.

55-64 hours

Emphasis 1. Business and Economics

Accounting: 120:030;

Marketing/Management: 130:101 or 150:153;

Economics/Management: 920:054; 920:137 or 150:189.

Note: Students electing this emphasis may also wish to consider obtaining the Certificate in International Business; consult with the Inter-American Studies advisor.

Emphasis 2. Cross-Cultural Studies in Education

Educational Psychology: 200:186;

Social Foundations: 260:138;

Leisure Services: 430:030;

Communication Studies: 48C:151;

TESOL/Applied Linguistics: 630:196.

Emphasis 3. Environmental Studies

Earth Science/Geography: 870:031 or 970:026;

Earth Science: 870:035; 870:165 or 870:171;

Economics/Geography/Philosophy: 920:123* or 970:100 or 650:175 (not already selected from the Common Core).

*920:123 requires both 920:053 and 920:054 as prerequisites.

Emphasis 4. Humanities and Fine Arts

Communication Studies/Music History and Musicology/

Performance Literature and Repertory: 48C:108 or

48C:109 or 48C:110 or 590:160 or 595:129;

English Language and Literature/French/Spanish: 620:055 or 620:186 or 720:122 or 780:112;

Religion: 640:117 or 640:161;

Humanities: 680:130;

French/Spanish/Portuguese: 720:121 or 780:120 or 790:123.

Emphasis 5. Social Sciences

Political Science: 940:124 or 940:125 or 940:145;

History: 960:176 or 960:180 or 960:1xx (equivalent course)

(not already selected from the Common Core);

Geography: 970:104 or 970:151;

Anthropology: 990:010; 990:142.

Students are encouraged to study abroad for a minimum of one semester.

Inter-American Studies Minor

This minor is offered jointly by the College of Social and Behavioral Sciences and the College of Humanities and Fine Arts, and is administered by the University's Inter-American Studies Committee. For more information contact Dr. Michael H. Millar, Chair, Inter-American Studies Committee, Sabin Hall 117, University of Northern Iowa, Cedar Falls, IA 50614-0400; phone (319) 273-2631 or (319) 273-2170; Fax (319) 273-2546; e-mail michael.millar@uni.edu.

Required:

Language.....7-9 hours

(Note: Each language option is available only to non-native speakers of that language, or to native speakers who can demonstrate a reading and speaking proficiency in a second one of these languages equivalent to that obtained upon the completion of the courses listed in the respective language component. Beginning students with no language competence will be required to take an additional 5-10 hours of their chosen language at the elementary level.)

English: Three courses, to be determined by the student and her/his advisor; or

French: 720:051; 720:061; 720:101; or

Spanish: 780:052; 780:062; 780:101; or

Portuguese: 790:050; 790:060; 790:101

Common Core: Four of the following courses.....12 hours

English Language and Literature/French/Spanish/

Portuguese: 620:157 or 720:104 or 780:104 or 790:031;

Humanities: 680:123;

Humanities, Interdepartmental: 690:030;

Social Science: 900:135;

Political Science: 940:167;

History: 960:176 or 960:180 or 960:1xx (equivalent course);

Geography: 970:104 or 970:151;

Anthropology: 990:132 or 990:137.

PLUS one of the five remaining courses 200:188; 810:021;

900:023; 920:024; 650:175 or 970:100 in the Common

Core for the Inter-American Studies Major*3 hours
22-24 hours

*Business majors must take 150:080, in place of 810:021, as this course.

Leadership Studies Minor

The Leadership Studies Minor is an interdisciplinary program that educates students about and for leadership in a democratic society. The minor provides an overview of diverse leadership theories, concepts, and issues; assessment of leadership styles and abilities; and practical experiences tailored to the students' abilities. It is open to any student; prior experience in leadership activities is not required.

Admission requires a cumulative GPA of 2.50 (or permission of Director) and completion of one semester of college work (UNI or transfer).

Required:

Core Leadership courses: 680:010; 680:110; 680:1887 hours
Leadership Internship: 680:1692-3 hours
Electives9 hours

A. Diversity -- one course from approved list of courses on diversity.

Psychology: 400:110.
Social Work: 450:045.
Communication Studies: 48C:151; 48C:153.
Humanities: 680:130; 680:156.
Social Science: 900:020.

B. Ethics -- one course from approved list of courses on ethics.

Communication Studies: 48C:128.
Religion: 640:171.
Philosophy: 650:142; 650:172; 650:173; 650:174; 650:175.
Political Science: 940:158.

Note: Since 48C:128 is only a 2-hour course, an additional credit must be earned, perhaps through independent study or writing a paper on ethics learned through other courses.

C. General Elective -- one course from approved list.

Management: 150:100; 150:153.
Leisure Services: 430:152.
Social Work: 450:102.
Communication Studies: 48C:071; 48C:121; 48C:141;
48C:144; 48C:151; 48C:153; 48C:173.
English Language and Literature: 620:104.
Humanities: 680:130.
Political Science: 940:150; 940:151; 940:156; 940:189.
History: 960:144; 960:150.
Sociology: 980:176.

Note: 48C:151, 48C:153, and 680:130 may count as either *diversity* elective or *general* elective for the minor.

Students may petition Director for Leadership Studies for a course not on the elective lists.

18-19 hours

Program Certificate

For information on the following Program Certificate, see page 127 or contact the Director of Leadership Studies, Student Services Center 103.

Certificate in Leadership Foundations

Russian and East European Studies Major

This major is offered by the College of Humanities and Fine Arts, the College of Social and Behavioral Sciences, and the College of Business Administration.

Required:

All of the following language courses:

Russian: 770:001; 770:002; 770:003; 770:004;
770:011; 770:012; 770:013; 770:014; 770:10123 hours

One culture course:

Russian: 770:141; 770:1423 hours

One of the following literature courses:

Russian: 770:102; 770:104; 770:132; 770:1343 hours

The following social science courses:

Economics: 920:138*3 hours
Political Science: 940:1643 hours

Two of the following history courses:

History: 960:169; 960:170; 960:1736 hours

Two of the following courses6 hours

Philosophy: 650:105.
Economics: 920:137*.
Political Science: 940:123.
Geography: 970:141.

47 hours

Students are encouraged to study abroad for one semester.

*920:053 and 920:054 may be required as prerequisites to 100-level Economics courses. **Both** 920:053 and 920:054 will substitute for 920:024 which will satisfy Category 4B of the General Education Program.

Russian and East European Studies Minor

This minor is offered by the College of Humanities and Fine Arts, the College of Social and Behavioral Sciences, and the College of Business Administration.

Required:

All of the following language courses:

Russian: 770:001; 770:002; 770:003; 770:004;
770:011; 770:012; 770:013; 770:01420 hours

One of the following literature courses:

Russian: 770:102; 770:104; 770:132; 770:1343 hours

Two of the following social science courses6 hours

Economics: 920:137*; 920:138*.
Political Science: 940:123; 940:164.
Geography: 970:141.

One of the following history courses:

History: 960:169; 960:170; 960:1733 hours
32 hours

*920:053 and 920:054 may be required as prerequisites to 100-level Economics courses. **Both** 920:053 and 920:054 will substitute for 920:024 which will satisfy Category 4B of the General Education Program.

Women's Studies Minor

Women's Studies is an interdisciplinary program that places women at the center of inquiry to attain a fuller understanding of our world. Its unique perspective strengthens the abilities of students within any major to critically analyze theory and research while developing an ethics of social responsibility. This program is offered under the jurisdiction and general supervision of the Deans of the Colleges of Social and Behavioral Sciences and Humanities and Fine Arts. For more information, contact the Women's Studies Office, Baker 168, (319) 273-7102, or the World Wide Web <http://www.uni.edu/womenstudies>.

Required:

English Language and Literature: 620:128*	3 hours
Humanities: 680:040	3 hours
History: 960:146 or 960:161	3 hours
One of the following	3 hours
Psychology: 400:110.	
Humanities: 680:160.	

Social Sciences: 900:1501 hour

Electives from following list of courses chosen in consultation with the Director of the Women's Studies Program for a minimum of9 hours
22 hours

*Additional prerequisites may be required.

List of electives:

- Educational Psychology: 200:140; 200:188.
- Design, Family and Consumer Sciences: 310:052; 310:053; 310:057; 310:114; 310:152; 310:154.
- Psychology: 400:173.
- Health Promotion and Education: 410:020; 410:128; 410:162.
- Leisure Services: 430:030; 430:164.
- Social Work: 450:041; 450:045; 450:159; 450:163; 450:173; 450:194.
- Communication Studies: 48C:108 or 48C:109 or 48C:110; 48C:113; 48C:122; 48C:123; 48C:144; 48C:146; 48C:151; 48C:153; 48C:160; 48C:180 or 48C:183 or 48C:185 or 48C:189 or 48C:190.
- Theatre: 490:160.
- Music: 530:110.
- Art: 600:032; 600:180.
- English Language and Literature: 620:005.
- Religion: 640:024; 640:162; 640:167; 640:168.
- Philosophy: 650:152.
- Humanities: 680:123; 680:130; 680:156; 680:168.
- Science and Science Education: 820:140.
- Social Sciences: 900:020; 900:085.
- Political Science: 940:130; 940:142.
- History: 960:150; 960:156.
- Sociology: 980:045; 980:060; 980:105; 980:131; 980:138; 980:171; 980:177.
- Anthropology: 990:011; 990:157; 990:158; 990:167; 990:180.

In courses with multiple sections, the section which indicates a "Women's Studies Emphasis" will count for the minor.

These electives may also include individual department's readings, topics, experimental courses, internships, and other courses, as well as courses sponsored by the Individual Studies Program that directly relate to Women's Studies. The electives selected must have the written approval of the Director to be filed in the Registrar's Office before the final completion and approval of the minor.

Iowa Lakeside Laboratory

(Interinstitutional Program)

Arnold G. van der Valk, Director:

Participating Faculty

University of Northern Iowa: Lynn Brant (Earth Science), Michael J. Shott (Sociology, Anthropology, and Criminology), Daryl D. Smith (Biology), James C. Walters (Earth Science). Iowa State University: Paul F. Anderson (Landscape Architecture and Agronomy), Julia M. Badenhope (Landscape Architecture), Lee Burras (Agronomy), C. Arthur Croyle (Art and Design), James Dinsmore (Animal Ecology), Charles D. Drewes (Zoology and Genetics), Steven M. Herrnstadt (Art and Design), Clay L. Pierce (Animal Ecology), Joseph A. Tiffany (Anthropology), Lois H. Tiffany (Botany). University of Iowa: Richard G. Baker (Geology), John F. Doershuk (Anthropology), Luis A. Gonzalez (Geology), Mary A. Harris (Biological Sciences), Stephen D. Hendrix (Biological Sciences).

For additional information see pages 11-12 and 241-243 in this publication or the Iowa Lakeside Laboratory Bulletin.

Management

(College of Business Administration)

<http://www.cba.uni.edu/management/mgmthome.html>

G. Baker, D. Cyphert, C. Das, T. Frost, L. Goulet, P. Goulet, G. Hansen, A. Jedlicka, S. Kaparthi, R. Karsten, C. Kirk, A. Klink, T. McAdams, F. Moussavi, T. Polito, D. Power, T. Rodriguez, R. Roth, M. Rueschhoff, D. Saiia, G. F. Smith, M. Spencer, S. Wartick, L. Wilson.

Note: Students majoring in Management, Management Information Systems (MIS) and Business Teaching must satisfy the College of Business Administration (CBA) admission requirements before they can officially declare their major. A copy of the Admission, Retention, and Graduation Policy may be obtained from the Advising and Student Services Office in the College of Business Administration. Prior to completion of the admission requirements, students may sign an intent to major in one of these areas and be classified as a prospective (pre) major. Pre-Management, Pre-MIS, or Pre-Business Teaching majors may enroll in lower division (below 100) business courses only. Enrollment in upper division (100-level) business courses requires satisfactory completion of the CBA admission requirements and any course prerequisites.

Students majoring in Management and MIS are not permitted to declare a double major within the College of Business Administration (the Economics/General and Economics/Quantitative Techniques and Economics/Community Economic Development majors; and the Economics, Business Communication, and Business Teaching minors excepted). Also, not more than one emphasis area may be declared in Management.

Students majoring in Business Teaching may declare a double major and/or major and minor within the College of Business Administration, subject to the regulations imposed by those CBA departments affected. Business Teaching majors minoring within the CBA must select minors designated for business majors.

To graduate with a major in Management, Management Information Systems, or Business Teaching from the College of Business Administration, a student must earn at least 50% of the business credit hours required for the major at UNI. Students must take at

least 50% of the course work required for the degree outside the College of Business Administration. Up to nine hours of economics (excluding 920:020), and six hours of statistics may be counted as outside the College of Business Administration. A student must also earn a 2.20 cumulative grade point average at UNI; and earn an overall 2.20 grade point average in 120:xxx, 130:xxx, 150:xxx, 160:xxx, and 920:xxx courses taken at UNI. In addition, Business Teaching majors must complete a total cumulative and cumulative UNI GPA of 2.50 or better.

Bachelor of Arts Degree Programs

Management Major

Required business core:

Accounting: 120:030; 120:031	6 hours
Marketing: 130:101	3 hours
Management: 150:080; 150:100; 150:153; 150:154; 150:175	15 hours
Finance: 160:151	3 hours
Economics: 920:020; 920:053; 920:054; 920:070.....	12 hours

Required:

Management: 150:163; 150:165	6 hours
Emphasis Requirements (Choose one area of emphasis).....	12 hours
	57 hours*

*In addition to the required 57 hours, 920:020 and 920:070 have as a prerequisite 800:072 or 800:092, either of which will satisfy Category 5C of the General Education Program.

Emphases:

1. Business Administration

Group I--Choose two of the following three areas:

- 150:145.
- 150:161 or 150:164.
- 150:119 or 150:166.

Group II--Choose one of the following courses:

- 150:113.
- 150:187.
- 150:189.
- 650:174.

Group III--Choose one of the following or any additional course from Group I or Group II:

- Accounting: 120:129 or 120:131.
Marketing: 130:106, 130:153, or 130:177.
Finance: 160:152, 160:158, or 160:161.
Economics: 920:113, 920:160, or 920:175.

2. Human Resource Management

Required:

Management: 150:105; 150:166; 150:168.

Plus three hours to be selected from:

Management: 150:116; 150:130; 150:187.

3. Supply Chain and Operations

Required:

Management: 150:161; 150:164; 150:167.

Marketing: 130:161.

Management Information Systems Major

(Extended Program)

The Management Information Systems Major requires a minimum of 127 total hours to graduate.

Required business core:

Accounting: 120:030; 120:031	6 hours
Marketing: 130:101	3 hours
Management: 150:080; 150:100; 150:153; 150:154; 150:175	15 hours
Finance: 160:151	3 hours
Economics: 920:020; 920:053; 920:054; 920:070.....	12 hours

Required courses:

Management: 150:032; 150:034 or 810:034; 150:112; 150:120; 150:125; 150:140; 150:165	21 hours
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Electives: 3 hours from the following

Management: 150:127; 150:128; 150:190.

Computer Science: 810:161 (without lab).

63 hours*

*In addition to the required 63 hours, 920:020 and 920:070 have as a prerequisite 800:072 or 800:092, either of which will satisfy Category 5C of the General Education Program.

Business Teaching Major

(Extended Program)

The Business Teaching Major requires a minimum of 137 total hours to graduate.

Required business core:

Accounting: 120:030; 120:031	6 hours
Marketing: 130:101	3 hours
Management: 150:080; 150:100; 150:153; 150:154; 150:175	15 hours
Finance: 160:151	3 hours
Economics: 920:020; 920:053; 920:054; 920:070.....	12 hours

Required:

Marketing: 130:106; 130:172.....	6 hours
Management: 150:075; 150:101; 150:113; 150:117; 150:191	13 hours

58 hours*

*In addition to the required 58 hours, 920:020 and 920:070 have as a prerequisite 800:072 or 800:092, either of which will satisfy Category 5C of the General Education Program. Business Teaching Majors may substitute **both** 920:053 **and** 920:054 for 920:024 to satisfy Category 4B of the General Education Program.

The Professional Education Sequence requirements for the Business Teaching Major include 32 hours in the following courses: 200:017; 200:030; 200:128; 200:148; 220:150; 240:020; 250:150; 260:119; 280:070; and 280:138.

Business Communication Minor

This minor in business communication is interdisciplinary in nature and offered jointly by the College of Humanities and Fine Arts and the College of Business Administration. It is under the jurisdiction of the Department of Management and the Department of Communication Studies. The minor requires a 15-hour core plus 5-6 hours from one of three emphases.

Required core:

Communication Studies: 48C:071; 48C:132; 48J:0079 hours
English Language and Literature: 620:015; 620:104
or 620:1056 hours
Required: 5-6 hours from one of three emphases below 5-6 hours
20-21 hours

Emphases:

Business:

Management: 150:113; 150:114.

OR

Communication:

Two of the following:

Communication: 48C:031; 48C:137; 48C:139 or 48C:141;
48C:148*.

OR

Journalism and Public Relations:

Two of the following:

Journalism: 48J:071*; 48J:172*; 48J:176*.
Public Relations: 48P:173*; 48P:184.

*These courses require additional prerequisites.

Note: When declaring this minor students must:

- have a 2.50 cumulative GPA
- have satisfactorily completed Categories 5A and 5B of the General Education Program.

Available to all UNI majors.

Business Teaching Minor

Required:

Accounting: 120:030; 120:0316 hours
Marketing: 130:101; 130:1066 hours
Management: 150:075; 150:080; 150:101; 150:102;
150:117; 150:19115 hours
Economics: 920:053*3 hours
30 hours

*Category 4B of the General Education Program may be satisfied by taking both 920:053 and 920:054.

General Business Concepts Minor

Required:

Accounting: 120:0303 hours
Marketing: 130:1013 hours
Management: 150:080; 150:100; 150:1539 hours
Economics: 920:024 or equivalent; 920:0706 hours
21 hours*

NOT available to majors in: Accounting, Business Teaching, Economics-Business Analysis Emphasis, Finance, Management, Management Information Systems, Marketing, and Real Estate.

*In addition to the required 21 hours, 920:070 has as a prerequisite 800:072 or 800:092, either of which will satisfy Category 5C of the General Education Program.

Program Certificates

For information on the following Program Certificate, see page 124 or contact the department office.

Training and Development in Business Certificate

Expanded Career Option for Secondary Teacher Licensure

(Available to non-teaching business majors only.)

Majors in Accounting, Finance, Management, Management Information Systems, and Marketing in the College of Business Administration have the option of receiving secondary teaching licensure to teach in up to three business areas. A student may complete this option by taking the required licensing courses as general university electives. The total number of hours required for licensure will be 48. This will expand the student's program beyond the normal eight semesters. Specific licensure requirements and information about this expanded career option may be obtained from the Department of Management office.

Other Licensure Options:

Additional vocational licensure is available in office education, marketing education, and multi-occupations.

Marketing

(College of Business Administration)

<http://www.cba.uni.edu/marketing>

M. Sheffet, Head. P. Chao, D. Clayson, S. Corbin, P. Gupta, M. Klassen, K. Rajendran, M. Rawwas.

Note: Students majoring in Marketing must satisfy the College of Business Administration (CBA) admission requirements before they can officially declare their major. A copy of the Admission, Retention, and Graduation Policy may be obtained from the Advising and Student Services Office in the College of Business Administration. Prior to completion of the admission requirements, students may sign an intent to major in Marketing and be classified as a prospective (pre) major. Pre-Marketing majors may enroll in lower division (below 100) business courses only. Enrollment in upper division (100-level) business courses requires satisfactory completion of the CBA admission requirements and any course prerequisites.

Marketing majors *may* declare a double major, double minor, and/or major and minor within the College of Business Administration, subject to the regulations imposed by those CBA departments affected. Marketing majors minoring within the CBA must select minors designated for business majors. Marketing majors may not declare more than one emphasis in Marketing.

To graduate with a major in Marketing from the College of Business Administration, a student must earn at least 50% of the business credit hours required for the major at UNI. In addition, a minimum of nine graded hours must be earned in 100-level, UNI Marketing courses. Students must take at least 50% of the course work required for the degree outside the College of Business Administration. Up to nine hours of economics (excluding 920:020), and six hours of statistics may be counted as outside the College of Business Administration. A student must also earn a 2.20 cumulative grade point average at UNI; and earn an overall 2.20 grade point average in 120:xxx, 130:xxx; 150:xxx, 160:xxx, and 920:xxx courses taken at UNI.

Bachelor of Arts Degree Programs

Chemistry-Marketing Major

This program is an interdisciplinary major offered by the Department of Chemistry and the College of Business Administration, and is under the jurisdiction of the Department of Chemistry. The Department of Chemistry is responsible for advising students enrolled in the major. Required for the major are 24-27 semester hours in chemistry and 24 hours of business for a total of 48-51 hours. See page 70 for complete details of the major program.

Marketing Major

Required business core:

Accounting: 120:030; 120:031	6 hours
Marketing: 130:101	3 hours
Management: 150:080; 150:100; 150:153; 150:154; 150:175.....	15 hours
Finance: 160:151	3 hours
Economics: 920:020; 920:053; 920:054; 920:070.....	12 hours

Required:

Marketing: 130:106; 130:108; 130:191	9 hours
Marketing Emphasis Area: Select one emphasis area below	2 hours
	57 hours*

1. General Marketing

Marketing electives: (9 hours)

130:131; 130:142; 130:150; 130:153; 130:161; 130:166;
130:169; 130:172; 130:177; 130:178; 130:182; 130:187.

2. Marketing Management

Required: (6 hours)

130:131; 130:177.

Marketing electives: (3 hours)

130:142; 130:150; 130:153; 130:161; 130:166; 130:169;
130:172; 130:178; 130:182; 130:187.

3. Retailing

Required: (6 hours)

130:161; 130:166.

Marketing electives: (3 hours)

130:131; 130:142; 130:150; 130:153; 130:169; 130:172;
130:177; 130:178; 130:182; 130:187.

4. Sales and Advertising

Required: (6 hours)

130:150; 130:153.

Marketing electives: (3 hours)

130:131; 130:142; 130:161; 130:166; 130:169; 130:172;
130:177; 130:178; 130:182; 130:187.

*In addition to the required 57 hours, both 920:020 and 920:070 have a prerequisite of either 800:072 or 800:092, either of which will satisfy Category 5C of the General Education Program.

Marketing Minor

Required:

Marketing: 130:101*	3 hours
Economics: 920:024 or 920:053	3 hours
Marketing electives: three courses from the following	9 hours
130:060, 130:106, 130:131, 130:142, 130:150, 130:153,	
130:161, 130:166, 130:170, 130:177, 130:178, 130:187.	
Business electives: two courses from the following	6 hours
Accounting: 120:030.	
Management: 150:153.	
Finance: 160:055	

21 hours

NOT available to majors in: Accounting, Business Teaching, Economics-Business Analysis Emphasis, Finance, Management, Management Information Systems, Marketing, and Real Estate.

*130:101 has a prerequisite of either 920:024 or 920:053. 920:024 or both 920:053 and 920:054 will satisfy Category 4B of the General Education Program.

Program Certificate

For information on the following Program Certificate, see page 124 or contact the department office.

Certificate in Marketing Research and Consulting

Mathematics

(College of Natural Sciences)

<http://www.math.uni.edu/>

G. Dotseth, Acting Head. s-m. belcastro, R. Campbell, G. Dotseth, D. Duncan, M. Ecker, P. Gray, J. Haack, S. Kirmani, M. Lee, L. Leutzinger, B. Litwiller, M. Millar, C. Miller, D. Mupasiri, G. Nelson, R. Paige, M. Prophet, E. Rathmell, S. Shaw, A. Stanley, D. Thiessen, P. Trafton, T. Veenstra, J. Wilkinson.

Notes:

1. A student majoring or minoring in Mathematics, who has a grade point average of less than 2.25 in all departmental courses used for that major or minor may not apply to her/his major or minor a departmental course in which a grade of less than C- is earned.
2. Undergraduate students who have been admitted to the University provisionally because of non-satisfaction of the high school mathematics requirements may not enroll in any mathematics credit course before this requirement has been met.
3. Students who complete the requirements for more than one program (major or minor) within mathematics may have that noted on their transcripts.

Bachelor of Arts Degree Programs

Mathematics Major

Required:

Mathematics:

Common Core: 800:060; 800:061; 800:062; 800:076	15 hours
Mathematics Core: 800:140; 800:141; 800:160;	
800:162	12 hours

Electives

Mathematics: Either 800:194 and four courses as described below, or 800:195 and three courses as described below. One course must be from each of Groups I, II, III. If a fourth course is required, it may be either any other course from Groups I, II, III, or any course that has one of the courses from Groups I, II, and III as a prerequisite.

Group I: 800:155; 800:161; 800:165; 800:167.
Group II: 800:142; 800:149; 800:152; 800:156;
800:176*.
Group III: 800:144; 800:169; 800:180; 800:181;
800:182; 800:185.

39-40 hours

*800:176 requires 810:031, 810:032, 810:034, or 810:035.

Mathematics Major—Applied

Required:

Mathematics:

- Common Core: 800:060; 800:061; 800:062; 800:07615 hours
- Applied Core: 800:074; 800:140; 800:149; 800:17618 hours
- Two of the following: 800:141; 800:150; 800:178.
- Computer Science: 810:031 or 810:034 or 810:0363 hours

Electives.....9-10 hours

Mathematics: Either 800:194 and three of the courses listed below, or 800:195 and two of the courses listed below.

- The course 800:141, 800:150, 800:178 not taken in the Applied Core. 800:142, 800:152, 800:154, 800:155, 800:156, 800:160, 800:161, 800:167, 800:171, 800:174, 800:175, 800:177, 800:184, 800:187.

45-46 hours

Note: The General Education requirement 5C is to be met by either 800:072 or 800:092; a student who does not satisfy 5C by 800:072 is required to select 800:174 in the elective category.

Mathematics Major—Statistics and Actuarial Science

Required:

Mathematics:

- Common Core: 800:060; 800:061; 800:062; 800:07615 hours
- Statistics Core: 800:072; 800:152; 800:174; 800:175; 800:19615 hours
- Computer Science: 810:031, 810:032, 810:034, 810:035, 810:036, or 810:0513 hours

Electives.....9-10 hours

Mathematics: Either 800:194 and at least 9 credit hours from the following, or 800:195 and at least 6 credit hours from the following: 800:080; 800:146 (to a maximum of 3 credit hours); 800:154; 800:157; 800:158; 800:171; 800:176; 800:177.

42-43 hours

Mathematics Major—Teaching

Required:

Mathematics:

- Common Core: 800:060; 800:061; 800:062; 800:07615 hours
- Teaching Core: 800:092; 800:160; 800:165; 800:173; 800:180; 800:188; 800:190; two of the following -- 800:144, 800:162, 800:189.....27 hours
- Computer Science: 810:030, 810:032, 810:035 or 810:036 .. 3 hours

45 hours

For departmental approval to student teach, a student on the program must satisfy the University requirements to student teach and the following specific departmental requirements:

1. Must successfully complete 800:062; 800:076; 800:160; 800:165; 800:188; 800:190; 810:030, 810:032, 810:035, or 810:036.
2. All grades in departmental courses to be applied to this program must be C- or higher unless the student's grade point average is 2.25 or higher in all the departmental courses to be applied to this program.

Mathematics Minor

Required:

- Mathematics: 800:060; 800:061; 800:07611 hours
- Electives from the following12 hours
- Mathematics: 800:062, 800:074, 800:140 or 800:156, 800:142, 800:144, 800:152 or 800:173, 800:155, 800:160, 800:165, 800:167, 800:169, 800:176, 800:180 or 800:185, 800:182, 800:184 or 800:187.

23 hours

Mathematics Minor—Teaching

Required:

- Mathematics: 800:060; 800:061; 800:072 or 800:173; 800:076; 800:160; 800:165; 800:188; 800:19026 hours
- Computer Science: 810:030, 810:032, 810:035, or 810:0363 hours
- Electives from the following3-4 hours
- Mathematics: 800:062, 800:074, 800:144, 800:169, 800:180, 800:182.

32-33 hours

Mathematics Minor (K-6)—Teaching

Required:

- One of the following three General Education courses3 hours
- Mathematics: 800:023; 800:072; 800:092.
- Mathematics: 800:030; 800:037; 800:111; 800:112; 800:113; 800:114.....20 hours
- One of the following two courses1 hour
- Mathematics: 800:137; 800:192.

24 hours

Statistics and Actuarial Science Minor

Required:

- Mathematics: 800:060; 800:061; 800:072; 800:15214 hours
- Electives9 hours
- Mathematics: 800:062, 800:076, 800:080, 800:146, 800:154, 800:157, 800:158, 800:171, 800:174, 800:175, 800:177, 800:196.

23 hours



Military Science

<http://www.uni.edu/armyrotc>

M. DePuglio, Head. D. Combs, A. Cornelius.

General--The Department of Military Science administers the Army Reserve Officers' Training Corps (ROTC) program at the University of Northern Iowa. Credits earned in the Department count as general elective credits toward baccalaureate degree requirements or a minor in Military Science. All instructors in the Department are career U.S. Army Officers. The course of instruction is designed to be a four-year program. Students with prior military experience may be allowed to complete the program in two years. Students who desire to receive a commission as an officer in the U.S. Army will be required to contract with the Department of the Army during the final two years of the course. They will receive \$2,000 per year stipend for two years and will incur a service obligation upon graduation.

The Four-Year Program--The ROTC program is divided into two parts: the Basic Course and the Advanced Course each lasting two years. Students may be allowed to waive the Basic Course requirements with Department Head approval.

Required:

Basic Course: 080:091; 080:092; 080:094; 080:0956 hours

Advanced Course: 080:116; 080:117; 080:118; 080:11912 hours

Electives15 hours

3 hours selected from each of the following fields:

Written Communication, Human Behavior,
Military History, Computer Literacy, Math Reasoning.

(General education courses taken in these areas
are accepted as meeting the elective credit requirements.)

For a student to receive a commission, they must receive credit for the Basic Course and are required to take the Advanced Course. A Military Science Minor is offered and consists of the following requirements.

Military Science Minor

Required:

Military Science: 080:091*; 080:092*; 080:094*; 080:095*;

080:116; 080:117; 080:118; 080:11918 hours

Electives21 hours

3 hours selected from each of the following fields:

Written Communication, Human Behavior,
Military History, Computer Literacy,
Math Reasoning, Management, Security Studies.

* Requirement may be waived by the Department Head.

The Simultaneous Membership Program. The Simultaneous Membership Program (SMP) allows contracted cadets to be members of the Iowa National Guard or the Army Reserve and Army ROTC simultaneously.

ROTC SMP cadets are paid at the rate of a Sergeant (E-5) for their one weekend a month training assemblies, plus up to \$250 a month for 36 months in New G.I. Bill educational assistance benefits. Many ROTC SMP cadets also qualify for the Student Loan Repayment Program or tuition assistance.

ROTC Scholarships. U.S. Army ROTC two-, three-, and four-year scholarships are available. They cover all tuition and required educational fees at UNI, and provide \$225 per semester for textbooks, supplies, and equipment.

Army ROTC scholarships also provide a subsistence allowance of up to \$2,000 for each school year that the scholarship is in effect. Winning and accepting an ROTC scholarship does not preclude accepting other scholarships. See page 43 of this bulletin for more information about U.S. Army ROTC scholarships.

G.I. Bill. Students participating in the Simultaneous Membership Program are entitled to the New G.I. Bill Educational Assistance Benefits. Receiving the New G.I. Bill Educational Assistance Benefits does not preclude a student from accepting an ROTC Scholarship for the same period. Many students receiving the New G.I. Bill also qualify for the Student Loan Repayment Program.

Veterans. Veterans receive advanced placement credit for the entire Basic Course. Veterans receive an ROTC allowance in addition to their G.I. Bill benefits.

Special Schools. Both Basic and Advanced Course students can volunteer to attend special military schools such as Airborne School, Northern Warfare Training, or Air Assault Training.

Financial Assistance. As a minimum, all Advanced Course ROTC students receive \$200 per month for each month of school (for up to 10 months per year) as a tax-free allowance. Students on scholarship, participating in the Simultaneous Membership Program, and veterans, will earn additional compensations as enumerated above. Students attending special training, such as The Military Leadership Practicum, receive a travel allowance and are paid while receiving the training. Uniforms and books for all classes taught by the Military Science Department are furnished, and a tax-free uniform allowance is provided to all students who complete the Advanced Course.

Additional Information. Additional information about the specific courses offered by the Department of Military Science is found on page 176 of this bulletin, under Military Science. For additional information, write to the University of Northern Iowa, Department of Military Science, Cedar Falls, IA 50614-0142; come in person to West Gym (Room 203), UNI campus; or call the Student Advisor at (319) 273-6337. Please visit our website at <http://www.uni.edu/armyrotc>.

Modern Languages

(College of Humanities and Fine Arts)

<http://www.uni.edu/modlang>

M. Basom, Head. S. Boruta-Sadkowski, R. Bubser, J. Cooley, J. DuBois, F. Konig, J. Grinstead, J. Koppensteiner, R. Krueger, M. Morales, M. Oates, A. Planells, S. Rosell, F. Vernescu, N. Vernon, S. Wildner, S. Yetter, G. Zucker.

Note: Major programs available in single or dual language include French, German, Portuguese, Russian, Spanish, and the Modern Languages Subject Field for the Middle Level Education Major. Minors include French, German, Portuguese, Russian, and Spanish. Courses are offered in all of the above languages, plus Chinese and Japanese.

Three interdepartmental programs are offered cooperatively with the Department of English Language and Literature and are listed on pages 83-84. These programs are TESOL/Modern Language Major--Teaching, English and Modern Language Combined Major, and the Comparative Literature Minor.

The European Studies Major is an interdisciplinary program offered jointly by the College of Humanities and Fine Arts and the College of Social and Behavioral Sciences and is under the jurisdiction of the heads of the Department of Modern Languages and the Department of History.

A student who has been enrolled previously in a foreign language at this institution will be advised by her/his instructor as to the sequence of succeeding courses.

A student who has never had a foreign language should enroll in the Elementary I or Introduction I course.

The previous background and facility in acquiring basic skills of the individual student may necessitate taking additional work in lower division courses which are not specified in the major.

The total program hours will depend on the student's background and will vary.

Licensure to teach a modern language in elementary school can be achieved by majoring in Elementary Education and taking the Teaching minor in the relevant language.

Bachelor of Arts Degree Programs

European Studies Major

This is an interdisciplinary program offered jointly by the College of Social and Behavioral Sciences and the College of Humanities and Fine Arts, and is under the jurisdiction of the heads of the Departments of History and Modern Languages, and can only be elected as a second major with a major in history or a major in a foreign language (French, German, Portuguese, Russian, and Spanish) or Russian/East European Studies.

Required core courses:

Philosophy: 650:101 or 650:103 or 650:104	3 hours
Humanities: 680:021	4 hours
History: one course from Category A (960:101, 960:103, 960:151, 960:152, 960:153, 960:158, 960:164, 960:171, 960:173); 960:156; 960:170 (for students in Russian) or 960:172 (for students in German) or 960:174 (for students in French) or 960:186 (Studies in History: Portugal, for students in Portuguese) or 960:186 (Studies in History: Spain, for students in Spanish) or 960:165 (for students with an emphasis in English history)	9 hours
Electives in history, political science, economics or geography--approved by advisor (6 hours must be taken outside of history)	9 hours
Foreign Language component*	22 hours
22 hours beyond first-year French, German, Portuguese, Russian or Spanish, to include:	
French: 720:101; 720:104; 720:124 or 720:125.	
or	
German: 740:101; 740:104; 740:123 or 740:150.	
or	
Russian: 770:101; 770:102; 770:141.	
or	
Spanish: 780:101; 780:104; 780:123.	
or	
Portuguese: 790:101; 790:123. To include 4 hours from 790:109; 790:186; 790:191; 790:198.	

One 3-hour course in translation, literature or TESOL/Applied Linguistics.

One summer's study abroad in Europe required for students in French, German, and Spanish and highly recommended for students in Portuguese and Russian. Required for students emphasizing English history and language: one summer's study abroad in the British Isles.

47 hours

*With permission, students emphasizing the British Isles may substitute Gaelic, Old or Middle English for this requirement.

Modern Languages Dual Major

Choose two from French/German/Portuguese/Russian/Spanish.

Required: a minimum of 21 semester hours, more advanced than the elementary/introduction level, in each of two languages for a total of 42 semester hours. At least 15 hours in each language must be in courses numbered 100 or higher.

42 hours

Specific requirement per language:

French: A minimum of 21 semester hours in French in courses more advanced than 720:002, including 720:101 and 720:104, of which at least 15 hours must be in courses numbered 100 or higher, including at least one course from each of the following groups:

- 720:124; 720:125.
- 720:108; 720:161; 720:185.
- 720:114; 720:122; 720:128; 720:144.

German: A minimum of 21 semester hours in German in courses more advanced than 740:002 and 740:004, including 740:101, 740:103, and 740:104 or 740:031, of which at least 15 hours must be in courses numbered 100 or higher, including at least one course from each of the following groups:

- 740:121; 740:123; 740:150.
- 740:160; 740:185.
- 740:116; 740:122; 740:127; 740:128; 740:143; 740:147.

Portuguese: A minimum of 21 semester hours in Portuguese in courses more advanced than 790:002, including 790:101 and 790:123; with electives from among 720:104, 780:104, 790:010, 790:020, 790:031 (any 620:031 section cross listed with 790:031), 790:109, 790:123; 790:133, 790:179, 790:180, 790:186, 790:191, 790:198, 790:199. At least 15 hours must be in courses numbered 100 or higher.

Russian: A minimum of 21 semester hours in Russian in courses more advanced than 770:002 and 770:004, including 770:101, 770:103, 770:196, of which at least 15 hours must be in courses numbered 100 or higher, including at least one course from each of the following groups:

- 770:141; 770:142.
- 770:102; 770:104.
- 770:132; 770:134.

Spanish: A minimum of 21 semester hours in Spanish in courses more advanced than 780:002, including 780:101*, 780:103**, 780:104 or 780:105, and 780:107, of which at least 15 hours must be in courses numbered 100 or higher, including at least one course from group a and one course from group b. A maximum of 6 hours of course work in translation may be counted toward a major in Spanish.

- 780:120; 780:123; 780:127; 780:152.
- 780:112; 780:118; 780:131; 780:135; 780:163; 780:164; 780:166.

*The requirement for 780:101 may be replaced by 780:150 in either a UNI or an Iowa Regents program abroad.

**The requirement for 780:103 may be replaced by 780:125 or 780:151 in either a UNI or an Iowa Regents program abroad.

Modern Languages Dual Major – Teaching (Extended Program)

The Modern Languages Dual Major in Teaching requires a minimum of 141 total hours to graduate.

Students successfully completing this major will be eligible for licensure/endorsement in two languages. Choose two from French/German/Portuguese (endorsement only)/Russian (endorsement only)/Spanish.

Required:

Languages: 700:190; 700:193.....5 hours
Practicum in one of the languages: 720/740/770/780/
790:1912 hours

Students must have a minimum of 30 semester hours* in one language and a minimum of 24 semester hours in another. In each language, at least 21 hours must be more advanced than the elementary/introduction level, of which 15 hours must be in courses numbered 100 or higher. A total of 59 semester hours is required.

—
59 hours

Specific requirement per language:

French: A minimum of 24 (*or 30) semester hours in French, with at least 21 more advanced than 720:002, including 720:101 and 720:104, of which at least 15 hours must be in courses numbered 100 or higher, including at least one course from each of the following groups:

- 720:124; 720:125.
- 720:108; 720:161; 720:185.
- 720:114; 720:122; 720:128; 720:144.

German: A minimum of 24 (*or 30) semester hours in German, with at least 21 more advanced than 740:002 and 740:004, including 740:101, 740:103, and 740:104 or 740:031, of which at least 15 hours must be in courses numbered 100 or higher, including at least one course from each of the following groups:

- 740:121; 740:123; 740:150.
- 740:160; 740:185.
- 740:116; 740:122; 740:127; 740:128; 740:143; 740:147.

Portuguese: A minimum of 24 semester hours in Portuguese, with at least 21 more advanced than 790:002, including 790:101 and 790:123; with electives from among 720:104, 780:104, 790:010, 790:020, 790:031 (any 620:031 section cross listed with 790:031), 790:109, 790:123, 790:133, 790:179, 790:180, 790:186, 790:191, 790:198, 790:199. At least 15 hours must be in courses numbered 100 or higher.

Russian: A minimum of 24 semester hours in Russian, with at least 21 more advanced than 770:002 and 770:004, including 770:101, 770:103, 770:196, of which at least 15 hours must be in courses numbered 100 or higher, including at least one course from each of the following groups:

- 770:141; 770:142.
- 770:102; 770:104.
- 770:132; 770:134.

Spanish: A minimum of 24 (*or 30) semester hours in Spanish, with at least 21 more advanced than 780:002, including 780:101*, 780:103**, 780:104 or 780:105, and 780:107, of which at least 15 hours must be in courses numbered 100 or higher, including at least one course from group a and one course from group b. A maximum of 6 hours of course work in translation may be counted toward a major in Spanish.

- 780:120; 780:123; 780:127; 780:152.
- 780:112; 780:118; 780:131; 780:135; 780:163; 780:164; 780:166.

*The requirement for 780:101 may be replaced by 780:150 in either a UNI or an Iowa Regents program abroad.

**The requirement for 780:103 may be replaced by 780:125 or 780:151 in either a UNI or an Iowa Regents program abroad.

French Major

Required:

French: a minimum of 33 semester hours in French in courses more advanced than 720:002, including 720:101, 720:103, and 720:104, of which at least 24 hours must be in courses numbered 100 or higher.

—
33 hours

Emphases:

- Liberal arts** (at least one course from each of the following groups):
 - 720:124; 720:125.
 - 720:108; 720:161; 720:185.
 - 720:114; 720:122; 720:128; 720:144.
- Business** (including the following):
720:102; 720:111; 720:124 or 720:125; 720:181.

French Major–Teaching

Required: a minimum of 38 semester hours as follows:

Methods: 700:190 (3 hrs.); 700:193 (2 hrs.)5 hours

French: a minimum of 33 semester hours in French in courses more advanced than 720:002, including 720:101, 720:103*, 720:104, and 720:191 (2 hrs.)

of which at least 24 hours must be in courses numbered 100 or higher, and including at least one course from each of the following groups33 hours

- 720:124; 720:125.
- 720:108; 720:161; 720:185.
- 720:114; 720:122; 720:128; 720:144.

—
38 hours

*The requirement for 720:103 may be fulfilled by participation in either a UNI or an Iowa Regents program abroad.

French Minor

Required:

French: 720:101 or 720:1033 hours

18 hours in French in courses more advanced than 720:00218 hours
21 hours

French Minor–Teaching

Required:

Methods: 700:190 (3 hrs.); 700:193 (2 hrs.)5 hours

French: 720:101; 720:191 (2-3 hrs.)5-6 hours
18-19 hours in French courses more advanced than 720:00218-19 hours
29 hours

German Major

Required:

German: a minimum of 33 semester hours in German in courses more advanced than 740:002 and 740:004, including 740:101, 740:103, and 740:104 or 740:031, of which at least 24 hours must be in courses numbered 100 or higher.

—
33 hours

Emphases:

1. Liberal Arts

Choose at least one course from each category:

- a. 740:102; 740:185.
- b. 740:121; 740:123; 740:150; 740:160.
- c. 740:116; 740:122; 740:127; 740:128; 740:143; 740:147.

2. Business

Required: 740:111; 740:181.

Choose at least 2 courses from 740:102, 740:121, 740:123, 740:150, 740:185.

German Major – Teaching

Required: a minimum of 38 semester hours as follows:

Methods: 700:190 (3 hrs.); 700:193 (2 hrs.)5 hours

German: a minimum of 33 semester hours in German in courses more advanced than 740:002 and 740:004, including 740:101 (3 hrs.), 740:103, 740:104 or 740:031, and 740:191 (2 hrs.), of which at least 24 hours must be in courses numbered 100 or higher33 hours

Choose at least one course from each category:

- a. 740:102; 740:185.
- b. 740:121; 740:123; 740:150; 740:160.
- c. 740:116; 740:122; 740:127; 740:128; 740:143; 740:147.

38 hours

German Minor

Required:

German: 740:101; 740:1036 hours

15 hours in German in courses more advanced than 740:002 and 740:004.....15 hours
21 hours

German Minor – Teaching

Required:

Methods: 700:190 (3 hrs.); 700:193 (2 hrs.)5 hours

German: 740:101; 740:103; 740:191 (2 hrs.)8 hours

16 hours in German in courses more advanced than 740:002 and 740:004.....16 hours
29 hours

Portuguese Minor

Required:

Portuguese: 790:1013 hours

18 hours in courses more advanced than 790:002, from 790:031 (any 620:031 section cross listed with 790:031); 790:109; 790:123; 790:133; 790:179; 790:180; 790:186; 790:191; 790:19818 hours
21 hours

Russian Major

Required:

Russian: a minimum of 33 semester hours in Russian courses more advanced than 770:002 and 770:004, including 770:101, 770:103, and 770:196, of which at least 23 hours must be courses numbered 100 or higher, and including at least one course from each of the following groups:

- a. 770:141; 770:142.
- b. 770:102; 770:104.
- c. 770:132; 770:134.

33 hours

Russian Minor

Required:

Russian: 21 hours in courses in Russian more advanced than 770:002 and 770:004.....21 hours

Russian Minor – Teaching

Required:

Methods: 700:190 (3 hrs.); 700:193 (2 hrs.)5 hours

Russian: 24 hours in courses in Russian more advanced than 770:002 and 770:004, including 770:191 (2-3 hrs.)24 hours
29 hours

Spanish Major

Required:

Spanish: a minimum of 33 semester hours in Spanish courses more advanced than 780:002, including 780:101*, 780:103**, 780:104 or 780:105, 780:107, 780:112 or 780:118, and 780:131 or 780:135 of which at least 26 hours must be in courses numbered 100 or higher, and including at least one course from group a and one course from group b.

- a. 780:120; 780:123; 780:152.
- b. 780:162; 780:163; 780:164; 780:166.

33 hours

*The requirement for 780:101 may be replaced by 780:150 in either a UNI or an Iowa Regents program abroad.

**The requirement for 780:103 may be replaced by 780:125 or 780:150 in either a UNI or an Iowa Regents program abroad.

Spanish Major – Teaching

Required: a minimum of 38 semester hours as follows:

Methods: 700:190 (3 hrs.); 700:193 (2 hrs.)5 hours

Spanish: a minimum of 33 semester hours in Spanish courses more advanced than 780:002, including 780:101*, 780:103**, 780:104 or 780:105***, 780:107, 780:112 or 780:118, 780:131 or 780:135, and 780:191, of which at least 26 hours must be in courses numbered 100 or higher, and including at least one course from group a and one course from group b.33 hours

- a. 780:120; 780:123; 780:152.
- b. 780:162; 780:163; 780:164; 780:166

38 hours

*The requirement for 780:101 may be replaced by 780:150 in either a UNI or an Iowa Regents program abroad.

** The requirement for 780:103 may be replaced by 780:125 or 780:150 in either a UNI or an Iowa Regents program abroad.

***780:105 is highly recommended for Teaching majors.

Spanish Minor

Required:

Spanish: 780:1013 hours

3 hours in Spanish courses more advanced than 780:1013 hours

15 hours in Spanish in courses more advanced than 780:00215 hours
21 hours

Spanish Minor – Teaching

Required:

Methods: 700:190 (3 hrs.); 700:193 (2 hrs.)	5 hours
Spanish: 780:101; 780:191 (2-4 hrs.)	5-7 hours
3 hours in Spanish in courses more advanced than 780:101	3 hours
14-16 hours in Spanish in courses more advanced than 780:002	14-16 hours 29 hours

Program Certificates

For information on the following Program Certificates, see pages 124-125 or contact the department office.

- Certificate in French Language Studies
- Certificate in German Language Studies
- Certificate in Japanese Language Studies
- Certificate in Portuguese Studies
- Certificate in Russian Language Studies
- Certificate in Spanish Language Studies
- International Commerce Certificate
- Certificate in Translation (in French, German, Portuguese, Russian, or Spanish)

School of Music

(College of Humanities and Fine Arts)

<http://www.uni.edu/music>

J. Valentine, Director. H. Aibel, J. Baker, T. Barry, D. Buch, R. Burkhardt, B. Chamberlain, J. Chenoweth, B. Fast, A. Floyd, J. Funderburk, D. Gordon, R. Grabowski, J. Graham, R. Guy, F. Halgedahl, J. Ham, R. Hogancamp, L. Jernigan, R. Johnson, M. Kratzenstein, J. McDonald, L. Morgan, M. Pinto, D. Racher, D. Rierson, A. Schmitz, J. Schwabe, W. Shepherd, D. Smalley, D. Taylor, T. Tritle, R. Washut.

The School of Music offers majors and minors under two baccalaureate degrees: the Bachelor of Arts and the Bachelor of Music. These include:

- Bachelor of Arts -- Music Major
- Jazz Studies Minor
- Music Minor
- Bachelor of Music -- Composition-Theory Major
- Music Education Major
- Performance Major

The Music major under the Bachelor of Arts degree is a liberal arts program for the student interested in combining the discipline of music training with the breadth offered by a liberal arts curriculum.

The Music Education major prepares the student for a teaching career and provides certification in music for grades K-6 and 7-12. The Performance and Composition-Theory majors are professional degrees designed to prepare the student for 1) a career as an artist-performer, or 2) entrance to graduate schools where further excellence in a performance area might be pursued.

General Requirements for Undergraduate Majors

Music majors on all degree programs must choose an area of applied music (540:xxx) for specialization and must meet the proficiency standards of the School of Music. The total required applied hours indicated for each major must be completed on one of the specialization instruments or voice on which the student auditioned. Dividing the required applied hours among various instruments, or voice and instrument(s), will not satisfy the applied music portion of any of the degree programs.

Auditions: Admission to the School of Music requires successful completion of an audition in the main performance area.

Piano Proficiency: Required of all majors. All freshmen will enroll in group piano class or applied piano continuously (semester by semester) until piano proficiency has been passed. For Music Education majors, requirements must be completed prior to student teaching.

Vocal and Instrumental Competency: Required of all Music Education Majors.

Vocal/choral students (Specialization A) will complete one semester of Instrumental Techniques (570:010); instrumental students (Specialization B) will attend special sections of Instrumental Techniques (570:010) taught by vocal/choral faculty. Keyboard majors enrolling for Specialization A must also satisfy vocal proficiency as determined by the voice faculty.

Foreign Language: Bachelor of Music Performance voice majors are required to complete one semester (5 credits-UNI) at the College/University level in each of two of the following foreign languages, listed in order of preference: Italian, German, French. Ten (10) semester hours of credit in a foreign language are strongly recommended for students whose applied concentration is voice (Music Education Major) and for all non-voice majors on the Bachelor of Music Performance program.

Large Ensembles: In addition to applied music, all music majors must participate in at least one of the designated large ensembles for a minimum of 8 semesters (7 semesters for students in the music education program). Participation in large ensembles will be continuous from the first semester of residence until completion of the requirement. Participation in ensemble (530:012; 530:112) does not satisfy the large ensemble requirement. Auditions are required for all ensembles in the School of Music, and students will be assigned to ensembles according to audition results.

- Wind and percussion students will be assigned to an appropriate instrumental ensemble. All wind and percussion students are required to participate in marching band for a minimum of one semester. (It is strongly recommended that this requirement be fulfilled during the freshman year.) Wind and percussion students in the music education program are required to participate in marching band for two semesters. (See also page xxx, Ensembles, for Jazz Band credits.)
- In the fall semester, participation in either Concert Band or Jazz Band II may satisfy the large ensemble requirement for those students who have completed their respective marching band requirements and have met audition requirements for the two above ensembles.
- String players will participate in the orchestra.
- The initial choral ensemble for all freshmen voice students will be either UNI Singers or Women's Chorus. Freshmen are limited to participation in only one vocal ensemble. Students performing targeted roles in UNI Lyric Theatre main stage productions are exempt from ensemble participation for four (4) weeks preceding the final performance of the production.
- Composition and Keyboard majors will audition for either an instrumental ensemble or a choral ensemble. Keyboard majors in the music education program shall participate in an ensemble appropriate to their specialization.

Bachelor of Arts Degree Programs

Music Major

Required:

Applied Music (540:xxx), including at least 4 hours of 100-level work in major area	16 hours
Music Theory: 580:011; 580:012; 580:013; 580:014; 580:015; 580:016; 580:017; 580:018; 580:025; 580:026; 580:027; 580:028	16 hours
Music History and Musicology: 590:005; 590:010; 590:011	8 hours
Electives in music (limited to 100-level courses in the following areas only: 560:xxx; 570:xxx; 580:xxx; 590:xxx; 595:xxx)	6 hours
	46 hours

Additional requirements: senior recital (may take the form of a performance, composition, or an essay). Students who choose composition as their concentration will elect 580:110, 580:120, and 580:121 and will increase their hours in the major to 48. The Fundamentals of Musical Acoustics, 880:142, may be substituted for a 100-level music elective. Up to two credit hours of large ensemble, 530:1xx, may be counted toward the 100-level music elective.

Jazz Studies Minor

Required:

Music, Organizations and Ensembles: 530:x16 (Jazz Bands and Combos)	6 hours
Applied Music (540:xxx)	4 hours
Music Techniques: 560:152; 560:155	4 hours
Music Theory: 580:127; 580:128	4 hours
Music History and Musicology: 590:160	3 hours
	21 hours

Music Minor

Required:

Music, Organizations and Ensembles (530:xxx)	2 hours
Applied Music (540:xxx)	4 hours
Music Theory: 580:010; 580:011; 580:012; 580:015; 580:016; 580:025; 580:026	10 hours
Music History and Musicology: 590:005	2 hours
Electives in music (560:xxx; 570:xxx; 580:xxx; 590:xxx; 595:xxx)	6 hours
	24 hours

Departmental audition requirements apply to this minor.

Bachelor of Music Degree Programs

Composition-Theory Major

Required:

Music Theory/Applied Music: Composition and Music Technology Class/Applied Composition: 580:022; 540:054 (8 hrs.); 540:154 (9 hrs.)	20 hours
Music, Organizations and Ensembles (530:xxx) (including 2 hours of West African Drumming 530:012:20	8 hours
Applied Music: Applied Piano 540:046 and/or 540:146 (beyond 540:P46)	4 hours

Music Techniques: 560:017 or 560:018; 560:021 or 560:022	5 hours
Music Theory: 580:011; 580:012; 580:013; 580:014; 580:015; 580:016; 580:017; 580:018; 580:025; 580:026; 580:027; 580:028; 580:110; 580:121; 580:126	24 hours
Music History and Musicology: 590:005; 590:010; 590:011; 590:1xx or 595:1xx	11 hours
Electives in music: (100-level)	5 hours
Electives in Foreign Language:	2-5 hours
	79-82 hours

Additional requirement: Portfolio of Compositions in diverse media including at least one chamber work, one work in a larger form, and one work which utilizes current music technology. Majors are expected to present regular performances of their pieces on the Student Composers Concert Series (minimum of six performances). One semester of any foreign language (2-5 credit hours; this is beyond the foreign language requirement for entrance to UNI). Majors must have a grade of B or better in Analysis 580:110 before they can take 18th Century Counterpoint 580:121.

Note: The Fundamentals of Musical Acoustics 880:142 may be substituted for a 100-level music elective. Prerequisites for 580:022 include Theory/AT/SS IV (580:014, 580:018, 580:028) with an average grade of C or better.

Music Education Major (Extended Program)

The Music Education Major requires a minimum of 138 total hours for Specialization A, a minimum of 138 total hours for Specialization B, and a minimum of 150 total hours for Specialization C to graduate.

Required:

Music, Organizations and Ensembles (530:xxx)	7 hours
Applied Music (540:xxx) see specializations below	
Music Education and Methods: 570:050; 570:141	5 hours
Music Theory: 580:011; 580:012; 580:013; 580:014; 580:015; 580:016; 580:017; 580:018; 580:025; 580:026; 580:027; 580:028; 580:110	18 hours
Music History and Musicology: 590:005; 590:010; 590:011	8 hours
CORE TOTAL (Applicable to all specializations below)	38 hours
Specialization A or B below	28 hours
MAJOR TOTAL	66 hours
Specialization C below	38 hours
MAJOR TOTAL	76 hours

Specializations (choose A, B or C below)--

Specialization A (Choral/General: K-6, 7-12)

Applied Music: (540:xxx) including at least 4 hours of 100-level work in major area	12 hours
Applied Music: Applied Piano 540:046 and/or 540:146 (taken beyond 540:P46)	2 hours
Music Techniques: 560:018; 560:022; 560:030; 560:031	7 hours
Music Education and Methods: 570:010 (High Strings or Low Strings recommended); 570:130; 570:153; 570:165	7 hours
	28 hours

Specialization B (Instrumental: K-6, 7-12)

Applied Music (540:xxx) including at least 4 hours of 100-level work in major area	14 hours
Music Techniques: 560:017; 560:021	5 hours
Music Education and Methods: 570:010 (6 hrs., including one course each from brass, percussion, strings, and woodwinds); 570:155	9 hours
	28 hours

Specialization C (Jazz: K-6, 7-12)

Applied Music (540:xxx) including at least 4 hours of 100-level work in major area	14 hours
Music Techniques: 560:017; 560:021; 560:052/152	8 hours
Music Education and Methods: 570:010; 570:155	9 hours
Music Theory: 580:127; 580:128	4 hours
Music History and Musicology: 590:160	3 hours
	38 hours

Note: Music Education majors will meet the requirements of 250:150, Classroom Evaluation Instruments (Professional Education Requirements), by completing 570:141 and 570:155 or 570:165. They will meet the requirements of 240:020 Educational Media by completing 570:050, Introduction to Music Education. These options remain valid only for those students who complete their undergraduate degrees in music education.

Additional Major Requirements:

1. For all specializations: degree recital (half recital).
2. For specialization C (Jazz): two (2) semesters of jazz combo are required in addition to the large ensemble requirement (7 hours) of orchestra, chorus or band.
3. For all specializations: students must have a minimum grade of C in all music subjects in order to qualify for student teaching.
4. Large ensemble requirements for guitar majors can be fulfilled by participation in either Jazz I, II, III, or IV, or a jazz combo.
5. Guitar majors may not pursue the Music Education with Jazz specialization degree.

Performance Major

Required:

Music, Organizations and Ensembles (530:xxx).....	8 hours
Applied Music (540:xxx) including at least 12 hours of 100-level work in the major area	22 hours
Music Techniques: 560:017 or 560:018; 560:021 or 560:022	5 hours
Music Theory: 580:011; 580:012; 580:013; 580:014; 580:015; 580:016; 580:017; 580:018; 580:025; 580:026; 580:027; 580:028; 580:110; 580:1xx	21 hours
Music History and Musicology/Performance Literature and Repertory: 590:005; 590:010; 590:011; 595:120; 590:1xx and/or 595:1xx	13 hours
Electives: 540:xxx (maximum of 4 hrs.); 560:xxx; 570:xxx; 580:xxx; 590:xxx; 595:xxx only	11 hours
	80 hours

Additional Requirements:

1. Junior recital (half recital).
2. Senior recital (full recital).
3. Voice majors will elect 560:030 and 560:031; are required to complete one semester (5 credits-UNI) at the College/University level in each of two of the following foreign languages listed in order of preference: Italian, German, French; and are strongly recommended to take Vocal Pedagogy, 570:130, and Performance Literature for Voice II, 595:120.

Note: Performance majors who desire teaching licensure can complete the music methods requirements under the Music Education major (page 108) and the Professional Education Requirements (page 45). The Fundamentals of Musical Acoustics, 880:142, may be substituted for a music elective.

Philosophy and Religion

(College of Humanities and Fine Arts)

<http://www.uni.edu/phlrel>

B. DeBerg, Head. K. Atkinson, H. Brod, S. Clayton, W. Clohesy, S. Hill, M. Holland, B. Keeley, D. Morgan, M. Reineke, J. Robinson, J. Soneson.

Bachelor of Arts Degree Programs

Philosophy Major

Required:

Philosophy: 650:045; 650:142; 650:150	9 hours
At least three of the following: 650:100; 650:101; 650:103; 650:104	9-12 hours
Electives from the following: 650:021; 650:105 650:113; 650:119; 650:143; 650:152; 650:153; 650:172	9-12 hours
Additional electives in philosophy	6 hours
	36 hours

Major in the Study of Religion

Required: at least 6 hours from each of the following categories:

Textual and Analytic Studies of Religion: 640:030; 640:113; 640:126; 640:141; 640:142; 640:154; 640:167; 650:113	6 hours
Historical and Cultural Studies of Religion: 640:130; 640:132; 640:134; 640:136	6 hours
Social and Ethical Studies in Religion: 640:115; 640:162; 640:165; 640:168; 640:171	6 hours
Electives in religion (not more than two from 640/650:173; 640/650:174; 640/650:175; 640/650:197)	18 hours
	36 hours

Pre-Theological Emphasis

Students preparing for ministry or for graduate professional education in theology at a seminary or divinity school, regardless of major, are advised to consult with the pre-theological advisor, who will help them to know the requirements of individual schools and to plan an undergraduate program appropriately designed for their professional interests.

Philosophy/Religion/Business: Combined Five-Year B.A./M.B.A. Program

The UNI College of Business Administration and the Department of Philosophy and Religion jointly offer a five-year program in two combinations leading to a Bachelor of Arts degree (B.A.) and a Master of Business Administration degree (M.B.A.). They are Philosophy B.A./M.B.A. and Religion B.A./M.B.A. This five-year program is ideal for students who want a sound foundation in the liberal arts and an education in business leadership. Students should declare their intention to enroll in this program no later than the middle of their sophomore year.

Ethics Minor

The Ethics Minor is intended to provide students of diverse major fields of study a way to focus and develop their interest in ethics both by offering them a core of courses essential to an understanding of the field of ethics and by advising them in the selection of courses that enable them to develop depth and detail in theoretical, professional and applied ethics.

Required:

- Religion: 640:1713 hours
 Philosophy: 650:1423 hours
 one of the following3 hours
 Religion: 640:024.
 Philosophy: 650:021.
 one of the following3 hours
 Philosophy or Religion: 640/650:173;
 640/650:174; 640/650:175.
 Philosophy: 650:245.

At least one elective in a course of relevance to ethics chosen from the following list of courses compiled by the Ethics Committee of the Department of Philosophy and Religion in consultation with the heads and faculty members of the specific departments, for a minimum of3 hours
 15 hours

List of electives:

- Management: 150:100.
 Finance: 160:162.
 Psychology: 400:160.
 Communication Studies: 48C:128
 Religion: 640:162; 640:165; 640:194.
 Philosophy: 650:105; 650:152; 650:172; 650:194.
 Humanities: 680:130.
 History: 960:122; 960:142; 960:146; 960:161.
 Geography: 970:128.

These electives may also include readings, topics, and experimental courses offered by individual departments. The electives selected must have the written approval of the Chair of the Ethics Committee on file in the Registrar's Office before the final completion of the minor.

Philosophy Minor

Required:

- Philosophy: 650:0213 hours
 Two courses in history of philosophy series6 hours
 Electives in philosophy12 hours
 21 hours

Religion Minor

Required:

- Religion: 640:024; 640:141 or 640:1426 hours
 Electives in religion (may include 650:113)15 hours
 21 hours

Physics

(College of Natural Sciences)

<http://www.physics.uni.edu>

F. Behroozi, Head. D. Berman, J. Deisz, L. Escalada, D. Olson, M. Roth, P. Shand, M. Thoresen, R. Unruh.

The Department of Physics offers major programs in two baccalaureate areas: the Bachelor of Science and the Bachelor of Arts. The B.S. Physics Major is recommended for students who wish to prepare for graduate study in physics, engineering, or other sciences such as geophysics, astronomy, biophysics, or medical physics.

The B.S. Applied Physics Major is especially suitable for students seeking industrial or other applied employment after the B.S. degree. It could also serve as a background for graduate study in some applied science or engineering areas.

The B.A. Physics Major is for students (including double majors) desiring a broad background in science or who are taking a substantial amount of work in other areas. With appropriate choice of electives the B.A. Physics Major meets the needs of pre-medical and pre-law students and students planning careers in science-related administration, business, or technical writing.

The B.A. Physics Major Teaching is for students preparing to be physics teachers at the secondary school level.

Bachelor of Science Degree Programs

-- 130 semester hours

Note: To graduate with a B.S. degree in Physics or Applied Physics, a student must earn an overall grade point average of at least 2.50 in all courses applied toward the major.

Applied Physics Major

Required:

- Mathematics: 800:060; 800:061; 800:062; 800:076; 800:14918 hours
 Chemistry: 860:044 and 860:048, or 860:0705-8 hours
 Physics: 880:130; 880:131; 880:132; 880:137;
 880:138; 880:18717 hours
 Choose ONE of the following two options25 hours
 65-68 hours

Option 1: Applied Physics

Required:

- Physics: 880:140 or 880:141; 880:145; 880:150; 880:152;
 880:154; 880:179 or 880:18419 hours
 Electives in physics: 100-level (excluding 880:193,
 may include 870:130)6 hours
 OPTION 1 TOTAL25 hours

Option 2: B.S. Applied Physics/Engineering Dual-Degree Major

Qualified students may pursue a dual-degree major leading to a B.S. Applied Physics degree from the University of Northern Iowa (UNI) and a B.S. engineering degree from Iowa State University (ISU) or the University of Iowa (UI). This requires approximately three years of attendance at UNI followed by approximately two years of attendance at ISU or UI. Students who successfully complete the UNI part of the major are guaranteed admittance into the ISU or UI portion of the major if they have: an average of at least B (3.00 GPA) in all course work; an average of at least B (3.00 GPA) in the chemistry, mathematics, and physics courses required by the UNI Department of Physics; and the positive recommendation of the Head, Department of Physics.

The engineering courses completed toward a B.S. engineering degree at ISU or UI will be transferred to UNI to provide 9-13 credit hours of electives for the applied physics portion of the major. The UNI internship requirement will be satisfied through comparable practical experience at ISU or UI that has been approved by the Head, Department of Physics, UNI.

In the first three years, taken at UNI, students in the major must complete at least 90 semester credit hours of course work. In addition to the courses listed above, the students are expected to complete courses to satisfy the General Education requirements. Credit, but no grades, for courses at UNI passed with a grade of C or better will be transferred to ISU or UI as credit for equivalent courses there, even though they may not be required by the engineering curriculum selected by the student.

During the years at ISU or UI, students will complete the requirements specified in the College of Engineering Catalog at the time of their admission. Course work completed at ISU or UI will be transferred to UNI to complete the requirements for the applied physics portion of the major. Upon successful completion of the major, students will be eligible to participate in commencement ceremonies at both UNI and either ISU or UI.

Required:

Physics:	13-16 hours
Two of the following: 880:136; 880:150; 880:166; 880:167; 880:172.	
and two of the following: 880:140; 880:141; 880:145; 880:152; 880:174.	
Physics electives:	9-12 hours
(Course work must be completed at ISU or UI that satisfies the UNI requirements of 9-12 credit hours of electives in Applied Physics. The UNI internship requirement will generally be satisfied through comparable practical experience at ISU or UI that has been approved by the Head, Department of Physics, UNI.)	
OPTION 2 TOTAL	25 hours

Physics Major

Required:

Mathematics: 800:060; 800:061; 800:062; 800:076; 800:149	18 hours
Chemistry: 860:044 and 860:048, or 860:070	5-8 hours
Physics: 880:130; 880:131; 880:132; 880:136; 880:137; 880:138; 880:150; 880:166; 880:167; 880:172; 880:180; 880:187	38 hours
Electives:	
Physics: 100-level (excluding 880:193, may include 870:130)	6 hours
	67-70 hours

Bachelor of Arts Degree Programs

Physics Major

Required:

Mathematics: 800:060; 800:061	8 hours
Physics: 880:130; 880:131; 880:132; 880:137; 880:138	16 hours
Electives:	
Mathematics or Computer Science	3-4 hours
One of the following: 800:062, 800:076, or 810:051.	
Physics: 100-level (excluding 880:193)	11 hours
College of Natural Sciences	15 hours
Elective courses must be ones that count toward a major in the department in which the course is offered or courses numbered 830:xxx.	
	53-54 hours

Physics Major With Environmental Emphasis

Required:

Mathematics: 800:060; 800:061	8 hours
Environmental Science Core:	
830:130; 840:051; 840:052; 860:044 and 860:048, or 860:070; 870:031; 920:024*	23-26 hours
Physics: 880:130; 880:131; 880:132; 880:134; 880:137; 880:138	19 hours
Electives:	
Mathematics or Computer Science	3-4 hours
One of the following: 800:062, 800:076, or 810:051.	
Physics: 100-level (excluding 880:193)	8 hours
Environmental Science: One of the following	3-7 hours
Biology: 840:168.	
Chemistry: 860:132 and 860:138.	
Earth Science: 870:171.	
Economics: 920:123.	
	64-72 hours

*Students should substitute both 920:053 and 920:054 for 920:024 if 920:123 is selected as an elective. Taking both 920:053 and 920:054 will satisfy Category 4B of the General Education Program.

Physics Major - Teaching

Required:

Mathematics: 800:060; 800:061	8 hours
Science and Science Education: 820:190; 820:196	3 hours
Physics: 880:130; 880:131; 880:132; 880:137; 880:138; 880:193	18 hours
Electives:	
Physics: (all 100-level courses)	7 hours
Non-physics science courses from the College of Natural Sciences (excluding all 820:xxx and mathematics below 800:060)	6 hours
	42 hours

Sufficient work including current curricula should be taken for licensure approval in a second area. Common teaching combinations are physics-chemistry or physics-mathematics.

Completion of this major will satisfy the requirements of the Iowa Department of Education for licensure.

Physics Minor

Required:
Physics: 880:130; 880:1318 hours
Electives in Physics: 100-level courses (excluding 880:193)8 hours
16 hours

Physics Minor – Teaching

Required:
Science and Science Education: 820:190; 820:1963 hours
Physics: 880:054 or 880:130; 880:056 or 880:131; 880:19310 hours
Electives in Physics: 100-level courses (including no more than four hours from 880:152 and 880:154)14 hours
27 hours

Political Science

(College of Social and Behavioral Sciences)

<http://csbsnt.csbs.uni.edu/dept/polisci>

T. Rice, Head. P. Agbese, K. Basom, A. Brierty, R. Hays, S. Lobell, P. Mauceri, W. McLean, D. Vajpeyi, T. Yu.

Note: The College of Social and Behavioral Sciences offers an Honors option to students majoring in one of the academic programs within the College. For further information regarding this Honors Program, please refer to page 57.

Bachelor of Arts Degree Programs

Political Communication Major

Required core:
Communication: 48C:160; 48C:180 or 48C:183 or 48C:185 or 48C:189 or 48C:1906 hours
Journalism: 48J:0023 hours
Political Science: 940:111; 940:1506 hours
History: 960:1163 hours
Geography: 970:1143 hours
Internship4 hours
Communication: 48C:197 or Political Science: 940:181.
Emphases (select two areas of focus with 5-6 hours from each area)11-12 hours
36-37 hours

Focus Area 1: State and Local Public Affairs (6 hours)

Political Science: 940:131; 940:132; 940:148.

Focus Area 2: Political Campaigns and Elections (6 hours)

Political Science: 940:112; 940:134; 940:151.

Focus Area 3: International Affairs (6 hours)

Political Science: 940:125; 940:143; 940:145.
Geography: 970:116.

Focus Area 4: International Communication (6 hours)

Communication: 48C:151.
Journalism: 48J:151.
Public Relations: 48P:170.

Focus Area 5: Decision-Making (5-6 hours)

Communication: 48C:128; 48C:137; 48C:148; 48C:178.

Focus Area 6: Political Discourse (6 hours)

Communication: 48C:113; 48C:123; 48C:171; 48C:172; 48C:174.
Sociology: 980:138.

Focus Area 7: Media Analysis (5-6 hours)

Electronic Media: 48E:021; 48E:131; 48E:139; 48E:141; 48E:161.

Political Science Major – Liberal Arts

Required:
Political Science: 940:014; 940:110; 940:111*; 940:12412 hours
At least one of the following3 hours
940:040; 940:135; 940:162; 940:164; 940:165; 940:167; 940:168.
At least one of the following3 hours
940:156; 940:158; 940:160; 940:161.
At least one of the following3 hours
940:131; 940:132; 940:134; 940:138; 940:151.
Electives in Political Science18 hours
39 hours**

*For 940:111 students may choose to substitute both 920:053 and 920:054 OR successful completion of four semesters at the college level of any foreign language with at least a 2.00 GPA.

**Not more than nine (9) semester hours of political science taken within the International Affairs Minor may also be counted for credit on this major.

Political Science majors and minors CANNOT use either 940:015 or 940:026 to meet either their general education or major or minor requirements.

Political Science Major – Teaching (Extended Program)

The Political Science Major in Teaching requires a minimum of 137-143 total hours to graduate.

Required:
Social Science: 900:190; 900:1914 hours
Economics: 920:024 or 920:0533 hours
Political Science: 940:014; 940:110; 940:124*; 940:131 or 940:132; 940:134 or 940:15115 hours
One of the following: 940:156, 940:158, 940:160, or 940:1613 hours
One of the following: 940:135, 940:149, 940:162, 940:164, 940:165, 940:167, or 940:1683 hours
Electives in American Politics9 hours
37 hours**

*Students who have credit in 940:026 must substitute one of the following courses for 940:124: 940:125; 940:127; 940:128; 940:143; 940:145.

A teaching minor is required in one of the social sciences.

**Not more than nine (9) semester hours of political science taken within the International Affairs Minor may also be counted for credit on a Political Science major or minor (teaching or non-teaching).

Political Science majors and minors CANNOT use either 940:015 or 940:026 to meet either their general education or major or minor requirements.

Public Administration Major

A student declaring a major in Public Administration will be required to have sophomore standing and a minimum GPA of 2.50 for all courses whether taken at UNI or transferred from other institutions. To graduate with a major in Public Administration a student must have a cumulative GPA of 2.50 in course work taken at UNI in the Public Administration Major.

Required:

Political Science: 940:014; 940:110; 940:111; 940:148;
940:153; 940:172; 940:173; 940:174; 940:17627 hours
One of the following: 940:131; 940:132.3 hours
Internship: 940:1814-8 hours
Area of concentration: choose one of the following15 hours
49-53 hours

Focus Area 1 – General Administration (select 15 hours)

Management: 150:100; 150:153; 150:165***; 150:187***.
Social Work: 450:144; 450:172.
Public Relations: 48P:005.
Economics: 920:053; 920:054; 920:117**; 920:160**.
Political Science: 940:131*; 940:132*; 940:149; 940:154; 940:171.

Focus Area 2 – State and Community Planning (select 15 hours)

Design, Family and Consumer Sciences: 310:163.
Social Work: 450:196.
Economics: 920:148**.
Political Science: 940:131*; 940:132*; 940:154; 940:171; 940:189.
History: 960:124.
Geography: 970:104; 970:164; 970:165; 970:168.

Focus Area 3 – Public Law (select 15 hours)

Management: 150:100; 150:101.
Political Science: 940:136; 940:141; 940:142; 940:143; 940:146;
940:147; 940:154; 940:189.
Sociology: 980:128; 980:162.

Focus Area 4 – Public Personnel (select 15 hours)

Management: 150:116; 150:119; 150:130; 150:153; 150:166***;
150:168***.
Design, Family and Consumer Sciences: 310:055.
Psychology: 400:157.
Social Work: 450:163 or
Sociology: 980:130.
Political Science: 940:154; 940:189.
Geography: 970:141.

Focus Area 5 – Public Policy and Public Service (select 15 hours)

Design, Family and Consumer Sciences: 310:055; 310:163.
Health Promotion and Education: 410:160.
Social Work: 450:041; 450:121; 450:144; 450:173; 450:175.
Economics: 920:120**; 920:123**.
Political Science: 940:173; 940:189.
Geography: 970:028; 970:168.
Sociology: 980:022; 980:060; 980:125; 980:127; 980:129; 980:148.

Focus Area 6 – International Public Policy (select 15 hours)

Economics: 920:136**; 920:143**.
Political Science: 940:118; 940:119; 940:124; 940:125; 940:127;
940:143; 940:145; 940:189.
Sociology: 980:162.

*Course selected for CORE may not be counted in this area of concentration.

**920:053 and 920:054 are prerequisites for this course. Both 920:053 and 920:054 may substitute for 920:024 which will satisfy Category 4B of the General Education Program.

***These courses have prerequisites.

International Affairs Minor – Liberal Arts

The International Affairs minor is composed of 21 hours in political science and related disciplines. The requirements are as follows:

Required:

Political Science: 940:040; 940:124*6 hours
At least two of the following6 hours
Economics****: 920:136.
Political Science: 940:118; 940:119; 940:121; 940:122;
940:123; 940:125; 940:127; 940:143; 940:145; 940:186.
At least one of the following3 hours
Political Science: 940:135; 940:162; 940:164; 940:165;
940:167; 940:168.
Two of the following**: any additional electives of the
courses listed above6 hours
OR
Communication: 48C:151.
Journalism: 48J:151.
French: 720:124; 720:125.
German: 740:123; 740:150.
Russian: 770:141; 770:142.
Spanish: 780:120; 780:123; 780:125; 780:152.
Portuguese: 790:123.
Environmental Science: 830:130.
Economics****: 920:134; 920:137; 920:138; 920:143;
920:175.
Political Science: 940:189; 940:198.
History: 960:138; 960:154; 960:157; 960:160; 960:169;
960:170; 960:172; 960:174; 960:175; 960:177;
960:178; 960:180; 960:182; 960:187.
Geography: 970:114; 970:116; 970:141.
Sociology: 980:177 or 990:177.
Anthropology: 990:162.

21 hours***

*Students who have credit in 940:026 must substitute one of the following courses for 940:124 -- 940:118, 940:119, 940:125, 940:127, 940:143, 940:145, or 940:186.

**This requirement may also be met by an internship approved by the Department of Political Science. Furthermore, students who have successfully completed four semesters at the college level of any foreign language, with at least a 2.00 GPA, or demonstrate an equivalent competency level can apply three credit hours toward the fulfillment of this requirement.

***No more than nine (9) hours of political science for this minor can also be counted toward a teaching or non-teaching major in political science.

****920:053 and 920:054 are prerequisites to all 100-level Economics courses. Either 920:024 or both 920:053 and 920:054 will satisfy Category 4B of the General Education Program.

Political Science Minor – Liberal Arts

Required:

Political Science: 940:014; 940:110; 940:124*	9 hours
One of the following: 940:156, 940:158, 940:160, or 940:161	3 hours
One of the following: 940:135, 940:149, 940:158, 940:162, 940:164, 940:165, 940:167, 940:168	3 hours
Electives in Political Science	3 hours
	18 hours**

*Students who have credit in 940:026 must substitute one of the following courses for 940:124: 940:125; 940:127; 940:128; 940:143; 940:145.

**Not more than nine (9) semester hours of political science taken within the International Affairs Minor may also be counted for credit on a Political Science major or minor (teaching or non-teaching).

Political Science majors and minors CANNOT use either 940:015 or 940:026 to meet either their general education or major or minor requirements.

Political Science Minor – Teaching

Required:

Social Science: 900:190; 900:191	4 hours
Political Science: 940:014; 940:110; 940:124*; 940:131 or 940:132; 940:134 or 940:151	15 hours
One of the following: 940:156, 940:158, 940:160, or 940:161.....	3 hours
One of the following: 940:135, 940:149, 940:162, 940:164, 940:165, 940:167, or 940:168	3 hours
Electives in American Politics	3 hours
	25-28 hours**

*Students who have credit in 940:026 must substitute one of the following courses for 940:124 -- 940:125; 940:127; 940:128; 940:143; 940:145.

**Not more than nine (9) semester hours of political science taken within the International Affairs Minor may also be counted for credit on a Political Science major or minor (teaching or non-teaching).

Political Science majors and minors CANNOT use either 940:015 or 940:026 to meet either their general education or major or minor requirements.

Psychology

(College of Social and Behavioral Sciences)

<http://www.uni.edu/psych>

F. Barrios, Acting Head. A. Butler, S. Davis, M. Gasser, A. Gilgen, A. Gilpin, H. Harton, C. Hildebrandt, B. Kopper, M. Losch, A. Osman, J. Somerville, R. Tan, J. Wallace, L. Walsh, D. Whitsett, J. Wong, J. Yates.

Note: The College of Social and Behavioral Sciences offers an Honors option to students majoring in one of the academic programs within the College. For further information regarding this Honors Program, please refer to page 57.

Students who want to declare psychology as a major or minor, including the teaching programs, must have completed 9 hours of psychology (400:xxx) with a minimum GPA of 2.50. Students not meeting this requirement may discuss their special situation with the department head who may waive the requirement in extraordinary circumstances. All transfer students must have permission of the department

head in order to declare a major or minor.

Only courses with an earned grade of at least a C- will count toward the majors and minors.

It is possible for psychology majors to graduate with departmental honors provided they have an overall GPA of at least 3.50 and complete a research project deemed worthy of honors by the department. Generally such a project is done in the context of 3 hours of 400:193, Research Experience in Psychology.

Introduction to Psychology (400:008) is a prerequisite for all other psychology courses, and therefore must be taken by all majors and minors. It also counts as a general education requirement.

Bachelor of Arts Degree Programs

Psychology Major

Required:

Psychology: 400:008; 400:045; 400:049; 400:118	14 hours
Basic Processes Electives - 6 hours from the following: 400:106; 400:127; 400:149; 400:150; 400:151; 400:152; 400:153; 400:155	6 hours
Advanced Electives - 9 hours from the following: 400:125; 400:142; 400:154; 400:157; 400:158; 400:162; 400:163; 400:166; 400:167; 400:170; 400:173; 400:177; 400:189 (3 hrs. maximum); 400:190; 400:192 (3 hrs. maximum); 400:193 (3 hrs. maximum); 400:198 (3 hrs. maximum).....	9 hours
Electives in Psychology	9 hours
	38 hours

Psychology Major--Teaching (Extended Program)

The Psychology Teaching Major requires a minimum of 145-154 total hours to graduate.

Required:

Psychology: 400:008; 400:045; 400:049; 400:118	14 hours
Basic Processes Electives - 6 hours from the following: 400:106; 400:127; 400:149; 400:150; 400:151; 400:152; 400:153; 400:155	6 hours
Advanced Electives - 9 hours from the following: 400:125; 400:142; 400:154; 400:157; 400:158; 400:162; 400:163; 400:166; 400:167; 400:170; 400:173; 400:177; 400:189 (3 hrs. maximum); 400:190; 400:192 (3 hrs. maximum); 400:193 (3 hrs. maximum); 400:198 (3 hrs. maximum).....	9 hours
Electives in Psychology	9 hours
Social Science: 900:190; 900:191	4 hours
	42 hours

Students electing the teaching major must minor in one of the academic areas usually taught in secondary schools in order to assure student teaching placement and increase the chances of employment. Particularly recommended for a minor are History, English, Mathematics, some Modern Languages, and the Natural Sciences.

Psychology Minor

Required:

Psychology: 400:008; 400:045; 400:118.....	10 hours
Electives in psychology	15 hours
	25 hours

Psychology Minor – Teaching

Required:

Psychology: 400:008; 400:045; 400:049; 400:118	14 hours
Electives in Psychology - 6 hours from the following: 400:106; 400:127; 400:149; 400:151; 400:152; 400:153; 400:155; 400:162; 400:163	6 hours
Additional electives in Psychology (any category; see psychology major)	6 hours
Social Science: 900:190 (unless already taken in major); 900:191	4 hours
	30 hours

Program Certificate

For information on the following Program Certificate, see page 125 or contact the department office.

Gerontology Program Certificate



Science and Science Education

<http://www.cns.uni.edu/Overview/Departments.html#SCIENCEED>

There is no science department as such. The science majors and the general courses in science are offered under the jurisdiction and general supervision of the Dean of the College of Natural Sciences. The responsibility for programs and courses in science education is delegated to the science education faculty under its chairperson. Members of the science education faculty hold their primary appointments in the various science departments in the College of Natural Sciences.

Bachelor of Arts Degree Programs

Science Major – Teaching

Plan A – Junior High School Science

This major is intended for students who wish to teach science at the junior high or beginning high school level (grades 7-9). The program will lead to Iowa Department of Education endorsement in General Science and Physical Science. For completion of this major the grade point average in each of the four disciplines must be 2.00 or higher, with a 2.50 GPA in the major as a whole.

Required:

Educational Psychology: 200:116	2 hours
Elementary, Early Childhood, and Middle Level Education: 210:150	3 hours
Science and Science Education: 820:190; 820:194; 820:195; 820:196	6 hours
Biology: 840:051; 840:052	8 hours
Chemistry: 860:044; 860:048	8 hours
Earth Science: 870:010*; 870:021; 870:022; 870:031	12 hours
Physics: 880:054; 880:056	8 hours
Electives in science: 7 hours from biology, chemistry, physics and earth science which must include 6 hours at the 100-level or above.....	7 hours
	54 hours

*870:010 must be taken for four semester hours of credit.

Notes:

1. Students with sufficient high school preparation may be allowed to omit some introductory courses and substitute other courses from the same department.
2. The mathematics prerequisite for one or more of the above courses is a working knowledge of algebra and trigonometry or 800:046.

Environmental/Conservation Education Emphasis

(Extended Program)

This emphasis is designed to prepare junior high school science teachers to serve also as specialists in environmental/conservation education. A Science Teaching Plan A major with an Environmental/Conservation Education Emphasis requires a minimum of 130 total hours to graduate.

Required:

Science and Science Education: 820:132; 820:190; 820:194; 820:195; 820:196	10 hours
Biology: 840:051; 840:052; 840:103; 840:168; 840:169	15 hours
Chemistry: 860:044; 860:048	8 hours
Earth Science: 870:021; 870:022; 870:031; 870:035	12 hours
Physics: 880:054; 880:056	8 hours
Electives in biological and physical sciences at the 100-level	3 hours
	56 hours

Note: The mathematics prerequisite for one or more of the above courses is a working knowledge of algebra and trigonometry or 800:046.

Plan B – All Sciences

(Extended Program)

This major is intended for students who wish to teach at the secondary level in all areas of science (biology, chemistry, earth science, and physics). The program will lead to Iowa Department of Education endorsement in biology, chemistry, earth science, physics, physical sciences, and general science. A Science Teaching major with Plan B (All Sciences) requires a minimum of 147 total hours to graduate. Because of the number of courses required for this major, it cannot be completed in nine semesters of normal work. It will require a longer time or additional work during summers.

Required:

Science and Science Education: 820:190; 820:195; 820:1964 hours

Biology: 840:051; 840:0528 hours

Chemistry: 860:044; 860:0488 hours

Earth Science: 870:010*; 870:021; 870:022; 870:031;
870:03516 hours

Physics: 880:054; 880:0568 hours

Two courses from the following4 hours

Science Education: 820:194.

Biology: 840:193.

Chemistry: 860:193.

Physics: 880:193.

Electives from:

Biology (must include botanical and zoological science)8 hours

Chemistry8 hours

Physics8 hours

72 hours

For completion of this major the grade point average in each of the four disciplines must be 2.00 or higher, with a GPA in the major as a whole of 2.40.

Elective courses must be ones that count toward the major in the discipline or be approved for this use by the department offering the course. The electives must include 12 hours at the 100-level or above, with three (3) hours at the 100-level or above in each of three disciplines.

*870:010 must be taken for four semester hours of credit.

Notes:

1. Students with sufficient high school preparation may be allowed to omit some introductory courses and substitute other courses from the same department.
2. The mathematics prerequisite for one or more of the above courses is a working knowledge of algebra and trigonometry or 800:046.

Basic Science Minor (K-6) –

Teaching

For those pursuing K-6 general classroom teacher licensure with an endorsement in Basic Science (K-6).

Required:

Elementary and Middle Level Education: 210:1413 hours

Science and Science Education: 820:031; 820:032;

820:130; 820:18114 hours

Biology: 840:1814 hours

Earth Science: 870:1814 hours

25 hours

Social Science

<http://csbsnt.csbs.uni.edu/>

There is no social science department as such. The programs and the general courses in social science are offered under the jurisdiction of the Social Science Education Committee and the general supervision of the Dean of the College of Social and Behavioral Sciences. Inquiries should be directed to the Undergraduate Coordinator, Social Science Program, College of Social and Behavioral Sciences.

Note: The College of Social and Behavioral Sciences offers an Honors option to students majoring in one of the academic programs within the College. For further information regarding this Honors Program, please refer to page 57.

Bachelor of Arts Degree Program

Social Science Major – Teaching (Extended Program)

The Social Science Teaching Major requires a minimum of 137-146 total hours to graduate.

Required:

Social Science: 900:190; 900:1914 hours

Three areas of study in the social sciences are

required. Two of these areas require a minimum

of 21 hours, and one requires a minimum of 18 hours.

Only *one* field of history (American or World) may be

selected as one of the three areas of the major60 hours

64 hours

American Government

Political Science: 940:014; plus 12 (or 15) hours in American Government and 3 hours in Comparative Government or International Relations.

Eligible American Government courses: 940:015; 940:112; 940:120; 940:127; 940:129; 940:131; 940:132; 940:134; 940:136; 940:138; 940:141; 940:142; 940:146; 940:147; 940:148; 940:149; 940:150; 940:151; 940:153; 940:155; 940:166; 940:171; 940:172; 940:173; 940:174; 940:176.

Eligible Electives in Comparative Government or International Relations: 940:124; 940:125; 940:135; 940:143; 940:145; 940:149; 940:164; 940:165; 940:167; 940:168.

COURSES THAT MAY BE USED TO MEET REQUIREMENTS IN EITHER OF THE ABOVE CATEGORIES, BUT NOT BOTH: 940:127; 940:155.

American History

History: 960:014; 960:015; plus 12 (or 15) hours in American history from the following courses: 960:102; 960:116; 960:122; 960:124; 960:130; 960:131; 960:134; 960:136; 960:137; 960:138; 960:139; 960:140; 960:141; 960:142; 960:144; 960:145; 960:146; 960:147; 960:150; 960:166; 960:167; 960:177; 960:189.

Anthropology

Anthropology: 990:010; 990:011; plus 12 (or 15) hours in anthropology.

Economics

Economics: 920:053*; 920:054*; 920:103; 920:104; plus 6 (or 9) hours in economics except 920:020; 920:024; 920:070.

*Both 920:053 and 920:054 will substitute for 920:024 which will satisfy Category 4B of the General Education Program.

Geography

Geography: 970:026; 970:040; 970:141 or 970:142; plus 9 (or 12) hours in geography from the following courses: 970:010; 970:061; 970:101; 970:104; 970:111; 970:114; 970:116; 970:119; 970:127; 970:144; 970:151; 970:164; 970:171; or other courses deemed appropriate by the Department Head and Geography Advisor.

Psychology

Psychology: 400:008; 400:118; plus 12 (or 15) hours in psychology.

Sociology

Sociology: 980:058; plus 15 (or 18) hours of sociology from the following courses: 980:060; 980:080; 980:105; 980:108; 980:111; 980:121; 980:123; 980:125; 980:127; 980:130; 980:135; 980:138; 980:148; 980:150; 980:160; 980:162; 980:164; 980:165; 980:167; 980:168; 980:169; 980:170; 980:171; 980:172; 980:173; 980:176; 980:177.

World History

History: One course from Category A (960:101, 960:102, 960:151, 960:152, 960:153, 960:158, 960:164, 960:171, 960:173) and one course from Category B (960:154, 960:155, 960:156, 960:157, 960:160, 960:161, 960:162, 960:165, 960:169, 960:170, 960:172, 960:174). Plus 12 (or 15) hours in European, Asian, Latin American and/or African History from the following courses: 960:101; 960:103; 960:104; 960:151; 960:152; 960:153; 960:154; 960:155; 960:156; 960:157; 960:158; 960:160; 960:161; 960:162; 960:163; 960:164; 960:165; 960:169; 960:170; 960:171; 960:172; 960:173; 960:174; 960:175; 960:176; 960:178; 960:180; 960:181; 960:182; 960:183; 960:187; 960:189; 960:192.

Social Work

(College of Social and Behavioral Sciences)

<http://csbsnt.csbs.uni.edu/dept/socwork>

T. Keefe, Head. M. Boes, T. Capshew, W. Downs, J. Hanson, C. Singleton Henkin, J. McCullagh, S. McDevitt, C. Odiah, S. Ringel, C. Roberts, R. Schneider, K. van Wormer.

The Social Work Department at the University of Northern Iowa is accredited by the Council on Social Work Education. The undergraduate social work major prepares students for beginning level professional social work practice.

Note: The College of Social and Behavioral Sciences offers an Honors option to students majoring in one of the academic programs within the College. For further information regarding this Honors Program, please refer to page 57.

Bachelor of Arts Degree Program

Social Work Major

Required:

Design, Family and Consumer Sciences: 310:055 or	
Psychology: 400:120	3 hours
Social Work: 450:041; 450:042; 450:091; 450:144;	
450:163; 450:164; 450:184*; 450:185; 450:192;	
450:193 or 450:195; 450:196	41 hours
Elective from the "Field of Practice" category	
chosen from the following: 450:121; 450:171;	
450:173; 450:174; 450:175; 450:194	3 hours
Elective from the "Advanced Methodology" category	
chosen from the following: 450:142; 450:143;	
450:172; 450:193**; 450:194; 450:195**	3 hours
Sociology: 980:080***	3-4 hours
	53-54 hours

*450:184 can also be taken for 4 additional credit hours on an elective basis.

**Course may be taken for elective credit if not taken to fulfill core course requirements.

***400:049 or 800:072 may be substituted for 980:080.

A minimum cumulative grade point average for all college work of 2.20 and a 2.20 grade point average for all UNI courses taken is required for admission to the Social Work major. A minimum UNI grade point average of 2.20 is required for graduation as a Social Work major. The faculty reserve the right to deny admission to the major for factors related to potential as a social worker.

Prior to the initiation of the second Social Work Practice course, social work majors are required to complete a departmentally-approved, 30-contact-hour volunteer experience in a social service agency.

In order to enroll in 450:184, a student must be a Social Work major and the following must be present: senior standing (90 or more credit hours); completion of 450:091 and 450:192 with a minimum grade of C in each course; 450:042; 450:164; 450:185; and a minimum UNI grade point average of 2.20.

Students who graduate with a major in Social Work receive a Bachelor of Arts degree with a Social Work Certificate.

Program Certificates

For information on the following Program Certificates, see page 125 or contact the department office.

Social Work Certificate

Substance Abuse Counseling Certificate

Sociology, Anthropology and Criminology

(College of Social and Behavioral Sciences)

<http://csbsnt.csbs.uni.edu/dept/sac>

K. Crew, Head. S. Allbee, P. Baker, G. Bramlet-Hecker, C. Bartollas, C. Dunn, N. Durham, R. Gorton, M. Grey, M. Harris, T. Hill, M. Leiber, J. Lowell, G. Lutz, K. Mack, E. Paoline, A. Podolefsky, R. Roberts, K. Sandstrom, K. Schmidt, M. Shott, J. Stockdale, A. Woodrick, S. Yadava.

Note: The College of Social and Behavioral Sciences offers an Honors option to students majoring in one of the academic programs within the College. For further information regarding this Honors Program, please refer to page 57.

Bachelor of Arts Degree Programs

Anthropology Major

Required:

Sociology and Anthropology: 980:080; 990:010; 990:011; 990:141 or 990:142 or 990:143; 990:153 or 990:154; 990:160 or 990:161; 990:176; 990:177	25 hours
Electives in Anthropology	9 hours
Electives in Sociology	3 hours
	37 hours

Anthropology Major – Teaching (Extended Program)

The Anthropology Teaching Major requires a minimum of 132-138 total hours to graduate.

Required:

Social Science: 900:190; 900:191	4 hours
Sociology: 980:080.....	4 hours
Anthropology: 990:010; 990:011.....	6 hours
Electives in anthropology	24 hours
	38 hours

A teaching minor is required, and it is strongly recommended that the minor be in another social science discipline.

Not more than nine (9) semester hours of credit from 990:145, 990:184, 990:189, and 990:198 may be applied toward this major.

Criminology Major

Required:

Sociology: 980:022; 980:058; 980:080; 980:108; 980:126; 980:127; 980:175	22 hours
Twelve hours from the following.....	12 hours
Sociology: 980:112; 980:116; 980:119; 980:122; 980:123; 980:124; 980:128; 980:129; 980:131; 980:132; 980:151; 980:162/990:162; 980:169/990:169; 980:181.	

Six hours from the following	6 hours
Political Science: 940:141; 940:142; 940:146; 940:147.	
Sociology: 980:121/450:121; 980:130; 980:145; 980:160; 980:161; 980:165; 980:178; 980:184; 980:198.	
	40 hours

Note: Students majoring in Criminology must maintain a 2.50 GPA across all courses taken in the major, including transfer credits. Students majoring in Criminology should take 980:022 before taking any 100-level courses within the major.

Sociology Major

Required:

Sociology: 980:058; 980:060; 980:080; 980:108; 980:170	16 hours
Electives in sociology (980:xxx)	15 hours
Electives in anthropology (990:xxx).....	3 hours
	34 hours

At least 15 hours of credit toward the major must be in 100-level courses.

Not more than nine (9) semester hours of credit from 980:145, 980:184, 980:189, 980:198, 990:145, 990:184, 990:189, and 990:198 may be applied toward the major.

Not more than 18 semester hours of credit taken within the Criminology Major may also be counted for credit on this major.

Not more than nine (9) semester hours of credit taken within the Criminology Minor may also be counted for credit on this major.

Sociology Major – Teaching (Extended Program)

The Sociology Teaching Major requires a minimum of 132-138 total hours to graduate.

Required:

Social Science: 900:190; 900:191	4 hours
Sociology: 980:058; 980:060; 980:080; 980:108; 980:170	16 hours
Anthropology: 990:011	3 hours
Electives in sociology (at least 9 hours must be 100-level courses)	12 hours
	35 hours

A teaching minor is required, and it is strongly recommended that the minor be in another social science discipline.

Not more than nine (9) semester hours of credit from 980:145, 980:184, 980:189, and 980:198 may be applied toward this major.

Not more than 18 semester hours of credit taken within the Criminology Major may also be counted for credit on this major.

Not more than six (6) semester hours of credit taken within the Criminology Minor may also be counted for credit on this major.

Anthropology Minor

Required:

Anthropology: 990:010; 990:011.....	6 hours
One of the following area courses: 990:132; 990:136; 990:137	3 hours
Electives in anthropology	6 hours
	15 hours

Anthropology Minor – Teaching

Required:

Social Science: 900:190 (unless already taken in major); 900:191	4 hours
Anthropology: 990:010; 990:011.....	6 hours
Electives in anthropology	18 hours
	28 hours

Criminology Minor

Required:

Sociology: 980:022; 980:058; 980:127; 980:17512 hours

Electives: (9 hours from the following)

Sociology: 980:116; 980:119; 980:122; 980:123; 980:124;

980:128; 980:129; 980:131; 980:132; 980:151;

980:162/990:162; 980:169/990:169; 980:1819 hours

21 hours

Note: Not more than six (6) semester hours of credit taken within the Sociology Teaching major or Sociology minor may be counted for credit on this minor.

Not more than nine (9) hours of credit taken within the Sociology Liberal Arts or Anthropology majors may be counted for credit on this minor.

Sociology Minor

Required:

Sociology: 980:058; 980:0606 hours

Electives in sociology15 hours

21 hours

Not more than nine (9) semester hours of credit from 980:145, 980:184, 980:189, and 980:198 may also be counted for credit on this minor.

Not more than nine (9) semester hours of credit taken within the Criminology Major may also be counted for credit on this minor.

Not more than six (6) semester hours of credit taken within the Criminology Minor may also be counted for credit on this minor.

Sociology Minor – Teaching

Required:

Social Science: 900:190 (unless already taken in major);

900:1914 hours

Sociology: 980:058; 980:0606 hours

Electives in sociology18 hours

28 hours

Not more than nine (9) semester hours of credit from 980:145, 980:184, 980:189, and 980:198 may also be counted for credit on this minor.

Not more than nine (9) semester hours of credit taken within the Criminology Major may also be counted for credit on this minor.

Not more than six (6) semester hours of credit taken within the Criminology Minor may also be counted for credit on this minor.

Program Certificates

For information on the following Program Certificates, refer to pages 126 and 127 or contact the department office.

Conflict Resolution Certificate

Skills in Social Research Certificate

Special Education

(College of Education)

<http://www.uni.edu/coe/specialed>

S. Alper, Head. M. Agran, S. Etscheidt, D. Gallagher, C. Kliever, F. Kohler, T. Little, C. Macfarlane, K. Meredith, K. Mills, D. Raschke, P. Sitlington, C. Watkins.

Bachelor of Arts Degree Programs

Early Childhood Special Education Minor--Teaching

Required:

Special Education: 220:140; 220:141; 220:1539 hours

Special Education: 220:192 (3 hrs., Practicum with

Children with Disabilities in Least Restrictive

Environment); 220:192 (1 hr., Practicum in

Home Intervention)4 hours

13 hours

Special Education – Mental Disabilities: Moderate/Severe/ Profound Major – Teaching

This major leads to certification for teaching students with moderate, severe and profound mental disabilities from chronological ages 5 to 21. The student will complete the General Education requirements, the Professional Education Requirements, the specific major requirements and electives to complete a minimum of 130 hours. The prescribed program is as follows:

Required:

Special Education core: 220:170; 220:174; 220:184;

220:192 (2-3 hrs.)11-12 hours

Major requirements:

Special Education: 220:142 or 220:143; 220:151;

220:153; 220:167; 220:183; 220:187;

220:192 (4-6 hrs.)21-23 hours

Health Promotion and Education: 410:011 or

equivalent American Red Cross certification

in First Aid and CPR2 hours

Communicative Disorders: 51C:160.....2 hours

36-39 hours

Special Education Minor – Teaching

The student must complete all requirements for an Early Childhood, Elementary, Secondary, or Special Education major and complete student teaching in both the major and the special education minor endorsement area(s).

Behavioral Disorders, K-6 Emphasis

Required:

Special Education core: 220:170; 220:174; 220:184;

220:192 (2-3 hrs.)11-12 hours

Minor requirements:

Educational Psychology: 200:1763 hours

Special Education: 220:142 (Corequisite: 220:192);

220:146.8-9 hours

22-24 hours

Behavioral Disorders, 7-12 Emphasis

Required:

Special Education core: 220:170; 220:174; 220:184;

220:192 (2-3 hrs.)11-12 hours

Minor requirements:

Educational Psychology: 200:1763 hours

Special Education: 220:143 (Corequisite: 220:192);

220:147; 220:151.....11-12 hours

25-27 hours

Undergraduate Program Requirements
Special Education/Teaching

Learning Disabilities, K-6 Emphasis

Required:

Special Education core: 220:170; 220:174; 220:184;
220:192 (2-3 hrs.)11-12 hours

Minor requirements:

Educational Psychology: 200:1763 hours

Special Education: 220:146 (Corequisite: 220:192
[2-3 hrs.])5-6 hours

Special Education: 220:142 or

Reading and Language Arts: 230:147

(Corequisite: 230:192; prerequisites: 230:116
or 230:130; 230:140.) or

Communicative Disorders: 51C:106 (Prerequisites
waived for special education majors and minors.)
or

Mathematics: 800:192

(Prerequisite: 800:134 or 800:190)3 hours
22-24 hours

Learning Disabilities, 7-12 Emphasis

Required:

Special Education core: 220:170; 220:174; 220:184;
220:192 (2-3 hrs.)11-12 hours

Minor requirements:

Educational Psychology: 200:1763 hours

Special Education: 220:147;
(Corequisite: 220:192 [2-3 hrs.]); 220:1518-9 hours

Special Education: 220:143 or

Reading and Language Arts: 230:147

(Corequisite: 230:192; prerequisites: 230:116 or
230:130; 230:140.) or

Communicative Disorders: 51C:106 (Prerequisites
waived for special education majors and minors.)
or

Mathematics: 800:192

(Prerequisite: 800:134 or 800:190)3 hours
25-27 hours

Mental Disabilities Mild/Moderate, K-6 Emphasis

Required:

Special Education core: 220:170; 220:174; 220:184;
220:192 (2-3 hrs.)11-12 hours

Minor requirements:

Special Education: 220:142; 220:144; 220:167;
220:183; 220:192 (4-6 hrs.)15-17 hours
26-29 hours

Mental Disabilities Mild/Moderate, 7-12 Emphasis

Required:

Special Education core: 220:170; 220:174; 220:184;
220:192 (2-3 hrs.)11-12 hours

Minor requirements:

Special Education: 220:143; 220:145; 220:151;
220:167; 220:183; 220:192 (4-6 hrs.)18-20 hours
29-32 hours

Program Certificates

For information on the following Program Certificates, refer to page
126 or contact the department office.

Multicategorical Resource Teaching, K-6
Multicategorical Resource Teaching, 7-12

Teaching

(College of Education)

<http://www.uni.edu/coe/teaching>

R. Kueter, Head.

Price Laboratory School

W. McConnaha, Director. M. Balong, M. Betterton, S. Bock, C. Bollwinkel, S. Buckwalter, D. Cooney, L. Countryman, K. Couch-Breitbach, J. Cryer, D. Darrow, N. Davidson, A. DeVries, L. Dykstra, L. Ensworth, M. Fanelli, R. Findlay, L. Graber, M. Guenther, J. Hartman, R. Hawbaker, B. Heitzman, L. Hoeft, P. Horton, D. Kettner, R. Knivslund, J. Krumbholz, R. Lee, A. Leonhart, J. Maltas, C. Matthews, T. McDonald, K. Miller, B. Myers, C. Nielsen, V. Oleson, N. Phipps, D. Primrose, M. Schneider, L. Sharp, J. Smith, L. Smith, A. Spurr, J. Stone, C. Struck, A. Swann, M. Swanson, J. Sweigert, J. Tagtow, D. A. Tallakson, D. R. Tallakson, K. Treiber, J. Uhlenberg, L. Upham, R. Vanderwall, P. Vincent, P. Waack, L. Weber.

Office of Student Field Experiences

J. Beckman, T. Blaine, K. Blecha, D. Briggs, C. Canning, R. Carson, R. Hawkes, J. Kelly, K. Krueger, F. Miller, J. Montgomery, J. Noboa, K. Oakland, B. Riess, L. Rosulek, M. Schroeder, D. Simmons, R. Stahlhut, C. Timion.

The Department of Teaching is responsible for the administration of multi-faceted programs of Price Laboratory School (PLS) and the Office of Student Field Experiences (OSFE).

Price Laboratory School

<http://www.uni.edu/plschool/index.html>

The Price Laboratory School conducts a program of instruction for pupils enrolled in grades N/K through 12. The pupils primarily are residents of Cedar Falls and Waterloo and provide a rich, multi-cultural, public school setting which enables the Laboratory School to respond fully to its University responsibilities. The school offers a comprehensive program of studies and activities. It is a member of the Area 7 Education Agency, and is accredited by the Iowa Department of Education and the North Central Association of Colleges and Schools.

The Laboratory School serves three major functions for the University and the State of Iowa:

1. As a teacher education laboratory, the school provides a variety of direct clinical and classroom experiences for students from all departments of the University as they prepare to enter the teaching profession. Members of the faculty supervise and direct these experiences and, in addition, teach University courses both on and off campus.
2. As a center for experimentation and research, the school is involved heavily in the writing of classroom instructional materials and the development of instructional methods and school curricula. Faculty members work together in project teams, frequently cooperating with colleagues across the University campus, at other Regents institutions, and with the Department of Education.
3. As an agent of leadership to Iowa elementary and secondary schools, the Laboratory School regularly provides professional development activities for Iowa educators including: sponsors conferences and workshops; participates in the activities of professional organizations; provides extension and consultant services; teaches off-campus extension courses; and cooperates with local and state agencies in faculty development and in-service activities.

Student Field Experiences

<http://www.uni.edu/stdteach>

The Office of Student Field Experiences administers the University's program in student teaching which is required of all undergraduates seeking a teaching degree. The student teaching program is administered through the office of the Head of the Department of Teaching and is under the supervision of the Director of Teacher Education and the jurisdiction of the Dean of the College of Education.

Completion of the present undergraduate teaching curriculum requires a minimum of twelve semester hours of credit in student teaching for all teacher education majors except for those who have earned credit in student teaching in another college or university. Student teaching credit earned in other colleges or universities does not completely fulfill the student teaching requirements of the University of Northern Iowa. Students who have completed three or more semester hours of credit in student teaching at another college or university in the same areas as their major at the University of Northern Iowa will have their previous experience evaluated to determine how much additional student teaching is needed.

Teacher education majors seeking a dual endorsement (i.e., special education/elementary, elementary/secondary, secondary/elementary) must complete a minimum of twelve semester hours of student teaching. The twelve hours of student teaching will be divided between the two levels in the student teaching assignment. Elementary majors with a minor in special education must complete one-half of their twelve-hour student teaching experience in a regular classroom and one-half of their twelve-hour experience in a special education setting. The special education student teaching assignment must be in a different category (i.e., mental disabilities or behavioral disabilities) from the 220:192 Experience in Special Education (see page 184). Student teaching is a twelve-semester-hour offering. An additional three semester hours of credit will be received for the Human Relations course, 280:070, which accompanies the student teaching semester.

Special area majors (i.e., art, ESL, music, and physical education) receive Kindergarten through 6 and 7-12 endorsements. They are required to complete twelve semester hours of student teaching in the special subject area. Special area majors must complete student teaching at both the elementary and secondary school levels.

The primary purpose of student teaching is to provide the student the opportunity to experience, in depth, the full role and meaning of teaching in a real school setting. Specific emphasis is given to (1) the analysis of teaching and learning, (2) the pre-conditions of learning, (3) the organization of instructional content, (4) adapting methods and techniques to organization and content, (5) the logical process of teaching, and (6) principles of self-evaluation. This broad pattern of experiences, provided in either the campus laboratory school or off-campus affiliated schools, includes planning and organizing for instruction, developing classroom teaching competencies and skills, evaluating pupil progress, participating in extra-class activities, working with special school personnel, and utilizing school and community resources in the instructional program.

A student teacher who withdraws from student teaching (280:1xx) prior to the mid-point of either the first or second assignment within the twelve-hour experience (if two placements) or before the mid-term of a single full semester assignment will receive a "W" (Withdrawn). A student teacher who withdraws from student teaching after the mid-point of the student teaching term will receive a **No Credit** grade.

The applicant for student teaching who previously received a **No Credit** grade in 280:1xx must be recommended for placement to the Council on Teacher Education (CTE) by the Director of Teacher Education following consultation with the coordinator who gave the **No-Credit** grade and the head of the major department(s). Approval by CTE is required for placement.

The scholarship average required before a student is permitted to register for student teaching is specified on page 46. **A student must also have been fully admitted to the teacher-education program and must file an application for student teaching according to the time line published by the Office of Student Field Experiences. Students whose applications are received after the established deadline will not be guaranteed a placement in the semester for which they were a late applicant.**

Professional Development for Educators

<http://www.uni.edu/profdev>

Seminars on topics relevant to the practical application of knowledge and skills in a range of educational settings. Offered through a web-based format. Learning facilitated by online moderators, video tapes, and e-mail discussions.

Theatre

(College of Humanities and Fine Arts)

<http://www.uni.edu/chfa/THEA.HTML>

S. Taft, Head. G. Berghammer, C. Colburn, L. Curtis, J. Edelmant, R. Glockner, C. Goatley, T. Jones, E. Lange, J. Morrison, A. Wilson.

Majors

- Students may indicate their interest in majoring in Theatre any time after their admission to UNI. Formal indication of interest shall be made via the Declaration of Curriculum form at which time the student will be considered a "pre-major" and will be assigned a "pre-major advisor." (For freshmen, this shall be a freshman advisor.)
- A student's freshman year shall be devoted primarily to course work in General Education and Fundamentals of the Theatre Experience I and II. Major course work shall be limited to courses as recommended by her/his freshman advisor and program policy.
- The following criteria shall be used for determination of admission:
 - 2.50 cumulative GPA in at least 24 hours of course work (to include 48C:001, 490:010, 490:011, and 620:005/620:015/620:034).
 - 2.50 average GPA in the major.
 - Upon satisfaction of the admission requirements (a and b above), a student shall be converted to major status after the student files a Declaration of Curriculum which will then be processed and the student assigned a major advisor. The student shall be notified of her/his admission.
 - Students admitted to a major shall be able to continue course work toward their major.
 - Students unable to satisfy the admission requirements and consequently denied admission shall be notified in writing.
 - Students denied admission to a major shall not be allowed to pursue major course work except in cases where vacancies exist after all majors have registered. These students may use waiting lists as a means to seek access to courses. Students will be assigned interim advisors until admission requirements are met.
- Transfer students entering UNI with an associate arts (A.A.) degree shall be admitted to a major status if their cumulative GPA is 2.50 or better and upon the condition that the requirements of 48C:001 (Oral Communication), 620:005/620:015/620:034, 490:010 (Fundamentals of the Theatre Experience I), and 490:011 (Fundamentals of the Theatre Experience II) were satisfied at their junior colleges.

**Undergraduate Program Requirements
Theatre**

5. Transfer students entering UNI without an A.A. degree shall be subject to the admissions standards requirements of students beginning their higher education studies at UNI, i.e. #3.

Minors

1. Admission to a Theatre Minor requires a 2.50 cumulative GPA in at least 24 hours of course work (to include 48C:001, 490:010, 490:011, and 620:005/620:015/620:034).

Bachelor of Arts Degree Programs

Communication – Theatre Major – Teaching

This teaching major in communication and theatre is offered jointly by the departments of Communication Studies and Theatre.

Required:

Communication: 48C:001; 48C:004; 48C:011; 48C:015; 48C:024; 48C:031; 48C:071; 48C:074; 48C:141; 48C:187; 48C:18831 hours

Theatre: 490:001; 490:015; 490:134 (these three courses may be taken in any sequence; all are prerequisites for 490:063); 490:063; 490:10814 hours

Applied Activity Option: one hour from: 48C:091/48C:191 or 48C:093/48C:193 or 490:0501 hour

Electives: (3 hours from the following)3 hours

Communication: 48C:108 or 48C:109 or 48C:110; 48C:122; 48C:124; 48C:126; 48C:144; 48C:174; 48C:176; 48C:178.

Theatre: 490:040; 490:060; 490:061; other courses are available, consult with your advisor. 49 hours

Theatre Major

Required:

Production Core:
Theatre: 490:010; 490:011; 490:050 (2 required- only ONE in performance); 490:054; 490:056; 490:066 (2 required); 490:150 (2 required- only ONE in performance); 490:15323 hours

Class Core:
Theatre: 490:015; 490:024; 490:060; 490:061; 490:063; 490:13418 hours

One Focus Area listed below15-18 hours
56-59 hours

Performance (15 hours):

490:121; 490:122; 490:123; 490:124; 490:125 (1 required); 490:126; 490:127.

Design and Production (18 hours):

490:040; 490:140 (3 required); 490:142 (Design: Sets, Lights or Costumes--all 3 required); 490:144.

Theatre Education (15 hours):

490:101; 490:102; 490:104; 490:106; one elective outside the department.

**Musical Theatre (21 hours):
(Extended Program)**

The Musical Theatre focus area requires a minimum of 128 total hours to graduate.

540:049 (6 hours required); 595:129; 580:011; 580:012; 580:015; 580:016; 580:025; 580:026; 420:013;

Select two from the following:
420:013 (Tap); 420:013 (Modern); 420:013 (Jazz); 420:013 (Ballroom).

1. A minor (or additional elective credits) in Dance is strongly suggested.
2. Students who select this focus area *must* pass a piano proficiency requirement before graduating. This requirement may be met by passing the piano proficiency exam, or by completing 540:047 Group Piano through Level II (2 hrs.).

Specialized Studies (15 hours):

A selection of courses from all focus areas chosen in consultation with an advisor. Must receive departmental approval.

Communication – Theatre Minor – Teaching

This teaching minor in Communication and Theatre is offered jointly by the departments of Communication Studies and Theatre.

Required:

Communication: 48C:001; 48C:004; 48C:011; 48C:024; 48C:074; 48C:18718 hours

Option A or B10-12 hours

Option A: Communication (10 hours)
Communication: one hour from 48C:091/ 48C:191 or 48C:093/48C:193; 48C:015; 48C:071.

Theatre: 490:101 or 490:106.
Option B: Theatre (12 hours)
Theatre: 490:001; 490:015; 490:134; (these three classes must be taken before 490:063); 490:063 28-30 hours

Communication – Theatre Minor (K-6) – Teaching

This teaching minor in Communication and Theatre is offered jointly by the Departments of Communication Studies and Theatre.

Required:

Communication: 48C:001; 48C:004 or 48C:071; 48C:011; 48C:020 or 48C:024; 48C:141; 48C:18416 hours

Theatre: 490:101; 490:104 or 490:1066 hours
22 hours

Theatre Minor

Required:

Production Core:
490:010; 490:011; 490:015; 490:050 (1 required); 490:150 (1 required)
(only one Practicum in performance)13 hours

Class Core:
A minimum of 9 credit hours in Theatre as approved by the department.....9 hours
22 hours

Program Certificate Requirements

Undergraduate Program Certificates

The University of Northern Iowa makes available, in addition to traditional programs, the opportunity for students to earn Program Certificates. Program Certificates provide an alternative to programs leading to a degree, a major, or a minor; they certify that an individual has completed a program approved by the University. The interested student should consult the department listed or the Registrar's Office, which serves as the centralized registry.

Department of Communication Studies

Certificate in Public Speaking

This Certificate is designed to prepare students to become effective speakers and presenters. The Certificate is focused on skilled development and allows the student to gain experience in message construction and delivery.

Required:

Communication Studies: 48C:011; 48C:071; 48C:171; 48C:166 or other Communication Studies courses as approved by the department12 hours

Electives from one of the following courses:3 hours

Communication Studies: 48C:123; 48C:178; 48C:180 or 48C:183 or 48C:185 or 48C:189 or 48C:190.

15 hours

Department of Computer Science

Certificate in Computer Applications

Required:

Computer Science: 810:021; 810:022; 810:0239 hours

Electives:3 hours

Computer Science: 810:030; 810:088.

Other courses pre-approved by the Computer Science Department.

12 hours

Department of Design, Family and Consumer Sciences

Certificate Program in Long Term Care

The Certificate Program in Long Term Care prepares students for employment with the elderly in long term care facilities in a variety of professional positions. This interdisciplinary program is coordinated in the Department of Design, Family and Consumer Sciences.

Required:

Accounting: 120:0303 hours

Management: 150:1533 hours

Design, Family and Consumer Sciences: 310:154*3 hours

Health Promotion: 410:060 (correspondence only)2 hours

Psychology: 400:173**3 hours

Social Work: 450:173*** and either 450:172 or 450:1746 hours

Religion: 640:194 OR

Philosophy: 650:1943 hours

23 hours

*Prerequisite for 310:154 (200:030 or 400:120 or 310:055)

**Prerequisite for 400:173 (400:008)

***Prerequisite for 450:173 (450:041)

Department of Geography

Certificate in Cartography and Geographic Information Systems (GIS)

The Program Certificate in Cartography and Geographic Information Systems (GIS) is designed to give the student a substantial background in the fields of cartography and geographic information systems. Students completing the program will be familiar with the terminology, techniques and theory of cartography and GIS principles. Hands-on computer experience is a major feature of many of the courses. The program complements majors in disciplines other than geography while increasing the geography major's preparation for the job market.

The student must earn a grade point average of at least 3.00 in the courses taken for the certificate. It is the responsibility of the student to notify the Head of the Department of Geography during or immediately after the semester in which the course requirements will be or have been completed.

Required:

Geography: 970:164; 970:165*; 970:1749 hours

Electives6 hours

Two courses selected from:

Geography: 970:160; 970:163; 970:173; 970:175.

15 hours

*970:061 is a prerequisite for this course.

School of Health, Physical Education, and Leisure Services

Global Health Certificate

Required:

Health Promotion and Education: 410:138; 410:147;

410:161; 410:1978-10 hours

Electives selected from the following 6 hours

Leisure Services: 430:030

Social Work: 450:142

Communication Studies: 48C:151

Social Science: 900:041; 900:080

Political Science: 940:124; 940:125

Sociology: 980:045; 980:111; 980:130; 980:148

Anthropology: 990:011; 990:158; 990:160; 990:167;

990:168; 990:169; 990:177

14-16 hours

Outdoor Recreation Certificate

Outdoor Recreation combines the natural environment, perceived risk, and human relations skills to enhance personal growth, physical skills, and socio-emotional skills. The certificate is 15 credit hours in length (12 credits of theory-based courses and 3 credits of various skills areas), and is open to any major.

Required:

Leisure Services theory courses: 430:050; 430:130;

430:143; 430:14612 hours

Skills areas3 hours

15 hours

Program Certificate Requirements
Undergraduate Program Certificates

Tourism Certificate

The Tourism Certificate program is jointly offered by the College of Business Administration and the College of Education, School of HPELS. This program is administered by the Leisure, Youth and Human Services Division within the School of HPELS, College of Education. Requirements for the Tourism Certificate are listed on page 127 under College of Business Administration/College of Education, or interested students should contact the Division of Leisure, Youth and Human Services, Tourism Advisor, 203 WRC.

Youth Agency Administration Program Certificate

Students completing all hours for the Youth Services Administration minor plus 430:187 Internship (8 hours) and 430:184 Senior Project (1 hour) are eligible for the Youth Agency Administration Certificate in American Humanics, Inc. Requirements are as follows:

Required:

- Youth and Human Service Administration: 43Y:060;
 - 43Y:150; 43Y:151; 43Y:154; 43Y:15515 hours
 - Leisure Services: 430:188 2 hours
 - Leisure Services Senior Project: 430:1841 hour
 - Leisure Services Internship: 430:187.....8 hours
- 26 hours

Department of Industrial Technology

Technology Management Certificate

Required:

- Industrial Technology: 330:020; 330:065 (3 hrs.);
 - 330:142; 330:143; 330:187; 330:19618* hours
- *800:072 is a possible prerequisite for 330:142 and 330:143.

Department of Management

Training and Development in Business Certificate

Required:

- Management: 150:113; 150:116; 150:119*; 150:13012 hours
 - Electives from the following.....3 hours
 - Management: 150:169**; 150:179**
- 15 hours***

*Graduate students must take 150:262 instead of 150:119. 150:262 has prerequisites of consent of MBA Director and 150:153 or equivalent.

**150:169 or 150:179 must be taken only after taking 150:116 or 150:130. 150:187 may be used as a substitute for 150:169 or 150:179, with consent of instructor. 150:187 requires additional prerequisites.

***In addition to the required 15 hours, 150:113 has as a prerequisite 620:005 or 620:015, either of which will satisfy Category 5A of the General Education Program.

Department of Marketing

Certificate in Marketing Research and Consulting

Required:

- Marketing Research: 130:108*3 hours
 - Marketing: 12 semester hours of Professional Development Training as a Program Associate with Strategic Marketing Services. Credits must be gained through any combination (maximum of 6 credit hours per semester) of the following Marketing courses: 130:169; 130:179; 130:182**; 130:18612 hours
 - Electives from the following3 hours
 - Marketing: 130:106; 130:142; 130:177; 130:178; 130:191
- 18 hours

*130:108 has prerequisites of 920:024 or 920:053, 130:101, 150:080, 800:072 or 800:092, 920:020, and 920:070. Taking 800:072 or 800:092 will satisfy Category 5C of the General Education Program. Non-business majors who take 920:024 or both 920:053 and 920:054 will satisfy the requirements for Category 4B of the General Education Program.

**130:182 has a prerequisite of 130:108.

Students should contact the Director of Strategic Marketing Services, CBB Room 5, and the Marketing Department, CBB Room 338.

Department of Modern Languages

Certificate in French Language Studies

Required:

- 15 semester hours of course work, selected from the following.....15 hours
 - French: 720:001; 720:002; 720:011; 720:051; 720:061; 720:101; 720:102; 720:103.
- 15 hours

A written and/or oral proficiency examination at the discretion of the certificate committee.

Certificate in German Language Studies

Required:

- 15 semester hours of course work, selected from the following.....15 hours
 - German: 740:001; 740:002; 740:003; 740:004; 740:011; 740:012; 740:013; 740:014; 740:100; 740:101; 740:103; 740:104.
- 15 hours

A written and/or oral proficiency examination at the discretion of the certificate committee.

Certificate in Japanese Language Studies

Required:

- 15 semester hours of course work, selected from the following.....15 hours
 - Japanese: 730:001; 730:002; 730:011
 - OR other approved Japanese courses.
- 15 hours

A written and/or oral proficiency examination at the discretion of the certificate committee.

Certificate in Portuguese Studies

Required:

15 semester hours of course work, selected from the following15 hours
Portuguese: 790:001; 790:002; 790:010; 790:020; 790:031 or any 620:031 section cross listed with 790:031; 790:050; 790:060; 790:101; 790:109 or course pre-approved by department. —
15 hours

A final essay and interview are required.

Certificate in Russian Language Studies

Required:

15 semester hours of course work, selected from the following15 hours
Russian: 770:001; 770:002; 770:003; 770:004; 770:011; 770:012; 770:013; 770:014; 770:091; 770:101; 770:103. —
15 hours

A written and/or oral proficiency examination at the discretion of the certificate committee.

Certificate in Spanish Language Studies

Required:

12 semester hours of course work, selected from the following12 hours
Spanish: 780:011; 780:052; 780:053; 780:062; 780:091; 780:100; 780:101; 780:103; 780:104; 780:105; 780:179. —
12 hours

A written and/or oral proficiency examination at the discretion of the certificate committee.

International Commerce Certificate

Required:

A major or minor in a Modern Language.
The following courses:
Marketing: 130:1013 hours
Management: 150:153; 150:1896 hours
Advanced Writing Course: 7xx:1013 hours
Economics: 920:0243 hours
Elective course in culture and civilization in the respective modern language, or other approved course3 hours
18 hours

Certificate in Translation (in French, German, Portuguese, Russian or Spanish)

Required:

15 semester hours of course work, distributed as follows:
Courses in Translation6-9 hours
Complementary courses approved by faculty committee6-9 hours
15 hours

An exam and/or portfolio may be required at the discretion of the certificate committee.

Department of Psychology Gerontology Certificate

Required:

Psychology: 400:173*3 hours
Sociology: 980:125**3 hours

Practicum experience in Gerontology
(this includes 150 contact hours working with older adults. If student has an appropriate practicum experience in their major, this requirement is waived).

Electives: at least one course from each of the following three categories9 hours
15 hours

I. Intra-Interpersonal Communications:

Design, Family and Consumer Sciences:
310:052; 310:153; 310:154.

Social Work: 450:193.

Religion: 640:194.

II. Public Policy and Aging:

Design, Family and Consumer Sciences: 310:070; 310:177.

Leisure Services: 430:166.

Social Work: 450:173.

III. Health and Environmental Issues:

Design, Family and Consumer Sciences:
310:055; 310:130; 310:152.

Health Promotion and Education: 410:125; 410:172.

*400:173 has prerequisite of 400:008. 400:008 may be used to satisfy Category 4B of the General Education Program.

**980:125 has prerequisites of 980:058 and 980:060. 980:058 may be used to satisfy Category 4A and 980:060 may be used to satisfy Category 4C of General Education Program.

Department of Social Work

Social Work Certificate

Students who graduate with a major in Social Work from UNI receive a Bachelor of Arts degree with a Social Work Certificate. For information on the Social Work Major see page 117.

Substance Abuse Counseling Certificate

The UNI Certificate program is designed to prepare Social Work majors for the field of substance abuse treatment. Education and training received partially fulfills State certificate requirements. To receive a UNI certificate, a student must complete the requirements for the Social Work major (including graduation with the B.A.) and the specific course work and field instruction experiences as indicated.

Required:

Social Work: 450:1713 hours

Electives: three of the following courses9 hours

Psychology: 400:170.

Social Work: 450:121; 450:142; 450:143; 450:174;
450:175.

12 hours

Field Instruction: Students will spend a total of 600 hours in an inpatient or outpatient treatment program. Field placement must be scheduled in the fall or spring. Experience with individuals, families, and groups will be required.

Department of Sociology, Anthropology, and Criminology

Skills in Social Research Certificate

Required:

- Sociology: 980:080; 980:108; 980:178/990:17810 hours
 Nine hours from the following9 hours
 Sociology: 980:160; 980:165.
 Anthropology: 990:152; 990:171.
 Three hours from the following.....3 hours
 Sociology/Anthropology: 980:145/990:145;
 980:184/990:184; 990:172. _____
 22 hours

Department of Special Education

Multicategorical Resource Teaching, K-6 Certificate

Students who hold or will be holding an Early Childhood, Elementary, or Secondary teaching certificate may receive Multicategorical Resource Room, Mild K-6 Endorsement by satisfactorily completing the following program from the University of Northern Iowa.

Required:

- Special Education: 220:050; 220:142; 220:146; 220:155;
 220:170; 220:174; 220:184; 220:192 (2-3 hrs.);
 220:240; 220:245; 220:290 (3 hrs. - section 16)32-33 hours
 One of the following:2-3 hours
 Special Education: 220:290 (2-3 hrs. - a *second*
 experience as with the previous 220:290 -
 section 16)
 OR
 Teaching: 280:135 (2-3 hrs. - a traditional,
 intense student teaching experience in the
 elementary multicategorical resource setting.) _____
 34-36 hours

Notes: Program Prerequisites

1. Although some program courses individually can be taken at the undergraduate level, program completion is not possible until the student is at the GRADUATE LEVEL.
2. Before program completion and recommendation for certification, the student must hold certification in the teaching of at least one of the following mildly handicapping conditions: Learning Disabilities (LD), Mental Disabilities (MD), or Behaviorally Disordered (BD).

Multicategorical Resource Teaching, 7-12 Certificate

Students who hold or will be holding an Early Childhood, Elementary, or Secondary teaching certificate may receive Multicategorical Resource Room, Mild 7-12 Endorsement by satisfactorily completing the following program from the University of Northern Iowa.

Required:

- Special Education: 220:050; 220:143; 220:147; 220:151;
 220:155; 220:170; 220:174; 220:184; 220:192 (2-3 hrs.);
 220:240; 220:245; 220:290 (3 hrs. - section 17)35-36 hours
 One of the following:2-3 hours
 Special Education: 220:290 (2-3 hrs. - a *second* experience
 as with the previous 220:290 - section 17)
 OR
 Teaching: 280:135 (2-3 hrs. - a traditional,
 intense student teaching experience in the
 secondary multicategorical resource setting.) _____
 37-39 hours

Notes: Program Prerequisites

1. Although some program courses individually can be taken at the undergraduate level, program completion is not possible until the student is at the GRADUATE LEVEL.
2. Before program completion and recommendation for certification, the student must hold certification in the teaching of at least one of the following mildly handicapping conditions: Learning Disabilities (LD), Mental Disabilities (MD), or Behaviorally Disordered (BD).

College of Business Administration

Certificate in International Business

The Certificate in International Business is available to College of Business Administration students majoring in Accounting, Economics-Business Analysis Emphasis, Finance, Management, Management Information Systems, Marketing, and Real Estate and to students taking the General Business Concepts minor. The purpose of the Certificate is to provide students who are interested in international business with an education that will assist them in meeting their career goals. For more information and to enroll in this program, students must contact Dr. Taggart Frost, College of Business Administration.

1. International Business3 hours
 Completion of one of the College of Business
 Administration majors identified above or the
 General Business Concepts Minor; 150:189.
2. World Affairs3 hours
 One of the following:
 Political Science: 940:026*; 940:124; 940:149.
 Geography: 970:040*; 970:101; 970:114.
3. Foreign Language, History, and Culture7-20 hours
 Select one of language options below.
 SPANISH (8-20 hours)
 780:001**; 780:002**; 780:011.
 One of the following: 680:123*; 780:025;
 780:125; 780:152; 790:031*; 940:167; 960:176; 960:180.
 FRENCH (7-19 hours)
 720:001**; 720:002**; 720:011.
 One of the following: 720:031*; 720:111; 960:174.
 GERMAN (8-18 hours)
 740:001**; 740:002**; 740:003**; 740:004**;
 740:011; 740:012.
 One of the following: 740:031*; 740:111; 740:123***;
 740:150***; 960:171; 960:172.

College of Humanities and Fine Arts

Certificate in Leadership Foundations

The Certificate in Leadership Foundations is an interdisciplinary program that educates students about and for leadership in a democratic society. This certificate provides an overview of diverse leadership theories, concepts, and issues, and assessment of one's leadership styles and abilities. It is open to any student; prior experience in leadership activities is not required. A minor in leadership studies is also available and carries a leadership internship.

Prerequisite for admission: 2.50 GPA or permission of Director, Student Services Center 103.

Required:

Humanities: 680:010; 680:110; 680:1887 hours
Electives6 hours

Take any 2 courses from the list approved for the Leadership Studies minor (see page 97) for a total of 6 hours.

13 hours

College of Social and Behavioral Sciences

Conflict Resolution Certificate

The Conflict Resolution Certificate curriculum is designed for students from diverse majors whose anticipated careers would likely provide opportunity for understanding and conducting conflict resolution. To encourage breadth, the selections from any given discipline are restricted to two courses.

Required:

Social Work/Sociology/Anthropology:
450:102 or 980:102 or 990:1023 hours
Electives: four of the following courses12 hours

Social Work: 450:142*; 450:193**.
Communication: 48C:136***; 48C:148***.
Political Science: 940:125.
Geography: 970:116.
Sociology: 980:150****.

15 hours

Choice of courses and subsequent course prerequisites *may* increase the length of this program.

*450:142 has a prerequisite of 450:041, which may be used to satisfy Category 4C of the General Education Program.

**450:193 has a prerequisite of 450:192.

***48C:136 and 48C:148 have a prerequisite of 48C:004.

****980:150 has a prerequisite of 980:058 which may be used to satisfy Category 4A of the General Education Program.

PORTUGUESE (6-18 hours)

790:001**; 790:002**; 790:010**; 790:020**;
790:050; 790:060.

One of the following: 680:123*; 790:031*; 790:123***;
940:167; 960:176; 960:180.

RUSSIAN (8-18 hours)

770:001**; 770:002**; 770:003**; 770:004**;
770:011; 770:013.

One of the following: 680:121*; 770:031*; 770:141***;
770:142***; 920:138****; 940:164; 960:169;
960:170; 960:173.

JAPANESE (8-18 hours)

730:001**; 730:002**; 730:011.

One of the following: 680:122*; 640:130; 920:134****.

*Credit hours in these General Education courses may be applied toward the completion of the General Education requirement and the completion of this certificate program.

**Students who received credit toward the foreign language competency requirement for UNI graduation from satisfactory performance in high school language courses or students who can pass an equivalency examination do not need to take these courses.

***These courses require additional prerequisites in the foreign language.

****920:053 and 920:054 are required prerequisites for all 100-level economics courses.

SUMMARY:

- 1. International Business3 hours
- 2. World Affairs3 hours
- 3. Foreign Language7-20 hours
 - Spanish: 8-20 hours
 - French: 7-19 hours
 - German: 8-18 hours
 - Portuguese: 7-18 hours
 - Russian: 8-18 hours
 - Japanese: 8-18 hours

13-26 hours

College of Business Administration/College of Education

Tourism Certificate

The Tourism Certificate program is jointly offered by the College of Business Administration and the College of Education, School of HPELS. This program is administered by the Leisure, Youth and Human Services Division within the School of HPELS, College of Education. For information on the following program certificate, interested students should contact the Division of Leisure, Youth and Human Services, Tourism Advisor, 203 WRC.

Required:

- Marketing: 130:0603 hours
- Tourism: 43T:0703 hours
- One course from the following3 hours
 - Leisure Services: 430:172
 - Tourism: 43T:170; 43T:171
- Economics: 920:024 or 920:0533 hours
- One course from the following3 hours
 - Management/Leadership: 150:153 or 430:146 or 430:168

OR

Program Development: 430:110; 43T:173; 43Y:154.

15 hours



Graduate Program Certificates

The University of Northern Iowa makes available, in addition to traditional programs, the opportunity for students to earn Program Certificates. Program Certificates provide an alternative to programs leading to a degree, a major, or a minor; they certify that an individual has completed a program approved by the University. The interested student should consult the department listed or the Registrar's Office, which serves as the centralized registry.

Department of Communication Studies

Graduate Certificate in Corporate Communication

This is a 15-hour certificate designed to provide advanced studies distinct from existing MA programs in the department (i.e., public relations, organizational communication, etc.). This certificate is designed to provide enhanced communication skills, abilities and knowledge necessary for effective functioning in business settings.

Required:

- Communication Studies: 48C:134; 48C:135; 48C:166 or another course in Communication approved by the advisor; 48P:18412 hours
 - Electives from the following3 hours
 - Communication: 48C:222; 48C:232.
 - Public Relations: 48P:282.
-15 hours

Program prerequisites:

Students who apply to this program must be admitted to graduate studies at UNI under the degree status category. Consult the Graduate College and/or the Department of Communication Studies for further information.

Department of Educational Leadership, Counseling, and Postsecondary Education

Advanced Studies Certificate in Educational Leadership

Emphasis: Principalship

This is a post-master's program consisting of a minimum of 39-40 semester hours leading to the issuance of an Advanced Studies Certificate in Educational Leadership. The purpose of this program is to allow the student to broaden and sharpen her/his skills in competency areas. This is solely for the purpose of gaining endorsement in the Principalship.

The program will consist of a minimum of 39-40 semester hours in graduate studies in the area of educational leadership and/or related studies.

Required:

- Educational Psychology: 200:116 or 200:2322-3 hours
 - Special Education: 220:2603 hours
 - Educational Leadership: 270:206; 270:208; 270:224; 270:232; 270:245; 270:247; 270:249; 270:280; 270:282; 270:28425 hours
 - Educational Leadership Practicum: 270:290 (Elementary Principalship) or 270:290 (Secondary Principalship) [Student enrolls in both practicums if seeking K-12 endorsement.]3 hours
 - Educational Leadership Seminar: 270:3896 hours
- 39-40 hours

Emphasis: Superintendency

This is a post-master's program consisting of a minimum of 36 semester hours leading to the issuance of an Advanced Studies Certificate in Educational Leadership. The purpose of this program is to allow the student to broaden and sharpen her/his skills in competency areas. This is solely for the purpose of gaining a superintendent endorsement.

The program will consist of a minimum of 36 semester hours in graduate studies in the area of educational leadership and/or related studies.

Required:

- Special Education: 220:3403 hours
 - Educational Leadership: 270:310; 270:314; 270:320; 270:325; 270:330; 270:338; 270:340; 270:346; 270:354 ..28 hours
 - Educational Leadership Seminar: 270:389 (Superintendency)2 hours
 - Educational Leadership Practicum: 270:3973 hours
- 36 hours

Certification for the superintendency does not automatically endorse student for elementary/secondary principalship.

The Graduate Program

<http://www.grad.uni.edu>

The University of Northern Iowa offers advanced programs leading to graduate degrees in:

- Master of Accounting
- Master of Arts
- Master of Arts in Education
- Master of Business Administration
- Master of Music
- Master of Public Policy
- Master of Science
- Master of Social Work
- Specialist
- Specialist in Education
- Doctor of Education
- Doctor of Industrial Technology

The University of Northern Iowa is a member of the Council of Graduate Schools in the United States and continues its endeavors to meet the needs of higher education and advanced preparation in diverse career fields with a strong and growing graduate program. Graduate degree programs were initiated at UNI in 1951 when the University was authorized by the Board of Regents, State of Iowa to offer a program of graduate work leading to the Master of Arts in Education; the program began with the summer session of 1952. In 1960 the graduate program was extended with the addition of a sixth-year program leading to the Specialist in Education degree. The addition of the Ed.D. program, approved by the Board of Regents, State of Iowa in 1982, enables UNI to offer a complete course of professional preparation for the educational practitioner. Three specializations are available through this degree program: counseling, curriculum and instruction, and educational leadership.

In recognition of a more general need for advanced study, the University further expanded the graduate program in 1965 with the addition of the Master of Arts degree. This program is open to students who plan to pursue careers in fields other than education and is available, as well, to students interested in doing advanced work in teaching fields — elementary, secondary, and college level. More advanced study in these areas was made possible under the program leading to the Specialist degree inaugurated in 1970.

The addition of the Master of Business Administration degree in 1975, the Master of Music degree in 1976, the Master of Public Policy in 1991, the Master of Science in 1993, the Master of Social Work in Fall 2000, and the Master of Accounting in Fall 2000 demonstrates the University's continued recognition of the changing needs of higher education and the institution's desire to meet those needs. The M.B.A. degree is open to students whose career interests are in the fields of business - those already working in the general community, as well as students who have not yet entered their major career field. The Master of Music is a professional degree designed for the student planning a career in college or secondary school teaching, for a performance career as a professional musician or composer, or for further study at the doctoral level. The Master of Public Policy is an interdisciplinary professional degree preparing students for careers principally in the public sector. The program is structured to accommodate both fulltime students and those already in positions in public organizations. The Master of Science degree is offered in Biology, Chemistry, Computer Science and Environmental Science/Technology and is designed to prepare students for positions in those areas. The Master of Social Work is designed to prepare students for the advanced practice of social work in a variety of public and non-profit settings. The Master of Accounting is designed for Accounting majors, however, other majors within the

College of Business Administration may be admitted to the program.

The Doctor of Industrial Technology, the University's first doctoral program, was authorized by the Board of Regents, State of Iowa to begin with the 1978 fall semester. This doctoral program provides advanced-level study in industrial technology for a wide variety of professional fields and includes the study of the technological systems used in industry and their effect on society and culture.

Graduate majors are available in most departments, and graduate-level courses are offered by all departments of the University.

Those who wish to continue their professional and cultural growth without fulfilling the requirements for a graduate degree may do so if they satisfy the requirements for admission to graduate study.

The Quad-Cities Graduate Study Center

The University of Northern Iowa is one of nine colleges and universities of Iowa and Illinois which are participating in the Quad-Cities Graduate Study Center, with offices in Rock Island, Illinois. The cooperating institutions offer graduate courses, and appropriate courses completed at the Center may be regarded as residence credit by the institution at which the student is working toward a graduate degree, when such is approved for inclusion in the student's degree program. An interested student should confer in advance with the head of her/his major department. Preliminary inquiries may be directed to the Dean of the Graduate College.

Graduate Credit for Undergraduate Students

Undergraduate seniors who are in their final semester and within eight semester hours of graduation, or in their final summer session and within four hours of graduation, may register for graduate credit with the approval of the head of the department offering the course work. Approval by the Graduate Dean must also be obtained on the same form if the cumulative GPA is below 3.00. The student presents the Student Request form, with appropriate signature(s), when scheduling for class. Their combined total of course credits, both undergraduate and graduate, may not exceed fifteen hours in a semester or eight hours in a summer session, and they must be enrolled in sufficient undergraduate work to complete the bachelor's degree in the semester or summer session in which application is made.

Graduate work completed on the early admission basis will be counted as graduate credit only if the student actually earns the bachelor's degree at the end of the semester or summer session in which the work is taken. Such credits may or may not be counted toward graduate degree programs at the discretion of the graduate department.

Admission to Graduate Study

(This section applies to all students taking graduate courses at the University of Northern Iowa after receiving the bachelor's degree.)

The admission procedures of the Graduate College are administered separately from those of the University's undergraduate program. Prospective students may apply for graduate admission under one of two categories: **Degree Status** or **Non-Degree Status**. Each category carries specific regulations.

Responsibility for determining eligibility for admission to graduate degree programs rests primarily with the academic departments. The academic departments are responsible for receiving degree status admission applications and for determination of admissibility.

Requirements for Admission to Degree Status

An applicant must have a bachelor's degree from an accredited college or university. The Office of the Registrar determines that the applicant has an accredited bachelor's degree or will complete the bachelor's degree before commencing graduate study.

A student who expects to earn a graduate degree at this university must file an **official transcript** from the college or university granting the baccalaureate degree if other than the University of Northern Iowa. **Only transcripts sent directly from the issuing institution to the UNI Office of the Registrar are considered official.** Degree Status applicants who have attended other colleges or universities after earning the bachelor's degree must file an official transcript of **each** record.

The applicant should check with the department offering the major of their choice, to determine whether/which Graduate Record Examination (GRE) tests are required prior to admission. If required, the applicant must request that the scores be sent **directly from the testing agency to the Office of the Registrar.**

Students applying for admission to a graduate degree program in the College of Business Administration are required to submit their scores from the Graduate Management Admission Test (GMAT). They need not take the Graduate Record Examination. The student must request that the testing agencies **forward their test results directly to the Office of the Registrar.**

Students from countries where the native language is not English are required to take the TOEFL. Foreign students should contact the International Services Office, University of Northern Iowa, for explanation of requirements. The minimum TOEFL required for admission to graduate status is 500. Individual departments may require a higher score.

Additional admission requirements (e.g. departmental application, letters of reference, goal statement, etc.) may be established by departments. Students should contact the department for this information.

Students will be admitted to **Degree Status** on one of two bases:

A. **Degree Status** is accorded students who are deemed qualified by academic departments to pursue a program of studies which can culminate in the earning of a graduate degree. Applicants are to specify their choice of degree program in their admission application.

The minimum undergraduate grade point average, or prior graduate grade point average, required for admission is 3.00 ("B" = 3.00) or its equivalent. Individual academic departments may require a higher grade point average for admission.

B. **Provisional Status**

At the discretion of the academic department concerned, an applicant (with an undergraduate and prior graduate GPA of less than 3.00) may be admitted as a Provisional Degree Student. A Provisional Degree Student is admitted to a graduate program, subject to certain reservations/requirements. The department must notify the student of its reservations and the requirements that must be satisfied before a student may be removed from provisional status. A Provisional Degree Student who completes eight (8) or more credit hours of a degree program with a 3.00 grade point average, or better, is generally eligible for reclassification to Degree Student Status. The responsibility for such reclassification rests with the academic department concerned. Reclassification review should take place the semester after the student has completed eight (8) semester hours in their graduate program. The department has responsibility for notifying the Dean of the Graduate College about the reclassification decision. No student may receive a UNI graduate degree while on provisional status.

The department admitting a student to its graduate degree program will draft a letter of acceptance to be sent to the student; this letter will describe the requirements necessary for completion of the degree program in question. Any waivers of degree requirements as established by a department must be furnished to the applicant by the department in the letter of acceptance.

Requirements for Admission to Non-Degree Status

The admission process for **Non-Degree Status** applicants begins when the application for admission and all supporting documents have been received in the Office of the Registrar. Requests for Non-Degree Status are reviewed and acted upon within the Office of the Registrar.

An applicant must have a bachelor's degree from an accredited college or university. All students wishing to receive graduate credit must file an official transcript from **each** college or university from which they have received a degree, unless the degree was obtained from the University of Northern Iowa. **Only transcripts sent directly from the issuing institution to the UNI Office of the Registrar are considered official.**

Students from other countries where the native language is not English are required to take the TOEFL. Foreign students should contact the International Services Office, University of Northern Iowa, for explanation of requirements. The minimum TOEFL score required for admission is 500.

Non-Degree Status has been established for the post-baccalaureate student who:

- A. wishes to take courses for self-enlightenment unrelated to any graduate degree program.
- B. plans to demonstrate competence in graduate studies in support of consideration for admission to a degree program at a later time.

NOTE: Academic departments are not obliged to count toward their degree programs **any credit for course work undertaken in a Non-Degree Status.** If a department decides to accept such credit, **no more than 12 semester hours** may be counted toward a degree program.

Post-Baccalaureate, Under-Graduate Study

A student who has received a bachelor's degree may choose to apply for further study at the University of Northern Iowa as an undergraduate rather than a graduate student. Inquiries should be made to the Office of the Registrar. Undergraduate status will be accorded students who seek:

1. a second baccalaureate degree (designation as Senior) or
2. teacher licensure (designation as Senior) — a student who does not hold a teaching certificate and expects to be recommended by this university for an original certificate must also file an official transcript, or
3. courses for undergraduate credit (designation as Unclassified)

Students with baccalaureate degrees do not earn graduate credit while remaining in this undergraduate classification. They must be admitted either to graduate Degree or Non-Degree Status before they can receive graduate credit for their course work (courses numbered 100[g] or 200).

Application Dates

Applications for Degree-Status admission and all credentials required for admission should be on file in the Office of the Registrar at least one month before departmental review. Students must contact the academic department regarding application review deadlines.

International students should note the special application deadlines required by the International Services Office.

Applicants for Non-Degree Status will be accepted up to five (5) days before registration.

Health

Graduate applicants for admission to UNI are not required to file a report of a physical examination or medical history. However, the University does require documentation of measles (rubeola) immunization by all students. Documentation of additional tests are required for International students (contact International Programs). Instructions for complying with this requirement will be sent to each student upon admission. In the interest of providing optimum health care, University Health Services recommends that incoming students who have physical disabilities or health concerns provide the Health Clinic with information concerning their situation. (See pages 24-25 for services available through University Health Services.)

Academic Regulations

Academic Discipline

Graduate students on degree programs are expected to maintain high academic standards. At the end of each term graduate student records are reviewed, and students with unsatisfactory performances are placed on probation or suspended from graduate degree programs.

A student who has completed nine (9) semester hours in a program of study with a cumulative GPA less than 3.00 in that program will be placed on probation. If the student completes eight (8) hours while on probation without qualifying as a degree candidate (GPA of 3.00), the student is reviewed for suspension from graduate degree programs. A student who has completed eighteen (18) semester hours in a program of study with a cumulative GPA less than 3.00 in that program will be suspended. No courses in the student's program of study may be taken during the year of academic suspension.

When a student is suspended, at least one calendar year must elapse before reapplication to a graduate degree program may be made. Applications for Readmission to Graduate Study must be approved by the department and the Graduate College before a student will be removed from academic suspension. Such applications must be submitted to the Dean of the Graduate College.

A student reinstated after suspension who fails to attain a cumulative GPA of 3.00 in the program of study for the first enrollment period will be permanently suspended from the graduate program.

In determining a graduate student's grade index, all graded course work attempted at this University within the student's program of study will be used as a basis of computation. **If the student has not yet filed a program of study, all graduate courses will be used as a basis of computation.** If a graduate student repeats a course, both grades will be used in computing the index.

No more than six (6) semester hours of C credit (C+, C, C-) earned within the program of study may be applied toward credit for graduation. When C range grades in the program of study exceed the six hour limit, one or more of such courses *must* be repeated. The original grade

for any repeated course will be included in computation for the cumulative GPA in the program of study, as well as in the overall GPA. A course taken to satisfy degree requirements in which a student receives a D or F grade will not be considered satisfactory and *must* be repeated. The original grade for any repeated graduate course (100g, 200, and 300) will be included in the computation for the cumulative GPA in the program of study, as well as in the overall GPA. Individual departments may identify specific courses within the program of study for which a minimum grade of B is required.

Nonacademic Discipline

Departmental Nonacademic Probation and Dismissal Policy Procedures*

In addition to the University-wide requirements for academic standing, **academic departments may establish additional requirements (e.g. ethical/professional standards), violation of which, might determine an individual graduate student's standing with regard to probation and dismissal from a graduate program.**

To this end, departments with such requirements must put these in writing and place them on file in the departmental office and the Graduate College.

Departments must make all reasonable efforts to inform graduate students of the existence of such policies/standards and disseminate them to students upon their admission to graduate study in the program/area.

Subsequent changes in policies/standards must be communicated by the department to each student in the program and to the Dean of the Graduate College. The new regulations will not apply retroactively to the disadvantage of students already in the program.

Departments must provide information to students which outlines: required courses applicable to the various departmental programs of study, examination procedures and other formal evaluations, departmental policies with regard to awarding and renewing assistantships, time limits on programs of study (if less than seven years), registration policies, grade point requirements, requirements for changing from one degree program to another within the department, and other matters as are appropriate. The nature of the departmental advisory system should also be explained to incoming students.

I. Departmental Nonacademic Probation:

If a student is failing to meet departmental nonacademic standards and probation or suspension is being considered, the department must:

- warn the student of this in writing and specify in what way(s) the student is failing to meet the departmental standard(s);
- advise the student (in writing) of the consequence(s) of failure to address the problem(s) cited, satisfactorily.
- provide the student with a reasonable amount of time (e.g. a minimum of ten school days) within which to respond to the notification (e.g. the right to review) and indicate to the person(s) to whom a response should be made;
- provide the student with a reasonable amount of time to meet the standards or remediate prior to being placed on departmental probation and suspension.

If a student is **to be placed on departmental probation**, the department must:

- provide, at the time of its imposition, a written explanation of this status, and its time limits;

- b. indicate the impact of departmental probation on the pursuit of future graduate course work in the program of study;
- c. give the student a reasonable amount of time within which to respond to the notification of probation (e.g. right to review) and indicate to whom a response should be made;
- d. provide an explanation of the departmental reinstatement procedure(s);
- e. establish departmental procedures for handling reviews.

The department should also notify the Dean of the Graduate College and the Registrar in writing and indicate the impact of the student's nonacademic probationary status on the pursuit of future graduate course work in the program of study. The Dean of the Graduate College and the Registrar should be notified when the student has been removed from probation.

II. Departmental Dismissal:

A student may be dismissed for her/his failure to meet: the conditions of admission, conditions of departmental probation, pre-announced departmental grade point requirements or other standards. If a student is dismissed from a graduate program, the department must:

- a. notify the student of this in writing, specify what the student has done to merit departmental dismissal and its time limits;
- b. indicate the impact of departmental dismissal on the pursuit of future course work in the program of study;
- c. give student a reasonable amount of time (e.g. a minimum of ten school days) to respond to the notification of dismissal (e.g. right to review) and indicate to the person(s) to whom a response should be made;
- d. provide an explanation of departmental reinstatement procedures (as appropriate).

The department should notify the Dean of the Graduate College and the Office of the Registrar in writing and indicate the impact of the student's nonacademic dismissal on the pursuit of graduate course work in the program of study. The Dean and the Registrar should be notified when the student's dismissal has been removed.

Departmental policies/procedures for nonacademic probation and dismissal must be approved by the Graduate Dean and offered a fair and expeditious review.

III Graduate College Review of Departmental Dismissal:

Questions involving judgment of performance will not be reviewed beyond the departmental level. If, however, the student feels there has been unfairness or some procedural irregularity concerning probation or dismissal, the student may request a review by the Graduate College. This review may be conducted by the Dean of the Graduate College (or his designee).

*This policy does not preclude enforcement of any other University policies (e.g. policies re: the academic standing of graduate students, academic ethics policies, grievance procedures for graduate students and graduate assistants).

The Making Up of Incomplete Work

Work reported as *Incomplete (I)* in the Fall session for graduate students must be completed by June 1st the next calendar year. Work reported *Incomplete* in the Spring and Summer sessions must be completed by January 1st the next calendar year.

The exact length of time to remove the *Incomplete* within the above guidelines, is set by agreement between the instructor and the student. If the work reported as *Incomplete* is not made up by the deadline noted above, it is automatically entered as an *F (Failure)* on the student's record.

Any requests for an exception to the above guidelines for graduate students must be submitted in writing to the Graduate College. Only

under the most unusual circumstances would requests for additional time be approved.

Some courses continue beyond the normal ending date of the semester or session. In such cases the initial grade reported will be an *RC* which means *Research* or *Course Continued*. Once the extended instructional period is finished the *RC* grade will be replaced with the appropriate grade assigned by the instructor. (See page 56.)

Regulations Affecting Registration

Each student admitted to Degree Status or Non-Degree Status is assigned an advisor. The advisor will assist the student in the registration process involving the selection of courses and other matters such as:

1. Maximum Academic Load. The maximum graduate student load during each semester of the academic year is fifteen (15) hours.

The maximum graduate student load during the eight-week summer session is nine (9) semester hours — a maximum of six (6) semester hours during one four-week period and three (3) semester hours during the other four-week period; or three (3), 3-semester-hour courses during an eight-week period. The maximum load during a two-week post-session is two (2) semester hours. Exceptions to these load restrictions may be granted only by the Dean of the Graduate College.

2. Level of Courses. Graduate students normally take courses in the 100(g) series and 200 series. A graduate student may take courses in the 100 series (without "g") or below for undergraduate credit, but such courses do not carry graduate credit. However, all courses graduate or undergraduate, taken as a graduate student, count in determining the cumulative grade point average, except approved non-graded graduate course work.

3. Credit from other Institutions. Graduate credit from other accredited institutions may be accepted to a maximum of one-third of the number of hours required by a particular UNI thesis or non-thesis master's degree program. Students pursuing a graduate degree program should discuss their plans to transfer credits with their program advisors as soon as possible. Credits earned from other institutions will not satisfy the minimum 200-level course requirement.

Waiver of Regulations

Exceptions to Graduate College regulations may be granted by the Dean of the Graduate College. Requests for exceptions are initiated by the student's advisor and approved by the appropriate department head before submission to the Graduate Dean.

Veterans

The University cooperates with the Veterans Administration in providing for the education of veterans under the provision of federal laws. Dependents of veterans or of those persons who may be classified as prisoners of war or missing in action may also receive financial assistance from the Veterans Administration. The VA Clerk in the Office of the Registrar will assist students eligible under any of these laws and provide the required reports. Subsistence will depend upon the number of course hours for which the student enrolls. Questions should be referred to the VA Clerk in the Office of the Registrar.

Graduate Assistantships

Graduate assistantships are available to qualified students who are working toward a graduate degree at the University of Northern Iowa. They may only be held by fulltime students who are in residence during the time of the assistantship appointment. The associated work assignment is of an academic nature and designed to contribute to the student's graduate education. Service-related assignments termed intern assistantships are also available.

A full assistantship carries a stipend paid in equal installments over a 10-month period. One semester and half-assistantship stipends may also be awarded. The associated work assignment will not exceed 20 hours per week assisting designated professors in certain appropriate academic functions, including teaching and research. Intern assistantships are available in a few non-academic departments.

A graduate student receiving an assistantship stipend may also receive other forms of university-based financial aid, tuition awards, fellowships or scholarships, as long as the latter do not require services performed by the student, i.e., where such could be considered wages. However, a student receiving a full assistantship stipend cannot be otherwise employed on campus.

To be eligible, a graduate student should have a minimum 3.00 GPA. Once the student has begun studies at the University of Northern Iowa, GPA eligibility will be based upon courses within the program of study. In absence of a program of study, all graduate courses will be used as a basis of computation for GPA eligibility. A graduate student receiving an assistantship stipend must be enrolled fulltime (9+ graduate graded hours to a maximum of 15 hours per semester).

Application forms may be obtained from the department in which the student is applying for an assistantship. Applications should be filed by March 1 with the department.

Recommendations for awarding assistantship stipends are made by the department head to the dean of the given college who selects those to be recommended to the Graduate College. Graduate Assistantship stipends are awarded through the Graduate College.

Scholarships

Tuition scholarships are awarded through the Graduate College upon recommendation of both the department head and college dean. To be eligible, a graduate student must have Degree Status and should have a minimum 3.00 GPA. Once the student has begun studies at the University of Northern Iowa, GPA eligibility will be based upon courses within the program of study. In absence of a program of study, all graduate courses will be used as a basis of computation for GPA eligibility. A graduate student receiving a tuition scholarship must be enrolled full-time (9+ graduate graded hours to a maximum of 15 hours per semester). Full or partial tuition scholarships are available.

Application forms may be obtained from the office of the Dean of the Graduate College or the department and completed forms should be filed with the department of choice.

The Graduate College also administers the campus activities involved in several scholarship competitions, such as Fulbright, Rhodes, and Marshall, which support graduate study abroad. Interested students are encouraged to inquire about these programs of support in their junior or senior year of college or as early in their graduate programs as possible.

Some University departments offer scholarships for graduate study. Students should obtain information about these awards from the departments in which they intend to do graduate work.

Financial Aid Office

Qualified degree-seeking students may secure loans from either Perkins (formerly National Direct Student Loan or NDSL), or William D. Ford Federal Direct Loan. Loans are available to students enrolled at least halftime (5 semester hours in the fall or spring semesters or 3 semester hours in the summer).

A limited number of opportunities for part-time employment are available on the campus for students attending University of Northern Iowa at least halftime. On-campus positions pay a minimum of \$5.65 per hour.

Graduate students who wish further information about financial assistance may contact the Financial Aid Office, 116 Gilchrist Hall, University of Northern Iowa, Cedar Falls, IA 50614-0024. See pages 19-22.

Master's Degree Programs

Common Regulations and Requirements

Application for Program Approval

Academic departments have established procedures for advising and monitoring students. A student applying for program approval must first be admitted unconditionally to Degree Status graduate study. Student must have a cumulative grade point average of at least 3.00 for courses taken as a graduate student.

A departmental representative (e.g. advisor), or committee, conducts a formal interview with the student to inform her/him of program requirements and expectations. This interview should be conducted during the first semester in which a student is enrolled in a degree program. No more than fifteen (15) semester hours of credit completed before this interview is conducted can be applied toward the degree being sought. This includes transfer and correspondence course work as well as credit earned as a senior.

At the departmental interview, the student's program of study will be planned and an Application for Program Approval (GF-1) completed. This form must indicate how all requirements for the master's degree will be met. The thesis or non-thesis option should be designated. For students following the thesis option, thesis committee members should be identified. The GF-1 should be signed by the student, approved by the departmental representative or committee, the department head, the dean of the appropriate college and filed with the Graduate College. The Dean of the Graduate College may: approve the Application For Program Approval form at once (and then notify the student); delay action until additional data is available; or return it to the department with comments. The Dean of the Graduate College is in general charge of each graduate student's program.

Graduate level transfer courses taken prior to degree admission are eligible for application to degree requirements, if official transcripts were filed at the time of admission to graduate study. Transfer courses taken after degree admission will not be processed for inclusion in the program of study until official transcripts are filed with the Registrar's Office. Academic departments are not obliged to count toward their degree programs any credit for course work undertaken without specific advice provided by the department, either through an advisor assigned to the student prior to the formal interview or in the course of the interview itself.

Thesis Committee. The committee usually consists of the student's advisor as chairperson and two additional graduate faculty members. The committee assists the student in further defining the student's course work, in supervising her/his research and writing, and eventually accepts or rejects the thesis.

The nature of the thesis is described on page 135.

Selection of Thesis Topic. The student following the thesis plan of study is urged to make at least a tentative selection of a topic by the end of her/his first semester. The delineation of an exact topic is not necessary before completing an Application for Program Approval form.

Preview Meeting. Students must schedule and complete a Preview meeting before submitting the required copies of their thesis to the Graduate College. An approved Application for Program Approval (GF-1), with the thesis committee members listed, must be on file in the Graduate College in order for a student to be scheduled for a Preview session. Academic departments will identify the students who should be scheduled for Preview each semester.

Graduation Requirements

Thesis Plan

1. The number of hours of graduate credit required varies with the major. A minimum of thirty (30) hours of graduate credit is required for all majors. (See pages 136 to 166) For the Master of Arts (M.A.), the Master of Arts in Education (M.A.E.), and the Master of Music (M.M.), a minimum of twenty-four (24) hours must be in course work other than xxx:299. For the Master of Science (M.S.) degree, a minimum of twenty-one (21) hours must be in course work other than xxx:299. The remainder of the 30 hours will be xxx:299 thesis research credit. At least twenty (20) hours must be earned at the University of Northern Iowa. Six (6) semester hours must be earned in a single semester or summer session, after admission to degree status.
2. 200-level Credits: A minimum of nine (9) semester hours of 200-level credit, other than xxx:299 Research, taken at the University of Northern Iowa is required; six to nine (6-9) hours of xxx:299 may be taken. No more than six (6) semester hours of xxx:299 can be applied to the minimum 200-level requirement for a specific major.
3. Completion of the course requirements for a specific major and any additional courses designated by the departmental committee.
4. Meet the recency of credit requirement.
5. Complete a thesis and meet thesis submission deadlines. Students receiving the Master of Music (M.M.) degree will be required to complete a Final Project as required by the department.
6. Core Requirements.

Master of Arts in Education

200:214 Foundations of Instructional Psychology — 3 hrs.

or

260:234 Philosophy of Education — 3 hrs.

250:205 Educational Research — 3 hrs.

Master of Arts

Professional Core A or Professional Core B —
required only by certain majors

Master of Music

No core required.

Master of Science

No core required.

Non-Thesis Plan

1. The number of hours of graduate credit required varies with the major. A minimum of thirty (30) semester hours of graduate credit is required for all majors. (See pages 136 to 166.) At least twenty (20) hours must be earned at the University of Northern Iowa. Six (6) semester hours must be earned in a single semester or summer session, after admission to degree status.
2. 200-level Credits: A minimum of twelve (12) hours of 200-level credit, taken at the University of Northern Iowa is required. No more than three (3) semester hours of xxx:299 can be applied to a non-thesis program.
3. Completion of course requirements for a specific major and any additional courses designated by the departmental committee.
4. Meet the recency of credit requirement.
5. Complete at least one research paper, approved by the department and filed in the departmental office. The research paper must be read and approved by a committee of at least two members of the graduate faculty, presented in a format acceptable for publication and permanently filed in the departmental office.
6. Core Requirements:

Master of Accounting

No core required.

Master of Arts in Education

200:214 Foundations of Instructional Psychology — 3 hrs.

or

260:234 Philosophy of Education — 3 hrs.

250:205 Educational Research — 3 hrs.

Master of Arts

Professional Core A or Professional Core B —
required only by certain majors.

Master of Business Administration

No core required.

Master of Music

No core required.

Master of Public Policy

No core required.

Master of Science

No core required.

Master of Social Work

No core required.

Professional Core A

(prerequisite: Teacher Licensure or equivalent)

200:214 Foundations of Instructional Psychology — 3 hrs.

or

260:234 Philosophy of Education — 3 hrs.

250:205 Educational Research or a departmental course in
Research and Bibliography

A course in curriculum or methods of instruction in the major
field or any additional course numbered 200 from courses in
the 200:xxx through 290:xxx series.

Professional Core B

Students completing Professional Core B with an appropriate
distribution of courses in one or more subject areas may be rec-
ommended for Iowa Community College licensure.

Required:

State approved Human Relations course

170:250 Teaching in College — 3 hrs.

170:256 The Two Year College — 3 hrs.

_____:297 Practicum — 2 hrs. (strongly recommended)

Other Requirements and Criteria

1. **Scholarship.** A cumulative grade index of 3.00 ("B" average) must be earned in all courses attempted as a graduate student within the program of study. No more than six (6) semester hours of "C+", "C", "C-" credit earned within the program of study may be applied toward credit for graduation.
2. **Recency of Credit.** Courses taken more than seven years prior to the granting of the degree cannot be used to meet degree requirements.
3. **Nongraded Credit.** Up to three (3) credit hours of graduate non-graded course work may be applied within the program of study. Exceptions are practica, internships, and 299/399 Research hours.
4. **Program Approval.** The requirements for program approval are described on pages 133-134.
5. **Transfer of Credit from other Institutions.** Graduate credit from other accredited institutions may be accepted to a maximum of one-third of the number of hours required by a particular UNI thesis or non-thesis master's degree program. Students in any graduate degree program should discuss their plans to transfer credits with their program advisors during the first semester of their degree programs (see page 133, "Application for Program Approval"). **Transfer courses will not be used to satisfy the 200-level course requirement.**
6. **Correspondence Credit.** Correspondence courses may not ordinarily be applied toward a graduate degree program. In unusual circumstances a student may request that a maximum of three (3) semester hours of 100g-level correspondence credit may be applied to a graduate degree program. The request must be submitted to the Dean of the Graduate College **prior to registering** for the course.
7. **Workshop Credit.** No more than six (6) hours of credit earned in workshop courses, at the University of Northern Iowa or another institution, will be applied toward a graduate degree.
8. **Examinations.** Master's degree students on either the thesis or non-thesis plan may be required to pass a comprehensive examination over a specific body of knowledge as prepared and administered by each department at the end of the student's program of study.
9. **Research Credit.** Registration for xxx:299 Research will not be accepted until the student has submitted a statement or outline of the proposed research project and has secured the approval of the person directing the research project and the head of the appropriate department. A copy of the completed research report, approved by the director of the research project and the department head, should be filed in the departmental office.

Research carries residence credit and may be pursued either on or off campus, but **not** in an extension class. There is no prerequisite, although it is strongly recommended that 250:205 Educational Research or a departmental course in research be completed before registering for Research.

10. **Residence.** At least two-thirds of the minimum hours required for a particular thesis or non-thesis master's degree program must be taken with members of the UNI faculty. The specialist and doctoral degree programs each have different residence requirements. For a particular degree program's requirements, see its regulations given in this catalog. Students in any degree program should discuss their residence credit plans with their program advisors as soon as possible in their degree departments.

After a student has been admitted for the master's degree, and **provided that prior arrangements have been made** with the Dean of the Graduate College, s(he) may take work at the University of Iowa, Iowa State University or the Quad-Cities Graduate Study Center, for which residence credit may be given at the University of Northern Iowa.

11. **Thesis.** A thesis is required of all students who choose the thesis option. Because the thesis is considered to serve a functional need, no attempt is made to limit the topics considered acceptable. The thesis is to be prepared and submitted in accordance with the most current edition of the Thesis and Dissertation Manual.

The thesis may take the form of studies, experiments, surveys, compositions, creative work and projects, and may concern itself with such matters as methodology, understanding children, and materials of instruction, or may delve rather deeply into some aspect of a specialized academic field. Whatever the nature of the subject, its development into an acceptable thesis is considered to contribute to the growth of such attributes as maturity of judgment, initiative, writing ability, and organizational ability. While the thesis may make no significant contribution to the world's knowledge, its preparation should develop in the writer a broader understanding of the world's knowledge and a more genuine appreciation of the research efforts of others.

The total number of credit hours of research permitted for thesis work will vary with the program. Most master's theses (M.A., M.A.E.) include a six-hour thesis credit requirement. The M.S. thesis option requires a maximum of nine (9) credit hours of research in the program of study. The specialist and doctoral programs may have different research hour requirements. However, in all cases, to earn thesis credit the student registers for the appropriate numbered course (xxx:299, xxx:399), **not more than six (6) hours in any semester.** The instructor may assign an "RC" for Research Continued, if s(he) feels the work has not reached the stage where it can be evaluated. Registration for the last segment of Research credit for which a student registers (for work on her/his thesis) should be postponed until the thesis is near completion. The Registrar may authorize the extension of time for the completion of a Research Continued (RC) in Research up to one additional calendar year with consent of instructor. If at the end of that time the work has not been completed, the RC will be changed to an F (Failure).

All students must have a formal oral defense of their thesis before a committee composed of at least three Graduate Faculty. Completion of the thesis project occurs when the student's committee and the Dean of the Graduate College have approved the thesis. The thesis must be presented for approval to the **thesis committee** early enough in the semester to meet the Graduate College deadline for final submission (see "13. Filing of Thesis").

12. **Preview.** During the semester in which the student intends to graduate, the student must make an appointment with the Graduate College for a thesis preview to have the style and format of the thesis reviewed. The student must have an approved program of study (GF-1) on file in the Graduate College with the members of the thesis committee listed before a preview meeting will be scheduled. All problems may not be detected during the preview, however, the major difficulties will be discussed. Often a brief consultation will uncover format problems that are easily remedied at this stage. No thesis will be accepted by the Graduate College for final approval without the completion of this meeting.

13. **Filing of Thesis.** **The student must present two copies of the thesis in final form, either originals or photocopies, to the Graduate College no later than six weeks before graduation. Failure to meet this deadline will result in a delay in graduation.** The requirements for the preparation and filing of the thesis are set forth in the Thesis and Dissertation Manual. Copies of the manual may be obtained through the Graduate College office and should be consulted prior to beginning the thesis.

Final copies submitted to the Graduate College must be on white, acid free, 24-pound, 25% or 100% cotton paper. The student

Masters Degree Programs

Master of Accounting Degree

may purchase the approved paper at the print centers in the Rod Library or the Physical Plant. The Rod Library Print Center is equipped to photocopy theses. The final copy must be clean and suitable for microfilming, with uniform darkness and a sharp imprint.

When the thesis is submitted to the Graduate College, the student will present a receipt of payment for the cost of the thesis binding. This fee is paid at the University Controller's Office. The student will also indicate to the Office of the Graduate College the name and edition of the style manual used in preparing the thesis. Consult the Thesis and Dissertation Manual for the list of approved style manuals.

- 14. Filing of Abstract of Thesis.** An abstract or summary of the thesis is required of all students following the thesis plan toward the master's degree. The abstract will be approximately 350 words in length and is submitted with the thesis. **Three copies of the abstract must be filed in the Office of the Graduate College.**
- 15. Application for Graduation.** A candidate for the master's degree must make application for graduation not later than the end of the ninth week of the semester or the fourth week of the summer session in which s(he) plans to receive the degree. The application form may be secured in the Office of the Registrar or the departmental offices.

Summary of Hour Requirements

A summary of the hour requirements for both the thesis and the non-thesis plans is listed below. These are the **minimum** number of hours and should not be interpreted as a maximum number. **Additional hours may be required by departments for individuals on specific programs or special objectives.**

	Non-Thesis	Thesis
Minimum graduate hours required	30*	30**
Minimum hours of credit at UNI	20^	20
Maximum usable hours combined in transfer and correspondence credit	10^^	10^^
Maximum usable hours of correspondence credit (requires Graduate College preapproval)	3	3
Maximum usable hours of workshop credit	6	6
Minimum hours required in courses numbered 200 and above	15#	12##

*Includes six (6) to nine (9) hours for research (xxx:299), depending on the Masters program.

**Includes at least one research paper. Total hours depends on major chosen.

^Must include six (6) or more hours in one semester or summer session.

^^Up to one-third of the hours on the graduate program of study.

#Includes no more than six (6) hours research credit (xxx:299) for thesis.

##In some departments they may include no more than three (3) hours of (xxx:299) Research.

Licensure and Endorsements

Licensure. For approval in some graduate programs, a student must have earned or be eligible for teacher licensure or its equivalent endorsed in an area appropriate to the graduate major. For information on licensure, consult the Office of the Registrar.

Teaching Licensure and Endorsements. Students interested in securing licenses to teach in another state should secure information directly from the State Department of Education in that state.

Addresses of different state departments may be obtained from The Career Center or the Office of the Registrar.

Second Master's Degree

A student may pursue a second master's degree at the University of Northern Iowa upon completion of the first degree or may pursue two separate master's degrees concurrently by meeting all requirements for the second degree. **Only eight (8) semester hours of work from the first degree may be used for the second degree.** All University graduation requirements including completion of 200-level course work, separate master's project/thesis, comprehensives, and all other specific requirements shall be met for the second degree in addition to the first degree.

Interdisciplinary Master's Degree

A student may pursue a master's degree with two majors or two emphasis areas by meeting all the requirements for the second major; eight (8) semester hours of work from the first major may be used for the second. The requirements for work at the University of Northern Iowa, 200-level work, and all other specific requirements shall be met for the second major, in addition to work completed for the first major. Common research project/thesis and comprehensives are permissible. Students completing one thesis for two majors must earn a minimum of six (6) semester hours of credit in xxx:299. These students have the option of applying an additional two (2) hours of graduate credit. This would constitute the eight (8) semester hours of course work that may be common to both majors.

Master of Accounting Degree

The Master of Accounting program (MAcc) is offered on the **non-thesis** option. A minimum of thirty (30) semester hours is required, of which a **minimum of twenty-one (21) hours must be at the 200-level.** All 100g courses to be applied to the program must be taken for graduate credit. A research paper is required as an integral component of Accounting Research (120:214 or 120:243).

Students desiring entry into this degree program must have: a minimum Graduate Management Admission Test (GMAT) score of 500, a grade point average (GPA) of 3.00 or better on all **upper division** (junior/senior) accounting courses, and satisfactorily completed 120:129, 120:130, and 150:113. In addition, a minimum admission score of 1150 (computed by multiplying the undergraduate GPA by 200 and adding the GMAT score) is required. Students may be admitted on a probationary basis if their GMAT score and/or their average grades on **upper division** accounting courses fall below 500 and/or 3.00, respectively.

Students from countries where the native language is not English are required to take the GMAT, the Test of English as a Foreign Language (TOEFL) and the Test of Spoken English (TSE). Applicants must earn a minimum score of 575 on the TOEFL (or 230 on the computerized TOEFL) and a score of 50 on the TSE to be **considered/eligible for admission.**

UNI undergraduate Accounting students interested in the integrated program may apply for admission to the program during the second semester of their junior year and are completing Intermediate II (120:130). An Application for Admission to Graduate Study must be completed and the student's interest in the integrated MAcc degree must be indicated on the application itself. If accepted into the integrated MAcc program, the student will receive both the BA and MAcc degrees upon completion of the program.

Once admitted into the integrated program, UNI undergraduate Accounting students (who are classified as seniors) and in the final semester of their senior year, may **register for graduate credit as a senior, with the approval of the department head** (see guidelines on page 129). The student must present a signed Student Request Form (with the appropriate signatures), when registering for graduate credit as a senior. The combined total number of hours, both undergraduate and graduate, may not exceed fifteen (15) hours in a semester, or eight (8) hours in a summer session. Graduate work completed on the early admission basis will be counted as graduate credit only if the student actually earns the bachelor's degree within two years from the time the student took the course and will not be counted toward the undergraduate degree.

- Required:**
- Accounting: 120:2293 hours
 - Accounting Research: 120:214 or 120:2433 hours
 - Accounting electives from the following:9 hours
Must have 6 hours of 200-level.
120:135; 120:139; 120:141; 120:236; 120:240; 120:242;
120:263; 120:289; 120:214 or 120:243 (if not already taken)
 - Communication component from the following:3 hours
Management: 150:114; 150:280
Communication: 48C:134; 48C:137; 48C:141; 48C:151;
48C:153 or other non-accounting courses approved by
Department of Accounting
 - Information Technology component from the following3 hours
Accounting: 120:236 (must still have 15 hours outside
of accounting)
Management: 150:249
 - International Business component from the following3 hours
Finance: 160:158
Economics: 920:136; 920:175
This requirement is met if the student holds an International
Business Certificate. If the student has a minor in a foreign
language, the program coordinator will determine if this
requirement has been met. If this component is waived, an
additional 3 hours of electives will be required.
 - Electives: 6 hours
Economics: 920:135;
Any 200-level, non-accounting College of Business course;
Any non-accounting component course listed above;
For those interested in the government/non profit sector:
Economics: 920:117; 920:125; 920:148
Political Science: 940:153; 940:172; 940:173; 940:174
History: 960:225

30 hours

Students will be required to satisfy an Experiential Component with a pre-approved experience. This component can include enrollment and satisfactory completion of 120:141 or 120:169 or 120:179 or 120:243. In addition, students will be required to prepare a written report summarizing their experience. Supervising faculty will determine whether the experience goals have been satisfied.

Master of Arts Degree

A number of curricula lead to the degree of Master of Arts. Programs are available for advanced preparation of elementary and secondary teachers, for college teaching, including programs for Iowa Public Junior College licensure, and for graduate study without reference to teaching. The following majors are offered.

- | | |
|---|---|
| Art | Music |
| Audiology | Physical Education |
| Biology | Physics Education |
| Chemistry | Political Science |
| Communication Studies | Psychology |
| Communications and Training
Technology | School Library Media Studies |
| Computer Science Education | Science Education |
| Educational Technology | Science Education for
Elementary Schools (K-6) |
| English | Sociology |
| French | Spanish |
| Geography | Speech-Language Pathology |
| German | Teaching English to Speakers of
Other Languages (TESOL) |
| Health Education | Technology |
| History | TESOL/Modern Languages |
| Leisure Services—
Youth/Human Services
Administration | Theatre |
| Mathematics | Two Languages:
French/German,
Spanish/French,
German/Spanish |
| Mathematics for the Middle
Grades (4-8) | Women's Studies |
| Mental Health Counseling | |

The Master of Arts program is a highly flexible one. The plan of study prescribed for each student depends upon the student's undergraduate preparation, experience, and future plans. The needs of the student, as determined by the student and her/his advisor and departmental committee, are the guiding factors in course selection. It should be stressed, however, that regardless of the plan of study followed, graduate work leading to the degree of Master of Arts should constitute a cohesive, logically planned program, not merely an accumulation of credit in a variety of courses. On most programs both the thesis and the non-thesis plans are available.

On each curriculum and for each major, the student who plans to receive the master's degree must meet the graduate requirements described on pages 134-136.



Major in Art

This major is available on the **thesis** option only. Each student, regardless of emphasis, must complete a **minimum of 30 semester hours** of credit including the following common core. **A minimum of fifteen (15) semester hours of 200-level course work is required for the thesis option.**

Required Core:

Art: 600:280	4 hours
Graduate-level art history	6 hours
Emphasis area	14 hours
Research: 600:299	6 hours
	30 hours

Beyond this required core, individualized programs of study are carefully planned and approved in consultation with a graduate advisor.

Two emphases are offered: *Art Education* and *Studio*.

Qualified applicants are admitted by the Graduate Faculty Admission Committee following selective review of all prior academic and creative achievement. A review of the applicant's undergraduate course work and portfolio is the basis for admission to the graduate program. The Chair of Graduate Studies in the Department of Art should be contacted for specific information regarding the preparation of the applicant's portfolio.

As a general rule, students who have received an undergraduate degree in art will be admitted to the program without additional course requirements. Additional course work may be required of those applicants who meet all other admission criteria but did not complete an undergraduate degree in art. Credit for additional work may not apply toward the degree program.

Art Education Emphasis

In addition to the common core, students may elect one of four possible directions: improvement as a teacher; research in art education; submission of an original program proposal; and teaching licensure for Iowa community colleges. Students whose emphasis is Art Education must elect the thesis option.

Studio Emphasis

In addition to the common core, students may elect specialization in any one of the following studio areas: ceramics, drawing, graphic design, jewelry/metals, photography, painting, printmaking, or sculpture. The degree program is flexible to allow maximum focus upon a specific studio area and/or supportive studio work in several or combined areas.

Two program options are available: thesis or studio thesis.

The studio thesis, a creative thesis unique to the Department of Art, is highly recommended for those students who wish to consider additional professional study beyond the master's level. It requires the public presentation of a formal exhibition, performance or project including an announcement, together with a formal documentation of that presentation for submission to the Dean of the Graduate College.

Election of the thesis option should be considered only by those students whose studio specialization involves the testing or documentation of highly innovative and technical studio-related procedures.

Guidelines, procedures, and requirements for each emphasis and program option are available from the Head of the Department of Art.

All degree candidates are required to pass a formal Comprehensive Review in partial fulfillment of the Master of Arts degree requirements.

Major in Audiology

The professional program in audiology is designed to prepare students for careers in hearing health care. Audiologists graduating from the program will be providing diagnostic and rehabilitative services to the hearing impaired in a variety of settings including the private sector, hospitals, hearing aid dispensaries, public schools, and industry. Recommendation for clinical certification will be made upon completion of the appropriate requirements.

This major is available on the **thesis** or **non-thesis** option, and a **minimum of 38 semester hours** is required. **All program hours must be taken at the 200-level.**

Audiology majors will be allowed to enter the program in the fall only. GRE examinations are required for all applicants.

Required core:

Audiology core: 51A:258 (6 hrs.); 51A:265; 51A:267;	
51A:270; 51A:272; 51A:274; 51A:276;	
51A:278; 51A:280; 51A:284	26 hours
Speech-Language Pathology: 51S:255*; 51C:200	2-3 hours
Research: 51C:299	2-6 hours
Thesis option requires 6 hours	
Non-thesis option requires 2 hours	
Internship: 51C:257 and/or 280:250	4-16 hours
Electives	4 hours
Seminar in Audiology: 51A:289	
(may be repeated for a total of 6 hours)	
Other courses as approved by the graduate advisor.	

38-55 hours

*51S:255 will be waived if the student has had 51C:155, undergraduate clinical practice, or an equivalent course.

Students may select a thesis or non-thesis option upon consultation with their graduate advisor. In the Department of Communicative Disorders, all students must have the signature of their advisor for registration for classes, including all adds and drops. Students who are suspended by the Graduate College may not enroll for major courses within this department.

In order to meet certification requirements by the American Speech-Language-Hearing Association (ASHA), students must complete the following:

Six (6) semester hours in speech-language pathology, the specific courses to be chosen in consultation with the student's advisor. Courses may be taken prior to or concurrently with the major sequence, although they are not part of the major sequence.

Twelve (12) semester hours in areas of basic communication processes such as: a) anatomic and physiologic bases of speech and hearing; b) physical bases and processes in the production and perception of speech and hearing; or c) linguistic and psycholinguistic variables related to normal use of speech, language or hearing.

A minimum of 375 clock hours of supervised clinical experience in the major which is counted toward the clinical work required for the Certificate of Clinical Competence in Audiology.

Students seeking endorsement #235 by the Iowa Department of Education must enroll in Human Relations (280:170g). In addition, students are required to complete ten (10) semester hours of course work in professional education and ten (10) semester hours of practicum in a public school internship.

Major in Biology

Students interested in enrolling in the program must complete an application and be admitted to the program. Applications should include three recommendations, and transcripts of undergraduate and graduate credits. Results of the GRE in the subject area of Biology are required for all students who have not completed a biology degree at UNI. All students must take a final comprehensive examination.

This major is available on the **non-thesis** option only. A **minimum of 34 semester hours** is required, including a 3-credit-hour research paper. **A minimum of fifteen (15) hours of 200-level course work is required.** This program is flexible and designed to allow students, working with their advisory committee, to tailor a program to fit student interests and aspirations in biology.

Content areas:

- I. 840:240 Advanced Cellular and Molecular Biology
- II. 840:250 Advanced Physiology and Development
- III. 840:260 Advanced Ecology
- IV. 840:270 Advanced Systematics and Evolutionary Biology

Required courses:

200-level courses	9 hours
1 course in at least 3 of the 4 content areas (prerequisites vary)	
Biology: 840:202	2 hours
Biology: 840:292	1 hour
Research: 840:299	3 hours
Electives 100g or above	19 hours
	34 hours

Major in Chemistry

This major is available as a **non-thesis** plan for students interested in careers in secondary and community college education. The Chemistry Department offers students a friendly environment featuring regular interaction with their faculty mentors. Students interested in the program must submit a complete application, three letters of recommendation, and transcripts of undergraduate and graduate credits to the Chemistry Department.

A **minimum of 30 semester credit hours** is required for this degree. **A minimum of fifteen (15) semester hours of 200-level course work is required.** Specialization is available in the areas of analytical chemistry, biochemistry, chemical education, inorganic chemistry, organic chemistry, and physical chemistry; students generally select a faculty mentor during their first semester of study. Students must submit a research paper and pass a comprehensive examination.

Required:

Science: 820:200	2 hours
Chemistry: 860:292	3 hours
Chemistry: 860:299	3 hours
Electives (including at least 7 additional hours of 200-level course work in chemistry)	22 hours
	30 hours

Major in Communication Studies

A student may seek a general Communication program or specialize in Communication Education, Mass Communication, Organizational Communication, Performance Studies, or Public Relations. The major is available on the **thesis** and **non-thesis** options. A **minimum of 30 semester hours** for the **thesis** option and **32 hours** for the **non-thesis** option are required. **A minimum of fifteen (15) semester hours of 200-level course work is required for the thesis option. A minimum of twelve (12) semester hours of 200-level course work is required for the non-thesis option.**

Detailed information on the major, including directions for procedures to follow in planning a program and requesting assignment of an advisor, may be obtained from the Head of the Department of Communication Studies or the Director of Graduate Studies.

Thesis Option:

Communication Education Emphasis (with Iowa Community College Certification)

Required:

Postsecondary Education: Student Affairs: 170:250; 170:256	6 hours
Communication Studies:	
Core: 48C:201; 48C:224; 48C:286	9 hours
Seminar: 48C:282	3 hours
Research/Thesis: 48C:299	6 hours
Electives	6 hours
	30 hours

Non-Credit Certification Requirements:

Non-Credit Teaching Practicum in Communication Human Relations: 280:170 (if not already taken)	3 hours
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Communication Education Emphasis (without Iowa Community College Certification)

Required:

Communication Studies:	
Core: 48C:201; 48C:224; 48C:286	9 hours
Seminar: 48C:282	3 hours
Research/Thesis: 48C:299	6 hours
Electives	12 hours
	30 hours

General Communication Emphasis

Required:

Communication Studies:	
Core: 48C:201; 48C:224; 48C:286	9 hours
Departmental Seminar: 48C/48E/48P	3 hours
Research/Thesis: 48C:299	6 hours
Electives	12 hours
	30 hours

Mass Communication Emphasis

Required:

Communication Studies:	
Core: 48C:201; 48C:224; 48C:286	9 hours
Seminar: 48E:222	3 hours
Mass Communication Theory: 48E:224	3 hours
Research/Thesis: 48E:299	6 hours
Electives	9 hours
	30 hours

Organizational Communication Emphasis

Required:

Communication Studies:	
Core: 48C:201; 48C:224; 48C:286	9 hours
Seminar: 48C:232; 48C:282	6 hours
Research/Thesis: 48C:299	6 hours
Outside Component	3 hours
Departmental electives	6 hours
	30 hours

Performance Studies Emphasis

Required:

Communication Studies:	
Core: 48C:201; 48C:224; 48C:286	9 hours
Seminar: 48C:212	3 hours
Research/Thesis: 48C:299	6 hours
Cognate Area	6 hours
Departmental electives	6 hours
	30 hours

Public Relations Emphasis

Required:

Communication Studies:	
Core: 48C:201; 48C:224; 48C:286	9 hours
Seminar: 48P:282	3 hours
Integrated Communications: 48P:184	3 hours
Research/Thesis: 48P:299	6 hours
Departmental electives	9 hours
	30 hours

Of the 30 hours required:

- 9 hours of 200-level courses (excluding 48x:299)
- 20 hours of course work in Communication Studies (*no more than 10 hours outside the department and/or by transfer*).
- No more than 6 hours of independent work: "readings," "projects," or specialized individual instruction.*
- No more than 3 hours of workshop credit.*
- Successful completion of comprehensive exams after completion of 22 hours of course work.
- Successful completion of a thesis (see page 135).

Non-Thesis Option:

Communication Education Emphasis (with Iowa Community College Certification)

Required:

Postsecondary Education: Student Affairs: 170:256	3 hours
Communication Studies:	
Core: 48C:201; 48C:224; 48C:286	9 hours
Language and Communication: 48C:122	3 hours
Seminar: 48C:282	3 hours
Electives	14 hours
	32 hours

Non-Credit Certification Requirements:

- Non-Credit Teaching Practicum in Communication
- Human Relations: 280:170 (if not already taken)3 hours

Communication Education Emphasis (without Iowa Community College Certification)

Required:

Communication Studies:	
Core: 48C:201; 48C:224; 48C:286	9 hours
Language and Communication: 48C:122	3 hours
Seminar: 48C:282	3 hours
Electives	17 hours
	32 hours

General Communication Emphasis

Required:

Communication Studies:	
Core: 48C:201; 48C:224; 48C:286	9 hours
Departmental Seminar: 48C/48E/48P	3 hours
Electives	20 hours
	32 hours

Mass Communication Emphasis

Required:

Communication Studies:	
Core: 48C:201; 48C:224; 48C:286	9 hours
Seminar: 48E:222	3 hours
Mass Communication Theory: 48E:224	3 hours
Electives	17 hours
	32 hours

Organizational Communication Emphasis

Required:

Communication Studies:	
Core: 48C:201; 48C:224; 48C:286	9 hours
Seminar: 48C:232; 48C:282	6 hours
Outside Component	6 hours
Departmental electives	11 hours
	32 hours

Performance Studies Emphasis

Required:

Communication Studies:	
Core: 48C:201; 48C:224; 48C:286	9 hours
Seminar: 48C:212	3 hours
Cognate Area	9 hours
Departmental electives	11 hours
	32 hours

Public Relations Emphasis

Required:

Communication Studies:	
Core: 48C:201; 48C:224; 48C:286	9 hours
Seminar: 48P:282	3 hours
Integrated Communications: 48P:184	3 hours
Departmental electives	17 hours
	32 hours

Of the 32 hours required:

- 12 hours of 200-level courses (including no more than 3 hours of 48x:299)
- 20 hours of course work in Communication Studies (*no more than 10 hours outside the department and/or by transfer*).
- No more than 6 hours of independent work: "readings," "projects," or specialized individual instruction.*
- No more than 3 hours of workshop credit.*
- Successful completion of comprehensive exams after completion of 22 hours of course work.
- Successful completion of a research paper (see page 135).

Program Certificate

For information on the following Program Certificate, see page 128 or contact the Department of Communication Studies.

Graduate Certificate in Corporate Communication



Major in Computer Science Education

This program is designed for students who are primarily interested in educationally-related professional careers in computer science. Areas of specialization include teaching and curriculum, artificial intelligence and expert systems, software design and methodology, information storage and retrieval, and programming systems. This program has two emphases. One is for those wishing to apply educational expertise directly to computer science, i.e., teaching computer science at the secondary level or in 2- or 4-year colleges. The other more technical emphasis is for those desiring a strong background in advanced computer science that includes applying computer science broadly to education and related applications.

This major is available on the **thesis** and **non-thesis** options, and a **minimum of 33 semester hours** is required. A student completing the thesis option must include six (6) hours of 810:299 Research in the program of study. GRE examinations are required for all applicants. **A minimum of fifteen (15) semester hours of 200-level course work is required for the thesis option. A minimum of twelve (12) semester hours of 200-level course work is required for the non-thesis option.**

The teaching emphasis is designed to apply knowledge from education to the teaching of computer science. These students are expected to have a reasonable level of background in both computer science and education upon entry. Some preparatory work may be required of students with little or no background in either education or computer science. The program of study includes (about equally) computer science, education, and the teaching of computer science.

The technical emphasis is designed to apply computer science knowledge and ability to the development of sophisticated applications applicable to education, such as intelligent tutoring systems, multimedia applications, human-machine interaction, applications of virtual reality and graphics, hyper-text, automated library information access, and advanced interactive training systems. Bachelor's-level experience in computer science is suggested for program admission. For these majors, program study includes significant computer science course work and some computer science education course work.

Required:

Computer Science: 810:251; 810:253 or 810:2556 hours

Additional courses in Computer Science12 hours

Electives from the following (6 hours 810:299 research required for the thesis option).....15 hours

Courses in Computer Science (810:1xxg or 810:2xx);

170:250; 200:214; 240:205; 240:240; 250:205; or

other computer or instruction-related courses

appropriate to student goals.

33 hours

Major in Communications and Training Technology

This major is offered by the Department of Curriculum and Instruction as a program in communications and training technology for persons planning to work in non-school settings.

This major is available on the **thesis** and **non-thesis** options, and is designed for a **minimum of 38 semester hours. A minimum of fifteen (15) semester hours of 200-level course work is required for the thesis option. A minimum of twelve (12) semester hours of 200-level course work is required for the non-thesis option.**

All students completing the thesis option are required to pass an oral examination prepared and administered by the thesis committee. The examination will be comprehensive in nature and will normally accompany the thesis defense. A student completing the thesis option must include six (6) hours of 240:299 in the program of study.

All students completing the non-thesis option are required to complete the Departmental Graduate Research Requirement and to pass a written comprehensive examination prepared and administered by the Department at the end of the student's program of study.

Majors in this area will complete a basic core of course work applicable to all preparing for work as media specialists or communications designers. Specific areas of interest will determine the supporting electives. Teacher licensure is not required. The student's baccalaureate degree may be in any field.

Required:

Educational Technology: 240:139; 240:230; 240:235;

240:240; 240:28914 hours

Research: 240:2992-6 hours

Electives:

A minimum of 12 hours of electives are required from the following courses:

Educational Technology: 240:138; 240:147; 240:150;

240:153; 240:170; 240:205; 240:210; 240:253; 240:260;

240:285; 240:286; 240:29712 hours

Other electives as advised6-10 hours

38 hours

Major in Educational Technology

This major is designed to prepare educators for a variety of professional positions in educational settings, including: school building level, school district level, vocational-technical school, community college, and university.

This major is available on both the **thesis** and **non-thesis** options, and is designed for a **minimum of 38 semester hours**. A **minimum of fifteen (15) semester hours of 200-level course work is required for the thesis option**. A **minimum of twelve (12) semester hours of 200-level course work is required for the non-thesis option**.

All students completing the thesis option are required to pass an oral examination prepared and administered by the thesis committee. The examination will be comprehensive in nature and will normally accompany the thesis defense. A student completing the thesis option must include six (6) hours of 240:299 in the program of study.

All students completing the non-thesis option are required to complete the Departmental Graduate Research Requirement and to pass a written comprehensive examination prepared and administered by the Department at the end of the student's program of study.

Required:

- Educational Technology: 240:131; 240:139; 240:240; 240:28911 hours
- Research: 240:2992 or 6 hours
- Thesis option (6 hours)
- Non-thesis option (2 hours)

Electives17 hours

- Computer Technology (6 hrs. minimum): 240:140; 240:170; 240:205; 240:253; 270:289; 810:251.
- Technology Applications (6 hrs. minimum): 240:138; 240:147; 240:150; 240:153; 240:232; 240:260.
- Related Topics (5 hrs. minimum): 200:214#; 240:210; 240:230; 240:235; 240:285; 240:286; 240:297; 250:205**.

Other electives as advised4-10 hours

- Thesis option (4 hours)
 - Non-thesis option (7-10 hours)
- 38 hours

recommended for K-12 educators

** recommended for students electing thesis option

Major in English

The M.A. Major in English is available on the **thesis** and **non-thesis** options, and degree applicants choose one of three emphases (see below). The **thesis** option requires a **minimum of 30-36 semester hours**, depending on the emphasis chosen; the **non-thesis** option requires a **minimum of 30-33 semester hours**, depending on the emphasis chosen. A **minimum of fifteen (15) hours of 200-level course work is required for each option**.

The three emphases are the following: (1) **Literature Emphasis**, minimum 30 semester hours — available on both **thesis** and **non-thesis** options; (2) **Creative Writing Emphasis**, minimum 36 semester hours — available on **thesis** option only; and (3) **Teaching English in Secondary Schools-Middle/Junior High and Senior High (TESS)**, minimum 30 semester hours — available on **non-thesis** option only.

Graduate students are required to prepare a Program of Study which is subject to the approval of a faculty committee. The departmental committee may require an applicant to complete course work in addition to the minimum hours specified for the selected option and emphasis. Directions for preparing a Program of Study are available from the English Graduate Coordinator.

Students selecting the **thesis** option are required to take the Comprehensive Examination. Students selecting the **non-thesis** option are required to take the Comprehensive Examination, submit a Graduate Student Portfolio, and complete an approved research paper. See the English Graduate Coordinator for details.

Native speakers of English must demonstrate proficiency in another language by earning at least a "C" grade in a second-semester, college-level course or by passing a specially designed examination. Course work taken to satisfy this foreign language requirement does not count toward the number of hours required for completion of the degree major.

Students who complete an M.A. with a Major in English may be recommended by UNI for Iowa postsecondary licensure by completing Professional Core B (page 134) — 170:252; 170:250 or 620:292; and 620:297. Iowa teacher licensure also requires a human relations component which, if not already completed, may be satisfied by 280:170.

Literature Emphasis: Available on both the **thesis** and **non-thesis** option

Required:

- English Language and Literature: 620:2013 hours
 - Electives27 hours
- Planned with the student's advisor and subject to the approval of the departmental committee: must include 12 hours of 200-level courses (6 hours of 620:299 required for thesis option; no more than 3 hours of 620:299 may be used for the non-thesis option)

30 hours

Creative Writing Emphasis: Available on the **thesis** option only

Required:

- English Language and Literature: 620:2013 hours
- English Language and Literature: 620:108 and/or 620:1093-6 hours
- English Language and Literature: 620:174 and/or 620:1759 hours
- Research: 620:2996 hours

Electives (planned with student's advisor and subject to approval by the departmental committee): Literature courses from English Language and Literature

- (must include 6 hours of 200-level courses)9-12 hours
- Literature, writing, or culture from a department other than English or a non-literature course from English0-3 hours

36 hours

The required thesis shall consist of a collection of short stories, a novel, a collection of poems, or a book-length poem. Critical apparatus — such as prologue, introduction, epilogue, notes, bibliography — are not required within the thesis. Both a formal oral defense of the thesis and a public reading of selected portions of the thesis are required.

Teaching English in the Secondary Schools—Middle/Junior High and Senior High (TESS) Emphasis: Available on the **non-thesis** option only

Teacher Licensure is a prerequisite for completing the Program Approval process for this emphasis. Also prerequisite is the following undergraduate course work: one course in TESOL/Applied Linguistics; one course in advanced writing; two courses in British literature; one course in American literature; one course in modern or ethnic literature; one course in young adult literature; one course in the teaching of writing; and 620:190.

No more than 3 hours of prerequisite courses can be applied to the minimum hours required for this emphasis. Further deficiencies must be made up in addition to the required courses listed below. Students who have not taken all the prerequisite work should consult at once with the English Graduate Coordinator in order to plan appropriate course work.

Required:

Reading: 230:130	3 hours
English Language and Literature: 620:168; 620:201; 620:207 or 620:291	9 hours
English Language and Literature: 200-level literature seminars	9 hours
TESOL/Applied Linguistics: 630:190; 630:143 or 630:156 or 630:192	6 hours
Electives*	6 hours
	33 hours

*Students who have not completed 280:138 in English are required to take 620:297 for 1 hour. A student who has completed any of the required courses at the undergraduate level may elect other departmental graduate level courses to complete the required minimum total of 33 hours.

Major in French

The major in French is available on the **thesis** and **non-thesis** options; a **minimum of 32 hours** is required for either option. **On the thesis option, a minimum of fifteen (15) hours of 200-level course work, including six (6) hours of Research 720:299, is required. On the non-thesis option, a minimum of twelve (12) hours of 200-level course work is required, including no more than three (3) hours of 720:299.** In the case of the non-thesis option, a research paper must be approved by the student's committee and filed with the Department of Modern Languages before the comprehensive examinations may be taken.

Required:

Research: 700:195	2 hours
Literature courses (minimum)	8 hours
Linguistics, grammar, and/or translation courses (minimum)	8 hours
One course in civilization or culture (unless previously met)	3 hours
Electives (6 hours 720:299 research required for thesis option) ..	11 hours
	32 hours

The remainder of the program will be determined by the student's needs in consultation with her/his advisor. No more than six (6) semester hours in Translation or six (6) hours in Interpreting may be applied toward this major.

Teaching Emphasis

This program is offered on the **non-thesis** option only. A **minimum of 34 semester hours** is required, of which a **minimum of sixteen (16) hours must be at the 200-level**; a minimum of twenty (20) hours must represent courses taught in French.

Prerequisites: Student must hold a valid teaching license and have documentation of successful teaching experience. The student who has not completed 700:190, 720:101 and 720:103, or equivalents, before entering the program must add these courses to the requirements stated below.

Required:

Educational Psychology: 200:214	3 hours
Measurement and Research: 250:205 or equivalent.....	3 hours
French:	
Methods, one of which must be a methodological topic in 720:226, 720:286 or 720:289	6 hours
Linguistics, one of which must be at the 200- level, and one language-specific	6 hours
Culture and civilization*	6 hours
Literature*	6 hours
Electives in French	4 hours
	34 hours

*One of these courses must be at the 200-level. Courses must be taught in French.

Students must pass a final comprehensive examination, both written and oral. A research paper, written on an aspect of methodology, must be approved by the student's M.A. committee and filed with the Department of Modern Languages before comprehensive examinations may be taken.

Major in Geography

The major in Geography is available on the **thesis** and **non-thesis** options. A **minimum of 30 semester hours**, including six (6) hours 970:299 for thesis research and writing, is required for the **thesis** option; a **minimum of 36 semester hours**, including completion of a research paper, is required for the **non-thesis** option. **A minimum of fifteen (15) hours of 200-level course work is required for both the thesis and non-thesis options.**

Students interested in enrolling in the program should contact the graduate coordinator in the Department of Geography. Applications should include two letters of recommendation, a brief statement about professional interests and career objectives, and transcripts of both undergraduate and graduate credit. GRE scores are not required.

Required core courses:

Graduate Colloquium: 970:202.....	1 hour
Seminar: 970:280.....	3 hours
Research and Bibliography: 970:288	2 hours
Nature and Scope of Geography: 970:293	2 hours
Directed Research: 970:298.....	1 hour
Electives (6 hours 970:299 research required for the thesis option)	21-27 hours
	30-36 hours

Each student's program (beyond the required core courses) will be determined by individual needs in consultation with her/his graduate advisor and the graduate coordinator. A student may, with departmental approval, take up to 6 credit hours (thesis plan) or 12 credit hours (non-thesis plan) of courses in cognate disciplines. For the thesis option, an oral thesis defense is required. For the non-thesis option, a final presentation of the research paper is required.



Major in German

The major in German is available on the **thesis** and **non-thesis** options; a **minimum of 32 semester hours** is required for either option. **On the thesis option a minimum of fifteen (15) hours of 200-level course work, including six (6) hours of 740:299, is required. On the non-thesis option, a minimum of twelve (12) hours of 200-level course work is required, of which no more than three (3) hours of 740:299 may be included.** In the case of the non-thesis option, a research paper must be approved by the student's committee and filed with the Department of Modern Languages before the comprehensive examinations may be taken.

Required:

- Research Methods: 700:1952 hours
 - Literature courses.....8 hours
 - Linguistics, grammar and/or translation courses8 hours
 - One course in civilization or culture
(unless previously met)3 hours
 - Electives (6 hours 740:299 research required for
the thesis option)11 hours
- 32 hours

The remainder of the program will be determined by the student's needs in consultation with her/his advisor. No more than six (6) hours in Translation or six (6) hours in Interpreting may be applied toward this major.

Teaching Emphasis

This program is offered on the **non-thesis** option only. A **minimum of 34 semester hours** is required, of which a **minimum of sixteen (16) hours must be at the 200-level**; a minimum of twenty (20) hours must represent courses taught in German.

Prerequisites: Student must hold a valid teaching license and have documentation of successful teaching experience. The student who has not completed 700:190, 740:101 and 740:103, or equivalents, before entering the program must add these courses to the requirements stated below.

Required:

- Educational Psychology: 200:2143 hours
 - Measurement and Research: 250:205 or equivalent.....3 hours
 - German:
 - Methods, one of which must be a methodological
topic in 740:226, 740:286 or 740:2896 hours
 - TESOL/Applied Linguistics, one of which must be
at the 200-level, and one language-specific6 hours
 - Culture and civilization*6 hours
 - Literature*6 hours
 - Electives in German4 hours
- 34 hours

*One of these courses must be at the 200-level. Courses must be taught in German.

Students must pass a final comprehensive examination, both written and oral. A research paper, written on an aspect of methodology, must be approved by the student's M.A. committee and filed with the Department of Modern Languages before comprehensive examinations may be taken.

Major in Health Education

This major is available on the **thesis** and **non-thesis** options. A **minimum of 30-33 semester hours**, depending on emphasis chosen, is required for the **thesis** option. A **minimum of 30 semester hours** is required for the **non-thesis option**. Additional hours may be

required, if, upon entering the graduate program, the student needs background courses. The thesis option requires six (6) hours of thesis research (410:299). The non-thesis option requires a research paper for two (2) hours credit (410:299). **A minimum of twelve (12) hours, exclusive of xxx:299 credit, must be at the 200-level.**

A final comprehensive examination will be required of all students. Three emphases are offered on this major:

I. Health Promotion/Fitness Management Emphasis

Required:

- Management: 150:119; 150:1306 hours
 - Measurement and Research: 250:180 or equivalent.....3 hours
 - Measurement and Research: 250:205 or
Physical Education: 440:2903 hours
 - Health Promotion and Education: 410:255;
410:271; 410:290; 410:29312 hours
 - Physical Education: 420:2533 hours
 - Electives as approved by the Graduate Committee
(6 hours 410:299 required for the thesis option;
2 hours 410:299 required for the non-thesis option) 2-6 hours
- 30-33 hours

II. Community Health Education Emphasis

Required:

- Health Promotion and Education: 410:255;
410:290; 410:2939 hours
 - Measurement and Research: 250:205 or
Physical Education: 440:2903 hours
 - Electives as approved by the Graduate Committee
(6 hours 410:299 required for the thesis option;
2 hours 410:299 required for the non-thesis option)18 hours
- 30 hours

III. School Health Education Emphasis

Required:

- Health Promotion and Education: 410:255; 410:2906 hours
 - Measurement and Research: 250:205 or
Physical Education: 440:2903 hours
 - Electives as approved by the Graduate Committee
(6 hours 410:299 required for the thesis option;
2 hours 410:299 required for the non-thesis option)21 hours
- 30 hours

The additional course requirements for this emphasis will be governed largely by Teacher Licensure requirements.



Major in History

The Graduate Record Examination (General Test) is required for admission to the program. As a general rule, students should have a GPA of 3.20 or better for admission to the program. This major is available on the **thesis** option only and requires a **minimum of 30 semester hours. A minimum of fifteen (15) hours 200-level course work, including six (6) hours of 96A:299 and 96B:299, is required.** Prospective majors must consult with the department head about further requirements prior to beginning their programs.

Required:

History: 960:280; 960:290; 960:289 United States Historiography (for students choosing American History as M.A. Comprehensive area) or a 200-level Thematic Seminar in European or Non-Western History (for students choosing either of these fields as M.A. Comprehensive area).	9 hours
Research: 96A:299; 96B:299	6 hours
Electives (may take one course, up to 3 hrs., outside the field of history).....	15 hours
	30 hours

All fulltime graduate students enrolled in the program will take a final comprehensive examination, both written and oral, within two years of their admission to the program. Parttime students will take the exam after completing 21 hours of graduate credit.

All graduate students in the History M.A. program must demonstrate reading competency in at least one foreign language before completing their program. Departmental faculty who are proficient in the language will determine if the student possesses reading competency.

Major in Leisure Services—Youth/ Human Services Administration

This major is designed to foster preparation for professional leadership roles in the administration of leisure service agencies and community-based nonprofit and public youth and human service organizations. The program offers the student the opportunity to take an active role in determining personal learning objectives and developing individual programs of study. The program supports professional development through the utilization of relevant philosophy, content, and skills in order to provide management and leadership for effective and efficient delivery of leisure and youth and human services. Students are encouraged to focus on study that has direct relevance to professional practice.

There are two curricular options available to this major: Leisure Services Program Management and Youth and Human Service Administration. For each option, a **minimum of 32 semester hours** is required. Up to an additional thirteen (13) hours of undergraduate work may be required for students who do not have undergraduate preparation in the area. All undergraduate prerequisites must be fulfilled prior to enrollment in program-specific graduate course work.

This major is available on the **thesis** and **non-thesis** options. **The thesis option requires a minimum of fifteen (15) hours of 200-level course work, including six (6) hours of 430:299 Research. The non-thesis option requires a minimum of twelve (12) hours of 200-level course work, including two (2) hours of 430:299 Research.** Successful completion of a final comprehensive examination is required for both thesis and non-thesis options.

1. Leisure Service Program Management Emphasis

Students interested in the administration of recreation and leisure services in public, quasi-public, and private agencies and organizations are encouraged to pursue the M.A. in the Leisure Service Program Management Emphasis.

Required:

Research Methodology (select one of the following)	3 hours
Health, Physical Education, and Leisure Services, Interdepartmental: 440:290	
Sociology: 980:165; 980:178; 980:201	
Statistical Analysis (select one of the following)	3 hours
Measurement and Research: 250:180 (or equivalent)	
Sociology: 980:160	
Leisure Services: 430:201; 430:202; 430:250; 430:260; 430:270	15 hours
Research: 430:299.....	2 or 6 hours
Thesis option (6 hrs.)	
Non-thesis option (2 hrs.)	
Electives approved by the department.....	5-9 hours
	32 hours

2. Youth and Human Service Administration Emphasis

Students interested in the administration of youth and human services in non-profit and public agencies and organizations are encouraged to pursue the M.A. in the Youth and Human Service Administration Emphasis.

Required:

Research Methodology (select one of the following)	3 hours
Health, Physical Education, and Leisure Services, Interdepartmental: 440:290	
Sociology: 980:165; 980:178; 980:201	
Statistical Analysis (select one of the following)	3 hours
Measurement and Research: 250:180 (or equivalent)	
Sociology: 980:160	
Leisure Services: 430:201; 430:250; 43Y:255	9 hours
Research: 430:299	2 or 6 hours
Thesis option (6 hrs.)	
Non-thesis option (2 hrs.)	
Electives approved by the department	11-15 hours
Courses recommended from one of the following focus areas or other courses as approved by the Graduate Advisor:	
Youth Development focus:	
Educational Psychology: 200:116	
Leisure Services: 430:260; 430:291 (2-6 hrs.)	
Youth and Human Service Administration: 43Y:240; 43Y:244	
Human Services Administration focus:	
Youth and Human Services Administration: 43Y:251; 43Y:253; 43Y:254; 43Y:256	
	32 hours

Major in Mathematics

This major is available on the **thesis** and **non-thesis** options. A **minimum of 36 hours** is required for the **thesis** option; a **minimum of 32-35 hours**, depending on the emphasis taken, is required for the **non-thesis** option. **A minimum of fifteen (15) hours of 200-level course work is required on the thesis option. A minimum of twelve (12) hours of 200-level course work is required on the non-thesis option.**

Students whose undergraduate program does not show completion of 800:141 and 800:162 or their equivalents will be expected to take these courses as part of their M.A. program. At most one of these courses taken to fulfill this requirement can be applied to the elective courses listed below.

Courses taken to satisfy B.A. requirements may not be repeated to count toward the Graduate program.

Non-Teaching Emphasis

Required:

Mathematics: 800:155 or 800:189; 800:201; 800:203;
800:24012 hours

At least two of the following: 800:202; 800:204; 800:245;
800:2666 hours

Research: 800:2992 or 6 hours
Thesis option (6 hours)
Non-thesis option (2 hours)

Electives from the following12 hours

Mathematics: Any of the courses listed above that were not used for the requirements there, or from among the following: 800:141, 800:149, 800:150, 800:152, 800:154, 800:157, 800:158, 800:161, 800:162, 800:167, 800:168, 800:169, 800:174, 800:175, 800:176, 800:178, 800:180 or 800:185, 800:181, 800:182, 800:184, 800:187, 800:193, 800:196, 800:210, 800:246, 800:263, 800:265, 800:273. _____
32-36 hours

Secondary Emphasis

Required:

Mathematics Education/Technology:
800:186 Studies in Learning Mathematics at the Secondary Level; 800:289 Seminar: Mathematical Connection Using Technology; 800:291; 800:293.....12 hours

Mathematics - at least two courses must be 200-level:
a. Algebra/Number Theory: 800:144 or 800:210 or 800:240 3 hours
b. Analysis: 800:140 or 800:142 or 800:156 or 800:201 or 800:2033 hours
c. Geometry: 800:2653 hours
d. Algebra/Geometry: 800:155 or 800:245 or 800:2663 hours
e. History: 800:180 or 800:185 or 800:2463 hours
f. Logic/Set/Theory/Topology: 800:167 or 800:169 or 800:182 or 800:2633 hours
g. Probability/Statistics: 800:152 or 800:174.....3 hours

Research: 800:2992-6 hours
Non-thesis option (2 hours).

Thesis option (6 hours); students will complete the requirements listed above with the exception that one course must be taken from only six of seven areas a-g.

_____35-36 hours

Major in Mathematics for the Middle Grades (4-8)

This major is intended for teachers interested in mathematics for the middle grades (4-8) and for mathematics specialists and supervisors. Candidates are expected to hold appropriate licensure or to provide for it in the program. Normally, candidates will have at least 2 years teaching experience.

This major is available on the **non-thesis** option only; a **minimum of 32 hours** is required. **A minimum of fifteen (15) hours of 200-level course work is required.**

Required:

Mathematics: 800:191; 800:211; 800:213; 800:214;
800:215; 800:220; 800:221; 800:222; 800:236; 800:237;
800:238; 800:289 Seminar in Implementing Change in Teaching Mathematics I; 800:289 Seminar in Implementing Change in Teaching Mathematics II;
800:28929 hours

Electives as approved by the department.....3 hours
32 hours

Major in Mental Health Counseling

This program is designed for those who intend to work in non-school settings such as community and mental health centers, counseling centers, and employee assistance programs. Specific areas of interest and the setting in which the person plans to work will determine the appropriate electives in a specialty (emphasis) area. Students completing the program must pass a written comprehensive examination, successfully complete a research paper, and fulfill program-specific exit requirements.

This major is available on the **thesis** and **non-thesis** options. A **minimum of 68 semester hours** is required for the **thesis** option which includes six (6) hours of 290:299, and a **minimum of 62 semester hours** for the **non-thesis** option. **A minimum of fifty-two (52) hours of 200-level course work is required.**

Program requirements and detailed information on the major, including admission policies and procedures, should be obtained from the Department of Educational Leadership, Counseling, and Postsecondary Education.

Required:

Educational Psychology: 200:2353 hours
Measurement and Research: 250:2053 hours
Counseling: 290:103; 290:105; 290:205; 290:220;
290:224; 290:225 290:226; 290:227; 290:228;
290:241; 290:250; 290:25635 hours
Psychology: 400:1423 hours

Required Practicum and Internship Counseling:
290:290; 290:291 (6 hrs.)9 hours

Electives: a minimum of 9 hours, in a specialty (emphasis) area, selected in consultation with advisor.....9 hours
62 hours

Thesis Option:

Research: 290:2996 hours
68 hours

Major in Music

Students wishing to take courses for graduate credit in the School of Music, or wishing to pursue a degree program in this department, must consult with the **Graduate Coordinator for Music Programs** prior to registration for any course. Detailed information concerning requirements and procedures will be provided, and specified evidence of previous accomplishments will be reviewed.

Only one program of study leads to the Master of Arts degree in music - the Major in Music. It involves a course of study comprising a minimum of specialization and a maximum of curricular flexibility. (For a listing and discussion of the majors which exist on the Master of Music degree, see pages 161-163.)

An applicant for a graduate degree program in the School of Music should possess the baccalaureate degree in music or a demonstrated equivalent. The student should have attained a high degree of proficiency in one or more of the following areas: performance, theory-composition, music education, or music history.

A prospective major must take a written diagnostic examination in the areas of theory, music history, expository writing skills, and in the area of claimed competency, if different from the above (e.g., piano, brass, or woodwind instruments). This examination normally is taken immediately prior to initial registration as a graduate student. If necessary, a student will take courses to make up any deficiency; such courses will not count toward degree requirements.

Successful completion of a comprehensive examination is required of all students. This examination normally will take place after the candidate has completed the course work required for the degree. The grade B- or above is required for all courses in the Graduate Music Core. Under extenuating circumstances, exceptions to this policy must be approved by the instructor of record, the Graduate Coordinator and the Director of the School of Music. For discussion of credit for applied music under the M.A. degree, see page 212.

The Program

This major is available on the **thesis** and **non-thesis** options, and requires a **minimum of 30 semester hours**. Students selecting the non-thesis option will write a research paper. **A minimum of fifteen (15) hours of 200-level course work is required for the thesis option, including six (6) hours of 5xx:299 Research. A minimum of twelve (12) hours of 200-level course work is required for the non-thesis option.**

Required:

Graduate Music Core:

Music History and Musicology: 590:2212 hours

Music Theory: 580:210; 580:2116 hours

Music Literature: One course from the following —

590:110; 590:111; 590:112; 590:114; 590:1153 hours

Specialization: Applied Music

(540:1xxg).....4 hours

Electives: Music (all areas except applied music)8 hours

Other electives as approved by the department7 hours

(6 hours of 5xx:299 Research for thesis option)

—
30 hours

Major in Physical Education

This major is available on the **thesis** and **non-thesis** options. A **minimum of 30 semester hours** is required for both options. Additional hours may be required if, upon entering the graduate program, the student needs prerequisites. Total hours for the thesis option includes six (6) hours of Research 420:299. Total hours for the non-thesis option includes two (2) hours of 420:299 for a research paper. A thesis/research paper defense is required of all students, as well as a final comprehensive examination.

This major offers two emphases:

- I. **Teaching/Coaching Emphasis:** This emphasis is designed for those students who plan to teach and/or coach in the school setting, and is available on the **thesis** and **non-thesis** options. **A minimum of fifteen (15) hours must be at the 200-level for both the thesis and non-thesis options.**

If the undergraduate degree in Physical Education does not include a theory class in either *Elementary* or *Secondary Methods in Physical Education*, the student will be required to make up the deficiency with one three (3) credit hour undergraduate Methods course. This would extend the Teaching/Coaching emphasis to a 33-hour minimum.

Additionally, if the undergraduate degree was not in Physical Education or the student does not have at least twelve (12) credit hours of undergraduate theory classes (exclusive of activity classes and Advanced Skill and Coaching classes) on the transcript, the student must take *twelve (12)* credit hours of either undergraduate or graduate physical education course work on the graduate degree to make up the deficiency. Three (3) credit hours of the additional 12 hours must be an undergraduate *Elementary* or *Secondary Methods in Physical Education* course. This would extend the Teaching/Coaching emphasis to a 42-hour minimum.

Required:

Physical Education: 420:230; 420:273; 420:2979 hours

Physical Education: 420:274 or

Measurement and Research: 250:1803 hours

Physical Education: 440:290 or

Measurement and Research: 250:2053 hours

Research: 420:299.....2 or 6 hours

Thesis option (6 hours)

Non-thesis option (2 hours)

Electives approved by the advisor9-13 hours

Thesis option (9 hours)

Non-thesis option (13 hours)

—
30 hours

- II. **Scientific Bases of Physical Education:** This emphasis is designed for those who wish to concentrate their study in one of the subdisciplines of physical education, and is available on the **thesis** option only. **A minimum of twenty-one (21) hours, exclusive of 420:299 credit, must be at the 200-level.**

Required:

Measurement and Research: 250:180 or equivalent.....3 hours

Physical Education: 420:200; 440:2905 hours

Research: 420:299 6 hours

Focus area: select one of the following16 hours

—
30 hours

Exercise Science Focus:

Physical Education: 420:253; 420:260; 420:2718 hours

Physical Education: 420:285 or 420:293; 420:289 3 hours

Electives approved by the advisor.....5 hours

—
16 hours

Psychomotor Behavior Focus:

- Physical Education: 420:222; 420:251; 420:2559 hours
 - Physical Education: 420:285 or 420:293; 420:2893 hours
 - Electives approved by the advisor.....4 hours
- 16 hours

Major in Physics Education

This major is available on the **thesis** and **non-thesis** options. A **minimum of 30 semester hours** is required for either option. Two emphases are available:

Physics Education — Secondary:

This program is for high school teachers and requires Professional Core A or a special core arranged by the student and her/his graduate committee. The total number of hours required beyond the **minimum of 30 semester hours** will depend upon the student's undergraduate preparation. Both **thesis** and **non-thesis** options are available but non-thesis is recommended unless the student has a large number of undergraduate credits in physics.

Physics Education — Community College:

This program requires Professional Core B or a special core arranged by the student and her/his graduate committee. However, Professional Core B must be taken by students who do not hold (or who are not eligible to hold) a Teacher Licensure endorsed for Community College Teaching, or its equivalent. A larger number of physics courses (combined undergraduate and graduate) is required than for the other program. The thesis option is normally required. If the student has a strong undergraduate background in physics, the program can be completed with the **minimum of 30 graduate hours** including thesis.

Required:

- Science: 820:2002 hours
 - Core A:
 - Educational Psychology: 200:214 or
 - Social Foundations: 260:2343 hours
 - Measurement and Research: 250:2053 hours
 - Electives (6 hours 880:299 required for thesis option)22 hours
- 30 hours

The following physics courses may not be used for credit in this major: 880:120, 880:157, and 880:158.

Attention is also called to the Chemistry-Physics Teaching emphasis program available under the Science Major for the Master of Arts degree. Students may inquire at the Physics Department office for information on this program.

Major in Political Science

This major is available on both the **thesis** and **non-thesis** options. A **minimum of 30 semester hours**, including six (6) hours of 940:299, is required for the **thesis** plan. A **minimum of 33 semester hours** is required for the **non-thesis** plan.

Required:

- Political Science: 940:275; 940:2926 hours
 - Electives (6 hours 940:299 research required
 - for thesis option)24-27 hours
- 30-33 hours

A student may, with departmental approval, take as many as 12 hours in other disciplines. Each student's program will be determined by individual needs and in consultation with the student's advisor and Graduate Committee.

All students must take a final comprehensive examination, both written and oral.

Major in Psychology

This major is available on the **thesis** option only and requires a **minimum of 38 semester hours**. A **minimum of fifteen (15) semester hours of 200-level course work is required for the thesis option**. GRE examinations are required for all applicants. Individual programs of study will be jointly developed by each student in consultation with the graduate coordinator.

The M.A. program in psychology consists of three emphases: 1) general-experimental, for students wishing to pursue doctoral study in academic, non-applied areas of psychology; 2) applied psychological services, for those who wish to pursue doctoral-level study in clinical or counseling psychology or to become masters' level providers of psychological services operating in clinical settings under appropriate supervision; and 3) an industrial-organizational emphasis, for students interested in pursuing either doctoral-level studies in industrial-organizational psychology or a career in human resources. The program maintains a strong empirical, research-based orientation and seeks to: a) provide students with opportunities to develop skills in research methodology; b) gain advanced knowledge of major areas of scientific psychology; and c) for students in the applied emphasis, obtain basic competence in skills relevant to this area. All students are required to complete a thesis for successful completion of this program. The program is set up so it should be completed in two full academic years and two summers. Students are strongly encouraged to finish within this time frame.

In addition to meeting general University admission requirements, applicants are also required to submit the following for consideration: 1) a departmental application form; 2) three letters of recommendation, preferably from undergraduate psychology instructors; and 3) Graduate Record Examination (GRE) scores on the general aptitude tests (advance psychology test scores required only for those applicants who were not undergraduate psychology majors). All materials should be received by the departmental graduate coordinator no later than March 1 to ensure consideration for financial aid for the following academic year or April 30, for consideration for admission to the program.

Required for all students:

- Psychology: 400:2393 hours
 - Readings: 400:2852 hours
 - Thesis Research: 400:2996 hours
 - Graduate-level courses in at least three of the following areas: Social Psychology, Industrial-Organizational Psychology, Developmental Psychology, Biological Psychology or Personality. (Required courses for the Applied Emphasis and Industrial-Organization Emphasis are listed below.)27 hours
- 38 hours

Applied Emphasis:

Required:

- Psychology: 400:225; 400:249; 400:262; 400:270; 400:27215 hours
- Practicum: 400:297.....3 hours

Industrial-Organizational Emphasis:

Required:

- Psychology: 400:157; 400:158; 400:225; 400:24912 hours
- Practicum: 400:2973 hours

Major in School Library Media Studies

This major is available on the **thesis** and **non-thesis** options. A **minimum of 40 semester hours** is required for the **thesis** option, and a **minimum of 36 semester hours** is required for the **non-thesis** option. All students must complete a comprehensive portfolio that meets the requirements of the Division faculty, during their final semester of course work. **A minimum of fifteen (15) hours of 200-level course work is required for the thesis option. A minimum of twelve (12) hours of 200-level course work is required for the non-thesis option.**

Students choosing the thesis option are required to write a thesis and pass an oral defense conducted by the thesis committee. Students choosing the non-thesis option are required to complete the Departmental Graduate Research Requirement.

Students completing this major are eligible for the K-12 media specialist endorsement if they hold or are eligible to hold a teaching license.

Required:

Educational Technology: 240:150	3 hours
School Library Media Studies: 350:115; 350:121; 350:132; 350:134; 350:223; 350:225; 350:230; 350:250; 350:290; 350:295	29-31 hours
Research: 350:299	1-6 hours
Non-thesis option: 1-3 hours	
Thesis option: 6 hours	
Electives: as approved by advisor to a program minimum total of 36 hours	0-3 hours 36-40 hours

Students who have previous course work which is equivalent to required courses are encouraged to take elective courses in Educational Technology, Gifted Education, Postsecondary Education, or other education-related programs.

Major in Science Education

This major requires as a prerequisite a bachelor's degree (teaching preferred) with a major in Science or in a specific science discipline. The requirements for teaching licensure must be fulfilled by the completion of the program.

This major is available on the **thesis** and **non-thesis** options. A **minimum of 33 semester hours**, including six (6) hours of 820:299 for thesis research and writing, is required for the **thesis** option; a **minimum of 35 semester hours**, including completion of a research paper, is required for the **non-thesis** option. All students must take a final comprehensive examination. **A minimum of seventeen (17) hours of 200-level course work is required for the thesis option. A minimum of fourteen (14) hours of 200-level course work is required for the non-thesis option.**

Required:

Measurement and Research: 250:205	3 hours
Science and Science Education: 820:200; 820:213; 820:290; 820:294	8 hours
Thesis or Non-Thesis Option	22-24 hours 33-35 hours

Thesis Option

Research: 820:299	6 hours
Courses from the College of Natural Sciences	10 hours
Electives from Education or Science and Science Education	6 hours 22 hours

Non-Thesis Option

Research: 820:299	3 hours
Courses from the College of Natural Sciences	13 hours
Electives from Education or Science and Science Education	8 hours 24 hours

Earth Science Education Emphasis

The Earth Science emphasis differs from the Science Education major in that it provides the options of taking either 250:205 or 870:292 and either 820:299 or 870:299. The Earth Science Education emphasis also requires eight (8) hours of graduate credit in earth science and a total of forty (40) hours in earth science in combined undergraduate and graduate program.

Required:

Measurement and Research: 250:205 or Research Methods in Earth Science: 870:292	3 hours
Science and Science Education: 820:200; 820:213; 820:290; 820:294	8 hours
Thesis or Non-Thesis Option	22-24 hours 33-35 hours

Thesis Option

Research: 820:299 or 870:299	6 hours
Courses from the College of Natural Sciences, with at least 8 hours of Earth Science	10 hours
Electives from Education or Science and Science Education	6 hours 22 hours

Non-Thesis Option

Research: 820:299 or 870:299	3 hours
Courses from the College of Natural Sciences, with at least 8 hours of Earth Science	13 hours
Electives from Education or Science and Science Education	8 hours 24 hours

Environmental Education Emphasis

Required:

Measurement and Research: 250:205	3 hours
Science and Science Education: 820:200; 820:213; 820:230 or 820:294; 820:290	8-9 hours
Thesis or Non-Thesis Option	21-24 hours 33-35 hours

Thesis Option

Research: 8xx:299	6 hours
Electives in environmental studies chosen from below	15-16 hours 21-22 hours

Non-Thesis Option

Research: 8xx:299	3 hours
Electives in environmental studies chosen from below*	20-21 hours 23-24 hours

Category A - Basic Sciences

Biology: 840:225; 840:230;
840:255; 840:285; 840:289.
Chemistry: 860:240; 860:285.
Earth Science: 870:113; 870:141; 870:160; 870:165;
870:171; 870:285.
Physics: 880:134; 880:285.
Iowa Lakeside Laboratory: any 100g or 200-level courses

Category B - Resource Management and Education

Science and Science Education: 820:186 or 820:286;
820:230; 820:270; 820:285.
Biology: 840:180; 840:186.
Political Science: 940:155.
Sociology: 980:148

*Normally these hours will be divided equally between Category A - Basic Sciences and Category B - Resource Management and Education. When formulating the course of study to complete the major, the student and the advisory committee will take into consideration the student's previous academic work. In no case will the course work in either category be less than one-third of the required elective credit.

Physics Education Emphasis

The Physics Education emphasis differs from the Science Education major in that it provides the option of taking either 820:299 or 880:299. A combined total of forty (40) hours in Physics is required: thirty-two (32) hours of Physics Teaching from the undergraduate program and eight (8) hours of graduate level Physics.

Required:

Measurement and Research: 250:2053 hours
Science and Science Education: 820:200; 820:213;
820:290; 820:2948 hours
Thesis or Non-Thesis Option 22-24 hours
33-35 hours

Thesis Option

Research: 820:299 or 880:2996 hours
Courses from the College of Natural Sciences,
with at least 8 hours of Physics10 hours
Electives from Education or Science and
Science Education 6 hours
22 hours

Non-Thesis Option

Research: 820:299 or 880:2993 hours
Courses from the College of Natural Sciences, with at least
8 hours of Physics13 hours
Electives from Education or Science and
Science Education 8 hours
24 hours

Inquiries for additional information concerning this major, including assignment of an advisor and advisory committee, should be made to the chair of the Science Education Faculty or the Dean of the College of Natural Sciences.

Major in Science Education for Elementary Schools (K-6)

This major requires as a prerequisite a bachelor's degree (teaching) with a major in elementary education. It is available on both the **thesis** and **non-thesis** options. A **minimum of 36 semester hours** is required on the **thesis** option, and a **minimum of 37 semester hours** on the **non-thesis** option. All students must take a final comprehensive examination.

Required:

Elementary, Early Childhood, and Middle Level
Education: 210:2423 hours
Science and Science Education: 820:130; 820:200;
820:213; 820:290; 820:29410 hours
Thesis or Non-Thesis Option 23-24 hours
36-37 hours

Thesis Option

Research: 820:2996 hours
Courses in science content from the disciplines of
Biology, Chemistry, Earth Science, and Physics11 hours
Courses in advanced education from the following6 hours
Educational Psychology: 200:214.
Elementary, Early Childhood, and Middle Level
Education: 210:141; 210:212.
Measurement and Research: 250:180; 250:205. —
23 hours

Non-Thesis Option

Research: 820:2993 hours
Courses in science content from the disciplines of
Biology, Chemistry, Earth Science, and Physics12 hours
Courses in advanced education from the following:9 hours
Educational Psychology: 200:214.
Elementary, Early Childhood, and Middle Level
Education: 210:141; 210:212.
Measurement and Research: 250:180; 250:205 —
24 hours

Notes:

1. The science content courses must be such that when combined with prior work the student has a broad background in the various science disciplines (biology, chemistry, earth science, physics). If the student's background is very limited, additional course work at a level lower than 100g may be required by the advisement committee.
2. The student may substitute in each of the categories "science content" and "science education" up to 3 hours from 8x0:133g, 8x0:233, 8x0:285, 8x0:286, 8x0:297, and 820:270. Such substitutions must be approved by the Science Education faculty.

Major in Sociology

The major in Sociology is available on the **thesis** option only. A **minimum of 30 semester hours**, including six (6) hours of 980:299 research, is required. **A minimum of fifteen (15) hours of 200-level course work is required.**

Required:

Sociology: 980:200; 980:2016 hours

Two of the following —

980:160, 980:165, 980:1786 hours

Thesis Research: 980:299.....6 hours

Electives12 hours

3 of these hours must be 200-level sociology; may include 6 hours outside sociology.

—
30 hours

A reading knowledge of a foreign language is recommended.

Comprehensive examinations, written and/or oral, are required.

Students entering graduate study in this department should have taken the following courses or should be able to demonstrate competency in them:

Sociology: 980:058, 980:080, 980:108, and 980:170.

Major in Spanish

This emphasis is available on both the **thesis** and **non-thesis** options. A **minimum of 32 semester hours** is required for either option. **A minimum of eighteen (18) hours of 200-level course work, including six (6) hours of 780:299, is required for the thesis option. A minimum of fifteen (15) hours of 200-level course work is required for the non-thesis option.** In the case of the non-thesis option, a research paper must be approved by the student's committee and filed with the Department of Modern Languages before the comprehensive examinations may be taken.

Required:

Languages: 700:1952 hours

Spanish: Literature courses must include 780:231 or

780:235 and one 200-level course in Latin American

literature12 hours

Spanish: Linguistics, grammar and/or translation courses8 hours

Spanish: Culture and Civilization course

780:221 or 780:1523 hours

Electives.....7 hours

6 hours of 780:299 required for thesis option

—
32 hours

No more than six (6) hours of Translation 780:145 and/or 780:245 may be applied toward this major.

Major in Spanish: Teaching Emphasis

This program is offered on the **non-thesis** option only. A **minimum of 34 semester hours** is required, of which a **minimum of sixteen (16) hours must be at the 200-level**; a minimum of twenty (20) of those credits must represent courses taught in Spanish.

Prerequisites: Student must hold a valid teaching license and must have documentation of successful teaching experience. The student who has not completed 700:190, 780:101 and 780:103, or equivalents, before entering the program must add these courses to the requirements listed below.

Required:

Educational Psychology: 200:2143 hours

Measurement and Research: 250:205 or equivalent.....3 hours

Spanish:

Methods courses, one of which must be a

methodological topic in 780:284,

780:286 or 780:2896 hours

Linguistics, grammar and/or translation courses, one of

which must be at the 200-level, and one

language-specific6 hours

Culture and Civilization courses6 hours

Must be taught in Spanish, with one course at

200-level Literature courses8 hours

Must be taught in Spanish, with two courses at 200-level

Electives in Spanish.....2 hours

34 hours

Students must pass a final comprehensive examination, both written and oral. A research paper, written on an aspect of methodology, must be approved by the student's committee and filed with the Department of Modern Languages before comprehensive examinations may be taken.

Major in Speech-Language Pathology

This major is available on the **thesis** and **non-thesis** options. A minimum of six (6) hours of 51C:299 is required for the thesis option. A **minimum of 40 semester hours** is required for the **thesis** option, and a **minimum of 39 hours** is required for the **non-thesis** option. **A minimum of thirty-two (32) hours 200-level course work is required.** GRE examinations are required for all applicants.

Requirements for this major include both graduate and undergraduate courses considered essential to certification and the master's degree. Starred (*) courses will normally have been completed at the undergraduate level; if not, the student and departmental graduate academic advisor will determine how such incomplete requirements will be remedied.

Communicative Disorders: 51C:106*; 51C:107*; 51C:111*;

51C:114*; 51C:125*; 51C:127*; 51C:129*; 51C:151*;

51C:152*; 51C:155*; 51C:162*; 51C:166*; 51C:168*;

51C:175*; 51C:177*; 51C:180*.

Required:

Communicative Disorders: 51C:200; 51C:2824 hours

Speech-Language Pathology Core: 51S:222; 51S:226;

51S:228; 51S:229; 51S:230; 51S:232; 51S:250; 51S:252;

51S:255 (4 hrs.).....21 hours

Research: 51C:2991-6 hours

Thesis option (6 hours)

Non-thesis option (1-3 hours)

Internship: 51C:257 and/or 280:2504-16 hours

Electives5-9 hours

A minimum of 2 hours of 51S:289 is required and

other courses as approved by the graduate advisor.

Thesis option (5 hours)

Non-thesis option (9 hours)

—
39-51 hours

51S:255 will be waived if the student has had 51C:155, undergraduate clinical practice, or an equivalent course.

Students may select a thesis or non-thesis option upon consultation with their graduate advisor. In the Department of Communicative Disorders, all students must have the signature of their advisor for registration for classes, including all adds and drops. Students who are suspended by the Graduate College may not enroll for major courses within this department.

All students must abide by the policies and procedures found in the Graduate Student Handbook, which is published by and available in the department.

The student, in consultation with the advisor, must choose courses designed to meet the American Speech-Language-Hearing Association academic requirements for the Certificate of Clinical Competence. Recommendation for clinical certification will be given only upon successful completion of all academic and clinical requirements.

The student must complete a minimum of 375 hours in supervised clinical practicum, with a minimum of 250 of those hours at the graduate level. Certificates in specialty areas will be awarded to students who complete the core and a minimum of six (6) additional hours in one or two areas of emphasis. Students should consult with their advisor concerning the specialty certificates.

Based on satisfactory completion of an undergraduate degree in Communicative Disorders, course work, clinical assignments, and the internship experience will ordinarily take four semesters and one summer.

Students seeking endorsement #237 by the Iowa Department of Education must enroll in Human Relations (280:170g). In addition, students are required to complete a minimum of ten (10) semester hours of course work in professional education, to be selected under guidance of the major academic advisor, and ten (10) semester hours of practicum in a public school internship.

The professional program in speech-language pathology is a program for both undergraduate and graduate courses leading to a Master of Arts degree. The program is designed to prepare students for careers as speech-language pathologists providing remedial services to the speech, language, and hearing disabled in a wide variety of settings including schools, hospitals, clinics, and care centers for the elderly.

Major in Teaching English to Speakers of Other Languages (TESOL)

This major is available on the **thesis** and **non-thesis** options, and requires a **minimum of 33 semester hours**. The thesis option includes six (6) hours of 630:299 Research; the non-thesis option requires an approved research paper. **A minimum of fifteen (15) hours of 200-level course work is required for either option.**

Both the thesis and non-thesis options require successful completion of a comprehensive examination as specified by the TESOL/Applied Linguistics faculty. See the TESOL Graduate Coordinator for details.

All students who have not had the following courses, or the equivalent, must include these courses as part of their graduate major:

TESOL/Applied Linguistics: 630:125 or 630:130; 630:154; 630:156 or 630:160.

Students are required to meet with their advisors for a Program Approval interview. Students should complete this interview during the first semester of their course work. The department may require a student to complete course work in addition to the minimum of 33 semester hours required for a master's degree. In such cases, these hours will be specified at the time of the interview.

Required:

TESOL/Applied Linguistics: 630:201; 630:292; 630:240

or 630:295; 630:29712 hours

Electives (including 6 hours 630:299 for those on the thesis option)21 hours
33 hours

Native speakers of English must demonstrate proficiency in another language by earning at least a **C** grade in a second-semester, college-level course or by passing a specially designed examination. International students must have achieved a Test of English as a Foreign Language (TOEFL) score of 600, or the equivalent, in order to demonstrate their proficiency in English. An international student may be required to take additional English language improvement courses at the discretion of the TESOL/Applied Linguistics faculty. Work taken to satisfy the language proficiency requirement does not count toward the 33 semester hours required to complete the major program.

Students on the both the thesis and non-thesis options are required to successfully complete a comprehensive examination as specified by the TESOL/Applied Linguistics faculty. See the TESOL Graduate Coordinator for details.

Students who wish state licensure to teach should request information concerning licensure requirements from the Director of Teacher Education, University of Northern Iowa, or from the Department of Education in the state in which they plan to teach.

Major in Technology

This major requires as a prerequisite a bachelor's degree with a major in technology, technology education, engineering, or related technical fields. This major offers four emphases: A. Industrial Supervision and Management; B. Industrial Training; C. Manufacturing Process Development; and D. Technology Education. Emphases A, B, and C of this major require a student to:

- 1) have earned a minimum of eight (8) semester hours of college mathematics and eight (8) semester hours of college physics and/or chemistry or other science related to the major area (this may be either graduate or undergraduate credit);
- 2) have earned a minimum of fifteen (15) semester hours in a major technical field and eight (8) semester hours in supporting technical subjects; and
- 3) have or acquire five hundred (500) hours of recent and significant trade, technical, or technology teaching experience in her/his particular field or emphasis. Three (3) semester hours of approved co-op education/internship may be substituted and be taken prior to or during the program.

Emphasis D of this major requires a student to:

- 1) have completed a minimum of one (1) course in college mathematics, one (1) course in college physics and/or chemistry or other science related to the major area, and one (1) course in computer programming, or a computer-based course;
- 2) have evidence of professional or leadership experiences.

The Industrial Supervision and Management, Industrial Training and Manufacturing Process Development emphases are available on both **thesis** and **non-thesis** options. A **minimum of 31 semester hours** is required for the **thesis option** and a **minimum of 33 semester hours** for the **non-thesis option**. The emphasis in Technology Education is available only on the **non-thesis** option and requires a **minimum of 33 semester hours**. The successful completion of the Departmental Professional Career Development Plan (PCDP) is required for all emphases.

Students on the **thesis option** must complete six (6) semester hours of 330:299. For the **non-thesis option** it is expected that the departmental research paper will be completed in the 330:292 and 330:270 course sequence, or other 200-level courses. Students on the **non-thesis option** must complete a written comprehensive examination.

Required core for all four emphases9 hours
 Industrial Technology: 330:200; 330:270 or
 330:299 (3 hrs.); 330:282; 330:292
 Emphasis:22-24 hours
 31-33 hours

A. Industrial Supervision and Management (22-24 hours)

This emphasis provides advanced education for individuals who wish to expand their qualifications for supervisory positions in industry, business, and government.

Required:
 Management: 150:2623 hours
 Industrial Technology: 330:200; 330:258; 330:260;
 330:282; 330:292; 330:294; 330:29518 hours
 English Language and Literature: 620:1053 hours
 Required Research:
 Thesis: 330:2996 hours
 OR
 Non-thesis: 330:270 (for completion of the
 departmental research paper)3 hours
 Electives approved by advisor:
 Thesis1 hours
 OR
 Non-thesis6 hours
 Suggested electives:
 Management: 150:249; 150:266.
 Industrial Technology: 330:119; 330:143; 330:250.
 Psychology: 400:157; 400:158.
 Mathematics: 800:172.
 Economics: 920:135. _____
 31-33 hours

B. Industrial Training (22-24 hours)

This emphasis provides advanced education for the individual wanting to establish proficiency as a trainer, developer of instructional materials, or as an administrator for technical training programs in industry.

Required:
 Educational Technology: 240:205 or
 Industrial Technology: 330:1193 hours
 Industrial Technology: 330:181; 330:191; 330:193;
 330:200; 330:282; 330:290; 330:29215 hours
 English Language and Literature: 620:1053 hours
 Required Research:
 Thesis: 330:2996 hours
 OR
 Non-thesis: 330:270 (for completion of the
 departmental research paper)3 hours
 Electives approved by advisor:
 Thesis4 hours
 OR
 Non-thesis9 hours
 Suggested electives:
 Educational Technology: 240:131; 240:235.
 Measurement and Research: 250:180.
 Industrial Technology: 330:271; 330:280; 330:291;
 330:295; 330:297. _____
 31-33 hours

C. Manufacturing Process Development (22-24 hours)

This emphasis offers an excellent opportunity for individuals with technical preparation to expand their knowledge and skills in areas related to manufacturing technology and systems.

Required:
 Industrial Technology: 330:119; 330:143; 330:200;
 330:282; 330:29212 hours
 Industrial Technology: 330:2583 hours
 English Language and Literature: 620:1053 hours
 Required Research:
 Thesis: 330:2996 hours
 OR
 Non-thesis: 330:270 (for completion of the
 departmental research paper)3 hours
 Electives approved by advisor:
 Thesis7 hours
 OR
 Non-thesis12 hours
 Suggested electives:
 Industrial Technology: 330:106; 330:113; 330:122;
 330:127; 330:132; 330:134; 330:136; 330:137;
 330:141; 330:142; 330:145; 330:146; 330:147;
 330:148; 330:151; 330:152; 330:156; 330:157;
 330:158; 330:160; 330:162; 330:164; 330:172;
 330:177; 330:192; 330:240; 330:245; 330:254;
 330:260; 330:284; 330:286. _____
 31-33 hours

D. Technology Education (24 hours)

Available on the **non-thesis** option only. This emphasis provides advanced education for individuals who wish to expand their qualifications in the area of technology education.

Required:
 Industrial Technology: 330:200; 330:280; 330:282;
 330:29212 hours
 Select three courses from the following9 hours
 Educational Technology: 240:205
 Industrial Technology: 330:168; 330:228; 330:291
 One course from the following3 hours
 Instructional Development: 200:214 or 240:240
 Industrial Technology: 330:297
 Required Research: 330:270 (for completion of the
 departmental research paper)3 hours
 Electives approved by advisor6 hours
 Suggested electives:
 Industrial Technology: 330:119; 330:122; 330:130;
 330:150; 330:158; 330:162; 330:177; 330:294; 330:296. _____
 33 hours

Combined B.A./M.A. or B.S./M.A. - Technology

Students interested in the program should declare their intent by the end of the junior year. They should complete an Application for Admission to Graduate Study and indicate their interest in the Combined Program in Technology on the application form.

Once admitted to the program, undergraduate students (who are classified as seniors), may register for **graduate credit as a senior, with the approval of the department head.** (See guidelines on page 129). The student presents a signed Student Request Form with appropriate signatures, when registering for graduate credit as a senior. The combined total of course credits, both undergraduate and graduate, may not exceed fifteen (15) hours in a semester, or eight (8) hours in a summer session.

Graduate work completed on the early admission basis will be counted as graduate credit only if the student actually earns the bachelor's degree at the end of the semester or summer session in which the course work is taken. Actual admission to graduate study and classification as a graduate student commences the semester after the student has completed the baccalaureate.

Major in TESOL/Modern Languages

This major is available on the **non-thesis** option only. A **minimum of 33 semester hours** is required, including a **minimum of eighteen (18) hours at the 200-level.** An approved research paper is also required. The student who has not completed 7x0:101 and either 630:125 or 630:130 (or the equivalent) before entering the master's degree program must add these courses to the requirements listed below. There is no separate modern language requirement.

This M.A. major requires successful completion of a comprehensive examination as specified by the TESOL/Applied Linguistics and Modern Language faculties. See the TESOL Graduate Coordinator for details.

Required:

TESOL/Applied Linguistics: 630:192; 630:193 or
630:194; 630:201; 630:240 or 630:289 or 630:295;
630:292; 630:29718 hours

Electives: One of the following language emphases for a
minimum total emphasis of 15 hours of which 6 hours
must be at the 200-level15 hours
33 hours

French Emphasis:

Languages: 700:1903 hours
French: 720:124 or 720:125; 720:203 or 720:2076 hours
Plus courses approved by the graduate
French advisor6 hours
15 hours

German Emphasis:

Languages: 700:1903 hours
German: 740:1233 hours
Plus courses approved by the graduate
German advisor9 hours
15 hours

Spanish Emphasis:

Languages: 700:1903 hours
Spanish: 780:146 or 780:152 or 780:166 or 780:221;
780:145 or 780:245; 780:2409 hours
Plus courses approved by the graduate
Spanish advisor3 hours
15 hours

Note: International students must have achieved a Test of English as a Foreign Language (TOEFL) score of 600 or the equivalent in order to demonstrate their proficiency in English. Students with this M.A. major are required to successfully complete a comprehensive examination as specified by the TESOL/Applied Linguistics and Modern Language faculties. See the TESOL Graduate Coordinator for details. An international student may be required to take additional English language development courses at the discretion of the TESOL/Applied Linguistics faculty.

Students who wish state licensure to teach should request information concerning licensure requirements from the Director of Teacher Education, University of Northern Iowa, or from the Department of Education in the state in which they plan to teach.

This major is offered cooperatively by the Department of English Language and Literature and the Department of Modern Languages, and is under the jurisdiction and supervision of the heads of these two departments.

Major in Theatre

This major is available on the **thesis** and **non-thesis** options. A **minimum of 30 semester hours**, including six (6) hours for 490:299 thesis research and writing, is required for the **thesis** option; a **minimum of 32 semester hours** is required for the **non-thesis** option. A **minimum of eighteen (18) hours of 200-level course work is required for the thesis option. A minimum of twelve (12) hours of 200-level course work is required for the non-thesis option.**

Detailed information on this major, including directions for procedures to follow in planning a program and requesting assignment of an advisor, may be obtained from the Head of the Department of Theatre.

Thesis Option:

Required:

Theatre: 490:156; 490:280; 490:284; 490:28912 hours
Research: 490:2996 hours

Electives12 hours

Must include at least 3 additional hours of 200-level course work; *no more than 3* hours of workshop credit; *no more than 6* hours of "readings," "projects," or specialized individual instruction.

Of the required 30 hours for the major, no more than 10 hours may be outside the department and/or by transfer. _____
30 hours

This option requires the successful completion of comprehensive examinations (after at least 22 hours of course work).

Non-Thesis Option:

Required:

Theatre: 490:156; 490:280; 490:284; 490:28912 hours
Electives20 hours

Must include at least 3 additional hours of 200-level course work; *no more than 3* hours of workshop credit; *no more than 6* hours of "readings," "projects," or specialized individual instruction.

Of the required 32 hours for the major, no more than 10 hours may be outside the department and/or by transfer. _____
32 hours

This option requires both successful completion of comprehensive examinations (after at least 22 hours of course work), and the completion of a research paper.

Major in Two Languages: French/German, Spanish/French, German/Spanish

The Two-Languages Major is available on both the **thesis** and **non-thesis** options for a **minimum of 34 semester hours**. A **minimum of twenty (20) hours of 200-level course work is required for the thesis option**. A **minimum of sixteen (16) hours of 200-level course work is required for the non-thesis option**.

Required:	
Languages: 700:195	2 hours
Literature courses: a 200-level course in each language.....	6 hours
Linguistics courses: a 200-level course in each language	6 hours
Culture and Civilization courses: a course in each language....	6 hours
Electives:	14 hours
6 hours of xxx:299 required for the thesis option	—
	34 hours

The student's program will be planned in consultation with her/his advisor.

Thesis Option:

In addition to six (6) hours of xxx:299 for the thesis, a minimum of thirteen (13) hours in each of the target languages is required. Of these, at least seven (7) hours in each language must be at the 200-level.

Non-Thesis Option:

A minimum of sixteen (16) hours in each of the target languages is required. Of these, at least eight (8) semester hours in each language must be at the 200-level.

Major in Women's Studies

The M.A. in Women's Studies is a **thesis-only** program requiring a **minimum of 34 semester hours** of study. **Fifteen (15) hours of 200-level course work, including 6 hours of xxx:299, is required**. Additional non-program hours may be required, if courses on a student's program of study have prerequisites which instructors choose not to waive. In addition to course and thesis requirements, students must pass written and oral comprehensives. Its curriculum is designed to meet the needs of students who strive for analytic clarity and rigor in gender-focused research. Students may employ the skills in reflective and critical analysis as well as the broad base of knowledge that they obtain in the program to 1) prepare for a Ph.D. program with a disciplinary or interdisciplinary focus on gender or, 2) enhance leadership skills for a career in the public or private sector or, 3) satisfy strong intellectual interests and curiosity while pursuing advanced education in the liberal arts.

Through core courses and selected electives, students enrolled in the Master of Arts in Women's Studies will accomplish several objectives: 1) examine theories concerning the social and historical constructions of gender; 2) explore how gender defines relationships among women, among men, and between men and women; 3) recognize that women's lives have been under-represented in traditional disciplines and investigate previously neglected materials in order to identify women's as well as men's roles in cultural or social endeavors; 4) study, compare, and evaluate an array of disciplinary perspectives on gender, including, but not limited to, cross-cultural, economic, sociological, historical, and literary perspectives; 5) identify intersections of gender with race, class, age, sexual identity, and ethnicity, both locally and globally, both in the present and in the past; and 6) employ new methodological and critical approaches to materials customarily treated in other ways, revising the content and assumptions of particular disciplines to address gender more effectively.

Admission to the program is competitive. Detailed information on admissions requirements and procedures may be obtained from the Director of the Graduate Program in Women's Studies.

Required:

Humanities: 680:289	4 hours
Sociology: 980:171.....	3 hours
History: 960:146 or 960:161	3 hours
English: 620:206 or	
Philosophy: 650:250	3 hours
Research: xxx:299	6 hours

Research Methodology:.....3 hours

With approval of thesis advisor, one course from the following:

250:301; 250:302; 400:239; 48C:113; 48C:180; 48C:183;
48C:185; 48C:189; 48C:190; 48C:222; 620:161; 620:201;
960:290; 980:160; 980:161; 980:165; 980/990:178; 980:201.

Electives	12 hours
	34 hours

With the approval of their thesis advisor, each student individually designs an elective sequence, selecting courses from the humanities, fine arts, social and natural sciences that most expressly contribute to their thesis project.

For more information contact the Women's Studies Office, Baker 168, (319) 273-7102, or the World Wide Web <http://www.uni.edu/womenstudies>.

Master of Arts in Education Degree

This degree is designed for students whose work is primarily in professional education. Two plans of study leading to the degree of Master of Arts in Education are available: one plan requires the writing of a thesis; the other does not.

Many programs at this level carry with them the requirements for teacher licensure. In some cases, the student may be building up competency in a field in which s/he has had little or no preparation at the bachelor's level. For these reasons some of the programs must carry with them a substantial number of specific requirements. Whenever possible, however, an effort is made to keep the specific course requirements for each major at a minimum, so the student, with the help of her/his advisor and the departmental committee, may plan the graduate program which will best meet the student's individual needs.

Detailed information for each program and specific requirements for each major may be obtained from the head of the department offering the major.

Department of Curriculum and Instruction

Early Childhood Education
Education of the Gifted
Elementary Education
Elementary Reading and Language Arts
Middle Level Education
Reading Education
Secondary Reading

Department of Educational Leadership, Counseling, and Postsecondary Education

Postsecondary Education: Student Affairs
Principalship
School Counseling

Department of Educational Psychology and Foundations

Educational Psychology
Educational Psychology: Professional Development for Teachers

Department of Special Education

Special Education

Although a special curriculum is not available for supervisors of student teaching, a student can arrange a program to qualify for such a position.

Requirements for Various Majors

Students who plan to receive the degree Master of Arts in Education (M.A.E.) must meet the graduation requirements for each major as described on pages 134 to 136.

Department of Curriculum and Instruction

Major in Early Childhood Education

The student must be eligible for elementary or early childhood licensure upon completion of this major. In addition to the professional core, the student must complete a curriculum core, required courses in the early childhood specialty area, and electives for a **minimum of 30 semester hours**.

The program is designed to increase the student's competence in working in educational programs for children from birth to age 7.

This major is available on the **thesis** and **non-thesis** options. **A minimum of fifteen (15) hours of 200-level course work is required for the thesis option. A minimum of twelve (12) hours of 200-level course work is required for the non-thesis option.** All students completing the thesis option are required to pass an oral examination prepared and administered by the thesis committee. The examination will be comprehensive in nature and will normally accompany the thesis defense. Students on the thesis option must include six (6) hours of 210:299 on the program of study. Students completing the non-thesis option are required to complete the departmental graduate research requirement.

Required professional core:

- Educational Psychology: 200:214 or
- Social Foundations: 260:2343 hours
- Measurement and Research: 250:2053 hours

Required curriculum core:

- Elementary, Early Childhood, and Middle Level Education: 210:201; 210:289; 210:299 (6 hrs. required on the thesis option); competency in human development8-11 hours

Specialty area:

- Elementary, Early Childhood, and Middle Level Education: 210:214; 210:220; 210:2219 hours

Required:

- Educational Psychology: 210:155; 210:225; 210:2287 hours
- 30 hours

Major in Education of the Gifted

The student must have met licensure requirements to teach in the elementary or secondary schools upon completion of this program. In addition to the common professional core, the student must complete a curriculum core, required courses in the specialty area, and electives for a **minimum of 30 semester hours**.

The program is designed to improve the student's competence in teaching gifted and talented children and youth and in providing leadership for program development and implementation.

This major is available on the **thesis** and **non-thesis** options. **A minimum of fifteen (15) hours of 200-level course work is required for the thesis option. A minimum of twelve (12) hours of 200-level course work is required for the non-thesis option.** Students completing the thesis option are required to pass an oral examination prepared and administered by the thesis committee. The examination will be comprehensive in nature and will normally accompany the thesis defense. Students completing the thesis option must

include six (6) hours of 210:299 on the program of study. Students completing the non-thesis option are required to complete the departmental graduate research requirement and to pass a written comprehensive examination prepared and administered by the department at the end of the program of study.

Required professional core:

- Educational Psychology: 200:214 or
- Social Foundations: 260:2343 hours
- Measurement and Research: 250:2053 hours

Required curriculum core:

- Elementary, Early Childhood, and Middle Level Education: 210:201; 210:289; 210:299 (6 hours of 210:299 Research is required on the thesis option.)8-11 hours

Specialty area:

- Elementary, Early Childhood, and Middle Level Education: 210:254; 210:2556 hours
- Measurement and Research: 250:2823 hours

- Approved electives4-7 hours
- 30 hours

Major in Elementary Education

The student must be eligible for licensure to teach in the elementary school classroom upon completion of this major. In addition to the professional MAE core, the student must complete a curriculum core, courses in an emphasis area, and electives for a **minimum of 30 semester hours**.

The program is designed to improve the individual's effectiveness as a classroom teacher, instructional leader, and curriculum developer.

This major is available on the **thesis** and the **non-thesis** options. **A minimum of fifteen (15) hours of 200-level course work is required for the thesis option. A minimum of twelve (12) hours of 200-level course work is required for the non-thesis option.** Students completing the thesis option are required to pass an oral examination prepared and administered by the thesis committee. The examination will be comprehensive in nature and will normally accompany the thesis defense. Students on the thesis option must include six (6) hours of 210:299 on the program of study. Students completing the non-thesis option are required to complete the departmental graduate research requirement.

Required Professional Core:

- Educational Psychology: 200:214 or
- Social Foundations: 260:2343 hours
- Measurement and Research: 250:2053 hours

Required Curriculum Core:

- Elementary, Early Childhood, and Middle Level Education: 210:201; 210:289; 210:299 (6 hours of Research required on the thesis option.)8-11 hours

EMPHASIS - Select one of the following from below:

- Elementary Teaching, Elementary Mathematics, Elementary Science, or Elementary Social Studies8-9 hours

- Approved electives4-8 hours
- 30 hours

Elementary Teaching Emphasis (8-9 hours)

- Elementary, Early Childhood, and Middle Level Education: 210:242; 210:243.

One course in the Reading and Language Arts area.

Elementary Mathematics Teaching Emphasis (9 hours)

- Elementary, Early Childhood, and Middle Level Education: 210:141.

Mathematics: 800:220 and 3-4 hours from 800:191; 800:211; 800:213; 800:214; 800:215; 800:236; 800:237; 800:238.

Elementary Social Studies Teaching (9 hours)

Elementary, Early Childhood, and Middle Level Education:
210:143; 210:243; 210:286.

Elementary Science Teaching Emphasis (9 hours)

Elementary, Early Childhood, and Middle Level Education:
210:141; 210:212; 210:242.

Major in Elementary Reading and Language Arts

This program is designed to prepare teachers specializing in the teaching of Reading and Language Arts in the elementary school. Persons holding an educational license who complete this program qualify for endorsement as a teacher of English/Language Arts in kindergarten and grades 1 to 6. A **minimum of 30 semester hours** of course work is required.

This major is available on the **thesis and non-thesis** options. A **minimum of fifteen (15) hours of 200-level course work is required for the thesis option. A minimum of twelve (12) hours of 200-level course work is required for the non-thesis option.** Students completing the thesis option are required to pass an oral examination prepared and administered by the thesis committee. The examination will be comprehensive in nature and will normally accompany the thesis defense. Students on the thesis option must include six (6) hours of 230:299 on the program of study. Students completing the non-thesis option are required to complete the departmental graduate research requirement and to pass a written comprehensive examination prepared and administered by the department at the end of the student's program of study.

Required prerequisites if not completed at the undergraduate level:

Reading and Language Arts: 230:044; 230:111; 230:113;
230:115; 230:116; 230:140; 230:144.
One course in American literature.

Required:

Educational Psychology: 200:214 or
Social Foundations: 260:2343 hours
Reading and Language Arts: 230:210; 230:250; 230:289;
230:290; 230:299 (6 hours of Research required on
the thesis option)21 hours
Measurement and Research: 250:2053 hours
A minimum of 3 semester hours of course work in
a related area3 hours
30 hours

Major in Middle Level Education

The student must be fully qualified for either elementary or secondary teaching upon completion of the major. In addition to the professional core, the student must complete a curriculum core, required courses in the middle level education specialty area, and electives for a **minimum of 30 semester hours.**

The program is designed to increase competence in working with young adolescents. It can be varied (or extended) to fit the student's background and goals.

This major is available on the **thesis and non-thesis** options. A **minimum of fifteen (15) hours of 200-level course work is required for the thesis option. A minimum of twelve (12) hours of 200-level course work is required for the non-thesis option.** Students completing the thesis option are required to pass an oral examination prepared and administered by the thesis committee. The examination will be comprehensive in nature and will normally accompany the thesis defense. Students on the thesis option must include six

(6) hours of 210:299 on the program of study. Students completing the non-thesis option are required to complete (1) the departmental graduate research requirement and (2) a performance-based and/or standard-based measure demonstrating student competency upon completion of the program.

Required professional core:

Educational Psychology: 200:214 or
Social Foundations: 260:2343 hours
Measurement and Research: 250:2053 hours

Required curriculum core:

Middle Level Education: 210:201; 210:289; 210:299;
(6 hours of research required on the thesis option.)8-11 hours

Specialty area:

Middle Level Education: 210:135; 210:270;
competency required in adolescent psychology6-8 hours

Electives: At least one course from the following: 200:151;
210:141; 210:204; 210:297; 230:xxx; and an additional
course to include a minimum of 30 hours for the major. ..5-10 hours
30 hours

Major in Reading Education

This program satisfies course requirements for teaching endorsement as a Reading Specialist in kindergarten and grades 1-12. Additional endorsement requirements include holding an initial teaching license and evidence of at least one year of experience which included the teaching of reading as a significant part of the responsibility. A **minimum of 30 semester hours** is required.

This major is available on the **thesis and non-thesis** options. A **minimum of fifteen (15) hours of 200-level course work is required for the thesis option. A minimum of twelve (12) hours of 200-level course work is required for the non-thesis option.** Students completing the thesis option are required to pass an oral examination prepared and administered by the thesis committee. The examination will be comprehensive in nature and will normally accompany the thesis defense. Students on the thesis option must include six (6) hours of 230:299 on the program of study. Students completing the non-thesis option are required to complete the departmental graduate research requirement and pass a written comprehensive examination prepared and administered by the department at the end of the student's program of study.

Required prerequisites if not completed at the undergraduate level:

One course in the psychology of human development.
One course in children's or adolescent literature.
One course in tests and measurement.
One course in elementary reading methods, secondary reading
methods, or foundations of reading instruction.
Courses in Reading and Language Arts: 230:132; 230:140;
230:147; 230:192.

Required:

Educational Psychology 200:214 or
Social Foundations: 260:2343 hours
Reading and Language Arts: 230:238; 230:240; 230:260;
230:290; 230:299 (6 hours of Research required
for the thesis option)14-20 hours
Measurement and Research: 250:205 or other
research course.....3 hours
Electives as approved by advisor4-10 hours
30 hours

Major in Secondary Reading

This program is designed to prepare teachers in the areas of developmental, corrective and remedial reading in the junior and senior high school. Persons who complete this program qualify for teaching endorsement in reading in grades 7-12. A **minimum of 30 semester hours** is required.

This major is available on the **thesis** and **non-thesis** options. A **minimum of fifteen (15) hours of 200-level course work is required for the thesis option. A minimum of twelve (12) hours of 200-level course work is required for the non-thesis option.** Students completing the thesis option are required to pass an oral examination prepared and administered by the thesis committee. The examination will be comprehensive in nature and will normally accompany the thesis defense. Students on the thesis option must include six (6) hours of 230:299 on the program of study. Students completing the non-thesis option are required to complete the departmental graduate research requirement and to pass a written comprehensive examination prepared and administered by the department at the end of the student's program of study.

Required prerequisites if not completed on the undergraduate level:

- Educational Psychology 200:116.
- Reading and Language Arts: 230:130; 230:132; 230:140; 230:147; 230:192.
- Measurement and Research: 250:181.
- English Language and Literature: 620:165.

Required:

- Educational Psychology: 200:214 or
- Social Foundations: 260:2343 hours
- Reading and Language Arts: 230:134; 230:210; 230:289; 230:290; 230:299 (2-6 hours)14-18 hours
- Measurement and Research: 250:2053 hours
- Course work in related areas6-10 hours
- Communication Studies: 48C:122; 48C:141.
- Communicative Disorders: 51C:106.
- English Language and Literature: 620:105; 620:193.
- TESOL/Applied Linguistics: 630:130; 630:190.

—
30 hours

Department of Educational Leadership, Counseling, and Postsecondary Education

Major in Postsecondary Education: Student Affairs

This major is designed to prepare an individual for a career in the administration of student affairs programs in college and university settings. This major is available on the **thesis** and **non-thesis** options, and requires a **minimum of 44 semester hours. A minimum of thirty-nine (39) hours of 200-level course work is required for the thesis option. A minimum of thirty-five (35) hours of 200-level course work is required for the non-thesis option.**

Required Professional Core:

- Educational Psychology: 200:214 or
- Social Foundations: 260:2343 hours
- Measurement and Research: 250:2053 hours

Postsecondary Education Core:

- Postsecondary Education: Student Affairs: 170:218; 170:222; 170:260; 170:264; 170:27015 hours
- 170:289 Seminar3 hours
- 170:290 Practicum (two are required for 6 hrs.)6 hours
- 170:299 Research (2-6 hrs.)2-6 hours

Electives from the following8-12 hours

- Management: 150:130.
- Postsecondary Education: Student Affairs: 170:230; 170:250; 170:252; 170:256; 170:262; 170:285; 170:291.
- Educational Psychology: 200:214.
- Measurement and Research: 250:180; 250:181; 250:300; 250:302.
- Social Foundations: 260:234.
- Counseling: 290:105; 290:220; 290:224; 290:225; 290:256.
- Psychology: 400:157; 400:158.
- Communication Studies: 48C:151; 48C:153.

—
44-48 hours

Note: Upon advisement, some students may substitute course work for practicum. A license to teach is not required for this major.

Major in Principalship

This major is available on the **thesis** and **non-thesis** options. A **minimum of 45 semester hours** is required on the thesis option; a **minimum of 39-40 hours** is required on the non-thesis option. **A minimum of thirty-nine (39) hours of 200-level course work, including six (6) hours of 270:299, is required for the thesis option. A minimum of thirty-nine (39) hours of 200-level course work is required for the non-thesis option.** The student must complete the usual degree and licensure/endorsement requirements and must complete a minimum of one year of successful teaching appropriate to the major prior to graduation. For endorsement the student must have five years of teaching experience, three of which must have been at either the elementary or secondary level. This program will be offered to cohort groups of 20-25 students on and off campus over the ICN and in face-to-face instructional sessions. This program will require the student to participate within the cohort group for a period of 3 years. New cohort groups will be started each year starting at the beginning of the fall semester.

Required Professional Core:

- Educational Psychology: 200:214 or
- Social Foundations: 260:2343 hours
- Measurement and Research: 250:2053 hours

Required Educational Leadership Core:

- Educational Psychology: 200:116** or 200:232*2-3 hours
- Special Education: 220:2603 hours
- Educational Leadership: 270:206; 270:208; 270:224; 270:232; 270:245; 270:247; 270:249; 270:280; 270:282; 270:28425 hours

- Practicum (270:290 - Elementary or Secondary
 - Principalship) integrated throughout the program3 hours
- 39-40 hours

Thesis Option

- Research: 270:2996 hours
- 45-46 hours

*Students seeking endorsement as an elementary principal will take 200:232 and Practicum 270:290 at the elementary level.

**Students seeking endorsement as a secondary principal will take 200:116 and Practicum 270:290 at the secondary level.

Major in School Counseling

This program is designed for those who intend to work as counselors in school settings. Students completing this program will be eligible for K-12 licensure in School Counseling. Students do not need a teaching certificate or teaching experience to complete the program, but should check state department requirements in specific states to determine if these are necessary to be employed as a school counselor. Students completing this program must pass a written comprehensive examination, successfully complete a research paper, and fulfill program-specific exit requirements.

This major is available on the **thesis** and **non-thesis** options. A **minimum of 62 semester hours** is required for the **thesis** option which includes six (6) hours of 290:299, and a **minimum of 56 semester hours** for the **non-thesis** option. **A minimum of fifty-one (51) hours of 200-level course work is required.**

Program requirements and detailed information on the major, including admission policies and procedures, should be obtained from the Department of Educational Leadership, Counseling, and Postsecondary Education.

Required:

Educational Psychology: 200:214; 200:235.....	6 hours
Measurement and Research: 250:205	3 hours
Counseling: 290:103; 290:105; 290:210; 290:220; 290:224; 290:225; 290:226; 290:227; 290:228; 290:250; 290:254; 290:256; 290:262	38 hours

Required Practicum and Internship:

Counseling: 290:290; 290:291 (6 hrs.)	9 hours
	56 hours

Thesis Option

Research: 290:299	6 hours
	62 hours

Program Certificates

For information on the following Program Certificate, see page 128 or contact the Department of Educational Leadership, Counseling, and Postsecondary Education.

Advanced Studies Certificate in Educational Leadership
Emphasis: Principalship
Emphasis: Superintendentcy

Department of Educational Psychology and Foundations

Major in Educational Psychology

This major is available on the **thesis** and **non-thesis** options. A **minimum of 36 semester hours** is required for the **thesis** option and a **minimum of 33 semester hours** for the **non-thesis** option. **A minimum of fifteen (15) hours 200-level course work is required for the thesis option. A minimum of twelve (12) hours 200-level course work is required for the non-thesis option.** GRE examinations are required for all applicants.

This major is planned as follows: to prepare community college personnel to teach pre-professional teacher-education courses; for persons working as instructors in health professions; for those who are working in business, community, governmental, and human services occupations; or for those students planning further graduate studies in educational or school psychology. For employment as a School Psychologist, the Ed.S. degree is required. A student who expects to teach in college should take Postsecondary Education: Student Affairs 170:250 and 170:256.

Required Professional Core:

Educational Psychology: 200:214.....	3 hours
Measurement and Research: 250:205.....	3 hours
Social Foundations: 260:234 or 200:140 (as approved by advisor)	3 hours

Educational Psychology Emphasis: completion of at least 15 hours (advisor approved) in one of the three emphases listed below15 hours

Professional Studies3-6 hours
 Non-thesis option: 3 hrs. from 200:285, 200:290, 200:299
 Thesis option: 6 hrs. of 200:299

Electives: a minimum of 6 hours from the following6 hours

Postsecondary Education: Student Affairs: 170:250; 170:256
 Educational Psychology: 200:109; 200:139; 200:151; 200:170;
 200:173; 200:176; 200:188; 200:230; 200:232; 200:289

Social Foundations: 260:120; 260:134

Electives other than those above may be selected with consent of the graduate coordinator or students may select 6 hours from an emphasis other than their own.

33-36 hours

Development and Learning Emphasis:

Educational Psychology: 200:235 or (200:116 and 200:285);
 200:220; 200:224; 200:241.

Measurement and Research: 250:180.

Research and Evaluation Emphasis:

Measurement and Research: 250:180; 250:181; 250:281; 3 hours
 in Development and Learning Emphasis; and one course
 from the following: 250:270; 250:300; 250:301; 250:302.

Context and Techniques of Assessment Emphasis:

Educational Psychology: 200:240; 200:280; 200:286; 200:289.
 Measurement and Research: 250:281; 250:282; 250:283; 250:284.

Major in Educational Psychology: Professional Development for Teachers

This degree program is specially designed to fulfill the professional development needs of experienced teachers. The intent of the program is to enable participants to increase their knowledge base in content areas or to develop expertise in new content areas while sharpening their understanding and skills as classroom teachers. The program seeks to provide a course of study directly tied to teaching practice, in which course selection, student learning, and required research are organized around issues and problems which teachers view as important. The degree program provides ample opportunity for exploring the relationship between theory and practice, with a focus on improving student learning. The program presents a variety of opportunities for peer collaboration, development of strategies for implementing innovations in classroom practice, and thoughtful analysis of contemporary issues and problems facing teachers.

This degree program invites participation from early childhood, elementary, middle school, and high school teachers. This major is available on the **thesis** and **non-thesis** options. A **minimum of 30 semester hours** is required for the **thesis option** and a **minimum of 36 semester hours** for the **non-thesis** option. The thesis or research paper is expected to explore a topic that will improve classroom practice and student learning. **A minimum of fifteen (15) hours of 200-level course work is required for the thesis option. A minimum of twelve (12) hours of 200-level course work is required for the non-thesis option.** An oral examination is taken after the student has completed all course work and the writing requirement.

**Master of Arts in Education Degree/
Master of Business Administration Degree**

Required Professional Core:

Educational Psychology: 200:214.....	3 hours
Measurement and Research: 250:205	3 hours
Social Foundations: 260:234	3 hours
Research: xxx:299	1 or 6 hours
Non-thesis option (1 hour)	
Thesis option (6 hours)	

Required:

A minimum of 8-12 hours from each of the following three professional components:
 Component I: Advanced professional course work8-12 hours
 Component II*: Theoretical-philosophical course work ..8-12 hours
 Component III: Advanced academic course work taken from one department 8-12 hours
 30-36 hours

*A student may use one of two common professional core courses, either 200:214 or 260:234, to fulfill three hours of the Component II requirements.

Department of Special Education

Major in Special Education

This major is designed to prepare special education professionals for leadership positions and for advanced professional studies. To be eligible for the Special Education Consultant Endorsement the student must have four years of successful teaching experience, two of which must be congruent with the Special Education Consultant endorsement desired. Students desiring to be endorsed as Work Experience Coordinators must hold a Special Education Teaching 7-12 Endorsement. Students admitted into the Field Specialization or Consultant Emphasis must take six (6) hours of 220:290. Students admitted into the Career/Vocational Programming and Transition Emphasis must take nine (9) hours of 220:290.

This major is available on the **thesis** and **non-thesis** options, and requires a **minimum of 30 semester hours**. Students on the thesis option must complete six (6) hours of 220:299 Research and present a defense of the thesis. Students on the non-thesis option must submit an acceptable graduate research paper and successful written comprehensive examination. **A minimum of eighteen (18) hours of 200-level course work is required for both thesis and non-thesis options.**

Required Professional Core:

Educational Psychology: 200:214 or	
Social Foundations: 260:234	3 hours
Measurement and Research: 250:205	3 hours

Required Special Education Core:

Special Education: 220:289	3 hours
Emphasis in Special Education (choose one from below)	21 hours 30 hours

Field Specialization Emphasis

Required:

Special Education: 220:256 or 220:260; 220:290.....	9 hours
Approved electives (6 hours of 220:299 Research required on thesis option)	12 hours 21 hours

Special Education Consultant Emphasis

Required:

Elementary, Early Childhood, and Middle Level Education: 210:221 or 210:270	3 hours
Special Education: 220:240; 220:245; 220:290.....	11-12 hours
Approved electives (6 hours of 220:299 Research required on thesis option)	5-6 hours 21 hours

Career/Vocational Programming and Transition Emphasis

Prerequisite: 220:151.

Required:

Industrial Technology: 330:182.....	2-3 hours
Special Education: 220:254; 220:290.....	12 hours
Approved electives (6 hours of 220:299 Research required on thesis option)	6 hours 20-21 hours

Master of Business Administration Degree

Graduate study in business at UNI provides a broad-based, integrated program which emphasizes the functional areas of business in order to provide the graduate with a balance between theoretical knowledge and practical business operations. The M.B.A. curriculum is designed to meet the needs of students with undergraduate backgrounds in the liberal arts, sciences, engineering, as well as those with degrees in business. The M.B.A. program is accredited by the International Association for Management Education (AACSB).

The plan of study prescribed for the degree is structured to develop graduates who will have acquired: 1) an understanding of the theoretical and practical aspects of the process of policy formulation and implementation; 2) a comprehension of environmental factors—economic, legal, social, and political—which affect the individual in the performance of managerial responsibilities; 3) an understanding of analytical techniques and the use of quantitative data in the administration of business controls; 4) the ability to communicate ideas effectively in oral and written form; and 5) a basic knowledge of selected functional areas of business administration.

Admission to the Master of Business Administration program is dependent upon the quality of the applicant's undergraduate record, the score on the Graduate Management Admission Test (GMAT), and expressive skills demonstrated on the addendum to the application. The GMAT must be taken prior to acceptance into the program.

This program is designed to qualify men and women for creative leadership in business. This program is available on the **non-thesis** option only. Students who enter the program with the undergraduate requirements of a baccalaureate degree in one of the areas of business will normally require **31 semester hours** to complete the program; those who enter the program with an undergraduate degree in an area other than business will be required to complete some Pre-MBA courses in business or show that they have completed equivalent courses in previous academic work. **A minimum of twelve (12) hours of 200-level course work is required for the non-thesis option.** Candidates for the degree are also required to submit a research paper in the last semester of the program.

Required:

Accounting: 120:262	3 hours
Marketing: 130:263	3 hours
Management: 150:249; 150:250; 150:262; 150:272; 150:274; 150:276	16 hours
Finance: 160:266	3 hours
Economics: 920:260	3 hours
Topics: 3 hours from among.....	3 hours
120:280; 130:280; 150:280; 160:280; 920:280	— 31 hours

Detailed information for the M.B.A. may be obtained from the College of Business Administration, UNI.

Master of Music Degree

Students wishing to take a course for graduate credit in the School of Music or wishing to pursue a degree program in this department must consult with the **Associate Director for Graduate Music Studies** for Music Programs prior to registration for the course. Detailed information concerning requirements and procedures will be provided, and specific evidence of previous accomplishments will be reviewed.

The Master of Music degree is a professional degree designed to prepare the graduate for: 1) enhanced opportunity in public and private school music teaching, 2) a college teaching career, 3) a performance career as a professional musician or composer, or 4) further graduate work at the doctoral level. The following majors are offered:

Composition
 Conducting
 Jazz Pedagogy
 Music Education
 Music History
 Performance
 Piano Performance and Pedagogy

An applicant for a graduate degree program in the School of Music should possess the baccalaureate degree in music or a demonstrated equivalent. The student should have attained a high degree of proficiency in one or more of the following areas: performance, theory-composition, conducting, music education, music history. In addition to the common regulations and requirements applicable to all master's degree programs, the following are required for admission to the specific major:

Composition majors: portfolio and, if possible, tape recordings of compositions.

Conducting majors: in-person audition and interview with at least two members of the Graduate Conducting Faculty. It is also recommended the applicant have two years of conducting experience beyond the baccalaureate degree. A video recording may be submitted in lieu of the in-person audition, but may not satisfy the audition requirement. Tapes should be of high quality and show the applicant in rehearsal situations, though performance recordings may also be included. Video recordings should include two or three works of varying styles, and be taken so as to clearly indicate the conductor's facial and other physical gestures.

Jazz Pedagogy: in-person audition and interview.

Music Education majors: in-person or telephone interview with a member of the Graduate Music Education faculty.

Music History majors: scholarly paper.

Performance majors and Piano Performance and Pedagogy majors: in-person audition (a tape recording would be accepted if the in-person audition would pose undue hardship).

A prospective major must take a written diagnostic examination in the areas of theory, music history, expository writing skills, and in the area of claimed competency, if different from the above (e.g., piano, brass, or woodwind instruments). This examination normally is taken immediately prior to initial registration as a graduate student. If a student is required to take remedial courses to make up any deficiency in preparatory work, those courses will not be counted toward degree requirements.

A minimum of fifteen (15) semester hours of 200-level course work is required of all majors enrolled for the thesis/recital option. The thesis option requires a minimum of six (6) semester hours of xxx:299 Research. A minimum of twelve (12) semester hours of 200-level course work is required of all majors enrolled for the non-thesis option.

Successful completion of a comprehensive examination is required of all students in this degree program. This examination normally will take place after the candidate has completed the course work required for the degree. The grade B- or above is required for all courses in the Graduate

Music Core as well as all core courses in the specific degree plans. Under extenuating circumstances, exceptions to this policy must be approved by the instructor of record, the Graduate Coordinator and the Director of the School of Music.

Major in Composition

This major requires a **minimum of 34 semester hours** completed in the following program:

Required:

Graduate Music Core:

Music Theory: 580:210; 580:2116 hours
 Music History and Musicology: 590:2212 hours
 One course from the following —
 590:110; 590:111; 590:112; 590:114; 590:1153 hours

Specialization:

Applied Music: 540:25412 hours
 Music electives: 11 hours, primarily in the areas
 of music literature and theory11 hours
34 hours

Additional Requirements:

1. Performance recital of candidate-generated compositions.
2. Recital paper.

Major in Conducting

This major requires a **minimum of 36 semester hours** completed in the following program:

Required:

Graduate Music Core:

Music Theory: 580:210; 580:2116 hours
 Music History and Musicology: 590:2212 hours
 One course from the following—
 590:110; 590:111; 590:112; 590:114; 590:1153 hours

Specialization:

Music Organizations and Ensembles: 530:1xx*4 hours
 (Only one hour of ensemble per semester will
 count toward degree requirements.)
 Applied Music: 540:221 or 540:22212 hours
 Performance Literature and Repertory: 595:131,
 595:140, or 595:1423 hours
 Music electives: as approved by advisor6 hours
36 hours

Additional requirements:

1. Two (2) consecutive semesters (fall/spring) of residency with full-time status (minimum of 9 graduate hours per semester).
2. Conducting recital.
3. Recital paper.
4. Conducting document.
5. Score Reading:
 - A. *Choral Conducting Majors* — Ability to read and perform at the keyboard (allowing some time for advance preparation) an SATB open score of medium difficulty (e.g., Palestrina motet).
 - B. *Instrumental Conducting Majors* — Ability to read and interpret a moderately complex instrumental score.
6. Students are required to enroll in applied music in their performance area during the semester that they present their required recital.

*Large ensemble placement will be determined by audition.

Major in Jazz Pedagogy

This major requires a **minimum of 36 semester hours** completed in the following program:

Required:

Graduate Music Core:

- Music Theory: 580:210; 580:2116 hours
- Music History and Musicology: 590:2212 hours
- One course from the following—
590:110; 590:111; 590:112; 590:114; 590:115*3 hours

Specialization:

- Music Techniques: 560:152 or 560:252*; 570:2524 hours
- Music Theory: 580:127; 580:1284 hours
- Music Organizations and Ensembles: 530:1168 hours
(2 hours in jazz ensembles participation
required each semester of residence)

Music electives9 hours

To be selected from the following:

- Applied Music: 540:140; 540:153; 540:156; 540:157.
- Music Techniques: 560:130 preferred.
- Music History and Musicology: 590:160 preferred.

—
36 hours

Additional requirements:

1. Jazz performance recital.
 2. Recital paper.
 3. Jazz bass proficiency.
 4. Jazz piano proficiency.
 5. Jazz drum set proficiency.
- *Strongly recommended

Major in Music Education

This major is available on the **thesis** and **non-thesis** options. A **minimum of 32-34 semester hours** is required for the **thesis** option. A **minimum of 30 semester hours** is required for the **non-thesis** option.

Required:

Graduate Music Core:

- Music Theory: 580:210; 580:2116 hours
- Music History and Musicology: 590:2212 hours
- One course from the following —
590:110; 590:111; 590:112; 590:114; 590:1153 hours

Music Education Core:

- Music Education: 570:221; 570:230; 570:2457 hours

Specialization (Choose from A, B1 or B2, or C)12 hours
30 hours

Thesis Option:

Required:

- Research: 570:299 (in lieu of electives in selected
specialization)6 hours
- 32-34 hours

Specialization:

A. Choral (12 hours)

- Music Techniques: 560:122; 560:135.
- Music Education and Methods: 570:130.
- Performance Literature and Repertory: 595:131.
- Electives*: 4 hours.



B. Instrumental (12 hours)

Option 1 — Band

- Music Techniques: 560:121.
- Music Education and Methods: 570:255.
- Performance Literature and Repertory: 595:142.
- Electives*: 4 hours.

Option 2 — Jazz

- Music Techniques: 560:152 (three levels - Basic, Intermediate
and Advanced).
- Music Education and Methods: 570:255.
- Music Theory: 580:127.
- Electives*: (including course work in jazz pedagogy) 4 hours.

C. Elementary/General (12 hours)

- Music Education and Methods: 570:275; 570:276; 570:277;
570:278; 570:279

*Electives as approved by Associate Director for
Graduate Music Studies.

Note: A maximum of two (2) hours of ensembles (530:xxx) and four (4) hours of applied music (540:xxx) may be counted toward fulfilling minimum degree requirements.

Major in Music History

This major requires a **minimum of 30 semester hours** and the completion of a **thesis** in music history.

Required:

Graduate Music Core:

- Music Theory: 580:210; 580:2116 hours
- Music History and Musicology: 590:2212 hours
- One course from the following —
590:110; 590:111; 590:112; 590:114; 590:1153 hours

Specialization:

- Music History and Musicology: 590:299
(research for thesis — 6 hrs.);
 - 590:1xx (music literature — 6 hrs.)12 hours
 - Electives: (maximum of 2 hrs. may be in applied music)2 hours
- 30 hours

Additional requirement:

Reading proficiency in either German or French

Major in Performance

This major requires the completion of a **minimum of 30-36 semester hours** in the following program:

Required:

Graduate Music Core:	
Music Theory: 580:210; 580:211	6 hours
Music History and Musicology: 590:221	2 hours
One course from the following —	
590:110; 590:111; 590:112; 590:114; 590:115	3 hours
Specialization: (Choose A or B)	19-25 hours
	30-36 hours

Specialization:

A. Wind, Percussion, Keyboard or Strings Major

Applied Music: 540:2xx	10 hours
Performance Literature and Repertory*: 595:120	2-4 hours
Music electives: primarily in the areas of music theory and music literature	5-7 hours
	19 hours

B. Voice Majors

Applied Music: 540:249	12 hours
Performance Literature and Repertory: 595:120**	2 hours
Opera Performance: 560:156 or 560:157 or 560:158 or 560:160	2 hours
Vocal Coaching: 560:145	2 hours
Choral Ensemble: 530:110	2 hours
Music electives recommended	5 hours
Music Techniques: 560:145; 560:156 or 560:157 or 560:158 or 560:160.	
Music Education and Methods: 570:130	
Performance Literature and Repertory: 595:120; 595:130.	
	25 hours

*Keyboard majors are required to take 595:120 sections 03 and 04.

**595:120 section 08 is required if vocal literature has not been taken at the undergraduate level.

Additional requirements:

- Two (2) consecutive semesters (fall/spring) of residency with full-time status (minimum of 9 graduate hours per semester).
- Performance recital.
- Recital paper.
- Two (2) successful applied jury examinations (grades A or B).
- Major ensemble participation is required of all fulltime graduate students. Chamber Music and/or accompanying may be elected by keyboard majors; string majors will elect orchestra. A maximum of two (2) hours of ensemble credit may be counted toward minimum degree requirements. Exceptions to this requirement will be recommended by the Associate Director for Graduate Music Studies and approved by the Director of the School of Music.
- Voice majors must:
 - Demonstrate diction proficiency (by diagnostic examination) in English, Italian, German, and French at the level of Diction II (560:031).
 - Have successfully completed one semester of college-level study in two (2) of the following languages: Italian, German, or French.
- Students are required to enroll in applied music in their performance area during the semester they present their recital.

Major in Piano Performance and Pedagogy

This major requires a **minimum of 33 semester hours** completed in the following program:

Required:

Graduate Music Core:	
Music Theory: 580:210; 580:211	6 hours
Music History: 590:221	2 hours
One course from the following — 590:111; 590:112; 590:114; 590:115	3 hours
Piano Performance:	
Applied Music: 540:246	6 hours
Music Literature: 595:120 (Piano I); 595:120 (Piano II)	4 hours
Piano Pedagogy:	
Music Education and Methods: 570:148; 570:149; 570:257; 570:258; 570:260	10 hours
Electives	2 hours
Recommended: 530:112; 540:246; 560:130; 560:135; 570:250; 570:260; 570:285.	
	33 hours

Additional requirements:

Final Project

Options: Full solo recital/document

Half solo recital and pedagogy project

(Pedagogy project: workshop or research paper)

Students are required to enroll in applied music in their performance area during the semester they present their recital.

Master of Public Policy

The Master of Public Policy is a professional interdisciplinary degree program providing specialized and advanced training for students wishing to assume roles as policy analysts, principally in the governmental and non-profit sectors of society.

Courses in the Theory Sequence provide thorough coverage of social science theory as it has developed to analyze public policy. Courses in the Methods Sequence provide training in the rigorous methods of policy analysis required of independent professionals.

Focus courses allow a student to develop understanding of a particular substantive or methodological area of policy analysis. Continuing participation in Seminars allows discussion of current practice and development, provides a forum for on-going discussion, and includes philosophical orientation to the ethical questions which arise in policy contexts. An Internship with a public policy organization introduces the student to the professional environment and allows application of theory and methods to actual policy problems.

Admission to the program is competitive. Entering students are expected to have acquired introductory level knowledge, from their undergraduate training, of statistical methods, micro-economics, and American governmental process. Courses are available outside the degree program, for students who lack such background (e.g., 920:054, 940:014, and 980:080). The MPP is available on a **non-thesis** option, and requires **41-45 semester hours**. **A minimum of twelve (12) hours of 200-level course work is required.**

Master of Public Policy Degree/ Master of Science Degree

Required:

Philosophy: 650:245	2 hours
Economics: 920:117; 920:125	6 hours
Public Policy: 950:205 (3 hrs.); 950:208; 950:260	9 hours
Political Science: 940:153; 940:173; 940:275	9 hours
History: 960:225	3 hours

Focus area courses: as approved by advisor.....9 hours
Internship: 950:281

4 hours
Prerequisites: 940:173 and 940:275 or an approved substitute. This requirement may be waived at the discretion of the Program Director.

Electives: as approved by advisor.....3 hours

Suggested: 920:169 or 950:210.

41-45 hours

MPP students, in consultation with their faculty advisors select a focus area and the course work needed to complete their study of public policy. They may choose either a substantive area of public policy (for example, urban policy, environmental policy, human services policy, criminal justice policy) or courses that provide them with additional training in public policy or methods of policy analysis.

In 950:208, with the support of the instructor and benefitting from interaction with other students, each student prepares a research paper within the focus area.

If focus courses have prerequisites which instructors choose not to waive, these courses will be in addition to the above degree requirements.

The internship may be undertaken during the summer following the first or second year of classes or during any other approved period.

Students must pass written and oral comprehensive examinations.

Master of Science Degree

The following majors are offered:

- Biology
- Chemistry
- Computer Science
- Environmental Science
- Environmental Technology

Major in Biology

This major is available for students seeking an extensive research experience. Students interested in enrolling in the program must complete an application and be admitted to the program. Applications should include three recommendations, and transcripts of undergraduate and graduate credits. Results of the GRE in the subject area of Biology are required for all students who have not completed a Biology Degree at UNI. Students will not be required to take a comprehensive examination. A thesis defense will be required.

This major is available on the **thesis** option only. A **minimum of 30 semester hours** is required, including a minimum of twenty-one (21) hours of course work and a minimum of nine (9) hours of thesis research. A **minimum of fifteen (15) hours of 200-level course work is required for the thesis option.**

This program is flexible and designed to allow students, working with their advisory committee, to tailor a program to fit student interests and aspirations in biology.

Content areas:

- I. 840:240 Advanced Cellular and Molecular Biology
- II. 840:250 Advanced Physiology and Development
- III. 840:260 Advanced Ecology
- IV. 840:270 Advanced Systematics and Evolutionary Biology

Required:

200-level courses6 hours

Take 1 course in at least 2 of the 4 content areas

(prerequisites vary)

Biology: 840:2022 hours

Biology: 840:2921 hour

Research: 840:2999 hours

Electives: 100g or above (excluding 840:299)12 hours

30 hours

Major in Chemistry

This major is available as a **thesis** plan for students seeking an extensive research experience in a friendly environment featuring regular interaction with their faculty mentors. Graduates of the program are well prepared for technical positions in industrial or government laboratories or for continued study in doctoral programs in chemistry. Students interested in the program must submit a complete application, three letters of recommendation, and transcripts of undergraduate and graduate credits to the Chemistry Department.

A **minimum of 30 semester credit hours**, including nine (9) credit hours of thesis research 860:299, is required for this degree. A **minimum of fifteen (15) hours of 200-level course work is required.** Research specialization is available in the areas of analytical chemistry, biochemistry, chemical education, inorganic chemistry, organic chemistry, and physical chemistry; students generally select faculty mentors during their first semester of study. A thesis defense is required.

Required:

Science: 820:2002 hours

Chemistry: 860:2891 hour

Chemistry: 860:2921 hour

Chemistry: 860:2999 hours

Electives (including at least 9 additional hours of 200-level course work in chemistry)17 hours

30 hours

Combined B.A./M.S. Chemistry

The B.A./M.S. degree program is a five-year program offered on the **thesis** option only, leading to both the B.A. and M.S. degrees in chemistry. This program prepares students for doctoral graduate studies in chemistry and it provides training for work as a chemist in industrial and government laboratories. Students interested in this program can declare their intent by the end of the junior year, provided they have completed 860:141 and have an overall grade point average (GPA) of 3.00 or above. An Application for Admission to Graduate Study should be completed and the student's interest in the Combined (B.A./M.S.) Program in Chemistry indicated on the application itself.

Once admitted to the program, undergraduate students (who are classified as seniors), may register for **graduate credit as a senior, with the approval of the department head** (see guidelines on page 129). The student presents a signed Student Request Form (with appropriate signatures), when registering for graduate credit as a senior. The combined total of course credits, both undergraduate and graduate, may not exceed fifteen (15) hours in a semester, or eight (8) hours in a summer session. Graduate work completed on the early admission basis will be counted as graduate credit only if the student actually earns the bachelor's degree within one year from the time the student took the course and will not be counted toward the undergraduate degree. Students must meet the admission requirements of the Graduate College and the Chemistry Department upon transition from under-

graduate to graduate status at the end of the senior year. Program requirements for the M.S. are quoted above. Actual admission to graduate study and classification as a graduate student commences the semester after the student has completed the baccalaureate.

Major in Computer Science

This M.S. program is designed to foster preparation for applied professional careers in the computing sciences. The program emphasizes concentration in a professional sub-discipline, while at the same time providing enough breadth and theory to enable the graduate to adapt to developments in the discipline as a whole. Areas of concentration currently available include artificial intelligence, computer science education, computer systems, information storage and retrieval, and software engineering.

This major is available on a **thesis** and **non-thesis** option. A **minimum of 33 semester hours** is required for completion of the M.S. program. Students who select the thesis option will be required to complete at least six to nine (6-9) hours of 810:299 thesis research. Students who select the non-thesis option must complete a six (6) credit-hour software development project. For both the thesis and non-thesis options, students must pass an oral examination in defense of their final project. GRE examinations are required for all applicants.

A minimum of eighteen (18) hours of 200-level (or above) course work is required and a minimum of six (6) hours must be earned in cognate courses offered by departments other than Computer Science.

Courses in the student's areas of concentration provide in-depth knowledge of a professional sub-discipline. These fifteen (15) hours consist of nine (9) hours within computer science (excluding both computer science education and research credits) and six (6) cognate hours from outside computer science. They must be approved by the Graduate Committee.

Bachelor's-level experience in computer science is suggested for program admission, but students from related disciplines who show outstanding promise are also encouraged to apply. Students without a bachelor's degree in computer science may be required to complete up to fourteen (14) hours of course work in the discipline before gaining full admission to the program.

Required:

Computer Science: 810:240; 810:270; 810:2809 hours

Research Project: 810:2993 or 6 hours

Thesis option (6 hours)

Non-thesis option (no more than 3 hours)

Concentration:

Computer Science (excluding 810:25x and 810:29x)9 hours

Cognate courses6 hours

Electives 0 or 3 hours

Thesis option (3 hours)

Non-thesis option (0 hours)

—
33 hours

Major in Environmental Science/Technology

The curriculum in the Environmental Science/Technology program provides academic and research opportunities for students seeking terminal master's degrees. The curriculum emphasizes environmental related course work in the various disciplines (biology, chemistry, geology, industrial technology, and physics) as well as additional courses selected from university offerings at large to assure a high level of com-

petence in the student's area of major interest. Working in cooperation with the science and industrial technology departments, graduate students are afforded excellent opportunities for field, laboratory, and industrial research through association with a large staff of scientists studying environmental issues.

Students interested in enrolling in the program must complete an application and be admitted to the program. Applications should include three letters of recommendation and transcripts of undergraduate and graduate credits. Students wishing to pursue the Environmental Technology Emphasis must hold or be eligible to obtain a bachelor's degree in engineering or industrial technology. UNI students may enter this program at the end of the junior year under the B.A./M.S. or B.S./M.S. programs offered in biology, chemistry, geology, or physics (see below).

This program is available on the **thesis** option only. A **minimum of 30 semester hours** is required. Beyond the required courses, the graduate advisory committee for each student will select additional course work tailored to the interests and research of the student. A course in quantitative methods in environmental science requiring one year of calculus, and a course in environmental economics (i.e., 920:123) requiring a prerequisite economics course (i.e., 920:024) are generally selected. **A minimum of eighteen (18) hours of 200-level course work is required.**

Environmental Science Emphasis:

Required Courses:

Environmental Science: 830:200; 830:235; 830:2509 hours

Environmental Science Seminar: 830:2893 hours

Research: 830:2996-9 hours

Electives9-12 hours
30 hours

Environmental Technology Emphasis:

Required Courses:

Industrial Technology: 330:240; 330:2456 hours

Environmental Science: 830:200 or 830:235 or 830:2503 hours

Environmental Science Seminar: 830:2893 hours

Research: 830:2996-9 hours

Electives9-12 hours
30 hours

Combined B.A./M.S. or B.S./M.S. Environmental Science/Technology

Students interested in the B.A./M.S. or B.S./M.S. in Environmental Science/Technology should declare their intent by the middle of the junior year. An Application for Admission to Graduate Study should be completed and the student's interest in this program indicated on the form itself.

Once admitted to the program, undergraduate students (who are classified as seniors), may register for **graduate credit as a senior, with the approval of the department head** (see guidelines on page 129). The student presents a signed Student Request Form (with appropriate signatures), when registering for graduate credit as a senior. The combined total of course credits, both undergraduate and graduate, may not exceed fifteen (15) hours in a semester or eight (8) hours in a summer session. Graduate work completed on the early admission basis will be counted as graduate credit only if the student actually earns the bachelor's degree at the end of the semester or summer session in which the course work is taken. Actual admission to graduate study and classification as a graduate student commences the semester after the student has completed the baccalaureate.

Master of Social Work Degree

Major in Social Work

The professional Masters of Social Work program (MSW) is a **non-thesis** degree designed to prepare students for the advanced practice of social work in a variety of public and non-profit settings.

Admission to the program is competitive. The full two-year degree requires a **total of 60 credit hours**. Successful applicants graduating from a Council on Social Work Education accredited undergraduate program may have up to 29 foundation core hours waived. **A minimum of twelve (12) hours of 200-level course work is required for the non-thesis option.**

Admission Requirements:

1. An undergraduate degree from an accredited college or university.
2. A minimum GPA of 3.00.
3. Students who have successfully completed a Council on Social Work Education accredited baccalaureate program in Social Work with a GPA of 3.00 in undergraduate social work classes covering the foundation are eligible for entrance into the second year. Students will be required to complete core foundation courses where deficiencies exist as determined by the Faculty Admissions Committee.
4. Applicants must comply with all policies and procedures pertaining to admission to graduate study as set forth in the University of Northern Iowa "Programs and Courses".

Required:

Foundation Core, Fall/Spring	29 hours
Advanced Direct Practice Concentration or Administrative Practice Concentration	31 hours
	60 hours

For information concerning required courses for the Master of Social Work degree, contact the Department of Social Work, Sabin 30, (319) 273-7860.

Specialist Degree

The requirements concerning program approval, graduation, scholarship, residence, examinations, and thesis are the same as for the Specialist in Education Degree (see page 167.)

Major in Science Education

This major is available on the **thesis** and **non-thesis** options. A **minimum of 30 semester hours of post-master's degree credit** is required. The student's program must be approved by the advisory committee and the chairperson of the Science Education faculty. If no thesis was written for the Master's Degree, one must be completed for this program. No more than six (6) hours of 820:299 research credit may be included in the thirty (30) hours of post-master's credit. **A minimum of twenty (20) hours of 200-level course work is required for the thesis option and non-thesis option.**

Each student's program will include a minimum of thirty (30) hours of science content beyond the bachelor's degree including twelve (12) hours outside the subject area of emphasis and sixteen (16) hours within a subject area of emphasis. This may include credit from the M.A. The candidate's program of study beyond the bachelor's degree must satisfy the following requirements:

Required:

Science and Science Education: 820:213; 820:290; 820:294	6 hours
Science and Science Education: 820:200	2 hours
Other courses selected from biology, chemistry, earth science, and physics	4 hours
Research related courses	9 hours
Measurement and Research: 250:180; 250:205. (Other courses may be selected from the electives below which are marked by an asterisk*.)	
Research: 820:299	6 hours
Internship:	
Teaching: 280:250 or Science and Science Education: 820:297	3 hours
	30 hours

Additional hours, if required, may be selected from these suggested electives:

Elementary, Early Childhood, and Middle Level Education: 210:141; 210:142; 210:212; 210:242; 210:254; 210:270. Measurement and Research: 250:181*; 250:281*; 250:300*; 250:301*; 250:302*.

Social Foundations: 260:234.

Science and Science Education: 820:270.

Information concerning details of the major is available from the Chair of the Science Education Faculty or the Dean of the College of Natural Sciences.

Specialist in Education Degree

The major in School Psychology at the University of Northern Iowa leading to the Specialist in Education Degree involves breadth of preparation as well as depth in a particular field of specialization.

Course work requirements for the Specialist in Education Degree are defined in terms of a three-year graduate program, including internship and work taken on the master's degree. **A minimum of 68-71 semester hours** beyond the bachelor's degree is required for completing the program.

The School Psychology major is open to students who hold a master's degree from an accredited graduate school, and who meet the requirements set forth below.

Detailed information on the School Psychology major may be obtained from the Department of Educational Psychology and Foundations.

Department of Educational Psychology and Foundations

Major in School Psychology

Admission to the Ed.S. program in School Psychology requires an earned, accredited Master's degree and a prior graduate preparation equivalent to UNI's MAE: General Educational Psychology degree program with an emphasis in Context and Techniques of Assessment. Any deficiencies in the student's background will be *added* to the student's Ed.S. program requirements. Students with deficiencies will be notified prior to admission. GRE examinations are required for all applicants.

This major is available on the **thesis** option only. **A minimum of 35 semester hours is required. A minimum of fifteen (15) hours of 200-level course work is required.**

Required:

Educational Psychology: 200:232 or 200:240;	
200:290 (5 hrs.); 200:286 or 200:289 or 250:281;	
250:283; 270:224 or 150:262 or an approved course	
in systems consultation	17 hours
Professional Studies: 200:291 (6 hrs.); 200:299 (6 hrs.)	12 hours
Curriculum & Instruction: 230:140	3 hours
Counseling & Behavior Modification: 290:254 or	
400:272 or equivalent	3 hours
	35 hours

Program Approval

The requirements for completion of a program of study (GF-1) are indicated on page 133.

Graduation Requirements

The student shall complete the general requirements for the Specialist in Education Degree and shall meet the requirements as specified by the departmental committee using a combination of graduate courses taken for the master's degree and beyond.

Hours of Credit. A student must earn a minimum of 30 semester hours of graduate credit beyond the master's degree. Credit earned in excess of that required for the master's degree may be applied toward the 30-hour requirement if that credit is earned during the final semester. Certain limitations on the amount and kinds of credit must be observed:

200-Level Credit. A student must earn at least 24 semester hours of credit in courses numbered 200 or above, counting both the master's and the post-master's work but not counting any *Research* credit.

1. *Research Credit.* The provisions regarding research credit are the same as those for the master's degree and in addition to the amount of such credit used toward the master's degree. (See page 135.) Not more than six (6) semester hours of research credit (xxx:299) can be included in the 30 (or more) hours of post-master's credit.
2. *Recency of Credit.* Courses taken more than seven (7) years prior to the granting of the degree cannot be used to meet degree requirements.
3. *Transfer Credit.* In addition to the transfer credit permitted on the master's degree, eight (8) semester hours of transfer credit for post-master's work may be applied toward the degree of Specialist in Education.
4. The regulations regarding credit in correspondence and workshop courses are the same as those for the master's degree. (See page 135.)

Scholarship. A cumulative grade index of 3.00 (B average) must be earned at the University of Northern Iowa in all courses attempted after receiving the master's degree. No credit toward graduation is allowed for a course in which a grade below C is earned.

On-Campus Residence. A student must have completed at least eighteen (18) hours in residence credit on campus, including one semester or two summer sessions of fulltime enrollment in residence after the master's degree.

Examinations.

- (a) A student must pass a comprehensive oral examination, including a defense of the thesis, if required. The examination will be conducted and evaluated by the departmental committee and a faculty member designated by the Dean of the Graduate College, although other members of the faculty may participate.
- (b) A student may be required by the departmental committee to pass a written comprehensive examination. If required, it should precede the oral examination.

Thesis. A student who did not complete a thesis for the master's degree must complete one for the specialist's degree. A department may

require a student who has written a master's thesis to write a thesis for the specialist's degree also. The thesis must be presented in the style and form prescribed for the master's thesis. It must have the approval of the thesis committee and the Dean of the Graduate College.

The work on a thesis will involve six (6) semester hours of research credit (xxx:299). To earn this credit, a student registers for *Research* and usually not in one block. The instructor will assign a grade for a semester's registration in *Research* based upon the progress made, but may assign a *Research Continued (RC)* if the instructor feels the work has not reached the place where it can be evaluated. Registration for the last segment of *Research* credit (for work on a thesis) should not be made until the thesis is near completion. The Registrar may authorize an extension of time for the completion of *Research Continued (RC)* in *Research* up to one additional calendar year with the consent of the instructor. If at the end of that time the work has not been completed, the grade of *RC* will be changed to an *F (Failure)*.

Completion of the thesis project occurs when the thesis has been approved by the thesis committee and the Dean of the Graduate College.

The Dean of the Graduate College approves the appointment of three members of the Graduate Faculty as an advisory committee to guide the student in selecting and completing an appropriate thesis project.

Filing of Thesis and Abstract of Thesis. The same regulations apply as for the master's degree. See pages 135-136.

Licensure. The student must be eligible as a teacher, if required for the major, before the degree will be granted. In some cases, appropriate teaching endorsement will be recommended for those who meet the standards set by the University in conjunction with the appropriate licensure agency. Receipt of the degree is not a necessary prerequisite to recommendation for the appropriate endorsement(s) unless state standards require such. A cumulative graduate grade point average of 3.00 or better will be required prior to recommendation for endorsement(s).

Application for Graduation. The same regulations apply as for the master's degree. See page 136.

Attendance at Commencement. The same regulations apply as for the master's degree.

Doctor of Education Degree

This program is intended to provide practicing educators the opportunity to continue their study and earn the terminal professional degree in their field. The Ed.D. degree requires a **minimum of 60 semester hours of credit beyond the master's degree.** GRE examinations are required for all applicants. There are three components to the program: 24 semester hours in a *Professional Common Core* of work in educational foundations, fundamentals, and research; 29 semester hours of *Advanced Professional Study* in one of three areas of intensive study and a related area; and a *dissertation* of 7 semester hours.

By design, then, *all* students are required to study in basic areas that undergird and define educational practice and develop skills of problem definition, data collection and analysis, and interpretation. The three areas of intensive study provide for a specialized focus on practice. The three intensive study areas are: *Counseling, Curriculum and Instruction,* and *Educational Leadership.* (In some areas, it is possible to combine doctoral degree study with work toward an endorsement to perform a particular role in K-12 education.) Brief definitions of the three areas follow.

Counseling. This area of intensive study involves continued development of knowledge and skills of educational professionals whose career goals are to teach in counselor education preparation programs or work as practitioners in the counseling field. (For more information, contact the Head, Department of Educational Leadership, Counseling, and Postsecondary Education.)

Curriculum and Instruction. This area of intensive study is designed to prepare scholar-practitioners to plan, implement, evaluate, and supervise educational programs for children and adult learners. (For more information, contact the Head, Department of Curriculum and Instruction.)

Educational Leadership. This area of intensive study involves the preparation of personnel for leadership roles in K-12 schools, postsecondary institutions, and non-school educational settings. (For more information, contact the Head, Department of Educational Leadership, Counseling, and Postsecondary Education.)

Program Requirements: Doctor of Education

The program of study consists of three components: the Professional Common Core, Advanced Professional Studies, and the Dissertation. While there are discrete elements in the program, ideally all of the work should be seen as interrelated and focused on a professional career interest. The dissertation, especially, should be seen as an integrating, culminating experience rather than as an "add on" following course work.

I. Professional Common Core24 hours

Education Foundations — (6 hours)

Interdepartmental Education: 190:301; 190:302.

Education Leadership — (6 hours)

Interdepartmental Education: 190:310; 190:311.

Research — (9 hours)

Interdepartmental Education: 190:306; 190:307

Measurement and Research: One of the following —

250:270; 250:300; 250:301; 250:302.

Curriculum — (3 hours)

Curriculum and Instruction: 210:352.

II. Advanced Professional Studies29 hours

This is the component of the program that relates to and supports the student's professional career goal. Students will elect one of three areas of intensive study. Specific course requirements for individual students will depend on faculty requirements and student background, interests, and goals. The only program limitations on work in this component are that the course work (including seminars, practica, independent readings, and independent research) be at the 200- or 300-level except as allowed by the general regulations (page 169), and that there be a minimum of six (6) hours outside of the elected area of intensive study. The three areas of intensive study are:

Counseling

Curriculum and Instruction

Educational Leadership

III. Dissertation7 hours

This is the program component in which the student demonstrates proficiency in the integration of theory and practice, i.e., it involves the application of existing knowledge and/or results of individual research to an educational problem or situation.

Required:

Dissertation Seminar: 190:389 (1 hr.)

Dissertation Research: 190:399 (6 hrs.)

—
60 hours

Admission to Doctoral Study

Initial Admission

Formal application to doctoral study should be made to the Office of the Associate Dean of the College of Education. Descriptive materials and application packets may be obtained from that office.

Admission to the program will be granted to those applicants who provide evidence of prior academic success; successful and appropriate professional experience; effective oral, written, and interpersonal communication skills; and professional and academic goals which may be effectively served by the degree program offered. Additional criteria may be established by an area of intensive study since some previous specialization work is presumed.

1. The applicant must hold a master's degree from a regionally accredited institution of higher education.
2. Each applicant must submit transcripts of all previous academic work. Applicants with a grade point average of less than 3.50 for all prior graduate work will not usually be considered for regular admission.
3. The applicant must have a minimum of three years of professional educational experience.
4. Three letters of recommendation must be submitted from individuals familiar with the applicant's potential for advanced professional study, at least one from a professor familiar with the applicant as a student and at least one from an educational employer/supervisor.
5. Applicants for whom English is not their first language must complete the Test of English as a Foreign Language Examination (TOEFL) and check with their desired intensive study area regarding acceptable scores.

Provisional degree status *may* be recommended for an applicant who does not meet all of the requirements or for whom it is felt that further graduate course work or professional experience would be useful in making the admission decision. Provisional degree status will not be considered for applicants whose admission files are incomplete. An individual admitted to provisional degree status must be formally reconsidered for regular admission, and course work completed during that time must be subsequently approved by an appropriate faculty committee before it may be applied to a degree.

Candidacy Status

Soon after full admission, an advisor will be appointed for each student. In most instances, the advisor will be from the student's area of intensive study. Prior to the completion of fifteen (15) semester hours of course work toward the doctorate at the University of Northern Iowa, the student will meet the advisor and develop a program of study for submission to the Graduate College. Approval of the program of study will signify admission of the student to candidacy status.

General Regulations

1. **Scholarship.** A cumulative grade point average of 3.00 or above (on a 4.00 scale) must be maintained for all course work taken toward the Doctor of Education Degree at the University of Northern Iowa. No more than six (6) semester hours of C credit (C+, C, C-) earned within the program of study may be applied toward credit for graduation.
2. **Recency of Credit.** Courses taken more than seven (7) years prior to the granting of candidacy status cannot be used to meet degree requirements.
3. **Transfer Credit.** Usually a maximum of fifteen (15) hours of credit from regionally accredited graduate institutions may be applied toward meeting the minimum credit hour requirements for the Doctor of Education Degree (subject to the Recency of Credit regulation). Usually not more than three (3) hours of acceptable transfer credit may be applied toward any given subcomponents of the Professional Common Core.

All transfer credit, including work taken prior to formal admission, is subject to review by the Office of the Dean of the Graduate College, Office of the Dean or Associate Dean of the College of Education, and the College Committee for Doctoral Study. The student's doctoral advisor will make recommendations regarding the applicability of transfer credit.

4. **Residence Credit.** Following admission to the Doctor of Education program, the student shall be enrolled for a minimum of eighteen (18) semester hours of study which may be distributed across two, three or four consecutive terms. At least two residence terms and no less than twelve (12) semester hours of work must be on-campus study. Credit hour requirements must be fulfilled by enrollments in regularly scheduled classes. **Independent study (e.g., readings, practica, research) will not qualify for residence credit.**
5. **Maximum Academic Load.** The maximum graduate load during an academic year semester is fifteen (15) hours; for the eight-week summer session, nine (9) hours is the normal maximum — a maximum of six (6) semester hours during one four-week period and three (3) semester hours during the other four-week period; or three (3), 3-semester-hour courses during an eight-week period. The maximum load during a two-week post-session is two (2) semester hours. Exceptions to these load restrictions may be granted only by the Dean of the Graduate College.
6. **Level of Courses.** Credit earned as part of the candidate's program of study will be earned in courses which are at the graduate level. A minimum of 50 hours of course work at the 200- or 300-level must be completed. No more than ten (10) hours of credit at the 100g level (upper-level undergraduate and lower-level graduate) may apply toward this program of study.
7. **Examinations.** The following examinations are required of all students enrolled in the Doctor of Education program:
 - a. **Doctoral Comprehensive Examination.** The candidate requests permission to take this examination through the Office of the Associate Dean, College of Education. Normally, such a request is made during the term prior to the administration of the comprehensive examination. The doctoral comprehensive examination is governed by the following conditions:
 - 1) The candidate will have completed eighty (80) percent of her/his program of study including dissertation seminar.
 - 2) The candidate will have satisfied the research proficiency requirement and have received preliminary approval of the dissertation proposal.
 - 3) The examination, prepared and evaluated by the candidate's doctoral committee, will be administered in written form.

- 4) A candidate may be permitted to take the doctoral comprehensive examination a second time. (A third attempt will occur only under very unusual conditions; special permission must be sought and received.)

Note: Upon successful completion of the Doctoral Comprehensive Examination, the degree candidate achieves the status of active candidate.

Post-Comprehensive Registration: Doctoral students who have completed all of their program but the dissertation, and who have passed their comprehensive examination must be continuously registered until the degree is completed. Students reaching this stage will be automatically registered and assessed a fee for 190:300, the post-comprehensive "course" registration number.

- b. **Doctoral Dissertation Examination.** Upon completion of her/his doctoral dissertation, the active candidate will request and submit to a public examination over the content, design, and methodology used in conducting the dissertation research.
8. **Doctoral Dissertation Proposal.** The student, in conjunction with her/his advisor, should make arrangements to present the dissertation proposal to the doctoral committee as a group. The membership of the committee will include at least one member from outside the College of Education appointed by the Graduate Dean. Formal work on the dissertation may not proceed without approval from this committee.
9. **Time Limitation.** The program of study for the Doctor of Education Degree must be completed within seven (7) calendar years from the date that admission to candidacy is granted. Extensions in this time requirement should be the exception and will be granted only for good cause. Such extensions may be granted by the Dean of the Graduate College.
10. **Preview.** During the semester in which the student intends to graduate, the student must make an appointment with the Graduate College for a dissertation preview to have the style and format of the dissertation reviewed. The student must have an approved program of study (GF-1) on file in the Graduate College with the members of the dissertation committee listed before a preview meeting will be scheduled. All problems may not be detected during the preview; however, the major difficulties will be discussed. Often a brief consultation will uncover format problems that are easily remedied at this stage. No dissertation will be accepted by the Graduate College for final approval without the completion of this meeting.
11. **Filing of Dissertation.** A dissertation is required of all candidates for the Ed.D. degree. It will involve seven (7) semester hours of credit. The first one hour will be Dissertation Seminar. Regulations governing the physical appearance (format) may be obtained from the Graduate College. The dissertation must be in final copy form before doctoral committee members may affix their signatures for approval.

The student must present three unbound copies of the dissertation in final form, either originals or photocopies, to the Graduate College no later than six weeks before graduation. Failure to meet this deadline will result in a delay in graduation. The requirements for the preparation and filing of the dissertation are set forth in the *Thesis and Dissertation Manual*. Copies of the manual may be obtained through the Graduate College and should be consulted prior to beginning the dissertation. Final copies submitted to the Graduate College must be on white, acid free, 24-pound, 25% or 100% cotton paper. The student may purchase the approved paper at the print centers in the Rod Library or the Physical Plant. The Rod Library Print Center is equipped to photocopy dissertations. The final copy must be clean and suitable for microfilming, with uniform darkness and a sharp imprint.

12. Abstracts of Dissertation. Three (3) copies of an abstract of the dissertation must be filed in the Graduate College Office at the time of final deposit of the dissertation. Regulations for the dissertation also apply to the abstract. The abstract must not exceed 350 words in length. Please see the most current edition of *Thesis and Dissertation Manual*, for details.

13. Microfilm Agreement. A "Microfilm Agreement" and "Survey of Earned Doctorates" must be completed and returned to the Graduate College with the final dissertation.

The University of Northern Iowa participates in a program sponsored by the Association of Research Libraries and conducted by University Microfilms, Ann Arbor, Michigan, for reproduction of doctoral dissertations on microfilm. If the dissertation has been copyrighted, this information must be included on the University agreement form.

14. Dissertation Fees. Several fees are required in connection with the dissertation; these include:

- a. A binding fee for the library and department copies of the dissertation. If a student wishes to bind additional copies, individual arrangements with a binder must be made.
- b. A microfilm fee to cover the cost of microfilming the dissertation and publishing the abstract.
- c. A copyright fee if the student wishes to have the dissertation copyrighted.

Students should check with the Graduate College Office or the most current edition of the *Thesis and Dissertation Manual*, for the amount of each of the above fees.

The binding, microfilming, and copyrighting fees must be paid at the UNI Controller's Office and a copy of the receipt submitted to the Graduate College at the time the final copy of the dissertation is deposited.

15. Application for Graduation. Candidates for the Doctor of Education Degree must make application for graduation on appropriate University forms. These forms may be obtained from the Office of the Registrar or departmental office. Active candidates must file application for graduation not later than the end of the ninth week of the semester or the fourth week of the summer session in which s(he) plans to receive the degree.

16. Attendance at Commencement. The candidate for the Doctor of Education Degree is expected to secure the appropriate academic regalia and appear at commencement for the awarding of the degree.

Doctor of Industrial Technology Degree

The University of Northern Iowa offers the Doctor of Industrial Technology Degree to meet the increasing need for advanced degree work in this field. Industrial technology is a relatively new and rapidly expanding knowledge base for a wide variety of professional fields: these include technology, trade and industrial education, technical institute education, industrial training, and technology transfer. This degree program also includes the study of the technological systems used in industry and their effect on society and culture.

The Doctor of Industrial Technology Degree is designed to develop scholars in the fields of education and industry. Programs emphasize the development of a thorough knowledge of (a) industrial technology as an intellectual discipline, (b) the technological systems used in industry and their effect on people and the environment, and (c) the potential and limitations of future developments in technological systems and their utilization

in industry. Program emphasis is on providing the intellectual tools necessary to pursue scholarly research and applied practices in the field of industrial technology. Efforts will be made to develop in each student the interest and desire required for a leadership role in improving educational and industrial programs and determining directions for future programs. The degree program requires a **minimum of 64 semester hours** of credit completed **beyond the master's degree.**

Graduates of the Doctor of Industrial Technology Degree program will be prepared for one or more of the following professional careers:

1. Faculty, supervisors, and consultants of industrial technology, trade and industrial education, technical institute education and technology education in secondary schools, colleges and universities.
2. Researchers and project coordinators, technology transfer specialists, technology forecasters and assessors of technology for industrial policy planning and decision making.
3. Administrators of industrial technology, technology education, trade and industrial education, and technology education programs as directors or department heads, or as deans.
4. Researchers and research coordinators for education and industry in specific content fields of industrial technology.
5. Designers, coordinators and directors of industrial training programs, and related industrial applications.

Program Requirements: Doctor of Industrial Technology

It is the student's responsibility to be familiar with all degree program requirements and take the initiative in meeting established guidelines. This information may be obtained from the Graduate Programs Coordinator in the Department of Industrial Technology.

Required Core Program

Industrial Technology Foundations:12 hours
 Industrial Technology: 330:375; 330:376; 330:377; 330:378

Seminars:4 hours
 Industrial Technology: 330:282 (4 hrs.).

(Students must enroll in a one-semester-hour seminar during each summer session and semester while meeting residence requirements.)

Research, Statistical Methods, and Computer Programming/Applications:9 hours
 Measurement and Research: 250:180
 Industrial Technology: 330:292
 Graduate-level computer programming and/or applications course (3 hrs.)

Internship:6 hours
 Industrial Technology: 330:388

Dissertation:12 hours
 Industrial Technology: 330:399

Supporting Course Work21 hours

Supporting course work may be taken from any discipline in the University as long as it relates to the career goals and competencies identified on the program of study and is approved by the student's faculty advisory committee.

A minimum of eight (8) semester hours of supporting course work, beyond the required core program, must be taken outside the Department of Industrial Technology.

—
 64 hours

Admission to Doctoral Study

Application for Admission

Individuals possessing the master's degree in Industrial Technology, Technology Education, Technology or a related technical program, from any accredited institution may apply for admission to the Doctor of Industrial Technology Degree program.

Applicants in the final semester or summer session of work on the master's degree may submit application materials and be admitted on *provisional* degree status until the master's degree is completed.

Types of Admissions

Admission to the Doctor of Industrial Technology Degree program may be granted on a *degree status* or *provisional status* basis.

1. Degree Status Admission.

- a) The applicant must hold a master's degree with an education or industry specialization in a content field in or related to industrial technology; the degree must have been granted by a nationally accredited institution or internationally reputable institution.
- b) Each applicant must have an overall grade point average of 3.20 on **all** prior graduate course work.
- c) The applicant must have completed the Graduate Record Examination (GRE) and have her/his scores in the verbal, analytical, and quantitative sections forwarded directly from the testing agency to the Office of the Registrar. **The department will not be able to make an admission decision (degree status or provisional) until official GRE scores are on file.**
- d) Three references from persons familiar with the academic and professional potential of the applicant must be submitted.
- e) Applicants for whom English is not their first language must complete the Test of English as a Foreign Language Examination (TOEFL) **and achieve a score of at least 550**. International students should contact the International Services Office, University of Northern Iowa, for explanation of requirements.
- f) Each applicant must have a minimum of three years of professional-level educational or industrial experience in/or related to the major field of specialization. Individuals without this experience may be admitted to the program but appropriate professional experience must then be included in the program of study. What constitutes appropriate professional experience will be determined by the student's faculty advisory committee and this requirement will be included in the student's program of study.
- g) All applications for admission will be reviewed by the Department of Industrial Technology Graduate Programs Committee. The committee may recommend degree status only if the candidate meets all the above requirements.

2. Provisional Degree Status.

- a) *Provisional* degree status admission *may be* recommended if an applicant does not meet all the above requirements or if the committee believes further graduate course work or professional experience is desirable prior to an applicant's being approved for *degree status* admission. (See guidelines regarding Provisional Status on page 130.) The committee may require a personal interview with an individual before taking action on an application for admission.
- b) Applicants admitted on provisional status must meet one or both of the following criteria before they may be reconsidered for degree status.
 - 1) Completion of all deficiencies for admission to degree status have been removed.

- 2) Completion of nine (9) semester hours for a summer session or twelve (12) semester hours during a Spring or Fall semester with a minimum grade point average of 3.20 in course work recommended by the faculty advisor appointed by the department head. Course work completed while the individual is on provisional degree status admission may be applied toward degree requirements only if it is approved by the faculty advisory committee assigned to the student.

Faculty Advisory Committees

After admission has been granted, a faculty advisory committee will be appointed by the Graduate Dean in consultation with the Head of the Department of Industrial Technology. The student and the faculty advisor will be responsible for recommending members for appointment to the faculty advisory committee. The student should then specify in a letter to the Graduate Coordinator the rationale, for each graduate faculty member recommended to serve on the committee. The committee will consist of three members from the Department of Industrial Technology, and two members from outside the department one of whom will be a representative of the Graduate College assigned by the Graduate Dean. Eligible committee members from within the Department of Industrial Technology will serve as chair and co-chair. The five committee members must be members of the University of Northern Iowa Graduate Faculty. An expansion of the committee may occur if a non-faculty person agrees to serve due to expertise or as a representative of an area of knowledge. Approval shall comprise a written petition submitted in the normal procedure. Non-faculty personnel will participate in all committee responsibilities except for signature decisions. This advisory committee shall have the responsibility for the following:

1. Approval of the application for candidacy (Professional Career Development Plan) and the Application for Program Approval or program of study (GF-1 form) for the individual student.
2. Personal interview with student after completion of the Professional Career Development Plan (PCDP).
3. Preparation and evaluation of comprehensive written and oral examinations.
4. Determination of any remedial requirements after comprehensive written and oral examinations are completed.
5. Approval of publication requirement before allowing student to submit dissertation proposal.
6. Approval of dissertation proposal and supervision of dissertation effort.
7. Final approval of completed dissertation.
8. Preparation and evaluation of oral examination over dissertation.
9. Recommendation of candidate for degree.

All but one of the voting committee members must approve all actions of the committee.

Should it then be necessary to request changes in the composition of the committee, the graduate student must specify in a letter to the departmental Graduate Coordinator the rationale for the replacement. A disagreement in perspective, thought, or position may not be cause for replacement. Any faculty member choosing to resign from the committee must submit a letter of request to the departmental Graduate Coordinator.

Admission to Candidacy

Students will usually apply for admission to candidacy and submit programs of study for approval during their first semester or second summer session in residence. All course work in progress or completed prior to applying for admission to Program Approval must be subsequently approved by the faculty advisory committee in order to be counted on a student's program of study.

Admission to candidacy will be recommended to the Department Head and to the Dean of the Graduate College only after a formal interview of the student has been conducted by the faculty advisory committee.

The PCDP submitted with the admission for candidacy must include a statement relating to the career goals of each candidate along with a list of specific competencies the student expects to attain through activities associated with program requirements.

Any changes made in course requirements after the application for program of study has been submitted must be approved by the faculty advisory committee and the Dean of the Graduate College.

General Regulations

1. **Scholarship.** A cumulative grade index of 3.00 (B average) must be earned at the University of Northern Iowa in all courses attempted as a graduate student. No credit toward graduation will be allowed for courses in which the earned grade is below C- and a maximum of six (6) semester hours of C credit (C+, C, C-) earned within the program of study may be applied toward credit for graduation.
2. **Recency of Credit.** Courses taken more than seven (7) years prior to the granting of the degree cannot be used to meet degree requirements.
3. **Transfer Credit.** Usually a maximum of twelve (12) semester hours of graduate credit from other accredited institutions may be applied toward meeting minimum credit hour requirements for the Doctor of Industrial Technology Degree, subject to the Recency of Credit regulation. Credit may not be transferred if taken four (4) years prior to application for admission to the Doctor of Industrial Technology Degree program, taking into consideration three (3) years for degree completion. The student's faculty advisory committee will make recommendations regarding the applicability of transfer credit.
4. **Residence Credit.** The student must be enrolled in continuous, fulltime study for one academic year plus the preceding or following summer session. Fulltime study is considered to be a minimum of twelve (12) semester hours of credit during a semester and six (6) semester hours of credit during a summer session. Persons serving as graduate assistants in the department will be considered fulltime if they carry at least nine (9) semester hours per semester in addition to the assistantship.
5. **Maximum Academic Load.** The maximum graduate student load during each semester of the academic year is fifteen (15) hours, and twelve (12) hours for those with an assistantship; that permitted during the eight-week summer session is nine (9) hours and during the two-week post-session, two (2) hours.
6. **Level of Courses.** A minimum of 38 semester hours must be in 200- or 300-level course work. All 100(g) series courses available in the Department of Industrial Technology require activities beyond those required for undergraduate students; and some courses require activities for doctoral students beyond those required of pre-doctoral students.
7. **Examinations.** The following examinations are required of all students working toward the Doctor of Industrial Technology Degree.
 - a. **Graduate Record Examination.** Students applying for admission

to the DIT degree program must forward, with their applications, their scores on the verbal, analytical, and quantitative sections of the Graduate Record Examination in order to be considered for degree status admission.

- b. **Departmental Candidacy Examination.** The Departmental Candidacy Examination for the DIT degree program is termed the Professional Career Development Plan (PCDP). The candidate consults with the chairperson of the advisory committee in the development of the Professional Career Development Plan which requires approval by the candidate's faculty advisory committee. The PCDP includes a statement of the candidate's career goals, a compilation of the competencies and other skills already possessed along with supporting evidence, and a proposed plan of study to achieve the remaining career goal competencies. It requires both a written component and an oral interview. The PCDP must be completed early in the first or second semester or summer session in residence.
- c. **DIT Comprehensive Examination.** The comprehensive examination is intended to be an evaluation of the candidate's mastery of the entire planned program of study, including the tools of research. It is used to evaluate the candidate's mastery of the subject at or near the end of the program but prior to initiating the research activity for the dissertation. It should be prepared, administered, and evaluated by the candidate's faculty advisory committee upon completion of all core program requirements, excluding dissertation research work, and upon the completion of at least 80% of the proposed elective courses in the program. The written portion will consist of three 4-hour periods. The dates will be scheduled in consultation with the advisor. Upon satisfactory completion of the written portion, the faculty advisory committee will conduct the oral portion with the candidate present. The oral portion shall be opened to faculty who provided questions for the written portion.

Successful completion of both the written and oral portions of the comprehensive examination are required. The comprehensive examination will be evaluated at a convened meeting of the faculty advisory committee and reported as satisfactory or unsatisfactory to the Graduate Dean via the Graduate Coordinator and Head, Department of Industrial Technology.

In the event of a report with three or more votes of "satisfactory with reservations" in either portion, the exact stipulations of the committee should be recorded on the report form. The statement must specify the time allowed for satisfying the stipulations and must be specific in defining the area if further examination in a particular area is necessary, or in describing any additional courses, actions or procedures that are required. The examination cannot be deemed complete or reportable until such stipulations have been satisfied.

Successful completion of the comprehensive examination will be reported if four of five committee members indicate a satisfactory report on both the written and the oral portions. In case of a report of unsatisfactory on a portion of the examination, a second examination must be administered in the next succeeding semester or summer session. A candidate will be permitted two opportunities to achieve a satisfactory report. A third opportunity will only be allowed with a special approval by the department head upon the recommendations of four of the five members of the faculty advisory committee. The candidate receiving an unsatisfactory report in the final opportunity by the convened faculty advisory committee will not be permitted to continue or complete the program of graduate studies, and upon submission of the report form to the Head, Department of Industrial Technology, and Graduate Dean via the Graduate Program Coordinator, the faculty advisory committee for this candidate will be dissolved.

Post-Comprehensive Registration: Doctoral students who have completed all of their program requirements except the disserta-

tion, and who have passed their comprehensive exam must be continuously registered until the degree is completed. Students reaching this stage will be automatically registered and assessed a fee for 330:300, the post-comprehensive "course" registration number.

- d. **Dissertation Examination.** An oral examination is required over the content and methodology used in conducting the research associated with the student's dissertation. The examination is conducted by the student's faculty advisory committee after the dissertation has been presented to the faculty advisory committee in final form.
8. **Publication.** Before being allowed to submit a dissertation proposal, the student must submit at least one scholarly paper for publication in a periodical, journal, or textbook within one of the professional fields related to industrial technology. The faculty advisory committee shall determine when this requirement is met. Publication completed prior to admission to the program may be submitted for consideration.
9. **Dissertation.** A minimum of four (4) final copies of the accepted dissertation are required to be delivered to the Office of the Graduate Dean no later than two weeks before graduation. The original and three (3) copies of the dissertation must be on white, acid free, 24-pound (minimum weight), 25% or 100% cotton paper (erasable paper is not acceptable). The student may purchase the approved paper at the print centers in the Rod Library or the Physical Plant. The Rod Library Print Center is equipped to photocopy dissertations. The final copy must be clean and suitable for microfilming with uniform darkness and a sharp imprint. In addition, two (2) copies should be delivered to the department office.
10. **Abstracts of Dissertation.** Three (3) copies of an abstract of the dissertation must be filed in the Graduate College at the time of final deposit of the dissertation. Regulations for the dissertation also apply to the abstract. The abstract must not exceed 350 words in length. Please see the most current edition of the *Thesis and Dissertation Manual* (obtainable from the Graduate College) for details.
11. **Microfilm Agreement.** A "Microfilm Agreement" and "Survey of Earned Doctorates" must be completed and returned to the Graduate College with the final dissertation. The University of Northern Iowa participates in a program sponsored by the Association of Research Libraries and conducted by University Microfilms, Ann Arbor, Michigan, for reproduction of doctoral dissertations on microfilm. If the dissertation has been copyrighted, this information must be included on the University microfilm agreement form.
12. **Dissertation Fees.** Several fees are required in connection with the dissertation; these include:
 - a. a binding fee for the two library and two department copies of the dissertation. If a student wishes to bind additional copies, individual arrangements with a binder must be made.
 - b. a microfilm fee to cover the cost of microfilming the dissertation and publishing the abstract.
 - c. a copyrighting fee if the student wishes to have the dissertation copyrighted.

Students should check with the Graduate College for the most current edition of the *Thesis and Dissertation Manual* for the amount of each of the above fees.

The binding, microfilming, and copyrighting fees must be paid at the UNI Controller's Office and a copy of the receipt submitted to the Graduate College at the time the final copies of the dissertation are deposited.



Graduation Requirements

The following requirements for graduation apply to all students in the Doctor of Industrial Technology Degree program.

1. **Credit Hour Requirements.** A minimum of 64 semester hours of credit must be completed beyond the master's degree. At least 52 hours of these credits must be earned at the University of Northern Iowa. At least 38 of the credit hours used for meeting minimum credit hour requirements for the degree must be in 200- or 300-level course work.
2. **Research Requirements.** A dissertation is required of all candidates. Research credit of 12 semester hours will be granted for the successful completion of the dissertation. The instructor may assign an *RC (Research Continued)*, if s(he) feels the work has not reached the stage where it can be evaluated. Registration for the last segment of Research credit for which a student registers (for work on her/his dissertation) should be postponed until the paper is near completion. The Registrar may authorize the extension of time for completion of an *RC (Research Continued)* in Research up to one additional calendar year with the consent of the instructor. If at the end of that time the work has not been completed, the *RC* will be changed to an *F (Failure)*. All dissertation research credit is recorded as *RC (Research Continued)* until the faculty advisory committee has conducted the final oral examination over the dissertation and given final approval for the dissertation.
3. **Filing of Dissertations.** The dissertation must be submitted in final form to the faculty advisory committee at least seven (7) weeks prior to graduation. Regulations governing the preparation of dissertations may be obtained from the Graduate College.
4. **Application for Graduation.** The candidate for the Doctor of Industrial Technology Degree must make application for graduation not later than the ninth week of the semester or the fourth week of the summer session in which the student plans to receive the degree. The application form may be obtained in the Department of Industrial Technology. Applications received after the dates designated will be placed with those for the following session.
5. **Attendance at Commencement.** The candidate for the Doctor of Industrial Technology Degree is expected to secure the appropriate academic regalia and appear at commencement for the awarding of the degree.

Courses of Instruction

In the following pages, courses are designated by two numbers, separated by a colon. The first number refers to the department or area of the course; the second number refers to the specific course. For example, in the course designated 600:111 the "600" refers to the Department of Art and the "111" refers to the course. In registration always use the full number.

Courses 0-99 are primarily designed for freshman and sophomore students.

Courses 100-199 are primarily designed for junior, senior, and graduate students. However, only those 100-level courses whose numbers are followed by a "g" provide graduate credit, e.g., 940:149(g). In all courses of the 100(g) series greater academic achievement, both qualitative and quantitative, is expected of those receiving graduate credit than those receiving undergraduate credit. Freshmen and sophomores may not register for 100(g)-level courses. Only in very special cases may an exception be granted by the appropriate department head.

Courses 200-299 are primarily designed for graduate students. Undergraduates seeking admission to graduate courses must secure the permission of the head of the department offering the course. Courses numbered 200 taken as an undergraduate cannot later be used for an advanced degree unless the student was eligible to earn graduate credit. See page 60.

Courses 300-399 are primarily designed for doctoral students.

Students are classified as follows:

Earned Semester Hours

Freshman	less than 30
Sophomore	30-59
Junior	60-89
Senior	90 and over
Graduate classification is earned by admission to graduate study.	

Course Numbers Common to Many Departments

These common numbers may be used under named conditions by prefixing the department number:

059, 159, 159g, 259—Reserved for temporary courses of a special or experimental nature.

133, 133g, 233 Workshop—1-6 hrs. Offered for special groups as announced in advance. Students may take work in one or more workshops but may not use more than 6 hours toward graduation.

179 Cooperative Education—1-6 hrs. For students who wish to apply classroom learning to field experience. Requires approval by the faculty supervisor, the head of the academic department granting credit, and Cooperative Education/Internship staff for placement agreement, project, and credit arrangements. Credit may not be applied to a major or minor without approval by the department offering the major or minor. Co-op/Internship staff assist in developing placements and arranging student interviews with employers and maintain contact with student and employer during the co-op/internship experience. May be repeated for a maximum of 12 hours credit. (See page 58.)

086, 186, 186g, 286 Studies in "_____"—Courses to be offered by departments for specialized work not covered by regular courses. Credit and topic for "study" to be given in Schedule of Classes.

09C, 19C, Open Credit—1-6 hrs. (See page 58.)

19P Presidential Scholars Research—1-3 hrs. For Presidential Scholars only. Credit and topic to be approved by the Presidential Scholars Board. May be repeated once for a maximum of 6 hours.

198 Independent Study—Hours to be arranged in advance. A provision for undergraduate students to do work in a special area not



offered in formal courses. (Does not provide graduate credit.) Permission of the head of the department offering the work is required. Projects must be approved well before the beginning of the semester in which the work is to be done. (See page 59.)

199 Study Tour—1-12 hrs. Offered as announced in the Summer Bulletin and Schedule of Classes. See Summer Bulletin for general description and consult appropriate department for specific information.

285 or 385 Readings—Offered as needed in the various disciplines: not offered as a class. Independent readings from a selected list as approved in advance by department head. Credit to be determined at time of registration.

289 or 389 Seminar—Offered as needed in the various disciplines. Credit and topic to be given in Schedule of Classes.

297 or 397 Practicum—2-3 hrs. Offered as needed in the various disciplines to provide practical experience in college teaching.

299 or 399 Research—For details of approval and registration, see pages 135, 167, 169 and 172.

300 Post-Comprehensive Registration

Individual Studies Program

Courses offered in the Individual Studies Program may have a prefix of 000:xxx instead of a department number. These include:

192 Exploratory Seminar—1-3 hrs.

196 Interdisciplinary Readings—1-3 hrs.

197 Undergraduate Thesis—3-6 hrs.

198 Individual Study Project—Hours arranged by Individual Studies Program Administrator. (See pages 9 and 95 for additional information.)

Guide to Course Numbers

Alphabetical Order

120 Accounting
 990 Anthropology
 600 Art
 42T Athletic Training
 840 Biology
 100 Business Administration, Interdepartmental
 860 Chemistry
 710 Chinese
 48_ Communication Studies:
 48C (Communication)
 48E (Electronic Media)
 48J (Journalism)
 48P (Public Relations)
 51_ Communicative Disorders:
 51A (Audiology)
 51C (Communicative Disorders)
 51S (Speech-Language Pathology)
 810 Computer Science
 290 Counseling
 310 Design, Family and Consumer Sciences
 870 Earth Science
 920 Economics
 190 Education, Interdepartmental
 270 Educational Leadership
 200 Educational Psychology
 240 Educational Technology
 210 Elementary, Early Childhood, and Middle Level Education
 620 English Language and Literature
 830 Environmental Science
 160 Finance
 720 French
 970 Geography
 740 German
 410 Health Promotion and Education
 440 Health, Physical Education, and Leisure Services, Interdepartmental
 960 History
 680 Humanities
 690 Humanities, Interdepartmental
 000 Individual Studies
 330 Industrial Technology
 890 Iowa Lakeside Laboratory
 730 Japanese
 700 Languages
 430 Leisure Services
 150 Management
 130 Marketing
 800 Mathematics
 250 Measurement and Research
 080 Military Science
 520 Music
 540 Music, Applied
 570 Music Education and Methods
 590 Music History and Musicology
 530 Music, Organizations and Ensembles
 560 Music Techniques
 580 Music Theory
 595 Performance Literature and Repertory
 650 Philosophy
 880 Physics
 420 Physical Education
 940 Political Science
 790 Portuguese
 170 Postsecondary Education: Student Affairs
 400 Psychology
 950 Public Policy
 230 Reading and Language Arts
 640 Religion
 770 Russian
 300 Safety Education
 350 School Library Media Studies

820 Science and Science Education
 260 Social Foundations
 900 Social Science
 450 Social Work
 980 Sociology
 780 Spanish
 220 Special Education
 280 Teaching
 630 TESOL/Applied Linguistics
 490 Theatre
 43T Tourism
 010 University, Interdisciplinary
 43Y Youth/Human Services Administration

Code Number Order

000 Individual Studies
 010 University, Interdisciplinary
 080 Military Science
 100 Business Administration, Interdepartmental
 120 Accounting
 130 Marketing
 150 Management
 160 Finance
 170 Postsecondary Education: Student Affairs
 190 Education, Interdepartmental
 200 Educational Psychology
 210 Elementary, Early Childhood, and Middle Level Education
 220 Special Education
 230 Reading and Language Arts
 240 Educational Technology
 250 Measurement and Research
 260 Social Foundations
 270 Educational Leadership
 280 Teaching
 290 Counseling
 300 Safety Education
 310 Design, Family and Consumer Sciences
 330 Industrial Technology
 350 School Library Media Studies
 400 Psychology
 410 Health Promotion and Education
 420 Physical Education
 42T Athletic Training
 430 Leisure Services
 43T Tourism
 43Y Youth/Human Services Administration
 440 Health, Physical Education and Leisure Services, Interdepartmental
 450 Social Work
 48_ Communication Studies:
 48C (Communication)
 48E (Electronic Media)
 48J (Journalism)
 48P (Public Relations)
 490 Theatre
 51_ Communicative Disorders:
 51A (Audiology)
 51C (Communicative Disorders)
 51S (Speech-Language Pathology)
 520 Music
 530 Music, Organizations and Ensembles
 540 Music, Applied
 560 Music Techniques
 570 Music Education and Methods
 580 Music Theory
 590 Music History and Musicology
 595 Performance Literature and Repertory
 600 Art
 620 English Language and Literature
 630 TESOL/Applied Linguistics
 640 Religion
 650 Philosophy
 680 Humanities
 690 Humanities, Interdepartmental
 700 Languages
 710 Chinese

720 French
 730 Japanese
 740 German
 770 Russian
 780 Spanish
 790 Portuguese
 800 Mathematics
 810 Computer Science
 820 Science and Science Education
 830 Environmental Science
 840 Biology
 860 Chemistry
 870 Earth Science
 880 Physics
 890 Iowa Lakeside Laboratory
 900 Social Science
 920 Economics
 940 Political Science
 950 Public Policy
 960 History
 970 Geography
 980 Sociology
 990 Anthropology

Departmental Order

Accounting
 120 Accounting
Art
 600 Art
Biology
 840 Biology
 890 Iowa Lakeside Laboratory
Business Administration, College of, Interdepartmental
 100 Business Administration, Interdepartmental
Chemistry
 860 Chemistry
Communication Studies
 48C Communication
 48E Electronic Media
 48J Journalism
 48P Public Relations
Communicative Disorders
 51A Audiology
 51C Communicative Disorders
 51S Speech-Language Pathology
Computer Science
 810 Computer Science
Curriculum and Instruction
 210 Elementary, Early Childhood, and Middle Level Education
 230 Reading and Language Arts
 240 Educational Technology
 300 Safety Education
 350 School Library Media Studies
Design, Family and Consumer Sciences
 310 Design, Family and Consumer Sciences
Earth Science
 870 Earth Science
Economics
 920 Economics
Education, Interdepartmental
 190 Education, Interdepartmental
Educational Leadership, Counseling, and Postsecondary Education
 170 Postsecondary Education: Student Affairs
 270 Educational Leadership
 290 Counseling
Educational Psychology and Foundations
 200 Educational Psychology
 250 Measurement and Research
 260 Social Foundations
English Language and Literature
 620 English Language and Literature
 630 TESOL/Applied Linguistics
Finance
 160 Finance

Geography
 970 Geography
Health, Physical Education, and Leisure Services, School of
 410 Health Promotion and Education
 420 Physical Education
 42T Athletic Training
 430 Leisure Services
 43T Tourism
 43Y Youth/Human Services Administration
 440 Health, Physical Education, and Leisure Services, Interdepartmental
History
 960 History
Humanities
 680 Humanities
Humanities and Fine Arts, Interdepartmental
 690 Humanities, Interdepartmental
Interdisciplinary
 000 Individual Studies
 010 University, Interdisciplinary
Industrial Technology
 330 Industrial Technology
Management
 150 Management, Marketing
Marketing
 130 Marketing
Mathematics
 800 Mathematics
Military Science
 080 Military Science
Modern Languages
 700 Languages
 710 Chinese
 720 French
 730 Japanese
 740 German
 770 Russian
 780 Spanish
 790 Portuguese
Music, School of
 520 Music
 530 Music, Organizations and Ensembles
 540 Music, Applied
 560 Music Techniques
 570 Music Education and Methods
 580 Music Theory
 590 Music History and Musicology
 595 Performance Literature and Repertory
Philosophy and Religion
 640 Religion
 650 Philosophy
Physics
 880 Physics
Political Science
 940 Political Science
Psychology
 400 Psychology
Public Policy
 950 Public Policy
Science
 820 Science and Science Education
 830 Environmental Science
Social Science
 900 Social Science
Social Work
 450 Social Work
Sociology, Anthropology and Criminology
 980 Sociology
 990 Anthropology
Special Education
 220 Special Education
Student Field Experiences
 280 Teaching
Theatre
 490 Theatre

Course Descriptions

The following is a listing of all of the courses offered by the various departments of the University. The courses are listed in numerical order.

A course which has been **re-numbered** effective Fall 1998, Fall 1999, or Fall 2000 semester (1998-2000 or 2000-2002 "Programs and Courses") has the course's **former number italicized and listed in parenthesis ()** at the end of the new course number's description.

010 University, Interdisciplinary

010:092. Presidential Scholars Seminar — 1-3 hrs.

For Presidential Scholars only. Credit and topic listed in the Schedule of Classes. May be repeated in a different topic.

XXX:19P. Presidential Scholars Research — 1-3 hrs.

For Presidential Scholars only. Credit and topic to be approved by the Presidential Scholars Board. May be repeated once for a maximum of 6 hours.

080 Military Science

Basic Course

080:091. The American Defense Establishment: An Introduction — 1 hr.

The role of the military in American society and foreign policy; basic history of the military establishment; introduction to the military rank structure; and leadership models. Discussion, 1 hr./wk.; lab, 1 hr./wk.

080:092. Foundations of Military Organizations — 1 hr.

The basic organization of the military service; emphasis on the total U.S. Army, its mission and capabilities; description of the different Army branches; officer and non-commissioned officer duties and responsibilities. Discussion, 1 hr./wk.; lab, 1 hr./wk.

080:094. Military Leadership and Problem-Solving Skills — 2 hrs.

Students discuss and learn the principles of leadership and apply them during a Leadership Weekend; introduction to the communication and decision-making processes, military writing, and ethics in the military discussion of the Principles of War, Military History and the threat of regional conflicts. Discussion, 1 hr./wk.; lab, 1 hr./wk., plus 1 field trip.

080:095. Military Survival Skills — 2 hrs.

Basic military survival principles are discussed in class and demonstrated during a Survival Weekend. Concepts taught are: shelter building, water and food gathering, land navigation, first aid, and rescue signaling. Discussion, 1 hr./wk.; lab, 1 hr./wk., plus 1 field trip.

080:098. Military Science Leadership Practicum — 4-6 hrs.

A five-week summer program at Fort Knox, Kentucky, designed to provide leadership experiences to sophomores. Successful completion will qualify students to enroll in the ROTC Advanced Course. Prerequisite: departmental approval.

Advanced Course

080:116. Small Group Leadership — 3 hrs.

Organizational leadership with emphasis on unit goals and standards, performance motivation, delegation of authority, and training; includes preparation for and conduct of student-led classes in designated subject areas. Discussion, 3 hrs./wk.; lab, 1 hr./wk. Prerequisite: departmental approval.

080:117. Principles of Military Operations — 3 hrs.

Fundamentals of military planning and preparation of operations orders for small units; examines organization, functioning, and communications of an infantry company in a tactical environment, includes: defensive, offensive, retrograde, air assault, and fire support operations. Discussion 3 hrs./wk.; lab, 1 hr./wk. Prerequisite: departmental approval.

080:118. Military Command and Management — 3 hrs.

Leadership and management of large organizations with emphasis on effective staff management of resources and organizational behavior problems; includes personnel management, training management and logistics management; oral presentation and research paper required. Discussion, 3 hrs./wk.; lab, 1 hr./wk. Prerequisite: departmental approval.

080:119. Military Leadership Development — 3 hrs.

A comprehensive review of professional leadership development principles with a heavy emphasis on ethics of the military profession; case studies of applied leadership techniques and lectures addressing problem analysis, the decision-

making process, communications, counseling, motivation and team building; broad review of military law, the military justice system and the Law of Land Warfare; oral presentation and research paper required. Discussion 3 hrs./wk.; lab, 1 hr./wk. Prerequisite: departmental approval.

080:189. Readings in Contemporary Military Issues — 1-6 hrs.

Individualized list of selected readings in an area of emphasis. Prerequisite: departmental approval.

080:192. Leadership Practicum — 4-6 hrs.

A five-week summer program at Fort Lewis, Washington, designed to provide leadership development and opportunities for students participating in the Advanced Course. Prerequisite: departmental approval.

120 Accounting

No Accounting courses may be taken on a credit/no credit basis by an Accounting Major, except 120:169, 120:170, and 120:179.

120:030. Principles of Financial Accounting — 3 hrs.

Introduction to reporting financial information regarding the operating, investing and financing activities of business enterprises to present and potential investors and creditors and others. *Regression note:* Subsequent to successfully completing a 100-level Accounting course, neither 120:030 nor 120:031 may be repeated. Prerequisite: registration requires a cumulative UNI GPA of 2.20 or better, or the equivalent; sophomore standing.

120:031. Principles of Managerial Accounting — 3 hrs.

Introduction to processes leading to information useful to decision-makers responsible for an accounting entity's activities. Includes cash flow and financial statement analysis, cost behavior, and budgeting. *Regression note:* Subsequent to successfully completing a 100-level Accounting course, neither 120:030 nor 120:031 may be repeated. Prerequisites: C- or better in 120:030; sophomore standing.

120:129. Intermediate Accounting I — 3 hrs.

Review of the accounting cycle and present/future value concepts and the study of the theory and practice of financial accounting for assets and related items. Prerequisites: 120:030; 120:031; junior standing.

120:130. Intermediate Accounting II — 3 hrs.

Study of the theory and practice of accounting for liabilities and owner's equity, revenue recognition, accounting changes and error corrections, and statements of cash flow. Prerequisites: 120:030; 120:031; 120:129; junior standing.

120:131. Cost Accounting — 3 hrs.

Management use of accounting data to aid in product costing, performance measurement, budgeting, and other operating decisions. Prerequisites: 120:030; 120:031; junior standing.

120:132. Income Tax — 3 hrs.

Federal taxes as applied to individuals and businesses; emphasis on individual returns, income and expense recognition, and property transactions. Prerequisite: junior standing.

120:134. Auditing — 3 hrs.

Principles, practices, and procedures used to determine reliability of financial records and statements. Prerequisites: 120:030; 120:031; 120:129; 120:130; junior standing.

120:135(g). Advanced Accounting — 3 hrs.

Accounting for partnerships, foreign currency translation, consolidations, and governmental and not-for-profit units. Prerequisites: 120:030; 120:031; 120:129; 120:130; junior standing.

120:136. Computerized Accounting Systems — 3 hrs.

Introduction to business information and communication systems with an emphasis on how computers are incorporated into business systems; includes computer cases and electronic spreadsheets. Prerequisites: 120:030; 120:031; 120:129; 150:080; junior standing.

120:139(g). Government and Not-for-Profit Accounting — 3 hrs.

Introduction to governmental and not-for-profit accounting, financial reporting, and managerial control concepts, processes, and procedures. Prerequisites: 120:030; 120:031; junior standing.

120:141(g). Advanced Cost Accounting — 3 hrs.

Continuation of 120:131. Emphasis on cost techniques necessary for management decision making. Prerequisites: 120:030; 120:031; a C- or better in 120:131; junior standing.

120:142. Advanced Income Tax — 3 hrs.

Advanced phases of income taxation as related to partnerships and corporations and estate and gift taxes; problems which require investigation of concepts and theories of taxable income. Prerequisites: 120:132; junior standing.

120:144. VITA: Individual Income Tax Preparation — 1 hr.

VITA, an acronym for Volunteer Income Tax Assistance, is a nationwide program sponsored by the Internal Revenue Service. VITA volunteers prepare federal and state income tax returns, at no charge, for primarily low-income individuals. The course is designed to give students an experiential learning opportunity. May be repeated for a maximum of 3 hours. Prerequisite: 120:132.

120:148. C.P.A. Review — 3 hrs.

Designed to aid candidates in developing approaches to solutions of problems and answers to questions in the CPA examinations. Prerequisites: 120:030; 120:031; 120:129; 120:130; 120:134; junior standing.

120:150. Auditing Review — 1 hr.

Intensive review of auditing concepts to prepare accounting students for the Auditing section of the CPA examination. Prerequisites: 120:030; 120:031; 120:129; 120:130; 120:134; junior standing.

120:169. Internship — Accounting — 2-8 hrs.

Fulltime accounting internship for minimum of eight weeks. Offered on credit/no credit basis only. Prerequisites: junior standing; consent of department head; 2.70 cumulative UNI GPA.

120:170(g). Special Problems — Accounting — 1-3 hrs.

Directed readings, reports, and/or projects. Offered on credit/no credit basis only. Prerequisites: junior standing; consent of department head.

120:179. Cooperative Education in Accounting — 1-3 hrs.

Offered on credit/no credit basis only. May be repeated for a maximum of 6 hours.

120:214. Applied Professional Research — 3 hrs.

Emphasizes substantive accounting and auditing questions that arise in practice. Professional research methods will be used to solve cases. Teamwork, communication and analytical skills required of contemporary practitioners will be developed. Prerequisites: 120:134; admission to MAcc program.

120:229. Financial Accounting Theory — 3 hrs.

Examination of the conceptual underpinnings of accounting and the development of those concepts and the discussion of accounting issues as related to contemporary financial reporting. Prerequisite: admission to the MAcc Program.

120:236. Advanced Accounting Systems — 3 hrs.

This course builds upon the background provided by the Computerized Accounting Systems course and the Introduction to MIS course. It develops an integrating framework to illustrate the evolving role of current and emerging information technologies in supporting accounting and business activities. Prerequisites: 120:136; 150:080; admission to the MAcc Program.

120:240. Advanced Auditing — 3 hrs.

Examination of selected professional issues that will be confronted in practice. Specific topical coverage will vary as contemporary issues emerge. Prerequisites: 120:134; admission to the MAcc Program. (Formerly 120:140g.)

120:242. Advanced Tax Topics — 3 hrs.

Advanced issues related to income taxation of corporations, partnerships, S corporations and fiduciaries, and estate and gift taxes are covered. Emphasis is on conceptual understanding and problem solving. Prerequisites: 120:132; admission to the MAcc Program.

120:243. Tax Research and Planning — 3 hrs.

Study and application of the research methodologies related to tax compliance and tax planning work commonly performed by accountants. Prerequisites: 120:132; admission to the MAcc Program. (Formerly 120:143g.)

120:262. Managerial Accounting — 3 hrs.

Use of accounting data in managerial decision-making process and in the analysis and control of business operation. Prerequisites: 120:030 and 120:031, or equivalent; and consent of MBA Director.

120:263. Cost Management — 3 hrs.

Study of the development and implementation of cost management systems that support operations in "World Class" manufacturing, service, and other organizations. Includes activity-based costing, costs of quality, strategic control systems, and management control systems. Prerequisites: 120:131; admission to the MAcc Program.

120:280. Topics in Accounting — 1-3 hrs.

May be repeated for a maximum of 6 hours. Anticipated typical credit of 1 hour. Selected topics in Accounting. Prerequisite: consent of MBA Director.

120:285. Individual Readings — 1-4 hrs.

Directed readings and reports. May be repeated for a maximum of 4 hours. Prerequisites: consent of MBA Director and department head.

120:289. Seminar in Contemporary Issues in Accounting — 3 hrs.

Seminar on topics offered on a rotating basis. Offerings include contemporary issues in auditing, tax planning, international tax and accounting, and accounting theory. Course may be repeated for additional credit one time. Prerequisite: consent of MBA Director or admission to the MAcc Program.

120:299. Research — 1-6 hrs.

Prerequisites: consent of MBA Director and department head.

130 Marketing

130:060. Tourism Marketing — 3 hrs.

Survey course examining tourism in a marketing context with special emphasis on the Principles of Marketing in a service industry.

130:101. Principles of Marketing — 3 hrs.

Survey course dealing with the role of marketing in society, customer determination and selection, product management, channels of distribution, pricing concepts, and promotional activity within an economic and business environment. Prerequisite: 920:024 or 920:053.

130:106(g). Consumer Behavior — 3 hrs.

Recent findings of psychologists, sociologists, anthropologists, and marketers in relationship to internal and external influences on buyer behavior and marketing-related decision making. Prerequisites: 130:101; 920:024 or 920:053; junior standing.

130:108(g). Marketing Research — 3 hrs.

Procedures used in defining a marketing problem and carrying out the research necessary for its proper solution. Prerequisites: 130:101; 150:080; 800:072 or 800:092; 920:020; 920:024 or 920:053; 920:070; junior standing.

130:131. New Product Management — 3 hrs.

The "Product" marketing mix element is studied, with focus on new product development, from idea generation through commercialization. Prerequisites: 130:101; 920:024 or 920:053; junior standing.

130:142. Pricing — 3 hrs.

Price, as one of the major components of marketing, is studied from economic, psychological, and sociological perspectives. Prerequisites: 130:101; 920:024 or 920:053; junior standing.

130:150. Advertising and Promotion — 3 hrs.

Decision making in advertising, consumer promotion, sales promotion, and public relations. Includes market analysis, establishing promotion objectives, budgeting, media/promotion mix selection, communication techniques, and evaluation of effectiveness. Prerequisites: 130:101; 920:024 or 920:053; junior standing.

130:153. Sales Management — 3 hrs.

Study of the sales management functions from a decision-making perspective by developing field management tools and procedures related to organizing, staffing and training a sales force, directing sales force operations, sales planning, and the evaluation of sales performance. Prerequisites: 130:101; 920:024 or 920:053; junior standing.

130:161. Distribution — 3 hrs.

Study of the behavioral dimensions of marketing channel relations, the roles of channel members, their use of power, the management of conflicts that arise, the communications network and the logistics of the organized movement of products. Prerequisites: 130:101; 920:024 or 920:053; junior standing.

130:166. Retailing — 3 hrs.

Study of the elements of and decisions to be made in owning or managing a retail business, the selection of a target market and information-gathering methods, location planning, merchandise management, and communicating with customers. Prerequisites: 130:101; 920:024 or 920:053; junior standing.

130:169. Internship-Marketing — 2-8 hrs.

Fulltime internship in a marketing-related business for a minimum of eight weeks. Maximum of three semester hours may be applied to Marketing major electives category. Prerequisites: 130:101; 130:106; 130:108; 150:080; 800:072 or 800:092; 920:020; 920:024 or 920:053; 920:070; senior standing; consent of department head; UNI cumulative GPA of 2.50 or better.

130:170. Entrepreneurship — 3 hrs.

Exploration of entrepreneurial qualities, opportunity assessment, strategic planning of new ventures and legal and contemporary environmental issues. Not for students with majors in Accounting, Business Teaching, Economics-Emphasis 3, Finance, Management, Management Information Systems, or Marketing. No credit if credit previously earned in 130:172. Prerequisites: 920:024 or both 920:053 and 920:054; junior standing.

130:172. Venture Opportunity Analysis — 3 hrs.

Examination of skills and procedures needed to plan and create a new venture. Emphasis on self-assessment, first venture analysis, and creation of comprehensive business plan. Only for students majoring in Accounting, Business Teaching, Economics-Emphasis 3, Finance, Management, Management Information Systems, or Marketing. No credit if credit previously earned in 130:170. Prerequisites: 120:030; 120:031; 130:101; 150:153; 920:053; 920:054; junior standing.

130:177. Global Marketing — 3 hrs.

Marketing practices and trends in businesses serving foreign markets. Prerequisites: 130:101; 920:024 or 920:053; junior standing.

130:178. Services Marketing — 3 hrs.

Seeks to develop an understanding of service as a product or component of a product. Provides an opportunity to gain an appreciation for the unique challenges inherent in marketing and managing services, and service products. Topics include service design and delivery, service quality and standards, and the roles played by both service provider and customer. Prerequisites: 130:101; 920:024 or 920:053; junior standing.

130:179. Cooperative Education in Marketing — 1-6 hrs.

Offered on credit/no-credit basis only. This course is not accepted for credit toward the Marketing major, but can be used as a university elective. Prerequisites: 130:101; 920:024 or 920:053; UNI cumulative GPA of 2.50 or better; consent of department head.

130:182. Applied Marketing Research — 3 hrs.

Experimental study with marketing research project management, development and execution utilizing MIS, computer programs, database management, and interaction with actual business problems. Prerequisites: 130:101; 130:108; 150:080; 800:072 or 800:092; 920:020; 920:024 or 920:053; 920:070; junior standing.

130:187. Direct Marketing — 3 hrs.

Introduction to direct marketing with data base applications. Prerequisites: 130:101; 920:024 or 920:053; junior standing.

130:191(g). Marketing Strategy — 3 hrs.

Integration of major marketing functions from a managerial perspective. Emphasis on developing marketing strategies and applying strategic marketing decisions. Prerequisites: 130:101; 130:106; 130:108; 150:080; 800:072 or 800:092; 920:020; 920:024 or 920:053; 920:070; senior standing.

130:198. Independent Study — 1-6 hrs.

This course is not accepted for credit toward the Marketing major, but can be used as a university elective. Prerequisites: 130:101; 920:024 or 920:053; junior standing; consent of department head.

130:263. Marketing Management — 3 hrs.

Integrated approach to marketing from managerial viewpoint using economic, quantitative, and behavioral concepts in analyzing and developing framework for decision making and implementing a marketing program. Prerequisite: consent of MBA Director.

130:280. Topics in Marketing — 1-3 hrs.

May be repeated for maximum of 6 hours. Anticipated typical credit of 1 hour. Selected topics in Marketing. Prerequisite: consent of MBA Director.

130:285. Individual Readings — 1-3 hrs.

May be repeated for a maximum of 4 hours. Prerequisites: consent of department head and MBA Director.

130:297. Practicum — 1-3 hrs.

Prerequisites: consent of department head and MBA Director.

130:299. Research — 1-6 hrs.

Prerequisites: consent of department head and MBA Director.

150 Management

150:032. Structured Business Programming Concepts — 3 hrs.

Study of structured programming concepts and a structured programming language. Students will design and document an advanced business application using a major structured programming language. Prerequisites: 150:080; consent of instructor.

150:034. Business Programming — 3 hrs.

Study of a major business-oriented programming language, including language commands, syntax, and structure. Various applications of the language are introduced as solutions to specific business problems through programming exercises and assignments. MIS majors may take this course in place of 810:034. No credit for students earning credit in 810:034. Prerequisites: 150:080; one of the following - 150:032, 810:030, 810:032, 810:035, 810:036, or 810:051.

150:046. Keyboarding — 1 hr.

Beginning course for students with little or no keyboarding instruction. Develops keyboarding skills required for efficient computer operation. Offered on credit/no credit basis only.

150:047. Keyboarding Applications — 1 hr.

Continued development of keyboarding skills and introduction to formatting skills. Offered on credit/no credit basis only. Prerequisite: 150:046 or equivalent.

150:075. Microcomputer Applications for Business — 3 hrs.

Application and integration of microcomputer software (word processing/data base/spread sheets/data communications/operating systems) and their relationship to business. Prerequisites: 150:080; keyboarding experience required.

150:080. Introduction to Information Systems — 3 hrs.

Introduction to management information systems. Includes an introduction to hardware and data communication technology, software and data management, and business applications of the technology.

150:100. Legal and Social Environment of Business — 3 hrs.

Introduction to law and the judicial process; business ethics; governmental regulation of business, including anti-trust law, employment law, environmental law, product liability, and consumer protection. Prerequisite: junior standing.

150:101. Business Law I — 3 hrs.

Study of the common law of contracts and Article II of the Uniform Commercial Code. Prerequisite: junior standing.

150:102. Business Law II — 2 hrs.

Commercial paper, secured transactions, bankruptcy, partnerships, and corporations. Prerequisite: junior standing.

150:104. Law for the C.P.A. Examination — 3 hrs.

Intensive study of business law to prepare accounting students for the law part of the C.P.A. examination. Prerequisites: 120:030; 120:031; 120:129; 120:130; 120:134; 150:101; 150:102; junior standing.

150:105(g). Employment and Labor Law — 3 hrs.

Legal and practical examination of employee selection, dismissal, discrimination, health and safety, labor relations and associated human resource management issues. Prerequisites: 150:100 or 150:101 or equivalent; junior standing.

150:112. Systems Analysis and Design — 3 hrs.

Introduction to the systems development life cycle with emphasis on the structured tools and techniques for systems design and presentation of design specifications. Prerequisites: 150:032; junior standing.

150:113. Business Communications I — 3 hrs.

Basic written communication development through emphasis on writing skills used in business reports, memorandums and letters; will incorporate communication theory. Prerequisites: 620:005 or 620:015; junior standing.

150:114(g). Business Communications II — 3 hrs.

Communication theory as basis for understanding the principles of both written and oral communications. Includes written business reports and oral presentations. Prerequisites: 150:113; 620:005 or 620:015; junior standing.

150:116(g). Human Resource Development — 3 hrs.

Focus on the strategic, administrative aspects of human resource development (HRD). HRD processes and programs, including skills and technical programs, are used to provide an applied perspective. Prerequisite: junior standing.

150:117. Field Experience in Business Teaching — 1 hr.

Field experience for those seeking licensure to teach Business Education at the secondary and post-secondary level. Will include cooperative work in keyboarding at the elementary level and a second experience at the middle school level. Offered on credit/no credit basis only. Prerequisites: 200:017; 200:030; 200:128; 200:148; 250:150 (Level II of Professional Education Sequence); junior standing. Corequisite: 150:191.

150:119(g). Leadership and Human Relations — 3 hrs.

Study of leadership theories and practices for the purpose of developing human resources within organizations. Provides an opportunity to develop human relations skills. Prerequisite: junior standing.

150:120. Database Management and Theory — 3 hrs.

Study of database theory and design and the strategic and organizational implications of data management, a comparative analysis of database models, and the use of a fourth generation relational database. Prerequisites: 150:032; 150:080; 150:034 or 810:034; junior standing. Prerequisite or corequisite: 150:112.

150:125. Information Systems Development — 3 hrs.

Continuing study of the systems development life cycle with emphasis on the phases of detail specification, programming, testing, training, conversion and evaluation through an actual systems development project. Problems associated with managing the development of large business applications are also studied.

Prerequisites: 150:032; 150:034 or 810:034; 150:080; 150:112; 150:120; junior standing; consent of instructor.

150:127. Decision Systems — 3 hrs.

Study of decision systems and applications. Topics include: decision making, modeling and support; DSS development tools with particular emphasis on integrated fourth generation and expert systems tools; and organizational and social implications of decision systems and expert systems. Prerequisites: 150:032; 150:034 or 810:034; 150:080; 150:112; 150:120; 150:153; junior standing.

150:128. Advanced Business Programming Methods — 3 hrs.

Study of advanced business programming methods, including object-oriented languages, artificial intelligence languages, and advanced software development environments. Students will complete a major programming project. MIS majors who have taken or will take both 810:051 and 810:161 cannot receive credit for Advanced Business Programming Methods. Prerequisites: 150:032; 150:034 or 810:034; 150:080; junior standing.

150:130(g). Training: Design and Delivery — 3 hrs.

Focus on the tactical design and delivery aspects of human resource development programs using skills and technical training programs to provide an applied perspective. Prerequisite: junior standing.

150:140. Management Information Systems Policy — 3 hrs.

Examination of key issues in effective management of an organization's information services activity. Emphasis on planning and coordinating information systems development with the organization's strategic plan; awareness of and enhancement of information technology as a competitive tool. Prerequisites: 150:032, 150:034 or 810:034, 150:080, 150:112, 150:120, or consent of instructor; junior standing.

150:145. Management Information Systems — 3 hrs.

Role of information systems in supporting organizational goals; design and development of business applications; and the impact of information systems on the organization. May not be taken for credit by MIS majors. Prerequisites: 150:080 or equivalent; junior standing.

150:147. Information Center Operations — 1 hr.

Exploration of information center services, information center management and user support issues. Practical experience and development of skills in an information center environment providing hardware and software support services to other students and faculty. May be repeated for a maximum of 3 hours. Prerequisites: 150:080; two of the following — 150:032 or 810:032; 150:034 or 810:034; 810:051; 810:052; junior standing; consent of instructor.

150:153. Organizational Management — 3 hrs.

Study of contemporary organizational concepts and issues and their practical implications for managerial behavior. Prerequisite: 2.20 cumulative UNI GPA or higher, or the equivalent; junior standing.

150:154. Operations Management — 3 hrs.

Principles of management of productive processes in both manufacturing and service industries. Topics include organizational structure, product selection, process design, capacity and location management, quality management, forecasting, inventory management, and job design. Prerequisites: 120:030; 120:031; 150:080; 800:072 or 800:092 or equivalent; 920:020; 920:070; junior standing.

150:161. Supply Chain and Purchasing — 3 hrs.

Examination of the integrative management process of purchasing, producing, supplying, and distributing goods and services. Prerequisites: 120:030; 120:031; 150:080; 150:153; 150:154; 800:072 or 800:092; 920:020; 920:053; 920:054; 920:070; junior standing.

150:163. Managerial Problem Solving — 3 hrs.

Effective thinking about organizational problems. Topics include critical thinking; problem identification, definition, and analysis; alternative generation and evaluation; negotiation; and design. Prerequisites: 150:153; junior standing.

150:164. Quality Management — 3 hrs.

Management of quality in manufacturing and service operations. Topics include: quality management philosophies, costs of quality, TQM, statistical process control, vendor relations, acceptance sampling, reliability, service quality, and organizational issues affecting quality. Prerequisites: 120:030; 120:031; 150:080; 150:153; 150:154; 800:072 or 800:092 or equivalent; 920:020; 920:070; junior standing.

150:165(g). Organizational Behavior — 3 hrs.

Examination of micro and macro issues found within an organization which would include people, technology, environment, and structure. Prerequisites: 150:153; 800:072 or 800:092 or equivalent; 920:070; junior standing.

150:166(g). Staffing — 3 hrs.

Study and application of basic staffing practices and the processes of acquiring,

orienting, evaluating, and terminating employees. Prerequisites: 150:153; junior standing.

150:167(g). Strategic Supply Management — 3 hrs.

Discussion of emerging issues in developing a supply chain and operations strategy for competitive success. The roles of technology, quality, and integrative logistics, in particular, are studied in the context of globalization of markets and procurement. Prerequisites: 120:030; 120:031; 130:101; 150:080; 150:153; 150:154; 800:072 or 800:092 or equivalent; 920:020; 920:053; 920:054; 920:070; junior standing. Prerequisites or corequisites: 130:161; 150:161; 150:164.

150:168(g). Compensation and Benefits — 3 hrs.

Examination of the total compensation system including wage determination, salary structures, group rewards, and benefits. Prerequisites: 150:153; junior standing. Prerequisite or corequisite: 150:166.

150:169(g). Management Internship — 1-3 hrs.

Uncompensated work experience in conjunction with an academic project conducted under faculty guidance. May be repeated for a maximum of 6 hours. Offered on credit/no credit basis only. Prerequisites: 2.70 cumulative UNI GPA; junior standing; consent of department head.

150:170. Special Problems — 1-3 hrs.

Credit determined at registration. Student will choose one of the following areas:

1. Management
2. Law
3. Business Teaching
4. International Business
5. Management Information Systems

May be repeated for a total of 6 hours. Prerequisite: junior standing; consent of instructor.

150:175. Business Policy and Strategy — 3 hrs.

Study of strategy formulation and implementation processes. Focus on the application of integrative approaches to management through case analysis. For senior business majors. Prerequisites: completion of all other courses in the "business core"; 120:030; 120:031; 130:101; 150:080; 150:100; 150:153; 150:154; 160:151; 800:072 or 800:092; 920:020; 920:053; 920:054; 920:070; senior standing.

150:179. Cooperative Education — 1-3 hrs.

Compensated work experience in conjunction with an academic project conducted under faculty guidance. For majors only. May be repeated for a maximum of 6 hours. Offered on credit/no credit basis only. Prerequisite: consent of department head.

150:187. Organizational Design and Development — 3 hrs.

Application of concepts presented in 150:153 and 150:165. Seminar and field-based experience in designing solutions to organizational design and development problems. Prerequisites: 150:153; 150:163; 150:165; 800:072 or 800:092 or equivalent; 920:070; junior standing.

150:189. Seminar in International Business — 3 hrs.

Problems of organizing, financing, and operating multinational enterprises, and the impact of multinational business upon a world economy. Prerequisites: 130:101; 150:153; 920:024 or 920:053; junior standing.

150:190. Topics in Management Information Systems — 1-3 hrs.

Current topics of interest from the field of management information systems. Offerings may include telecommunications, distributed information systems, expert systems, ergonomics, end-user computing. Prerequisites: 150:112; MIS majors; junior standing.

150:191. Curriculum and Methods for Business Education — 3 hrs.

Curriculum development, motivation, specific presentation methods, and evaluation as applied to business programs. Prerequisites: 200:017; 200:030; 200:128; 200:148; 250:150 (Level II of the Professional Education Sequence); junior standing. Corequisite: 150:117.

150:249. Management Information Systems Concepts — 3 hrs.

Provides students with knowledge of the role of information systems within an organization; systems, information and decision theory; information systems applications including decision support; and systems evaluation and selection. Prerequisite: consent of MBA Director.

150:250. Strategic Planning and Organization Analysis — 3 hrs.

Analysis of business organization, its environment, and the strategic planning function. Should be taken in the first semester of study. Prerequisite: consent of MBA Director.

150:262. Leadership and Organizational Behavior — 3 hrs.

Study of contemporary leadership and its impact upon micro and macro organizational issues. Prerequisites: 150:153 or equivalent; consent of MBA Director.

150:265. Managerial Statistics — 3 hrs.

Provides students with knowledge of data analysis techniques and research methodology. Emphasis on decision making under uncertainty, sampling, probability distribution, and regression. Prerequisite: consent of MBA Director.

150:266. Quantitative Decision Making — 3 hrs.

Theory and applications of decision analysis and management science methodologies. Emphasis on application to management decision making. Prerequisites: 150:265; consent of MBA Director.

150:267. Operations Management — 3 hrs.

Introduction to analysis, design, and management of systems. Prerequisites: 150:265; consent of MBA Director.

150:272. Cross-Functional Operations — 3 hrs.

Analysis and design of business operational decisions in complex production and service environments. Prerequisite: consent of MBA Director.

150:274. Statistical and Quantitative Analysis — 3 hrs.

Theory and application of management science techniques, statistical methods, data analysis, and research methodology for management decision making. Prerequisite: consent of MBA Director.

150:276. Business Capstone Experience — 1 hr.

Students will learn to analyze, solve, and present a solution to a complex, interdisciplinary business problem. Prerequisite: consent of MBA Director.

150:280. Topics in Management — 1-3 hrs.

May be repeated for maximum of 6 hours. Anticipated typical credit of 1 hour. Selected topics in Management. Prerequisite: consent of MBA Director.

150:285. Individual Readings — 1-3 hrs.

Directed readings and reports. May be repeated for a maximum of 4 hours. Prerequisite: consent of MBA Director.

150:289. Seminar in Business Policy — 3 hrs.

Should be taken in student's last semester of MBA study. Prerequisite: consent of MBA Director.

150:297. Practicum — 2 hrs.

Prerequisite: consent of MBA Director.

150:299. Research — 1-6 hrs.

Prerequisite: consent of MBA Director.

160 Finance

160:055. Personal Financial Planning and Asset Management — 3 hrs.

Overview of the fundamentals of financial planning and asset allocations with an emphasis on diversification of risk.

160:140. Principles of Real Estate — 3 hrs.

Introduction to nature of real estate, its investment value, and related decision analysis; includes appraisal, investment analysis, location theory, financing, legal characteristics, and development. Not intended as pre-license course for sales personnel. Prerequisite: junior standing.

160:141. Real Estate Finance — 3 hrs.

Introduction to concepts, techniques, and instruments integral to the financing of real estate. Also includes a discussion of financial markets and institutions from which financing can be obtained. Prerequisites: 120:030; 120:031; 160:151; 800:072 or 800:092; 920:053; 920:054; 920:070; junior standing.

160:142. Real Estate Appraisal and Investment — 3 hrs.

Introduction to the techniques of appraising the value of real estate. Includes a discussion of market approach, cost approach, and income approach. Also includes techniques of analyzing the investment value of real estate. Prerequisites: 160:140; junior standing.

160:143. Real Estate Law and Brokerage — 3 hrs.

Study of the law affecting real estate value, financing, conveyance, contractual obligations, and brokerage, including agency relationships. Prerequisites: 160:140; junior standing.

160:150(g). Commercial Bank Management — 3 hrs.

Study of major decisions and policies involved in the management of commercial banks in the context of asset/liability management. Prerequisites: 120:030; 120:031; 160:151; 800:072 or 800:092; 920:053; 920:054; 920:070; junior standing.

160:151(g). Corporation Finance — 3 hrs.

Introductory course in corporation finance relating to the role of the finance function with the corporate enterprise. Graduate students completing this course will be required to complete a graded, written case covering financial management and capital budgeting. Prerequisites: 120:030; 120:031; 800:072 or 800:092; 920:053; 920:054; 920:070; junior standing. Mathematics majors who have successfully completed 800:060 and 800:061 may enroll with the consent of department head.

160:152(g). Principles of Investments — 3 hrs.

Investment decision making, analysis, and management; includes descriptive analysis of various investment media, techniques of value analysis, and basic topics in portfolio management. Prerequisites: 120:030; 120:031; 160:151; 800:072 or 800:092; 920:053; 920:054; 920:070; junior standing.

160:154. Financial Information Systems and Analysis — 3 hrs.

Study of financial information systems (FIS) from the perspective of financial decision makers. Topics include information economics, information value and business performance, and financial analysis. Prerequisites: 120:030; 120:031; 160:151; 800:072 or 800:092; 920:053; 920:054; 920:070; junior standing.

160:155. Advanced Financial Management — 3 hrs.

In-depth examination of the tools, concepts, and theories of financial management. Topics include working capital management, capital budgeting, financial theory, and various appropriate analytical tools. Prerequisites: 120:030; 120:031; C- or better in 160:151; 160:161; 800:072 or 800:092; 920:053; 920:054; 920:070; junior standing.

160:156. Topics in Financial Management — 3 hrs.

Examination of various aspects of financial management through discussions of specific topics. Course, but not specific section, may be repeated. Prerequisites: 120:030; 120:031; 800:072 or 800:092; 920:053; 920:054; 920:070; junior standing; plus the following prerequisites for the particular section.

Sec. 1: Advanced Cases. Prerequisites: C- or better in 160:151; 160:155.

Sec. 2: Security Analysis. Prerequisites: 160:151; 160:152.

Sec. 3: Options/Futures. Prerequisites: 160:151; 160:152.

Sec. 4: Working Capital. Prerequisites: C- or better in 160:151; 160:155.

160:158(g). International Financial Management — 3 hrs.

Study of financial decision making in an international context. Topics include financing international trade, management of foreign exchange risk, investment analysis, working capital management, and international taxation. A case study approach is used. Prerequisites: 120:030; 120:031; 160:151; 800:072 or 800:092; 920:053; 920:054; 920:070; junior standing.

160:161. Intermediate Financial Management — 3 hrs.

Examination of the tools, concepts, and theories of financial management. Topics covered include working capital management, capital budgeting, financial theory, and financial modeling. Prerequisites: 120:030; 120:031; C- or better in 160:151; 800:072 or 800:092; 920:053; 920:054; 920:070; junior standing.

160:162. Risk Management and Insurance — 3 hrs.

Fundamentals of risk and of insurance as they apply to financial management. Prerequisite: junior standing.

160:163. Insurance Company Operations — 3 hrs.

In-depth study of management issues unique to insurance operations and companies from a functional perspective. Prerequisites: 120:030; 120:031; 160:151; 800:072 or 800:092; 920:053; 920:054; 920:070; junior standing.

160:170. Special Problems — 1-3 hrs.

Credit determined at registration. Prerequisites: junior standing; consent of department head.

160:179. Cooperative Education in Finance — 1-3 hrs.

Compensated work experience in conjunction with an academic project conducted under faculty guidance. Offered on credit/no credit basis only. Prerequisites: 3.00 cumulative UNI GPA; consent of department head.

160:263. Financial Management — 3 hrs.

Concepts of financial management for the student having a basic background in corporate finance; emphasizes a theoretical approach to complex problems (capital acquisition, analysis of capital projects, and financial analysis). Prerequisites: B or better in 160:151; consent of MBA Director.

160:264. Advanced Financial Management — 3 hrs.

Financial decision making for student with the basic background in business and introductory finance; expands practical ability to deal with complex financial decisions. Prerequisite: consent of MBA Director.

160:266. Financial Management and Markets — 3 hrs.

In-depth examination of the tools, concepts, theories, and analysis of managerial finance integrated with case applications. Students will be expected to apply concepts from managerial finance in analyzing, presenting, and discussing cases at an advanced level. Prerequisites: 160:151 or equivalent; consent of MBA Director.

160:280. Topics in Finance — 1-3 hrs.

In-depth examination of various aspects of financial management through discussions of specific topics in finance. Integration of financial theory and case analysis to advanced finance topics. May be repeated for maximum of 6 hours. Anticipated typical credit of 1 hour. Prerequisite: consent of MBA Director.

160:285. Individual Readings — 1-3 hrs.

Directed readings and reports. Prerequisite: consent of MBA Director.

160:297. Practicum — 2 hrs.

Prerequisite: consent of MBA Director.

160:299. Research — 1-6 hrs.

Prerequisite: consent of MBA Director.

170 Postsecondary Education: Student Affairs

170:050. Career Decision Making — 2 hrs.

Introduction to a structured career decision-making process, including self-awareness, career and educational information, computerized and internet assistance and resources, and related activities/projects.

170:055. Strategies for Academic Success — 2 hrs.

Provides development and use of effective learning and study strategies/skills necessary for independent learning and academic success. University policies, procedures, and services will also be addressed.

170:218. Organization and Governance of Postsecondary Education — 3 hrs.

Introduction to the organization and administration of institutions that conduct postsecondary education including two- and four-year colleges and universities. Emphasis on organizational theory and behavior and use of case studies to illuminate the multifaceted mission and operation of these organizations.

170:222. Communication and Leadership in Postsecondary Education — 3 hrs.

Broad overview of communication, counseling and advising theory and their application to leadership in the postsecondary setting. Emphasis is on developing individual communication skills for the various professional roles found in postsecondary education. Prerequisite: graduate standing.

170:230. Postsecondary Curriculum and Assessment — 3 hrs.

A study of relationships between key elements of academic planning and student learning at course, program, and institutional levels. Investigation of issues affecting, perspectives on, and models for curricular and assessment decision making.

170:250. Teaching in College — 3 hrs.

Examination of issues and problems in college teaching including roles of the college teacher, factors affecting teaching and learning environment, learning theory, course planning, and teaching strategies.

170:252. Current Issues in Higher Education — 3 hrs.

Organized around the major issues confronting community colleges, senior colleges, and universities in contemporary society.

170:256. The Two-Year College — 3 hrs.

Provides the learner with an understanding of the mission, governance, operation, and student and faculty issues unique to the two-year college in the United States, with particular attention to Iowa.

170:260. History and Philosophy of Higher Education — 3 hrs.

Overview of the historical development, issues, philosophies, and cultural backgrounds of higher education in America.

170:262. Administration of Continuing and Lifelong Education — 3 hrs.

Survey of the history, background and impact of continuing and lifelong education in the United States. Exploration of the demographic, economic and social trends influencing continuing and lifelong education, the programs and structures which facilitate lifelong education, and the implications of continuing and lifelong education for administrators and faculty in higher education. Focus on policy, program development, and management and consideration of significant emerging issues in these areas.

170:264. Introduction to Student Affairs — 3 hrs.

Introduction to the field of college/university student services with applications of theory to practice.

170:270. College Student Development — 3 hrs.

Addresses student development theories (moral, ethical, intellectual, and psychosocial), and their application in student affairs settings.

170:285. Readings in Postsecondary Education.

170:289. Seminar in Postsecondary Education.

170:290. Practicum in Postsecondary Education — 3 hrs.

Orientation and experience for student affairs students in a professional setting. Offered on credit/no credit basis only. May be repeated for a maximum of 6 hours.

170:291. Internship in Postsecondary Education — 3-6 hrs.

Supervised substantive experience in a postsecondary setting.

170:299. Research.

190 Education, Interdepartmental

190:301. Context of Contemporary Education — 3 hrs.

Examination of issues and problems of concern to educational practitioners from the perspective of educational philosophy, history, and sociology. Prerequisites: 260:234; doctoral status or consent of college.

190:302. Contemporary Instructional Practices — 3 hrs.

Overview of research knowledge base regarding effective instructional practices and their interrelationship in effective schools. Prerequisites: 200:214; doctoral status or consent of college.

190:306. Inquiry and Educational Practices — 3 hrs.

Research methodologies applicable to problem solving in educational practice. Emphasis on program evaluation, case studies, observation, interviews, surveys, and educational research and development. Prerequisites: 250:205; an upper-division course in statistical methods; doctoral status or consent of college.

190:307. Educational Data Analysis and Interpretation — 3 hrs.

Principles and techniques of computer utilization in educational research data analysis and interpretation. Prerequisites: 250:205; an upper-division course in statistical methods; doctoral status or consent of college.

190:310. Organizational Processes and Communication — 3 hrs.

Organizational development in the school setting. Examination of organizational and communication models and processes with emphasis on interaction patterns, interpersonal relations and interpersonal influence. Prerequisite: doctoral status or consent of college.

190:311. Educational Leadership and Systems Change — 3 hrs.

Examination of knowledge base for both change and leadership. Emphasis on understanding how change factors and leadership styles interact to influence receptiveness to and acceptance of change. Prerequisite: doctoral status or consent of college.

190:399. Dissertation Seminar — Credit/No Credit.

190:399. Dissertation Research — Credit/No Credit.

Initial enrollment requires attendance at Doctoral research seminar.

200 Educational Psychology

200:017. Field Experience: Exploring Teaching — 1 hr.

Direct and indirect experiences in the ways schools function, roles and responsibilities of teachers, and student behavior. Offered on credit/no credit basis only. Corequisite: 200:030.

200:030. Dynamics of Human Development — 3 hrs.

Introduction to behavioral characteristics of individual development; basic developmental principles, age-stage characteristics; and provisions community, family, and school make in the development of children and youth. Prerequisite: sophomore standing. Corequisite: 200:017.

200:100(g). Child Psychology — 2 hrs.

Application of developmental concepts, principles, and theories to contemporary problems of children ages 6 to 12 with emphasis on possible causes, children's emotional reactions, and ways of coping with these situations in the classroom. Prerequisites: 200:030 or equivalent; junior standing.

200:109(g). Development of Young Children — 3 hrs.

Growth and development of the young child with emphasis on research having important implications for the education of young children. Prerequisite: junior standing.

200:116(g). Psychology of Adolescence — 2 hrs.

Psychological concepts applied to adolescent intellectual, physical, and psychosocial behaviors; designed to improve understanding of, and relationships with, adolescents and their search for identity. Prerequisites: 200:030 or equivalent; junior standing.

200:118(g). Mental Health in the Classroom — 3 hrs.

Basic principles of mental health as they apply to the entirety of the educative enterprise. Focus on causative factors relating to the mental health of teachers and students, and ways of arranging classroom environments which maximize learning and minimize threat and self devaluation. Prerequisites: 200:030 or equivalent; junior standing.

200:128. Field Experience: Teacher as Change Agent — 1 hr.

Direct experiences to increase understanding of learning process and apply skills

200 Educational Psychology/210 Elementary, Early Childhood, and Middle Level Education

for facilitating the process; may include motivation, classroom management, and teaching strategies. Offered on credit/no credit basis only. Prerequisites: 200:017; 200:030; or equivalents. Corequisites: 200:148; 250:150. (Formerly 200:018.)

200:139(g). Psychology of Personality, Education — 3 hrs.

Thorough investigation of the dynamics of personality, with emphasis on the principles of normal personality structure. Designed for those who seek an understanding of the structure, development, and function of personality. Prerequisite: junior standing.

200:140(g). Social Psychology, Education — 3 hrs.

Intensive study of the behavior of man as affected by, and when interacting in, groups. Areas of discussion include prejudice, propaganda, anti-intellectualism, leadership, social perception, group dynamics, game theory, and student protest. Prerequisite: junior standing.

200:148. Learning and Instruction in Classroom Contexts — 3 hrs.

Cognitive, affective, and psychomotor learning processes; including behavior modification, concept learning, problem solving, creativity, attitude formation, and skill learning. Prerequisites: 200:017; 200:030; or equivalents. Prerequisite or corequisite: 250:150. Corequisite: 200:128. (Formerly 200:040.)

200:151(g). Current Approaches to Classroom Discipline — 3 hrs.

Strategies and processes designed to improve and maintain classroom control which also preserve and enhance atmospheres leading to increased academic and personal development by the students. Prerequisites: 200:030; 200:148; or equivalents; junior standing.

200:170(g). Psychology of Learning Disabilities — 3 hrs.

Current theories and practices in learning disabilities with emphasis on the foundations of the field, assessment practices, and specific learning disorders. Prerequisites: 200:148 and 250:150 or equivalent; junior standing.

200:173(g). Behavior Disorders in Children — 3 hrs.

Problems of children who deviate from the norm in behavior and adjustment, including deviations which are organic as well as those which are functional in nature. Observations of clinical procedures. Prerequisite: junior standing.

200:176(g). Learning and Behavioral Problems in Education — 3 hrs.

Learning and behavior problems of students with focus on issues of identification, etiology, assessment, developmental changes, and intervention including consideration of personal, social, cultural, historical, and economic contexts. Prerequisite: junior standing.

200:180(g). Community Service: Academic Skills Achievement Center — 2 hrs.

Tutorial experience in multicultural school setting. Collateral seminar for sharing personal insights and discussion of core readings on cultural pluralism. May be repeated once for credit. Prerequisite: junior standing or consent of department head.

200:188(g). Current Approaches to Multicultural Education — 3 hrs.

Comparison of alternative models of multicultural education and a study of their application in school settings. Prerequisite: junior standing.

200:189(g). Seminar in Educational Psychology — 1 hr.

Provides opportunity of correlating previous course work and knowledge in the field of educational psychology. For senior psychology majors and minors. Must be taken twice, one semester hour each during the senior year. May be taken by graduate students with consent of department. May be repeated once for credit. Prerequisite: junior standing.

200:198. Independent Study.

200:214. Foundations of Instructional Psychology — 3 hrs.

Study of factors involved in designing and implementing effective instructional environments.

200:220. Educational Psychology: Classroom Strategies — 3 hrs.

Selected instructional strategies which are extensions of contemporary learning theory that create effective teaching-learning environments. Prerequisites: 200:214 or consent of department.

200:224. Adult Development and Learning — 3 hrs.

Overview of individual development from young adulthood through middle adulthood. The emphasis is on breadth and range of individual growth and development during the adult years. Particular attention will be given to psychological issues associated with social, emotional, and cognitive development, and adult learning and teaching. (Formerly 200:120.)

200:230. Theories of Personality — 3 hrs.

Critical examination of the nature of personality theory, and a detailed analysis of the major contemporary theories of personality.

200:232. Risk and Resilience: Child, Family, School and Community Factors — 3 hrs.

Examination of children's cognitive and psycho-social development within family, school and community contexts, socio-historical factors which impact children, families, schools and communities, and implications for elementary school curricula and pedagogy.

200:235. Theories of Human Development — 3 hrs.

Major theories of human development (e.g., psychoanalytic, cognitive, developmental, humanistic, and social learning theory). Includes study of noted theorists in each area and educational implications and applications of their work. Prerequisite: 200:100 or 200:109 or 200:116.

200:240. Introduction to School Psychology — 3 hrs.

Psychological services in the schools; roles and functions of school psychologists; review of professional, legal and ethical standards and implications for practice.

200:241. Cognitive Approaches to Learning and Classroom Practice — 3 hrs.

Examination of results and implications of contemporary educational research upon teaching and learning. Emphasis upon empirical studies in the areas of learning and developmental psychology.

200:280. Psychological Consultation in Schools — 3 hrs.

Overview of major theoretical models of consultation (including systems level consultation), an in-depth opportunity to develop behavioral consultation and intervention skills through an authentic referral, and an emphasis on professional accountability through monitoring the effects of intervention.

200:285. Readings.

200:289. Seminar in Education and Psychology — 1-6 hrs.

Prerequisite: consent of instructor.

200:290. Practicum in Education and Psychology — 1-6 hrs.

Prerequisite: consent of instructor.

200:291. Internship in School Psychology — 2-6 hrs.

Supervised off-campus field experience.

200:299. Research.

210 Elementary, Early Childhood, and Middle Level Education

210:120. Elementary Classroom Management — 3 hrs.

Focus on the skills needed to plan, organize, manage, implement, and evaluate appropriate instruction in the elementary classroom. Corequisites: 210:161; 210:164; 230:116; 800:134.

210:121(g). Infant and Toddler Care and Education — 3 hrs.

Study of the care and education of the very young child. Important strategies and techniques for working with infants and toddlers will be examined. A 20-clock hour laboratory experience with infants and toddlers is included in this course. Prerequisites: 200:109; junior standing.

210:122. Classroom Management: Middle Level — 3 hrs.

Middle level/junior high school classroom organization and behavior management compatible with the developmental characteristics of young adolescents. Corequisites for Elementary/Middle Level Education Dual Majors: 210:161; 210:164; 230:116; 800:134. Prerequisite for Secondary/Middle Level Education Dual Majors: Pre-approval required one year in advance. See College of Education Advising Center.

210:123(g). Expressive Arts in the Elementary School — 3 hrs.

Integration of the creative arts: art, music, drama, and media as utilized for strengthening and enriching content across the curriculum of the elementary classroom. Prerequisite: junior standing.

210:130(g). Guidance and Instruction in Early Childhood Education — 3 hrs.

Discussion of the role of the teacher in guiding young children in their learning activities. Emphasis on planning and implementing early childhood programs. Prerequisites: 210:151; junior standing. Corequisite: 210:192.

210:135(g). Middle Level Socialization and Instruction — 3 hrs.

Instructional strategies and resources for addressing the social, emotional, physical, and intellectual needs of young adolescents in the middle level/junior high school classroom. Prerequisites: 200:148; 200:116; junior standing.

210:141(g). Integrated Activities in Elementary School Science and Mathematics — 3 hrs.

Activity based on pedagogical investigation of manipulative materials and activities used in elementary science and mathematics followed by critical analysis using task analysis and research investigations. Prerequisites: 800:134 or equivalent; junior standing.

210:142(g). Applications in Elementary Science Teaching — 3 hrs.

Resources, content background and materials in elementary science with emphasis on applications. Special attention to integrating theory and practice with techniques, materials, and equipment. Interrelations between the various sciences and application of skill subjects will be stressed. Prerequisite: junior standing.

210:143(g). Applications in Elementary Social Studies Teaching — 3 hrs.

Applying knowledge of current trends, resources, and content as a means of developing, enriching, and expanding the social studies curriculum. Prerequisites: 210:164; junior standing.

210:145(g). Storytelling — 2 hrs.

Art and techniques of storytelling to enrich the elementary classroom learning experiences. Prerequisite: junior standing.

210:149(g). Child, Family, School and Community Relationships — 3 hrs.

Procedures for developing home-community-school relationships to promote the education of each child in reaching her/his maximum potential. Emphasis on preschool-kindergarten level. Prerequisite: junior standing.

210:150(g). Middle Level Curriculum — 3 hrs.

Teaching strategies, instructional resources, and school organization designed specifically for meeting the unique needs of young adolescents in the middle level/junior high school setting. Prerequisites: 200:148; 200:116; junior standing.

210:151(g). Early Childhood Curriculum Development and Organization — 3 hrs.

Current trends in curriculum for preschool children. Prerequisite: junior standing.

210:152(g). Elementary Curriculum — 3 hrs.

Recent trends in the curriculum for children in grades K-6. Prerequisite: junior standing.

210:155(g). Constructivist Early Education — 2 hrs.

Overview of theory and practice in constructivist early childhood education. Surveys the sociomoral atmosphere (including group time, rule making, voting, social and moral discussion, academics, etc.), physical knowledge activities, and group games. Prerequisite: junior standing.

210:161. Teaching Elementary School Science — 3 hrs.

Investigation of current textbook series, trends, teaching materials, and appropriate instructional strategies for contemporary elementary school science programs. Corequisites: 210:120 or 210:122; 210:164; 230:116; 800:134.

210:164. Teaching Elementary School Social Studies — 3 hrs.

Basic methods and materials for teaching the knowledge, skills, attitudes and values in social studies. Corequisites: 210:120 or 210:122; 210:161; 230:116; 800:134.

210:192(g). Experience — 2-4 hrs.

May be offered in various specialized fields as indicated in Schedule of Classes, but may be taken only twice for credit in the same area. Prerequisite: successful completion of 200:017 and 200:128; junior standing. Corequisite: 210:130.

210:193. Early Childhood Experience — 2-4 hrs.

Early Childhood majors taking this course to satisfy pre-K-level field experience requirement must register on a credit/no credit basis.

210:201. Issues and Trends in Curriculum — 3 hrs.

Current ideas influencing the planning and implementation of curriculum. Prerequisite: consent of department.

210:204. Curriculum Construction — 3 hrs.

Role of the classroom teacher in curriculum development projects, focusing on educational change process, procedures, and product evaluation. Prerequisite: 210:201 or consent of the head of the Department of Curriculum and Instruction.

210:212. Recent Research in Elementary School Science — 3 hrs.

Major philosophical developments as related to changing mode of science instruction. Research on adaptation, management, and control in areas of social-psychological factors and logistical factors. Prerequisite: 210:142 or 210:152 or consent of department.

210:214. Recent Research in Early Childhood Education — 3 hrs.

Review of implications of research to gain techniques for improving instruction and programs for young children. Prerequisite: 210:151 or equivalent.

210:220. Administration and Supervision of Programs for Young Children — 3 hrs.

Preparation to plan, organize, and operate public and private programs for young children, including working with families and with other social agencies, obtaining and administering funds, staffing, providing for health and safety, and curriculum decisions.

210:221. Analysis and Design of Curriculum for Young Children — 3 hrs.

Basic assumptions underlying curriculum for young children to prepare students to improve teaching practices, and provide direction to future decision making on programs and materials.

210:222. Evaluating the Early Childhood Curriculum — 3 hrs.

Preparation for conducting and interpreting ongoing curriculum evaluations and meeting evaluation guidelines for funding purposes. Emphasis on evaluation for effective decision making and curriculum problem solving at local level. Prerequisite: 210:221 or equivalent.

210:225. Advanced Constructivist Education — 3 hrs.

Study of theory, research, and curriculum in constructivist education. Selected theoretical topics. Prerequisites: 210:155; 210:221.

210:228. Comparative Early Childhood Curricula — 2 hrs.

Comparative study of curricula and programs of early education including the Montessori Method, Bank Street theory and practice, and various programs based on Piagetian theory. Prerequisites: 210:155; 210:221.

210:242. Analysis and Improvement of Science Instruction in the Elementary School — 3 hrs.

Application of developmental psychology to the scope and depth of science instruction; analysis of strengths and weaknesses of alternative science programs including initial and subsequent costs, facility requirements, and implementation difficulties. Prerequisite: 210:142 or 210:152 or consent of department.

210:243. Analysis and Improvement of Social Studies Instruction in the Elementary School — 3 hrs.

Assists teacher in exploring historical and current practices in social studies to create new approaches by using available resources and ideas. Prerequisite: 210:143 or 210:152 or consent of department.

210:254. The Gifted and Talented — 3 hrs.

Educational needs of gifted and talented children and youth. Emphasis on characteristics, identification/assessment, special populations, counseling, parenting, and program intervention.

210:255. Educational Strategies for Gifted and Talented — 3 hrs.

Current trends in educational programming for the gifted and talented. Prescription, implementation, and evaluation of differentiated curriculum/educational strategies used in the comprehensive program. Prerequisite: 210:254 or consent of instructor.

210:257. Coordinating Programs for the Gifted and Talented — 3 hrs.

Methods/procedures for coordinating/directing school district PK-12 programs for the gifted and talented. Emphasis on program planning, management, supervision, and evaluation. Prerequisites: 210:254; 210:255; or consent of instructor.

210:270. Recent Developments in Middle Level Curriculum — 3 hrs.

Recent developments regarding curricular decision making, organizational structures, and instructional strategies appropriate for middle and junior high schools based on the developmental characteristics of young adolescents.

210:285. Readings in Education — 1-3 hrs.

Special topics listed in Schedule of Classes.

210:297. Practicum — 2-3 hrs.**210:299. Research.****210:352. Curriculum Theory and Development — 3 hrs.**

Assists the advanced graduate student in viewing, analyzing, and interpreting the curriculum and instruction program of an educational institution and in developing skills for implementing change.

210:354. Curriculum Implementation and Evaluation — 3 hrs.

Systems for program evaluation and revision and the dynamics of change processes will be explored.

210:389. Seminar in Curriculum and Instruction — 2-4 hrs.

Intensive study and seminar presentations of current issues, trends, procedures, and obstacles to change in curriculum and instructional practice. May be repeated. Prerequisites: 210:352; 210:354; 240:240.

210:397. Practicum in Curriculum and Instruction — 2-4 hrs.

Supervised practice in working as a co-facilitator and/or as a facilitator in program evaluation and revision and/or instructional design and improvement in an educational setting. May be repeated for a maximum of 4 hours. Prerequisites: 210:352; consent of instructor.

220 Special Education

220:050. Introduction to Exceptional Persons — 3 hrs.

Overview of the field of Special Education including historical perspective, characteristics, programs, and legal provisions.

220:140(g). Home Intervention Services to Infants and Toddlers with Disabilities and Their Families — 3 hrs.

Screening, assessment, curriculum, and evaluation for infants/toddlers with disabilities. Includes strategies for working with parents and an overview of service delivery models. Prerequisites: 220:050; 220:174; junior standing. Corequisite: 220:192.

220:141(g). Including Young Children with Special Needs Into the General Education Programs — 3 hrs.

Advanced best practices for educating young children with diverse learning needs in the general education classroom. Prerequisite: 220:150; 220:192 (tutorial); junior standing. Corequisite: 220:192.

220:142(g). Classroom Instructional Management for Students with Mild Disabilities (K-6) — 3 hrs.

Designed to develop the instructional and behavioral management competencies required to teach K-6 students with mild disabilities. Prerequisites: 220:150; junior standing. Corequisite: 220:192.

220:143(g). Classroom Instructional Management for Students with Mild Disabilities (7-12) — 3 hrs.

Designed to develop the instructional and behavioral management competencies required to teach students in grades 7-12 with mild disabilities. Prerequisites: 220:150; junior standing. Corequisite: 220:192.

220:144(g). Teaching Students with Mild Mental Disabilities (K-6) — 3 hrs.

K-6 curriculum, methods and materials course for students with mild mental disabilities and includes the concepts of career vocational education, transition and integration of students with mental disabilities into general education programming as appropriate. Prerequisites: 220:167; junior standing. Corequisite: 220:192.

220:145(g). Teaching Students with Mild Mental Disabilities (7-12) — 3 hrs.

7-12 curriculum course for students with mild mental disabilities. It will include methods and materials for instruction of students with mild mental disabilities as well as concepts related to career vocational education, transition and integration of these students where appropriate. Prerequisites: 220:167; junior standing. Corequisite: 220:192.

220:146(g). Methodology and Assessment for Students with Mild Disabilities (K-6) — 3 hrs.

Deals with pragmatic knowledge about methodologies, techniques, and technology related specifically for small group instruction of K-6 students with mild disabilities. Prerequisites: 220:174; junior standing. Corequisite: 220:192.

220:147(g). Methodology and Assessment for Students with Mild Disabilities (7-12) — 3 hrs.

Deals with pragmatic knowledge about methodologies, techniques, and technology related specifically for small group instruction of students in grades 7-12 with mild disabilities. Prerequisites: 220:174; junior standing. Corequisite: 220:192.

220:148. Professional Interdisciplinary Relationships II — 3 hrs.

Designed to introduce the preservice teacher to the skills necessary to work effectively as a professional member of a multidisciplinary team. Skill orientation and development will emphasize the social style concept, communication and collaboration skills, and team building for inclusionary practices. Prerequisites: 220:150; 220:184.

220:150. Meeting the Needs of Diverse Learners in Classrooms — 2 hrs.

Introduction to pedagogical, curricular, and social considerations involved in educating diverse learners in the general education classroom. Prerequisites: 200:030; 200:148; 250:150.

220:151(g). Vocational and Transition Programming for Individuals with Disabilities — 3 hrs.

Development and implementation of work experience and other vocational programs for adolescents and adults with disabilities. Overview of the transition planning process and resources. Prerequisites: 220:174; junior standing.

220:152(g). Community Resources for Special Education — 3 hrs.

Study of cooperation and coordination of the school and other agencies serving the disabled, including various programs and services provided by governmental and private organizations. Prerequisites: 220:050 or 220:150; junior standing; consent of instructor.

220:153(g). Adaptations for Students with Physical and Sensory Impairments — 3 hrs.

Modification of physical structures, equipment, materials, and procedures for disabled students with accompanying physical, sensory and/or multiple impairments. Prerequisites: 220:174 or consent of instructor; junior standing.

220:155(g). Overview: Teaching the Mildly Disabled and At-Risk Student — 3 hrs.

Introduction to teaching diverse learners in multicategorical resource and general class settings. Focus on service models and trends, program implementation, consultation/collaboration and in-service training. Prerequisites: 220:050 or 220:150; junior standing; consent of department.

220:167(g). Overview of Education of Students with Mental Disabilities — 2 hrs.

Current and historical educational trends, etiology, and impact of the disability on the child and family. Prerequisites: 220:050 or 220:150; junior standing.

220:170(g). Educational Management in Special Education — 3 hrs.

Individual behavior management, behavioral change strategies, and classroom management for students with special needs. Prerequisites: 220:050; junior standing. Corequisites: 220:174; 220:192.

220:174(g). Assessment and Instruction for Students with Mild Disabilities — 3 hrs.

Collection and use of educational data to assess and teach students with diverse learning needs. Educational planning, material adaptation, and curriculum development also addressed. Prerequisites: 220:150; junior standing. Corequisites: 220:170; 220:192.

220:183(g). Teaching Students with Moderate Disabilities — 3 hrs.

Instructional methods, materials and assessment for students labeled with moderate disabilities. Emphasis on functional, age-appropriate, longitudinal curriculum development. Includes teaching students with moderate mental disabilities who may have accompanying physical, behavioral, and/or sensory impairments. Prerequisites: 220:167; 220:174; junior standing. Corequisite: 220:192 or consent of instructor.

220:184(g). Professional Interdisciplinary Relationships in Special Education I — 3 hrs.

Development of professional behaviors characterized by positive personal interaction with others and effective team skills. Strategies for collaborating with parents, regular and special educators, paraprofessionals, and other individuals in the educational program. Prerequisites: 220:050 or 220:150; junior standing.

220:185(g). Readings in Special Education — 1-2 hrs.

Reading and discussion of current methodological developments and innovations in special education. May be repeated once for a maximum of 2 hours. Prerequisite: junior standing.

220:187(g). Teaching Students with Severe Disabilities — 3 hrs.

Instructional methods, materials and assessment for students with severe disabilities. Emphasis on functional age-appropriate, longitudinal curriculum development. Includes teaching students with severe/profound mental disabilities, who may have accompanying physical, behavioral, sensory or multiple disabilities. Prerequisites: 220:167; 220:174; or consent of instructor; junior standing. Corequisite: 220:192 or consent of instructor.

220:192(g). Experience in Special Education — 2-3 hrs.

Supervised assessment and teaching experience in special education as listed in the Schedule of Classes. May be repeated in different areas for up to 12 hours. Prerequisites: junior standing; consent of instructor.

220:240. Collaborative Consultation I: The Relationship — 3 hrs.

Emphasis on the psychological and behavioral considerations involved in successfully forming and maintaining a collaborative consulting relationship. In-depth topics covered are self-management, personality style and versatility, starting the relationship, and establishing one's role with the group and individual.

220:245. Collaborative Consultation II: The Process — 3 hrs.

Provides in-depth understanding and beginning execution of two systematic models of collaborative consulting including four processes or sets of procedures for carrying out the models. Emphasis on planning, problem clarification and analysis, teaching and teacher strategy, presenting solutions, and dealing with teacher concerns and fears.

220:254. Vocational and Transition Assessment of Individuals with Disabilities — 3 hrs.

Assessment techniques for professionals working with adolescents or adults with disabilities. Requires application of these techniques. Designed for those interested in vocational and transition programming for individuals with disabilities. Prerequisite: 220:151 or consent of instructor.

220:256. Best Practices in Inclusion — 3 hrs.

In addition to providing preparation in pedagogical, curricular, and professional collaboration practices, designed to provide students with knowledge of empirical, legal, and historical considerations integral to the accommodation of all learners into the general education classroom. Prerequisite: graduate standing.

220:260. Special Education Law and Policy — 3 hrs.

Designed to provide the student with information and conceptual understanding of legislative, executive, and judicial action affecting special education programs for children and youth with disabilities. Prerequisite: graduate standing.

220:278. Administration of Special Education — 3 hrs.

Prepares administrators to plan programs for various areas of special education, to select and evaluate personnel, provide instructional materials, interpret the program to the community, and be informed concerning legal provisions for special education.

220:289. Seminar — 3 hrs.

May be repeated on different topics for a maximum of 9 hours. Prerequisites: 220:183 or 220:187; 220:192.

220:290. Practicum — 1-6 hrs.

Requires written consent of department. May be repeated for a maximum of 9 hours.

220:299. Research — 2-3 hrs.

May be repeated for a maximum of 6 hours.

220:340. The Law, the Policy, and the Administration of Special Education — 3 hrs.

An introduction to the study of the law, the policy, and the administration of educational programs for students with disabilities. Prerequisite: A master's degree in Special Education, Educational Leadership, or the Principalship certification.

230 Reading and Language Arts

230:044. Children's Literature — 3 hrs.

Evaluation, selection, and teaching of literature in the elementary school language arts program.

230:111(g). Emergent Literacy and Language Development — 3 hrs.

Theories underlying young children's acquisition of oral language and early reading and writing. Emphasis on implications for literacy curriculum in the primary grades. Prerequisite: junior standing.

230:113(g). Teaching Expressive Language Arts — 3 hrs.

Exploration of methods of fostering creative oral and written language expression in elementary schools. Experience with individual children and small groups. Prerequisites: 230:044, 230:115 or 230:134; junior standing or consent of the College of Education Advising Center.

230:115. Teaching Reading and Language Arts I — 3 hrs.

First course in the methods of teaching Reading and Language Arts in the elementary school. Focus on instruction in grades K-3, with an emphasis on integrating reading, writing, speaking, and listening, as well as integration of the content area.

230:116. Teaching Reading and Language Arts II — 3 hrs.

Second course in the methods of teaching Reading and Language Arts in the elementary school. Focus on instruction in grades 3-8, with an emphasis on integrating reading, writing, speaking, and listening, and content area reading and writing. Corequisites: 210:120 or 210:122; 210:161; 210:164; 800:134.

230:130(g). Teaching Reading to Adolescents — 3 hrs.

Introduction to the reading process, materials and methods of instruction, evaluation of reading achievement, and study of reading demands in the secondary curriculum. Recognition of characteristics of current secondary reading programs. Prerequisite: junior standing.

230:132(g). Language Arts Across the Curriculum — 3 hrs.

Emphasis on the role of language processes in learning and specific strategies to help elementary and secondary students gain concepts and develop abilities to learn through language processes in all subject areas. Prerequisite: junior standing.

230:134(g). Foundations for Reading Instruction — 3 hrs.

Current theories of the reading process, components of K-12 reading programs and the roles of personnel in relation to reading programs. Prerequisite: junior standing.

230:140(g). Diagnostic Teaching of Reading and Language Arts — 3 hrs.

Introductory course in evaluating the reading and language abilities of individual children through instruction within a classroom setting. Includes group and individual evaluation, informal assessment procedures, selection of materials, and instructional strategies to meet the needs of individual learners. Prerequisites: 230:115 or 230:116 or 230:130; junior standing.

230:144(g). Literature for Elementary Children — 3 hrs.

Advanced course in children's literature. Includes issues and trends in the development of literature-based school programs. Prerequisites: 230:044; junior standing.

230:145(g). Multicultural Children's Literature — 3 hrs.

Advanced course in multicultural children's literature, designed to examine the values and uses of literature by and about diverse cultural groups in the U.S. Main focus on books reflecting the four major minority cultures: Native, African, Hispanic, and Asian American cultures. Students may also study literature about white ethnic groups, such as Appalachians and Jews. Discussion of issues and controversies surrounding such books. Prerequisite: junior standing.

230:147(g). Remedial Reading — 3 hrs.

Selection, implementation, and interpretation of a variety of reading and language arts assessment procedures and the development of effective individualized instructional programs. Prerequisites: 230:140; junior standing. Corequisite: 230:192.

230:192(g). Experience in Reading: Tutoring — 2-3 hrs.

Supervised tutoring in the University Reading Center or in a public school Reading Center. Prerequisites: 230:140; junior standing. Corequisite: 230:147.

230:193(g). Experience in Reading: Field — 1-2 hrs.

Supervised experience teaching in elementary or secondary reading programs. May be repeated for a maximum of 4 hours. Prerequisite: junior standing.

230:210. Recent Research in Reading — 3 hrs.

Review of current research in reading with implications for school programs. Includes procedures for locating and interpreting research reports. Prerequisite: one course in the teaching of reading.

230:238. Diagnosis of Reading Problems — 3 hrs.

Experience in administering and interpreting diagnostic reading tests. Survey of correlate and causal areas including introduction to tests frequently used by specialists. Prerequisite: 230:147.

230:240. Variability in Language Learning and Literacy Development — 3 hrs.

Exploration of research on factors generally associated with variability in literacy development, programs designed to assist in literacy development, and roles of teachers and parents in promoting literacy development in children with different rates of development. Prerequisites: 230:147; 230:238.

230:250. Issues and Trends in Reading and Language Arts — 3 hrs.

Current issues and trends in reading and language arts instruction; historical and societal influences on school programs. Prerequisite: one course in the teaching of reading.

230:260. Roles of the Reading Specialist — 3 hrs.

Exploration of the five major leadership roles required of school personnel who serve as reading and language arts specialists. Prerequisite: graduate standing or consent of instructor.

230:289. Seminar — 2-4 hrs.

Seminar topics to be announced in Schedule of Classes. May be repeated for a maximum of 4 hours. Prerequisite: consent of instructor.

230:290. Practicum — 2-4 hrs.

Supervised experience in teaching and/or supervision of instruction. May be repeated for a maximum of 4 hours. Prerequisite: consent of instructor.

230:299. Research**230:354. Curriculum Development and Evaluation in Reading/Language Arts — 3 hrs.**

Current models, methodologies, and decision-making approaches for development and evaluation of K-12 programs. Prerequisite: 210:352.

230:389. Seminar in Reading — 1 hr.

Series of one-hour seminars to accompany doctoral work in statistics, research, and practicum experiences. May be repeated for a maximum of 3 hours. Prerequisite: consent of instructor.

230:397. Practicum in Reading — 2-4 hrs.

Supervised professional experience teaching reading education courses at the university level or participating in reading program supervision and consulting within a school district. May be repeated for a maximum of 4 hours. Prerequisite: consent of instructor.

240 Educational Technology

240:020. Educational Media — 2 hrs.

Selection and use of various educational technologies within a systematic educational planning framework. Includes the operation of educational media hardware and software and the design and production of media for educational use. Lab as arranged.

240:030. Classroom Computer Applications — 3 hrs.

Use of microcomputer technology in the classroom. Emphasis on evaluating instructional software and integrating computer technology with common teaching/learning practices. Prerequisite: 240:020 or 240:031.

240:031 Educational Media and Classroom Computing — 3 hrs.

Role of educational media and computers in the teaching-learning process. Selection, preparation, utilization, and evaluation of media and computer software for educational use. Lab as arranged.

240:131(g). Technology in Education — 3 hrs.

Addresses technology as both hardware, process, and system. Students will investigate the social and scientific uses of technology in education from various perspectives. Students will address the issues confronting contemporary education, school reform, and technology. Prerequisite: junior standing.

240:138(g). Educational Graphics Design — 3 hrs.

Focuses on examining aspects of visual design. Students will learn to interpret and design visuals that facilitate communication. Prerequisites: junior standing; consent of instructor.

240:139(g). Media Planning and Production — 3 hrs.

Planning steps essential for media production; processes, equipment, techniques, and services needed for the production, duplication, and release of media. Lab as arranged. Prerequisites: 240:020 or 240:031; junior standing; consent of instructor.

240:140(g). Using Databases in Education — 3 hrs.

Designed to introduce students to using databases and informational retrieval systems in an educational setting. Emphasis on the students learning the basic concept and skills of databasing and experiencing the ways that databases can be used in a teaching method to emphasize problem-solving. Exploration beyond personal computer databases to using and integrating Internet resources into classroom curriculum. Prerequisites: 240:020 or 240:031; junior standing.

240:147(g). Educational Digital Imaging — 3 hrs.

Focuses on the basic principles, skills, and techniques of preparing digital images. Lab as arranged. Prerequisites: junior standing; consent of instructor.

240:150(g). Educational Television Production — 3 hrs.

Theoretical aspects and techniques of educational television production applied in the classroom and studio. Practical experiences in planning and producing educational television programs. Lab as arranged. Prerequisites: 240:020 or 240:031; junior standing; consent of instructor.

240:153(g). Telecommunications in Education — 3 hrs.

Study of the technologies of telecommunications applied to education. Administrative and instructional uses, teaching strategies, critical issues, case studies, and research. Prerequisites: junior standing; consent of instructor.

240:160. Media Projects — 1-4 hrs.

Specialized study in independent media projects. Credit to be determined at time of registration; project, credit and evaluation criteria require advance consent of instructor.

Sec. 1. Computer Applications. Prerequisite: 240:020 or 240:031.

Sec. 2. Digital Audio.

Sec. 3. Digital Imaging. Prerequisite: 240:147.

Sec. 4. Graphics. Prerequisite: 240:138.

Sec. 5. Learning Environments.

Sec. 6. Multi-Media Communications.

Sec. 7. Television. Prerequisite: 240:150.

Sec. 8. Visualization.

Sec. 9. Web Development.

May be repeated for credit to a maximum of 4 hours for any section.

240:170(g). The Principles of Publication Design — 3 hrs.

Focus on evaluation and design of electronically produced materials. Hands-on experiences with desktop publishing are included. Prerequisite: junior standing.

240:186. Studies in Media — 1-4 hrs.

240:189. Readings in Media — 1-3 hrs.

240:205. Instructional Computing Design — 3 hrs.

Evaluation and design of computer-based instructional materials. Hands-on experiences with the design of computer-based lessons. Prerequisite: 240:240.

240:210. Distance Education — 3 hrs.

Introduction to distance education. Focus on historical perspectives, theoretical research, and operational issues.

240:230. Communication Theory in Media — 3 hrs.

Contemporary theory of human and mass communication, learning, perception, and propaganda as they apply to message design utilizing communication media.

240:232. Selection and Integration of Materials — 3 hrs.

Evaluation of the instructional setting along with the procedures for selection and integration of materials.

240:235. Managing Educational Technology Programs — 3 hrs.

Advanced course to prepare a media graduate to administer any one or all of the specific areas of media.

240:240. Instructional Development — 3 hrs.

Analysis and synthesis for structuring learning environments including learner, task, environmental, and instructional strategy analysis.

240:253. Interactive Video Design — 3 hrs.

Focus on evaluation and design of interactive videodisc instructional materials. Hands-on experiences with the development of this type of instruction are included. Prerequisites: 240:240; consent of instructor.

240:260. Advanced Media Projects — 1-4 hrs.

Specialized study in independent media projects. Credit to be determined at time of registration; project, credit, and evaluation criteria require advance consent of instructor.

Sec. 1. Computer Applications. Prerequisite: 240:020 or 240:031.

Sec. 2. Digital Audio.

Sec. 3. Digital Imaging. Prerequisite: 240:147.

Sec. 4. Graphics. Prerequisite: 240:138.

Sec. 5. Learning Environments.

Sec. 6. Multi-Media Communications.

Sec. 7. Television. Prerequisite: 240:150.

Sec. 8. Visualization.

Sec. 9. Web Development.

May be repeated for maximum of 4 hours for any section.

240:285. Readings in Media — 1-3 hrs.

240:286. Studies in Media — 1-4 hrs.

240:289. Seminar — 2 hrs.

240:297. Practicum — 2-3 hrs.

240:299. Research.

240:340. Designing Instructional Systems — 3 hrs.

Application of current research and theory to the instructional design process. Students are guided through the systematic process of translating principles of learning and instruction, employing several instructional design models.

250 Measurement and Research

250:150. Classroom Evaluation Instruments — 2 hrs.

Introduction to classroom evaluation instruments; includes preparation and use of teacher-constructed assessment devices, and purposes and interpretation of standardized instruments. Prerequisites: 200:017; 200:030. Prerequisites or corequisites: 200:128; 200:148. (Formerly 250:050.)

250:180(g). Statistical Methods in Education — 3 hrs.

Introduction to statistical methods. Includes graphing techniques, measures of central tendency and variability, correlation, t-tests, one way ANOVA, and chi-square. Prerequisite: junior standing.

250:181(g). Educational Evaluation in Teaching — 3 hrs.

Principles of measurement and evaluation in the elementary, secondary and post-secondary schools. Test construction techniques for written tests and performance tests, with norm-referenced and criterion-referenced interpretations; uses of teacher-made instruments and standardized tests. Prerequisites: 200:148; 250:150 or equivalent; junior standing.

250:205. Educational Research — 3 hrs.

Evaluation of educational research concepts, including purposes, hypotheses, principles of research design, data collection, and interpretation of results.

250:270. Educational Program Evaluation — 3 hrs.

Examination of models, data-gathering methods, analysis, and report preparation for educational program evaluation; attention to application of evaluation research to specific school and non-school settings.

250:280. Theory and Construction of Tests — 2 hrs.

Advanced course in the theory of test construction and practical application of the theory to actual construction and validation processes. Prerequisites: 250:180; 250:181.

250:281. Statistics and Measurement — 3 hrs.

Application of statistical principles to research in school psychology. Topics selected from: correlational analysis; reliability and validity; analysis of variance; sampling; chi-square, t, and F distributions. Emphasis on statistical inference and basic measurement principles. Prerequisite: 250:180 or the equivalent.

250:282. Individual Intellectual Assessment — 3 hrs.

Standardization, cross-validation, administration, scoring, and elementary interpretation of: Stanford-Binet Scale, Wechsler Preschool and Primary Scale, Wechsler Intelligence Scale for Children, Wechsler Adult Intelligence Scale.

250:283. Psychodiagnostics — 3 hrs.

Ecological approach to the assessment of student educational development. RIOT (record review, interview, observe, test) skills are developed. Focus on ethical considerations and test standardization issues.

250:284. Advanced Psychodiagnostics — 3 hrs.

Use of test studies to understand behavioral styles of individual students; includes interpreting tests and observational data in discussion with parents and school and community personnel.

250:285. Readings.

250:289. Seminar in Evaluation and Research.

250:299. Research.

250:300. Descriptive Educational Research — 3 hrs.

Examination of theoretical and practical aspects of survey research including sampling, instrumental design and administration, and the application of computer techniques to the analysis of survey information. Prerequisites: 250:180; 250:205; 250:281; or consent of department.

250:301. Advanced Experimental Research in Education — 3 hrs.

Relationships between scientific research, theory construction and ethical principles; true-experimental and quasi-experimental designs; univariate, factorial and multivariate analyses with appropriate computer applications; critical review of experimental literature and preparation of research manuscripts. Prerequisites: 250:180; 250:205; 250:281; or consent of department.

250:302. Qualitative Methods in Educational Research — 3 hrs.

Study of the techniques of direct observation and analysis of human behavior in ongoing, naturalistic settings. Focus on problems associated with the two main approaches used in qualitative research — participant observation and in-depth interviewing. Prerequisites: 250:180; 250:205; 250:281; or consent of department.

260 Social Foundations

260:020. Introduction to Teaching as a Profession — 3 hrs.

For the undecided individual to explore the personal and professional considerations associated with a decision to teach.

260:119. Schools and American Society — 3 hrs.

Relationship of schools and American society from sociological, historical, philosophical, political, and economic perspectives. Focus on central characteristics of the educational system and influence of these on teachers as professionals and teaching as a profession. Prerequisites: 200:128; 200:148; 250:150.

260:120(g). Sociology of Education — 3 hrs.

Examination of the sociology of classroom learning and the role of schooling in social stratification and social mobility. Prerequisite: junior standing.

260:121(g). Rural Education: Field Study — 2 hrs.

Study of the sociology of education in a village or town of fewer than 2,500 people, with visits and participation in school and non-school sites to study the school(s) and related community. Prerequisites: 200:128; 200:148; 250:150; 260:119; junior standing.

260:134(g). History of Education — 3 hrs.

Education as a formal institution; emphasis on the historical antecedents which have affected education in Western Culture and America. Prerequisite: junior standing.

260:135(g). Reform Movements in Education — 3 hrs.

Criticism of American schooling developed since the 1950's; social implications of various movements to reform the schools, establish alternatives to schools, and to deschool society. Prerequisite: junior standing.

260:138(g). Comparative Education — 3 hrs.

Panoramic view of the educational systems of various nations of the world compared with the education of the United States of America. Prerequisite: junior standing.

260:139(g). Asian Education Systems: Soviet Comparisons — 3 hrs.

Description and comparison of the educational systems of ten Asian countries with that of the Soviet Union. Evaluation of Asian and Soviet education from a Western perspective. Prerequisite: senior standing or Russian Area Studies major/minor.

260:234. Philosophy of Education — 3 hrs.

Analytical study of major philosophical viewpoints of modern education, emphasis on professional problems of education and the development of educational principles.

260:299. Research.

270 Educational Leadership

270:198. Independent Study.

270:206. Orientation to Educational Leadership — 1 hr.

Orientation to the study of school leadership, the historical development of schools, philosophical perspectives impacting educational practices, and issues and trends influencing educational developments. Corequisite: 270:232.

270:208. Personal and Professional Development — 1 hr.

Examination of the concepts of educational and leadership ethics, personal characteristics and ability for educational leadership roles, and the necessary skills to deal with stress and the demands of leading an educational organization. Prerequisites: 270:206; 270:224; 270:232; or corequisite: 270:280.

270:224. Organizational Studies — 3 hrs.

Provides a knowledge base for the study of contemporary and classical thought on organization behavior and organization development in schools. Prerequisites: 270:206; 270:232; or consent of instructor.

270:232. School Governance, Law and Intersystems Relations — 3 hrs.

Development of knowledge of the many aspects of local, regional, state, and federal governance of public schools, legal issues, school funding, respect for people's rights, and competence in managing school risk to avoid legal liability. Corequisite: 270:206.

270:245. Leadership — 3 hrs.

Study of contemporary leadership, change, and staff development in school organizations. Prerequisites: 270:206; 270:208; 270:224; 270:232; 270:247; 270:249; 270:280; 270:284; or consent of instructor.

270:247. Organization Management: School and Community — 3 hrs.

Examination of the key administrative concepts and techniques employed by effective school principals. Prerequisites: 270:206; 270:208; 270:224; 270:232; 270:244; 270:280; or consent of instructor.

270:249. Curriculum and Instruction — 3 hrs.

Knowledge and skills for elementary and secondary principals in providing leadership in curriculum development practices commensurate with individual, school, and community belief systems. Prerequisites: 270:206; 270:208; 270:224; 270:232; 270:280; or consent of instructor.

270:280. Technology — 2 hrs.

Development of computer skills in the area of word processing, data base and spreadsheet applications. Emphasis will be placed on the applications of current technology and the development of a technology plan within a school system. Prerequisites: 270:206; 270:224; 270:232; or consent of instructor.

270:282. Change and Transformation — 3 hrs.

Integration of knowledge about leadership, change, and staff development into a holistic vision of leading a school transformation project. Prerequisites: 270:206; 270:208; 270:224; 270:232; 270:245; 270:247; 270:249; 270:280; 270:284; or consent of instructor.

270:284. Facilitating Professional Growth — 3 hrs.

Development of knowledge of various problems and procedures in the organization of elementary and secondary school professional growth. Special emphasis on supervision processes and identifying and analyzing effective teaching and performance behaviors. Prerequisites: 270:206; 270:208; 270:224; 270:232; 270:247; 270:249; 270:280; or consent of instructor.

270:285. Readings in Educational Leadership — 1-3 hrs.

Prerequisite: written consent of instructor.

270:289. Seminar in Educational Leadership.

Seminars are offered on special topics as indicated in the Schedule of Classes.

270:290. Practicum in Principalship — 2-4 hrs.

Offered on credit/no credit basis only. Prerequisite: Practicum integrated throughout program.

270:299. Research.

270:310. Human Resource Administration — 3 hrs.

Teacher selection and placement, promotion, tenure, and retirement; administration of pupil personnel facilitating services.

270:314. Introduction to the Superintendency — 3 hrs.

Introduction to the study of the superintendency to gain familiarity with the various aspects and challenges facing superintendents, to develop understanding of the dynamics which affect superintendent's behaviors, and to develop an understanding of the specific responsibilities of the superintendency. Prerequisite: a master's degree in Educational Leadership or the Principalship certification.

270:320. Curriculum/Program Assessment/Accountability — 3 hrs.

Provides superintendency students with an expanded knowledge base of the processes of curriculum planning and development, instructional management, and program evaluation. Prerequisite: a master's degree in Educational Leadership or the Principalship certification.

270:325. Organization, Governance, and Administration of Public Education — 3 hrs.

Analysis of theories of organization and management models; examination of governance, function, and administration of local, intermediate, state, and federal education agencies. Prerequisite: one course in management or administration in education or consent of department.

270:330. Technology for Administrative Instructional Leadership — 3 hrs.

Provides students with an expanded knowledge base of the processes for gathering, analyzing, and using data for informed decision making as well as experiences with utilizing computers and other technologies connected with instruction and educational programming. Prerequisite: a master's degree in Educational Leadership or the Principalship certification.

270:338. Safe, Effective, and Efficient Environment — 3 hrs.

Provides students with a familiarity of the issues and challenges of school safety, school climate and discipline, school crises planning, personal safety, school security, parent and community roles in crime and crisis prevention with an emphasis on being proactive rather than reactive. Prerequisite: a master's degree in Educational Leadership or the Principalship certification.

270:340. Educational Finance — 3 hrs.

Financial support for education; emphasis on Iowa.

270:342. Decision Making — 2 hrs.

Environmental and personnel factors influencing decision making; specific emphasis on the process, competencies and consequences.

270:346. School Business Management/Buildings and Sites — 4 hrs.

Assists school administrators in effectively and efficiently managing the business affairs of a school district and develops a greater appreciation and understanding of school business management. Prerequisites: 270:340; a master's degree in Educational Leadership or the Principalship certification.

270:354. Collective Bargaining in the Public Sector — 3 hrs.

Basic principles of collective bargaining as they apply to educational administration.

270:363. Administrative and Organizational Theory in Education — 3 hrs.

Examination of contemporary and classical thought related to organizational dynamics and administrative leadership and decision making in the public sector. Limited to post-master's students only.

270:385. Readings in Educational Leadership — 1-3 hrs.

Individualized list of selected readings in an area of emphasis, as determined by instructor and student. Prerequisite: written consent of instructor.

270:389. Seminar in Educational Leadership — 2-3 hrs.

Offered on special topics as determined and scheduled by the department. May be repeated for maximum of 6 hours. Limited to post-master's students only.

270:397. Practicum in Educational Leadership — 2-4 hrs.

May be repeated. Offered on credit/no credit basis only. Limited to post-master's students only. Prerequisite: consent of advisor.

280 Teaching

280:070. Human Relations: Awareness and Application — 3 hrs.

Development of awareness of various societal subgroups, recognizing and dealing with dehumanizing biases, and learning to relate effectively to various groups in order to foster respect for human diversity. Emphasis on self-awareness in human relations issues and how this awareness can be translated into positive relationships with others is stressed. Corequisite: Student teaching.

280:132. Early Childhood Teaching — 4-12 hrs.

Offered on credit/no credit basis only. Prerequisite: Completion of Levels I and II of the Professional Education Requirements. Provides the student the opportunity to experience, in depth, the full role and meaning of teaching in a school setting. Experiences include planning and organizing for instruction, developing classroom teaching competencies and skills, evaluating pupil progress, participating in extra-class activities, working with special school personnel, and utilizing school and community resources in the instructional program.

280:134. Elementary Teaching — 4-12 hrs.

Offered on credit/no credit basis only. Prerequisite: Completion of Levels I and II of the Professional Education Requirements. Provides the student the opportunity to experience, in depth, the full role and meaning of teaching in a school setting. Experiences include planning and organizing for instruction, developing classroom teaching competencies and skills, evaluating pupil progress, participating in extra-class activities, working with special school personnel, and utilizing school and community resources in the instructional program.

280:135. Special Education Teaching — 4-12 hrs.

Offered on credit/no credit basis only. Prerequisite: Completion of Levels I and II of the Professional Education Requirements. Provides the student the opportunity to experience, in depth, the full role and meaning of teaching in a school setting. Experiences include planning and organizing for instruction, developing classroom teaching competencies and skills, evaluating pupil progress, participating in extra-class activities, working with special school personnel, and utilizing school and community resources in the instructional program.

280:137. Middle School/Junior High Teaching — 4-12 hrs.

Offered on credit/no credit basis only. Prerequisite: Completion of Levels I and II of the Professional Education Requirements. Provides the student the opportunity to experience, in depth, the full role and meaning of teaching in a school setting. Experiences include planning and organizing for instruction, developing classroom teaching competencies and skills, evaluating pupil progress, participating in extra-class activities, working with special school personnel, and utilizing school and community resources in the instructional program.

280:138. Secondary School Teaching — 4-12 hrs.

Offered on credit/no credit basis only. Prerequisite: Completion of Levels I and II of the Professional Education Requirements. Provides the student the opportunity to experience, in depth, the full role and meaning of teaching in a school setting. Experiences include planning and organizing for instruction, developing classroom teaching competencies and skills, evaluating pupil progress, participating in extra-class activities, working with special school personnel, and utilizing school and community resources in the instructional program.

280:139. Vocational/Technical Teaching — 4-12 hrs.

Offered on credit/no credit basis only. Prerequisite: Completion of Levels I and II of the Professional Education Requirements. Provides the student the opportunity to experience, in depth, the full role and meaning of teaching in a school setting. Experiences include planning and organizing for instruction, developing classroom teaching competencies and skills, evaluating pupil progress, participating in extra-class activities, working with special school personnel, and utilizing school and community resources in the instructional program.

280:140. Special Area Teaching: Art, ESL, Library Science, Music, Physical Education, and Speech-Pathology — 4-12 hrs.

Offered on credit/no credit basis only. Prerequisite: Completion of Levels I and II of the Professional Education Requirements. Provides the student the opportunity to experience, in depth, the full role and meaning of teaching in a school setting. Experiences include planning and organizing for instruction, developing classroom teaching competencies and skills, evaluating pupil progress, participating in extra-class activities, working with special school personnel, and utilizing school and community resources in the instructional program.

280:150. Laboratory Practice — Elementary(*).**280:151. Laboratory Practice — Secondary(*).**

(*For experienced teachers (*elementary or secondary, as appropriate) who have not fulfilled the student teaching requirements for certification and to provide an in-depth experience. Includes practice in modern teaching procedures, construction and use of classroom instructional materials, analysis of the teaching-learning process, meeting needs of exceptional children, classroom supervision, and school-parent relations. Special seminar arranged. Departmental recommendation and consent required.

280:170(g). Human Relations — 3 hrs.

Examination of societal subgroup differences and the impact of sexism, racism, ageism, disabilities, prejudice, and discrimination in interpersonal relations. Attitudes, skills, and techniques for creating favorable learning experiences for students are stressed. Reserved for graduate students and practicing teachers. Prerequisite: junior standing.

280:191(g). Supervision of Student Teaching — 3 hrs.

Designed primarily for those presently or potentially involved in the supervision of student teachers. Covers the selection and preparation of student teachers; readiness for student teaching; principles of supervision, including the identification and analysis of good classroom procedures and desirable experiences for the student teacher in the total school program; professional responsibilities of the student teacher in the school and community; evaluation of student teachers, and the supervising teacher's role in the selection of teachers for the profession. It also covers the selection and preparation of student teaching centers, qualifications of supervising teachers and the role of the coordinator of student teaching. Prerequisite: junior standing.

280:250. Advanced Laboratory Practice — 2-12 hrs.

Student may concentrate on any aspect of the school program, such as curriculum, methods, evaluation, remedial instruction, guidance, supervision, administration, public school relations, educational technology and audio-visual aids, and extra-class activities. Consent of the Head of Department of Teaching required.

290 Counseling

290:103(g). Introduction to Professional Counseling — 3 hrs.

Introduction to counseling in school (K-12), mental health and community agency settings. Emphasis on professional roles, current trends, and legal/ethical issues. Prerequisite: junior standing; consent of department head.

290:105(g). Counseling Skills — 3 hrs.

Focus on developing counseling skills with emphasis on self-understanding and its impact on the counseling process. Verbal and non-verbal counseling skills are developed through lecture, demonstration, and extensive laboratory practice. Prerequisite: junior standing; consent of department head.

290:198. Independent Study.**290:204. Introduction to Play Therapy — 3 hrs.**

Instruction designed to introduce counseling students to the theories and methods of using play techniques for counseling and assessing children and adolescents. Major emphasis on supervised play therapy experience. Prerequisites: 290:105; 290:254; consent of department head.

290:205. Counseling Processes with Individuals and Systems — 3 hrs.

Designed to develop advanced-level counseling skills necessary for clinical practice in mental health settings. Focus on individually-based and systems-based theoretical approaches to problem conceptualization and on specific interventions for initiating, sustaining, and terminating the counseling experience. Extensive skill practice/lab. Prerequisites: 290:105; 290:224; consent of department head. Corequisite: 290:227.

290:210. Developing Comprehensive School Counseling Programs — 3 hrs.

Focus on managing, organizing, and designing K-12 comprehensive, sequential, developmental guidance programs. Prerequisites: School Counseling major; consent of department head.

290:220. Group Process — 3 hrs.

Emphasis on developing group leadership skills for school and mental health counselors. Prerequisite: 290:224; consent of department head.

290:224. Applied Group Dynamics — 2 hrs.

Involvement in laboratory learning emphasizing the concepts and skills necessary for effective group membership. Covers group development theory, conflict management, and conditions for personal and interpersonal learning in group settings. Prerequisite: consent of department head.

290:225. Facilitating Career Development — 3 hrs.

Exploration of career development theory and informational delivery resources and systems. Emphasis on significance of occupational choice; sociological, psychological, and economic factors examined. Prerequisites: 290:103; 290:105; consent of department head.

290:226. Consultation Skills — 3 hrs.

Stresses principles, procedures, and process of consultation with emphasis on developing consultation skills. Prerequisites: 290:205 or 290:254; consent of department head.

290:227. Counseling Theory — 3 hrs.

Study of each of the predominant counseling theories. Prerequisites: 290:105; consent of department head.

290:228. Assessment Techniques in Counseling — 3 hrs.

Assessment and appraisal procedures of individuals and groups. Primary focus on the understanding and use of standardized and non-standardized tests, inventories, observations, and case data for diagnosis in counseling. Prerequisites: 290:103; consent of department head.

290:240. Intervention Strategies — 3 hrs.

Integration of counseling theory and counseling process in the design and implementation of strategies for resolving client problems. Prerequisites: 290:205 or 290:254; 290:227; consent of department head.

290:241. Treatment Procedures in Mental Health Counseling — 3 hrs.

Emphasis on the diagnosis of psychopathology and corresponding treatment procedures. Covers etiology, diagnosis, treatment, and the prevention of mental and emotional disorders and dysfunctional behavior. Prerequisites: 290:103; 290:105; 290:205; 290:224; 290:227; and 200:235 or 400:142; consent of department head.

290:245. Advanced Treatment Procedures in Mental Health Counseling — 3 hrs.

Continuation and extension of 290:241. Covers the etiology, diagnosis, and treatment planning for a variety of mental disorders not covered in 290:241, with specific emphasis on case management and treatment plan documentation. Prerequisites: 290:241; consent of department head.

290:250. Family Counseling — 3 hrs.

Emphasis on a family systems perspective. Key components include history and theoretical foundations, family developmental life cycles, identification of functional/dysfunctional family systems, and a survey of interventions. Prerequisites: 290:105; 290:227 (highly recommended); consent of department head.

290:254. Counseling Children and Adolescents — 3 hrs.

Addresses normal and abnormal child/adolescent development, problem conceptualization from an individual as well as a systems-based perspective, and development of advanced-level counseling skills with emphasis on age-appropriate interventions. Lab practice and actual counseling experience with young clients. Prerequisites: 290:105; consent of department head.

290:256. Multicultural Counseling — 3 hrs.

Emphasizes examination of personal attitudes, perceptions, and behaviors regarding women, ethnic minorities, elderly, gays and lesbians, and persons with disabilities. Examines concepts such as oppression. Increases understanding of counseling theories and techniques within a multicultural paradigm. Prerequisites: 290:103; 290:224; 290:227; consent of department head.

290:260. Advanced Family Counseling — 3 hrs.

In-depth study of selected theories of family counseling and their application in work settings. Major emphasis on treatment procedures, the integration of theory and practice, and working within the mental health care system. Prerequisite: 290:250 or consent of instructor.

290:262. Intervention and Prevention with Children, Adolescents, and Parents — 3 hrs.

Emphasis on skill development in applying developmentally-appropriate prevention and intervention strategies with children and adolescents. Working with parents and "at-risk" youth will also be addressed. Lab practice and actual counseling experience with youth/parents. Prerequisites: 290:105; 290:254; consent of department head.

290:285. Readings in Counseling — 1-3 hrs.**290:289. Seminar in Counseling — 1-3 hrs.**

Special topics as indicated in the Schedule of Classes.

290:290. Practicum in Counseling — 3 hrs.

First-level intensive experience designed to further develop counseling skills. Offered on credit/no credit basis only. Prerequisites for School Counseling: 290:103; 290:105; 290:220; 290:224; 290:227; 290:250 (recommended); 290:254; 290:262 (highly recommended); consent of department head. Or for Counseling/Mental Health: 290:103; 290:105; 290:205; 290:220; 290:224; 290:227; 290:250 (recommended); 200:235 or 400:142; consent of department head.

290:291. Internship — 3-6 hrs.

Advanced intensive experience designed to integrate counseling skills in a work setting. Offered on credit/no credit basis only. Prerequisites: 290:290; consent of department head.

290:299. Research.

290 Counseling/300 Safety Education/ 310 Design, Family and Consumer Sciences

290:327. Advanced Counseling Theories — 3 hrs.

In-depth study of selected major theories of counseling. Major emphasis on development of personal theory and integration of theory and practice in counseling.

290:385. Readings in Counseling — 1-3 hrs.

Individualized list of selected readings in an area of emphasis, as determined by instructor and student.

290:389. Seminar in Counseling — 1-3 hrs.

Offered on special topics as determined and scheduled by the department.

290:391. Advanced Internship in Counseling — 1-6 hrs.

Intensive doctoral-level experience designed to integrate skills in the work setting. Prerequisite: consent of advisor.

290:397. Advanced Practicum in Counseling — 3 hrs.

Advanced supervised experience to further develop counseling skills. Prerequisite: consent of instructor.

290:398. Research in Counseling — 1-3 hrs.

Library or data-based research on selected topics of special interest. Not applicable to dissertation credit.

300 Safety Education

300:130(g). Driver and Traffic Safety I — 3 hrs.

Classroom and practice driving units; safety education as a social problem; development of safety skills, habits, attitudes, and ideals; accident causes; study of research. Prerequisite: junior standing.

300:131(g). Driver and Traffic Safety II — 3 hrs.

Classroom and in-the-car techniques of imparting instruction to high school students taking driver education. Prerequisite: junior standing.

300:132(g). Directing the Safety Program — 2 hrs.

Organization and administration of safety programs through the entire school system. Prerequisite: junior standing.

300:140(g). Traffic Law Enforcement — 3 hrs.

Designed to acquaint safety and driver education teachers with the purposes of traffic law enforcement and traffic engineering. Prerequisite: junior standing.

300:192(g). Experience in Safety Education — 2-4 hrs.

Offered in various specialized fields; may be repeated once for credit in a different area. Maximum of 8 hours credit. Prerequisite: junior standing.

310 Design, Family and Consumer Sciences

310:010. Cultural Perspectives of Dress — 2 hrs.

Systematic approach to visual analysis of the dressed body. Case studies used to examine cross-cultural and gender-based differences in how the dressed body is interpreted and aesthetically evaluated.

310:012. Textile and Apparel Design Foundations — 3 hrs.

Investigation of elements and principles of design as they apply to textiles and apparel.

310:013. Introduction to Textile Materials — 3 hrs.

Fundamentals of textiles as related to the production, sale, and use of apparel, interiors, and other products. Laboratory experiences related to the identification of fibers, yarns, and fabrics. (Formerly 310:110.)

310:014. Apparel Evaluation — 3 hrs.

Application and analysis of methods and techniques used to assemble apparel and evaluate ready-to-wear quality. Prerequisite: 310:013.

310:015. Multicultural Aspects of Apparel Design — 3 hrs.

Cultural, aesthetic, and technical aspects of apparel design and assembly from a multicultural perspective.

310:020. Introduction to the Textile and Apparel Industry — 3 hrs.

Overview of the structure of the textile and apparel industry.

310:030. Basic Nutrition — 2 hrs.

Study of nutrition in relation to growth development and maintenance of the body. No credit for 310:030 if credit previously earned in 310:032 or 310:037.

310:031. Nutrition for Early Childhood Education — 2 hrs.

Study of the role of nutrition in the growth and development of young children, and the effect of nutrition on learning processes. Focus on nutritional needs of young children as well as the incorporation of nutrition education into the curriculum in early childhood education. Early Childhood Education majors only.

310:032. Fundamentals of Nutrition — 2-3 hrs.

Needs and functions of food nutrients for growth and maintenance of health through the life cycle. No credit for 310:032 if credit previously earned in

310:030 or 310:037. Prerequisite: 420:050 or 860:044 or 860:061 or equivalent or consent of instructor.

310:035. Principles of Food Science — 3 hrs.

Presentation of scientific concepts for a basis of understanding food as a complex physical, biological, and chemical system. Emphasis on reasons for procedures and phenomena encountered. Prerequisite: 860:044 or 860:061 or consent of instructor.

310:037. Principles of Nutrition — 3 hrs.

Study of the nutrients basic to the science of nutrition, their structure, function in the body, nutrient composition and selection of food to meet nutrient needs; application to dietary patterns of selected individuals and ethnic groups. Prerequisite: 860:044 or 860:061 or equivalent.

310:052. Family Relationships — 3 hrs.

Understanding self as a continually developing family member; applying human development concepts to various types of families throughout the life cycle; using group process to examine relationships and communication within families and between them and their environments.

310:053. Human Identity and Relationships — 3 hrs.

Use of social science theories and research to understand the physiological, psychological, and socio-cultural influences on human identity, development of self, and interpersonal relationships. Emphasis on methodologies for obtaining valid research information and application of such information to facilitating positive individual growth and effective interpersonal relationships.

310:054. Decision Making in Family Systems — 3 hrs.

Integrative approach to the human environment relative to management, clothing and housing. Analysis of the acquisition, use and allocation of resources, decision making and design regarding aesthetic, behavioral, and economic issues. No credit for 310:054 if credit previously earned in 310:010, 310:065, or 310:070.

310:055. Human Growth and Development — 3 hrs.

Psychological, cognitive, social, and physiological factors affecting the human developmental pattern from conception through old age. Prerequisite: 400:008 or consent of instructor.

310:056. Introduction to Family Services — 3 hrs.

Survey of the possible career settings, roles, and responsibilities of the family services professional. Includes observation and participation in appropriate field placements.

310:057. Human Relationships and Sexuality — 3 hrs.

Male and female identity; establishment of meaningful interpersonal relationships, and definition and role of human sexuality in human relationships.

310:061. Design Foundations — 3 hrs.

Introduction to design elements and principles and their application to applied and fine arts. Attention to materials techniques and evaluation. Development of individual perception of design processes within interior design context.

310:063. Drafting I — 3 hrs.

Introduction to architectural drafting; emphasis on drawing as a visual communication medium in the field of interior design. Development of drafting skills as a graphic language. Prerequisite or corequisite: 310:061.

310:064. Drafting II — 3 hrs.

Continuation of 310:063 with an emphasis on 3-dimensional graphic representation in the field of interior design. Prerequisite: 310:063.

310:065. Introduction to Interior Design — 3 hrs.

Survey of the social, functional, and aesthetic aspects of choosing and furnishing a residential environment. No credit for Interior Design majors if taken after 310:063.

310:066. Design I — 4 hrs.

Design and presentation skills developed through studio experiences in various media. Emphasis on perceptual and conceptual development in two and three dimensions. Prerequisite or corequisite: 310:064.

310:067. History of Interiors I — 3 hrs.

Styles of furnishings, interiors, and architecture from antiquity to the mid-19th century.

310:068. History of Interiors II — 3 hrs.

Styles of furnishings, interiors, and architecture from the mid-19th century to the present and their use in homes; current trends and designers. Prerequisite: 310:067.

310:070. Management of Family Resources — 3 hrs.

Management of human, economic, and environmental resources available to individuals and families through the life cycle; application of management processes toward goal achievement. Prerequisite: sophomore standing.

310:075. Computer Applications for Interior Design — 3 hrs.

Computer-aided design and drafting using AutoCAD software. Prerequisite or corequisite: 310:064; consent of instructor.

310:100. Computer Applications for the Textile and Apparel Industry — 3 hrs.

Industry-based software, U4ia (Euphoria), applied to the areas of product development, sourcing, manufacturing, marketing, advertising, sales, and retailing. Software uses raster, vector, and texture-mapping tools. Prerequisites: 150:080 (for business minors) or 810:021 (for non-business minors).

310:106. Professional Development: Dietetics — 1 hr.

Laws, regulations, standards in dietetic practice; professional ethics and responsibilities; functioning in diverse cultural/socio-economic settings, and fundamentals of political and legislative processes as they affect the profession and practice of design, family and consumer sciences and dietetics. Prerequisite: junior standing.

310:107. Professional Practice of Nutrition and Food Science — 1 hr.

Survey of employment opportunities; self assessment, professional ethics, interview techniques and preparation for the pre-professional experience. Prerequisites: senior standing; consent of instructor.

310:114(g). Socio-Psychological Aspects of Textiles and Apparel — 3 hrs.

Textiles and apparel in relation to culture, society, and the individual. Survey and application of selected theories. Prerequisite: junior standing.

310:115(g). Apparel Buying and Merchandising — 3 hrs.

Application of merchandising concepts and procedures for planning, developing, sourcing, and presenting apparel product lines for identified target markets with regard to pricing, assorting, styling, and timing. Prerequisite: junior standing.

310:116. History of Costume — 3 hrs.

Costume in the western world from ancient times to the present.

310:121. Fashion Promotion — 3 hrs.

Promotion and nonpersonal selling activities within the fashion marketing process. Includes strategies, media selection and use, planning and budgetary processes, publicity, display, special events, and fashion shows.

310:122. Product Development and Planning — 3 hrs.

Emphasis on technical aspects of the product development process including: creating the pattern by apparel design methods of flat pattern, draping, and drafting; pattern grading; sourcing materials; costing; and production planning. Prerequisite: 310:014.

310:123. Textile Structures — 3 hrs.

Structural and functional aspects of textile yarns and fabrics. Manufacturing techniques are related to physical properties of yarns and fabrics used in apparel and other end uses, with a focus on textile and apparel product development. Prerequisite: 310:013.

310:124. Quality Assurance for Textile Materials — 3 hrs.

Focus on quality issues for textile materials used in apparel and other end uses. Quality theory is discussed, as well as textile material performance expectations and methods of predicting performance through physical testing. Prerequisite: 310:013.

310:125. Design II — 4 hrs.

Interior design materials, structural components, building and mechanical systems, and lighting design. Prerequisite or corequisite: 310:066.

310:126. Design III — 4 hrs.

Residential design. Programming, space planning, life safety issues, conceptualization, problem solving, and presentation. Includes special population and purposes. Prerequisite: 310:125. Corequisite: 310:129.

310:127. Design IV — 4 hrs.

Non-residential. Programming, space planning, life safety issues, conceptualization, problem solving, and presentation. Includes special populations and purposes. Prerequisite: 310:126.

310:128. Design V — 4 hrs.

Complex residential/non-residential design problems incorporating applied research methods. Prerequisite: 310:127.

310:129. Interior Design Standards — 2 hrs.

Standards set by the profession for entry-level positions in Interior Design. Corequisite: 310:126.

310:130(g). Nutrition During the Life Cycle — 3 hrs.

Human nutritional needs; nutrient requirements of women during the reproductive period; problems in feeding infants and children; indices of growth and development; and geriatric nutritional problems. Prerequisites: 310:030 or 310:032 or 310:037; junior standing.

310:131. Community Nutrition — 2 hrs.

Planning, funding, implementation, and evaluation of community nutrition programs; the dietitian's role; and the formulation of public nutrition policy for community programs. Students will make observations in a community nutrition program in partial fulfillment of course requirements. Prerequisites: 310:030 or 310:032 or 310:037; junior standing.

310:137(g). Advanced Nutrition — 3 hrs.

Physiochemical role of nutrients in metabolic pathways; their integration and regulation; basis for determining nutrient requirements and dietary standards. Prerequisites: 310:037; 840:102; or consent of instructor; junior standing.

310:139(g). Seminar: Nutrition and Food Science — 1 hr.

Review of scientific literature on specific topics in food science and/or nutrition; oral and written reports presented. Prerequisite: junior standing.

310:140(g). Food Product Development and Sensory Research Laboratory — 2 hrs.

Laboratory for 310:144. Prerequisites: 130:101; 310:035; 310:146; 840:033; 920:024 or consent of instructor; junior standing. Corequisite: 310:144.

310:141. Undergraduate Research in Nutrition and Food Science — 1-2 hrs.

Study of research methodology, data analysis and evaluation in dietetics, nutrition and food science. Prerequisites: junior standing; consent of instructor.

310:142(g). Food Research Techniques — 3 hrs.

Function of ingredients in various food systems, factors affecting quality of food products, individual experimentation and the relationship to research literature, writing scientific reports, and use and care of scientific equipment. Prerequisites: 310:035; 310:146 or consent of instructor; junior standing.

310:143(g). Origin of Food and Foodways — 3 hrs.

History of food and its influence on culture and the food-related behavior of individuals, families, communities and the world; cultural and national food patterns explored. Prerequisite: junior standing.

310:144(g). Food Product Development and Sensory Research — 2 hrs.

Fundamentals of art, science and technology applied to research development and marketing of new food product concepts. Laws, regulations, additives, labeling and packaging. Principles and methodology of sensory evaluation of food; application of methods in food product development. Prerequisite: junior standing. Corequisite: 310:140.

310:145(g). Food Service Systems Management and Administration — 4 hrs.

Introduction to food service systems, quantity food procurement and production, food service control methods, organization and management, equipment design and facility layout. Prerequisites: 150:153; junior standing.

310:146(g). Advanced Food Science — 3 hrs.

Study of chemical and physical properties of carbohydrates, fats, and proteins as functional ingredients in various food systems with methods of analysis, evaluation and application used in the food industry. Prerequisites: 310:037; 860:063 or 860:120; or consent of instructor; junior standing.

310:148. Problems in Nutrition and Food Science — 1-4 hrs.

(1) Food Science; (2) Nutrition. Prerequisites for Nutrition section: junior standing; consent of instructor.

310:149(g). Nutrition in Disease — 4 hrs.

Role of nutrition in the prevention and treatment of disease. Pathology of and biological basis for nutritional, medical, and drug therapy of selected diseases. Counseling and interviewing techniques, teaching strategies and their application in practice. Prerequisites: 310:130 or 310:137; 840:102; junior standing. Prerequisite or corequisite: 860:154.

310:152(g). Family Life and Human Sexuality — 3 hrs.

Exploration of human sexuality over the life cycle and its relation to family life; includes current literature, films, and research findings. Relevant for family life and sex education in home and school. Prerequisites: 310:057 or consent of instructor; junior standing.

310:153(g). Family Relationships in Crisis — 3 hrs.

Family dynamics in crisis situations; effects of stress and crises on individuals and families; intervention techniques used to support family members facing crises (e.g., divorce, unplanned pregnancy, child abuse, physical or mental disability, job loss, and death). Prerequisites: 310:052 or consent of instructor; junior standing.

310:154(g). Family Perspectives in Adulthood and Aging — 3 hrs.

Theories and developmental patterns in early, middle, and late adulthood. Family interaction patterns in adulthood from biological, social, and emotional perspectives. Prerequisites: 200:030 or 310:055 or 400:120; junior standing.

310:155(g). Parenting — 3 hrs.

Roles and relationships involved in parenting; practical aspects of child rearing based on developmental stages, emphasizing the development of self with love, trust, identity, autonomy, and responsibility. Prerequisites: 200:030 or 310:055 or 400:120; junior standing.

310:156. Professional Practice in Family Services — 3 hrs.

Professional roles and responsibilities; ethical decisions; functioning in diverse cultural/socio-economic settings. Introduction to administering and funding agency programs. Preparation for pre-professional experiences. For Family Services majors only. Prerequisite or corequisite: 310:153 or consent of instructor.

310:157(g). Family Life Education — 3 hrs.

Exploration of issues, materials, and methods in family life education; development of concepts and curricula for various age and special needs groups; qualifications of the family life educator. Prerequisites: 310:052; 310:057; junior standing; consent of instructor.

310:164. Professional Practice of Interior Design — 3 hrs.

Profession and practice of Interior Design. Development of credentials and portfolio for job market entry. Prerequisite or corequisite: 310:128.

310:177(g). The American Consumer — 3 hrs.

Analytical approach to the consumption of durables, goods, services and housing; developing competencies for consumer decisions and actions in a global economy. Prerequisite: junior standing.

310:184(g). Topics — 1-3 hrs.

Selected topics relating to current issues in design, family and consumer sciences. Topics to be announced in the Schedule of Classes. May be repeated for maximum of 6 hours but not in the same topic. Prerequisite: junior standing.

310:185. Professional Development: Textile and Apparel — 2 hrs.

Serves as the program capstone experience. Students study leadership skills, professional ethics, as well as prepare for pre-professional experience. Course culminates with a large-scale group experiential learning project conducted in the field. Prerequisites: 310:014; 310:115; 310:121. (Formerly 310:108.)

310:191(g). Research Methods in Design, Family and Consumer Sciences — 3 hrs.

Evaluation of current research in design, family and consumer sciences and development of research proposals. Prerequisites: introductory statistics course or consent of instructor; junior standing.

- Sec. 1 Textiles and Apparel
- Sec. 2 Dietetics
- Sec. 3 Interior Design
- Sec. 4 Family Services

310:192(g). Research in Design, Family and Consumer Sciences — 1-3 hrs.

Conduct supervised research and/or scholarly project. Prerequisites: Research Methods course; junior standing; consent of instructor.

- Sec. 1 Textiles and Apparel
- Sec. 2 Dietetics
- Sec. 3 Interior Design
- Sec. 4 Family Services

310:194(g). Problems in Design, Family and Consumer Sciences — 1-4 hrs.

Individual topic areas of in-depth study. Prerequisites: junior standing; consent of instructor.

- Sec. 1 Textiles and Apparel
- Sec. 2 Dietetics
- Sec. 3 Interior Design
- Sec. 4 Family Services

310:195. Pre-Professional Experience.

Supervised experience in approved work situation. Transfer students must complete one full semester in residence before being approved for pre-professional experience. Prerequisites: 310:153; consent of instructor.

- Sec. 1. Textile and Apparel — 4 hrs. Prerequisite: all major work and business courses must be completed.
- Sec. 2. Nutrition and Food Science — 4 hrs.
- Sec. 3. Interior Design — 4 hrs. Prerequisite: all course work must be completed.
- Sec. 4. Family Services — 9 hrs. Stipulate a minimum of 400 hours of pre-professional experience plus seminar. Prerequisite: 310:156.

310:198. Independent Study.

310:199. Study Tour — 2-3 hrs.

310:288. Problems in Design, Family and Consumer Sciences — 1-4 hrs. Various areas according to students' needs: (1) Human Development and Family Life; (2) Nutrition and Food Science; (3) Textile and Apparel; (4) Interior Design; (5) Management and Consumer Education.

330 Industrial Technology

330:008. Materials and Processes of Manufacturing — 4 hrs.

Entry level materials and processes used in modern manufacturing.

330:017. Computer-Aided Design and Drafting — 3 hrs.

Fundamental concepts and procedures of producing graphics applicable to design and/or drafting in such areas as art, architecture, cartography, communications, electronics, manufacturing, and interior planning. Lab activities using CAD software on microcomputer systems.

330:018. Construction Resources — 3 hrs.

Examination of the resources commonly utilized in the construction industry—money, materials, methods, processes, personnel—and their management.

330:019. Introduction to Technology Education — 2 hrs.

Historical background, contemporary approaches, trends, and the role of technology education in the total school curriculum, and exploration of career goals.

330:020. Communication Systems — 3 hrs.

Industrial communications techniques, tools, and management strategies associated with design and delivery of messages in organizations.

330:022. Communication Technology — 4 hrs.

Survey of the tools, materials, and processes used for the production and reproduction of visual images and multimedia. This encompasses technical drawing, printing/publishing, multimedia, and Internet technology.

330:024. Technical Drawing and Design I — 3 hrs.

Sketching, geometric construction, dimensioning, multiview projection, pictorials, sections, auxiliary views. Prerequisite: 330:017.

330:025. Construction Graphics — 3 hrs.

Analysis of the techniques utilized in the designing and developing of specifications and working drawings for commercial construction. Prerequisite or corequisite: 330:018.

330:026. Technical Drawing and Design II — 3 hrs.

Engineering design process, descriptive geometry, intersections, developments, fasteners, fits and tolerances, gears and cams, and other application drawings. Prerequisites: 330:008; 330:017; 330:024.

330:027. Construction Materials — 3 hrs.

Materials of construction; their properties, manufacture, characteristics and application. Prerequisites: 330:025; 800:060.

330:033. Construction Surveying — 3 hrs.

Land, topographic, power, pipeline, highway and municipal surveying. Analysis of coordinate geometry, transverse computation, horizontal, vertical and spiral curve design and layout. Prerequisites: 330:018; 330:025; 800:043 or 800:046; 800:044 or equivalent; 800:060.

330:036. Power Technology — 3 hrs.

Basic applications of specific principles of energy and power systems. Demonstrations of instrumentation, procedures analysis and reporting.

330:037. DC and AC Theory — 4 hrs.

Fundamental DC/AC circuits, current and voltage laws, circuit analysis including series/parallel circuits, inductors, capacitors, transformers, power calculations, frequency response and passive filters, circuit simulation, troubleshooting techniques. Prerequisite: 800:060.

330:038. Industrial Electricity — 3 hrs.

Study of AC concepts as associated with motors, generators, transformers, control devices, and electrical distribution systems. Prerequisite: 330:037 or 880:056.

330:040. Fundamentals of Metal Casting Engineering Technology — 2 hrs.

Introduction to foundry technologies and careers. Evolution, systems, research and development, and planning/control of foundry production. Evaluation of all aspects of foundry operations including melting, molding, casting quality, and supervision.

330:045. Construction Law and Documentation — 3 hrs.

Examination of construction contract principles, construction documents and the component parts of law affecting construction operations. Prerequisite: 330:025.

330:055. Graphic Arts Technology — 4 hrs.

Concepts and practices of graphic communications including lithographic, screen, gravure, and relief printing processes. Publication design/layout, image assembly, image transfer, finishing and binding. Prerequisite: 330:022 or consent of instructor.

330:060. Fundamentals of Automated Manufacturing — 3 hrs.

Flexible and fixed automation systems: transfer lines, CNC programming, robotics and FMS's.

330:065. The World of Technology — 3-4 hrs.

Exploration of technologies affecting society, people, and careers; analysis of technologies in terms of costs, benefits, skills and knowledge required, and options for participation as contributor, consumer and citizen; communication, transportation, medical, agricultural, energy, and/or workplace systems. Discussion, 3 periods; lab, 2 periods. May be taken without lab for 3 credit hours.

330:070. Desktop Composition — 3 hrs.

Design and layout of publications by computer; including typography, graphics, color, system configurations and industrial applications.

330:100. Undergraduate Research In Construction Management — 3 hrs.

Senior group research project pertaining to a topic in construction. Includes an oral and written presentation of the findings, conclusions and recommendations. Prerequisites: 330:154; 330:185.

330:101(g). History and Philosophy of Vocational-Technical Education — 2 hrs.

Philosophy and historical development, principles, practices, and organization of public vocational-technical and adult education in the nation. Prerequisite: junior standing.

330:102. Graphic Communications Seminar — 1 hr.

Study of contemporary graphic communications issues not available in other technical and professional courses in the graphic communications major and minor. May be repeated once. Prerequisites: 330:020; 330:022; 330:055; 330:070; junior standing.

330:106(g). Geometric Dimensioning, Tolerancing and Metrology — 3 hrs.

Geometric conformance and tolerancing theory and application pertaining to ANSI Y14.5M-1982. Prerequisites: 330:024; junior standing.

330:112. Industrial Research and Development I — 1 hr.

Identification and refinement of a manufacturing problem requiring the application of design, production processing and management practices. Prerequisites: senior standing; Manufacturing Technology major; 12 semester hours completed in major concentration; or consent of instructor.

330:113(g). Tool Design — 3 hrs.

Integrated treatment of tool design, specification and application by the use of standard tooling data. Prerequisites: 330:008; 330:024; 330:170 or 330:172; junior standing.

330:114. Manufacturing Enterprise — 3 hrs.

Application of organizational and production management practices within a simulated manufacturing enterprise. Activities relate to product design, process planning, tooling-up and mass-production of a finished product. Prerequisites: 330:008; 330:017 or 330:022.

330:119(g). Computer Applications in Industrial Technology — 3 hrs.

Review and evaluation of selected software relative to Industrial Technology. Proficiency in computer applications, electronic communications, web-based resources and industrial applications for computers for specific disciplines. Prerequisite: junior standing.

330:120. Technology Education Curriculum Planning — 3 hrs.

Development of philosophy, goals and courses for technology education programs for secondary schools. Identification of appropriate objectives, content and student activities. Prerequisite: 18 hours in Industrial Technology including 330:019; junior standing.

330:121(g). Manufacturing Technology Systems — 3 hrs.

Contemporary concepts and applications of machine process control, operations, fabrication, and processing of manufacturing materials. Equipment maintenance, inventory, safety principles and practices, and material handling. Prerequisites: 330:008; 330:060; junior standing.

330:122(g). Advanced Computer-Aided Drafting and Design (CADD) — 3 hrs.

Design and development of three-dimensional solid models, productivity techniques, system customization, and translation of graphic data bases. Prerequisites: 330:008; 330:017; 330:024; junior standing.

330:124. Mechanical Systems in Construction — 3 hrs.

Basic principles, methods, and equipment pertaining to building mechanical systems (heating, cooling, ventilation and plumbing) related to human health and comfort. Prerequisites: 330:027; 330:045.

330:125. Commercial and Heavy/Highway Construction — 3 hrs.

Examination of systems and operational procedures used to construct commercial, and heavy and highway projects. Prerequisites: 120:030; 330:033; 330:045. (Formerly 330:050.)

330:126. Applied Thermodynamics — 3 hrs.

Concepts of thermodynamics and applications. Prerequisite: 800:048 or 800:060.

330:127(g). Electron Microscopy and Applications — 3 hrs.

Study of electron microscopy and its applications, including electron beams, electron-solid interaction, deflection of electrons, electron imaging of materials, specimen preparation, and interpretation of electron micrographs. Prerequisites: 870:130 or 880:056; junior standing.

330:128. Electrical Construction Materials and Methods — 3 hrs.

Basic principles of electricity, materials. Methods of electrical system designs in building construction. Prerequisites: 330:027; 330:045.

330:129. Mechanical Power Systems — 3 hrs.

Development of concepts of mechanical power systems in detail through study of industrial applications. Prerequisite: 330:036 or 880:054 or consent of instructor.

330:130(g). Manufacturing Processes for Metals — 3 hrs.

Precision measurement, welding, forming and fabrication of metals. Prerequisites: 330:008; junior standing.

330:132(g). Metallurgy — 3 hrs.

Basic principles and processes utilized in the making, shaping, and treating of metals and alloys used in the production industry. Prerequisites: 330:008; 860:020 or 860:044; junior standing.

330:134(g). Molding Practices in Metal Casting — 3 hrs.

Study of molding practices used in contemporary metal casting. Prerequisites: 330:008; 330:040; junior standing.

330:136(g). Melting Practices in Metal Casting — 3 hrs.

Advanced course in the principles of metal melting systems including selection of furnace types, charge materials, refractory lining applications, energy recovery and environmental considerations. Prerequisites: 330:040; 330:132; junior standing.

330:137(g). Tooling Practices in Metal Casting — 3 hrs.

Advanced course in the principles of foundry tooling design including selection of pattern materials, rapid prototype development techniques, advanced polymer materials, and design of permanent mold tooling, as well as basic core box production techniques. Prerequisites: 330:040; 330:134; junior standing.

330:139. Electronic Circuit and Board Development — 3 hrs.

Designed to give students experiences in the design of electronic circuits and printed circuit boards, also the manufacture and assembly of the printed circuit board. Prerequisite: 330:152 or consent of instructor.

330:141(g). Foundry Research Practicum — 3 hrs.

Advanced course in foundry operations involving the UNI-MCC foundry in a production mode. Development of a casting, construction of tooling, prototype casting and production casting run with integration of foundry quality, and supervision. Prerequisites: 330:134; 330:136; 330:137; junior standing.

330:142(g). Statistical Process Control — 3 hrs.

Quality concepts and problem-solving techniques associated with statistical process control including control charts. Management philosophy for successful application of SPC. Prerequisites: 800:046 or 800:072 or consent of instructor; junior standing.

330:143(g). Managing Manufacturing Systems — 3 hrs.

Manufacturing functions related to forecasting, project planning, operations cost analysis, plant layout, process planning and control, inventory control, and quality control. Prerequisites: 800:072 or 800:172; junior standing.

330:145(g). Methods Design and Work Measurement — 3 hrs.

Emphasis on the production functions related to methods study, work measurement and work sampling. Prerequisites: 330:017; 330:130 or 330:177; junior standing.

330:146(g). Advanced Numerical Control Systems — 3 hrs.

Programming machining centers and turning centers: helical interpolation, polar coordinates and subroutines. Prerequisites: 330:017; 330:060; junior standing.

330:147(g). Computer Aided Manufacturing — 3 hrs.

CAM application programs to create part geometry, tool paths, machining parameters, and post process NC code. Prerequisites: 330:146; junior standing.

330:148(g). Machine Design — 3 hrs.

Principles of design for machine elements, failure analysis, clutches, brakes, dynamic loads, and balancing. Prerequisites: 330:008; 330:017; 330:170; junior standing.

330:149. Construction Estimating — 3 hrs.

Construction cost analysis techniques for estimating materials, labor, equipment, and subcontracting costs in commercial building construction. Prerequisites: 330:124; 330:125; junior standing.

330:150(g). Screen Printing Technology — 3 hrs.

Screen preparation methods, two- and three-dimensional printing, and color register printing; emphasis on technical information and laboratory experiences. Prerequisites: 330:055; junior standing.

330:151(g). Computer Integrated Manufacturing — 3 hrs.

Fundamentals of product processes and operations, computers in manufacturing, computer-aided engineering, computer-aided production, integration of CAD/CAM technologies, computer-aided business, manufacturing systems integration of techniques and strategies. Prerequisites: 330:147 or consent of instructor; junior standing.

330:152(g). Industrial Electronics — 3 hrs.

Study of solid state devices and their use with other electronic components to make electronic circuits and systems for applications in industry. Prerequisites: 330:037; junior standing.

330:153(g). Construction Project Planning, Scheduling and Controlling — 3 hrs.

Further development of estimating expertise in previous courses with emphasis on planning, scheduling, and controlling of construction projects based on the use of CPM and Precedence Programming. Assessment of computer-aided scheduling and control systems. Prerequisites: 330:154; junior standing.

330:154. Computerized Construction Estimating — 3 hrs.

Utilization of computer software and advanced estimating techniques. Prerequisites: 330:128; 330:149; junior standing.

330:156(g). Digital Electronics — 3 hrs.

Basic logic gates, fundamental digital circuits, and the tools and techniques used for analysis and application of digital circuits. Prerequisites: 330:152 or consent of instructor; junior standing.

330:157(g). Microcomputer Architecture and Instruction Set — 3 hrs.

Microprocessors, assembly language programming, peripheral devices that constitute a functioning microcomputer. Software design and development, input-output devices, and interfacing included. Prerequisites: 330:156 or consent of instructor; junior standing.

330:158(g). Lithographic Technology — 3 hrs.

Practices in multiple color stripping and platemaking, and operation of lithographic, single-color presses. In addition, finishing and binding, flexography, and gravure are covered. Prerequisites: 330:022; 330:055; junior standing.

330:160(g). Instrumentation and Interfacing — 3 hrs.

Sensors and transducers used in process control; measuring techniques, physical parameters, sensor operation, transducers, operational amplifiers, analog-digital and digital-analog converters, interfacing to computers. Prerequisites: 880:056 or 880:131; junior standing. Prerequisite or corequisite: 330:156.

330:161(g). Photoconversion Processes — 3 hrs.

Intensive study of color theory, color separation, electronic copy preparation, spreads and chokes, flat preparation and color proofing. Industry practices closely simulated. Prerequisites: 330:055; 330:070; junior standing.

330:162(g). Applied Fluid Power — 3 hrs.

Basic fluid mechanics including pneumatics with emphasis on principles and applications to the fields of power, transportation, automation (production), and control. Practical mathematical problems and experiments provide greater insight. Prerequisites: 330:036 or 880:054; junior standing.

330:163(g). Advanced Copy Preparation — 3 hrs.

Design, layout, and management of complex color publications. Prerequisites: 330:055; 330:070; junior standing.

330:164(g). Programmable Logic Controllers (PLC's) and Process Control — 3 hrs.

Programmable logic controllers (PLC's) and automated process control; design and implementation of an automatic controlled industrial process. Prerequisites: 330:156; junior standing.

330:165(g). Introduction to Integrated Circuit Technology — 3 hrs.

Introduction to the design and fabrication of integrated circuits. Prerequisites: 330:152; 330:156; junior standing.

330:166(g). Power Systems Analysis — 3 hrs.

Analysis, modeling, simulation and operation of electrical utility, commercial, and industrial power systems. Voltage-drop calculations, voltage regulation, system protection, faults and harmonics. Prerequisites: 330:037; 330:038; 880:054; junior standing.

330:167. Industrial Applications of Power Electronics (IAPE) — 3 hrs.

Theory and application of high-power solid-state electronics for control and conversion of electrical power devices. Single and 3-phase rectifiers, inverter, choppers, AC controllers, industrial applications. Prerequisites: 330:126 and 330:152 or consent of instructor; 880:054 or 880:130; junior standing.

330:168(g). Innovative Instructional Strategies — 3 hrs.

Examination and cultivation of activities as well as developments of innovative techniques and strategies for instruction in technical programs. A determination of necessary criteria to analyze instruction will also be considered. Prerequisite: junior standing.

330:169. Applied Photography — 4 hrs.

Photographic fundamentals including film and digital systems. Prerequisite: 330:020 or consent of instructor.

330:170. Statics and Strength of Materials — 3 hrs.

Testing, evaluation, and reporting of material characteristics and strength, and probable usefulness in the construction of products. Prerequisites: 800:048 or 800:060; 880:054; or consent of instructor.

330:171. Technical Work Experience — 2 hrs.

Supervised internship to gain practical occupational experience in the specialty area of approval. May be repeated once. Offered on credit/no credit basis only. Prerequisite: 1000 clock hours of approved work experience.

330:172(g). Industrial Materials — 3 hrs.

Principles and properties of metals, ceramics, polymers and composites. Prerequisites: 330:008; 860:020 or 860:044; junior standing.

330:173(g). Construction Management — 3 hrs.

Management concepts in construction: business methods, finance, decision making, labor relations, marketing, quality control, marketing and computer applications. Analysis of office and field problems. Prerequisites: 330:154; junior standing.

330:174. EMST Research and Development (Phase I) — 1 hr.

Methods of information acquisition, processing and presentation for the conceptualization of a problem in power technology for individual or group investigation. Prerequisites: junior standing; 12 hours of 100-level courses from the required technical core in the Electro-Mechanical Systems Major; consent of instructor.

330:175. Structural Analysis in Construction — 3 hrs.

Structural analysis of wood, concrete, steel and composite building systems. Emphasis on topics such as the design of formwork and scaffolding. Prerequisites: 330:027; 330:033; 330:170; junior standing.

330:176. EMST Research and Development (Phase II) — 3 hrs.

Development of the problem identified in the P.L.U.S. Methodology and Conceptualization phase through the developed prototype and presentation of the investigative results. Prerequisite: 330:174.

330:177(g). Advanced Manufacturing Processes — 3 hrs.

Advanced manufacturing processes in metals, polymers, composites and ceramics. Prerequisites: 330:008 or consent of instructor; junior standing.

330:178(g). Contemporary Instruction in Technology Education — 3 hrs.

Inquiry into recent applications in instructional strategies and content. Applications with research and development, and interdisciplinary activities. Cultivate pertinent skills in team planning, collaborations, assessment and safety interactions. Discussion, 2 hours; lab, 2 hours. Prerequisites: 330:190 or consent of instructor; junior standing.

330:180. Orientation to Industrial Vocational-Technical Training — 2 hrs.

Sequence of learning experiences enabling the participant to demonstrate pre-service teaching competencies as required by the State Plan for the Administration of Vocational Education within Career Education for Iowa.

330:181(g). Instructional Design for Technical Education — 2 hrs.

Basic methods of identifying, analyzing, selecting, and organizing instructional content for vocational trade and technical programs. Prerequisite: junior standing.

330:182(g). Coordination of Industrial Education Programs — 2 hrs.

Planning, organization, development, and teaching of cooperative or multi-occupational programs in industrial education. Prerequisite: junior standing.

330:183. Fundamentals of Manufacturing Engineering — 3 hrs.

Application of technical knowledge to solve industrial problems within the functional area of manufacturing engineering. Preparation for examination through the manufacturing Engineering Certification Institute. Prerequisite: junior standing or consent of instructor.

330:184(g). Electro-Mechanical Control Systems (EMCS) — 3 hrs.

Control theory and applications for modeling and design of controls in electrical, fluid flow, thermal, and mechanical systems; operating sequences; troubleshooting EMCS. Prerequisites: 330:126; 330:152; 880:054 or 880:130; junior standing.

330:185(g). Methods Improvement and Quality Control Assurance in Construction — 3 hrs.

Analysis and evaluation of methods improvement techniques and management of quality assurance and quality control. Prerequisites: 330:128; 330:149; junior standing.

330:187(g). Applied Industrial Supervision and Management — 3 hrs.

Investigation of industrial supervision and management; includes directed field study in industry. Prerequisites: 150:153 or 330:143 or consent of instructor; junior standing.

330:190(g). Methods of Teaching Technology Education — 3 hrs.

Contemporary methods of teaching technology education, detailed unit and lesson planning and microteaching experiences. Must complete with minimum grade of C prior to student teaching. Prerequisites: 330:019; 330:120; junior standing.

330:191(g). Implementing Technical Instructional Programs — 2 hrs.

Basic principles of instruction, instructional organization, methods of presentation, lesson planning and applications of audio-visual media. Prerequisite: junior standing.

330:192(g). Non-Destructive Evaluation of Materials/Scanning Electron Microscopy — 3 hrs.

Non-destructive evaluation of materials using such techniques as x-ray, gamma ray, liquid penetrant tests, magnetic particle, eddy currents, SEM, etc. Prerequisites: 330:132 or 330:172 or consent of instructor; junior standing.

330:193(g). Evaluation in Technical Instructional Programs — 2 hrs.

Basic concepts and techniques for evaluating students and programs in vocational-technical education. Prerequisites: 330:181 or consent of department; junior standing.

330:194(g). Graphic Arts Estimating and Management — 3 hrs.

Managing a graphic arts business, and the calculation of costs and pricing associated with the production of printed materials. Prerequisites: 330:055; junior standing.

330:195(g). Managing Technology Education Programs — 3 hrs.

Evaluation, planning, and reorganization of technology education classrooms and laboratories. Equipment maintenance. Planning a safety program. Prerequisites: 330:190; senior standing.

330:196(g). Industrial Safety — 3 hrs.

Examination of the directives mandated by the Occupational Safety and Health Administration. Emphasis on developing and implementing a comprehensive safety and health program. Prerequisite: junior standing.

330:197. Industrial Research and Development II — 3 hrs.

Completion of the research project proposed in 330:112. Includes execution of a project management plan and presentation of results. Prerequisite: 330:112.

330:198. Independent Study.**330:200. Industrial Technology Concepts and Issues — 2 hrs.**

Survey of the major topic areas of industrial technology and the professional issues in the field with the development of a Personal Career Development Plan (PCDP) in respect to those concepts, issues and concerns. Prerequisite: consent of department or instructor.

330:228. Contemporary Theories in Technology — 3 hrs.

Analysis of developing technology, innovations, and practices in manufacturing and other industrial sectors related to industry.

330:240. Environmental Technology Processes — 3 hrs.

Advanced topics in environmental technology. Topics include water and wastewater treatment processes, hazardous materials treatment processes, air and water pollution abatement technologies and recycling and reuse treatment technologies.

330:245. Technology and Management of Waste Materials — 3 hrs.

Advanced topics in technology and management of waste materials. Designed to examine the technology and the means to manage waste, waste problems and processes. Study of the types of waste, relevant legislation and regulations, risk assessment and site remediation. Examination of technology and management alternatives such as source reduction, process modification, reuse and recycling, and current situations will be analyzed.

330:250. Technology of Productivity Improvement — 3 hrs.

Productivity as an operational concept will be explored and analyzed for ways in which productivity in industrial settings can be improved through technical and managerial expertise. Prerequisite: admission to graduate standing in industrial technology or consent of instructor.

330:258. Quality Assurance — 3 hrs.

Evaluation of statistical techniques and control charts used for quality control in manufacturing applications. Emphases on inspection, acceptance procedures based on the reliability of products and organizational and managerial aspects of quality assurance. Lectures, 2 periods; lab, 2 periods.

330:260. Occupational Safety and Health Principles — 3 hrs.

Emphasis on the principles of safety management which focus on the elements of an effective safety program, organizing and decision making, safety organization, accident investigation, and situations where programs and techniques of occupational safety training can be developed. Other aspects included will be hazard analysis and risk assessment, problem analysis and system safety techniques, labor/management safety committee. Prerequisite: 330:196 or consent of instructor.

330:270. Research Projects in Industrial Technology — 3 hrs.

Problems will involve investigation, application, demonstration, and reporting of research findings in specialized areas of industrial technology. May be repeated for a maximum of 9 semester hours. Prerequisite or corequisite: 330:292 or consent of instructor.

330:271. Industrial Experience — 2-3 hrs.

Opportunity for industrial technology students to integrate classroom learning and experience in an industrial setting. Limited to master's degree candidates. Prerequisites: consent of advisor; consent of coordinator of graduate studies.

330:280. Curriculum Innovation and Organization — 3 hrs.

Development of skills and techniques for successful installation, operation, and evaluation of a curriculum plan in industrial technology.

330:282. Industrial Technology Seminar — 1 hr.

Selected problems relating to production systems, communication systems, and power systems. May be repeated for up to a maximum of 4 semester hours of credit.

330:284. Industrial Technology — 2 hrs.

Offered in separate areas as shown in Schedule of Classes. Credit may be earned in more than one area but not repeated in a single area.

330:290. Training and Development in Industrial Technology — 3 hrs.

Systematic application of training to enhance industrial productivity and development of the various techniques and skills to assess training needs, develop and evaluate training programs and manage the training process in an industrial environment.

330:291. Technical Program Development — 3 hrs.

Advanced methods of identifying, analyzing, selecting, and organizing instructional content for technical programs. Prerequisite: 330:181 or 330:280 or 330:290 or consent of instructor.

330:292. Research Methods in Industrial Technology — 3 hrs.

Principles of methods and evaluation of research in industrial technology. Individual exploration of possible projects or thesis topics.

330:294. Technological Evolution and Innovation — 3 hrs.

Overview of technology, its chronological development and evolution. Interrelationships among disciplines and influence of contemporary technology on industry, culture, education, and society.

330:295. Advanced Management and Supervision Technology — 3 hrs.

Development of knowledge, skills, and advanced application experiences of management technologies utilized in industrial supervision and management. Prerequisites: 150:153 or 330:143; 330:187; or consent of instructor.

330:299. Research.**330:300. DIT Post Comprehensive Registration.****330:375. Historical Developments in Industrial Technology — 3 hrs.**

Development of production systems, communication systems, and power systems and their influence on society and the environment. Prerequisite: consent of instructor.

330:376. Contemporary and Future Developments in Industrial Technology — 3 hrs.

A study with emphasis on production systems, communication systems, and power systems, and their interrelationship with people, society, and the environment. Prerequisite: 330:375.

330:377. Readings in Technology and Society — 3 hrs.

Current readings on technology and society, emphasis on analysis and discussion of the issues. Prerequisite: 330:376.

330:378. Technology, Ethics and the Technologist — 3 hrs.

Examination of the values and ethics of a technological society and the input of the technologist into the decision-making process of a technological organization. Prerequisites: 330:375; 330:376; 330:377; or consent of instructor.

330:388. Internship — 6 hrs.

Offered in education and industry to provide practical experience in teaching, supervision, administration, or management. May be taken once in educational environment and once in industrial environment. Prerequisites: consent of advisor; advancement to candidacy; completion of at least 21 semester hours in required core.

330:399. Research (Doctoral Dissertation).

350 School Library Media Studies

350:010. Library Orientation — 1 hr.

Practical working knowledge of the library and its resources. Open to freshmen and sophomores.

350:112. Library Information Sources — 1 hr.

Utilization of indexes, documents, and reference sources in specific subject areas; performance of information searches on specialized topics. Open to juniors/seniors with declared majors. (Not open to School Library Media Studies majors and minors.)

350:113(g). Collection Management — 3 hrs.

Analysis and evaluation of information sources in school library media collections. Selection, acquisition, and maintenance of materials in print, non-print and computer-assisted formats. Intellectual freedom and copyright policy development. Prerequisite: junior standing.

350:115(g). Organization of Information — 3 hrs.

Application of standards of descriptive cataloging and MARC record for manual and automated systems and resource sharing. Examination of number and subject classification schemes and application of Dewey Decimal Classification and appropriate subject headings for school library media catalogs. Adaptations of organizational principles for non-book print, non-print media, and computer-assisted information sources. Lecture, 2 hours; lab, 2 hours. Prerequisite: junior standing.

350:121(g). Introduction to the School Library Media Program — 3 hrs.

Survey of school library media specialists, functions of the school library media center, national and state professional guidelines, ethical and legal issues; includes observation and participation in a selected school library media center. The portfolio created in this course becomes the condition for continuation in the School Library Media Studies Program, and must be taken in the first semester. Prerequisite: junior standing.

350:132(g). Library Resources for Children — 3 hrs.

Collection management strategies as these relate to resources available in, and accessible from, elementary school library media centers, with a focus on resource-based teaching and learning. Role of the school library media specialist as information specialist. Prerequisite: junior standing.

350:134(g). Library Resources for Young Adults — 3 hrs.

Collection management strategies as these relate to resources available in, and accessible from, secondary school library media centers, with a focus on resource-based teaching and learning. Role of the SLMS as information specialist. Prerequisite: junior standing.

350:223. School Library Media Curriculum Development — 3 hrs.

Consultant role of the school library media specialist in curriculum design. Study of curriculum frameworks and the curriculum integration of information process models, PK-12. Prerequisites: 350:121; 350:132 or 350:134.

350:225. Administration of the School Library Media Program — 3 hrs.

Management and leadership role of the school library media specialist, including organizational strategies, planning and policy development. Should be taken in the final semester of course work. Prerequisite: 350:121.

350:230. Library Automation Systems and Networks — 3 hrs.

Emphasis on computer-related systems and networks in schools and library media programs. Planning and implementing systems; on-line network requirements and uses. Prerequisites: 350:115; 350:132 or 350:134; 350:250.

350:250. Reference Services and Information Retrieval — 3 hrs.

Collection management strategies as these relate to basic print and electronic reference resources. Introduction to question-negotiation, search strategies, and evaluation of information delivery/approaches and systems. Provision of reference services in school settings. Roles of the SLMS as information specialist and teacher. Lecture, 2 hours; lab, 2 hours. Prerequisite: 350:115.

350:285. Individualized Readings — 1-3 hrs.

Directed study of specific issue or problem based on student's needs or aspirations. Prerequisite: written consent of instructor.

350:289. Seminar — 2-3 hrs.

Critical assessment of the elements of school library media services at the building and system levels. Prerequisite: 350:223.

350:290. Practicum — 2-4 hrs.

Experience in the function and services of the school library media center. Prerequisite: written consent of instructor.

350:295. Research in Library and Information Science — 3 hrs.

Survey of basic research methodologies and critical evaluation of library media center research studies. The use of the research process to develop a draft proposal for a research study, or project. Prerequisite: 350:250.

350:299. Research.

Focus on the process of completing the research study, project or thesis. Must be taken during the semester when the study is completed and may be repeated. Student must enroll in at least 1 credit hour during the semester the study is completed. Prerequisite: 350:295.

400 Psychology

400:008. Introduction to Psychology — 3 hrs.

Provides a foundation for psychological understanding. Course requires either (1) participation as a subject in psychological research, or (2) an alternative acceptable to both the student and the department which provides a similar educational experience.

400:020. Community Service/Experiential Learning — 1-3 hrs.

Designed to allow students to explore potential career options via volunteer opportunities. The enrolled students volunteer at an approved location from 3-9 hours per week, after completing whatever training is necessary through the specific agency. Serves as a valuable hands-on learning experience. Prerequisite: 400:008; consent of instructor.

400:040. Special Topics in Social Psychology — 3 hrs.

Examination of a selected topic within the field of social psychology. Topic will vary each semester. Contemporary issues as they relate to social psychology will be targeted. Prerequisite: 400:008.

400:045. Research Methods — 4 hrs.

Introduction to fundamentals of psychological inquiry. Emphasis on experimental research but all major approaches (correlational, field, clinical, phenomenological) considered. Prerequisite: 400:008; must be a declared Psychology major or minor by the starting date of the course.

400:049. Psychological Statistics — 4 hrs.

Introduction to the basic methods of collecting, organizing, and analyzing psychological data. Emphasis on statistical inference, e.g., t tests, F tests, and selected non-parametrics. Designed to provide the student with the basic statistical concepts and skills necessary for the laboratory and survey work and to provide adequate quantitative background for understanding psychological literature. Prerequisites: 400:008; 400:045; one college-level mathematics course or consent of instructor.

400:070. Psychology and Law — 3 hrs.

Addresses social psychological issues which deal specifically with the legal system. Topics covered include role of the psychologist as expert witness, eyewitness identification, repressed and false memories, the insanity defense, jury decision-making and lie detection and confessions. Prerequisite: 400:008. (Same as 980:070.)

400:104. Psychology of Adjustment — 3 hrs.

Study of "normal" adjustment problems encountered in our everyday lives. Topics include: fear and anxiety, sleeping difficulties, sexual adjustment, self-control, interpersonal relations, adjustment at work, social adjustment, love, marriage, and parenting. Prerequisite: 400:008.

400:106(g). Psychology of Human Differences — 3 hrs.

Nature and extent of human differences as they apply to an understanding of general psychology of the individual and group differences in a social setting. Prerequisites: 400:008; 400:045; junior standing.

400:110. Psychology of Gender Differences — 3 hrs.

General overview of the nature and meaning of gender, gender roles and stereotypes; research on gender similarities and differences; gender development; and the effects of stereotypes and roles. Prerequisite: 400:008.

400:118(g). History and Systems of Psychology — 3 hrs.

History of psychological thinking with emphasis on developments since 1850. Prerequisites: one course in psychology or consent of department; junior standing.

400:120. Introduction to Developmental Psychology — 3 hrs.

Theory and research methods used in the study of development of organisms (especially human); developmental perspective as part of the process of psychological inquiry. Prerequisite: 400:008 or equivalent.

400:123. Introduction to Behavior Modification — 3 hrs.

Behavioral approach to behavior change based upon learning principles. Stresses analysis of ongoing behavior and the means of implementing change in a variety of everyday situations. Prerequisite: 400:008 or equivalent.

400:125(g). Child Psychopathology — 3 hrs.

Overview of childhood problems ranging from minor problems in adjustment to severely disabling disorders; primary focus on research findings relevant to assessment, etiology, prognosis, and management. Prerequisites: 400:008; plus any one from 200:100, 310:055, 400:120, or equivalent of one of these, or consent of instructor; junior standing.

400:127(g). Introduction to Neurology — 3 hrs.

Introduction to basic nervous system structure and function including the neuron, peripheral nervous system, the senses, the brain stem, neural control of movement and coordination, the forebrain and its specific functions, and brief coverage of methods of study and clinical neurology. Prerequisites: 400:008; junior standing; written consent of instructor.

400:130(g). Computer Programming for Psychological Applications — 3 hrs.

Programming and utilization of commercial software related to statistical analysis and real-time control problems common in psychological applications. Prerequisites: 400:008; 400:045; 400:049 or consent of instructor; junior standing.

400:142(g). Abnormal Psychology — 3 hrs.

Causes of abnormal behavior. Characteristics of major abnormalities. Classification of organic and functional disturbances. Prerequisites: 400:008; junior standing.

400:149(g). Principles of Psychological Testing — 3 hrs.

Principles of design, construction, evaluation, and interpretation of psychological tests. No graduate credit for graduate students in psychology. Prerequisites: 400:008; 400:045; 400:049; junior standing.

400:150(g). Conditioning and Learning — 3 hrs.

Basic concepts and processes in learning. Prerequisites: 400:008; 400:045; junior standing.

400:151(g). Memory and Language — 3 hrs.

Memory topics include theories of memory, memory deficits, and the role of memory in broader cognitive processes. Language topics include theories of language, biological bases of language; and comprehension and production of language. Prerequisites: 400:008; 400:045; junior standing.

400:152(g). Sensation and Perception — 3 hrs.

Sensory and perceptual processes and states with emphasis on visual experiences. Prerequisites: 400:008; 400:045; junior standing.

400:153(g). Cognitive Psychology — 3 hrs.

Study of human cognition: obtaining, representing, and organizing knowledge. Topics include pattern recognition, attention, imagery, concepts, and mechanistic assumptions underlying cognitive psychology. Prerequisites: 400:008; 400:045; junior standing.

400:154(g). Health Psychology — 3 hrs.

Overview of the contribution of social, personality, and clinical psychology to: a) an understanding of the psycho-social variables affecting physical illness and disease; b) the development of assessment and intervention strategies for comprehensive illness management and rehabilitation; and c) the promotion and maintenance of health-enhancing behavior. Prerequisites: 400:008; junior standing.

400:155. Physiological Psychology — 3 hrs.

Introduction to the subarea of psychology focusing on the biological bases of behavior, including research on sensory processes, eating, drinking and sexual behaviors, learning and memory, sleep and biorhythms, language, emotion and mood, and some mental illnesses. Prerequisite: 400:008 or consent of instructor.

400:157(g). Personnel Psychology — 3 hrs.

Processes involved in recruiting, selecting, training, and evaluating employees in all types of organizations; underlying assumptions and current techniques in use. Prerequisites: 400:008; 400:045; junior standing.

400:158(g). Organizational Psychology — 3 hrs.

Work motivation, job satisfaction, work group influences, and the structure of work; explores the most influential theories in the field and the most widely used applications of theories. Prerequisites: 400:008 or equivalent; junior standing.

400:160. Introductory Social Psychology — 3 hrs.

Overview of social psychology. Includes social perception and cognition, attraction and liking, social influence, group dynamics, and attitude formation and change. Prerequisite: 400:008 or equivalent.

400:161. Psychology of Personality — 3 hrs.

Introduction to major theoretical models of personality and to applications derived from these theories, and an overview of empirical findings in selected topics in personality. Prerequisite: 400:008.

400:162(g). Social Psychology — 3 hrs.

In-depth coverage of an applied topic in social psychology and the design of social psychology research. Students will be required to complete an individual project, which may or may not include the collection of data, in the topical area. Topics may include, but are not limited to, social cognition, emotion, adolescence, aggression, persuasion, altruistic and helping behavior, and group behavior. Prerequisites: 400:008; 400:045; 400:160; junior standing.

400:163(g). Special Topics in Developmental Psychology — 3 hrs.

Examination of selected topics within the field of developmental psychology viewed from various theoretical and empirical perspectives. Topics may vary each semester. Prerequisites: 400:008; 400:045; 400:120; junior standing.

400:166(g). Clinical Psychology — 3 hrs.

Contemporary practice of clinical psychology with emphasis on the theories and techniques of behavioral assessment and the management of psychological disorders. Prerequisites: 400:008; junior standing.

400:167(g). Development of Gender in Cross-Cultural Perspective — 3 hrs.

Evolutionary, biological, psychological, cognitive, social, and cultural theories of gender development. Examples from Western and non-Western societies are reviewed in order to inform and transform theory. Prerequisites: 400:008 or 980:058 or 990:011; junior standing. (Same as 980:167g and 990:167g.)

400:170(g). Drugs and Individual Behavior — 3 hrs.

Survey of the effects/side-effects of all categories of psychoactive drugs on brain, body and behavior. Covers patterns of use and/or abuse of prescription, non-prescription and street drugs as well as an introduction to drug abuse treatment. Prerequisite: junior standing.

400:173(g). Psychology of Aging — 3 hrs.

Analysis of the factors affecting adult development and aging. Emphasis on physiological, cognitive, sensory, personality and interpersonal changes occurring with age. Prerequisites: 400:008 or equivalent; junior standing.

400:177. Language, Culture and the Individual — 3 hrs.

Examination of relationships that exist among language, socio-cultural systems and the individual. Topics include the relationship between linguistic, cultural and social theories; comparative and historical studies of language and culture; the evolutionary and biological basis of language; language, culture, and world view; and the ways in which language relates to ethnicity (such as African American or Chinese), social class, and gender. Prerequisite: 400:008 or 980:058 or 990:011. (Same as 980:177 and 990:177.)

400:189(g). Seminar in Psychology — 1-3 hrs.

Provides opportunity to correlate previous course work and knowledge in field of psychology. May be repeated for a maximum of 6 hours. Prerequisites: 400:008; 400:045 or consent of instructor; 15 hours in psychology; junior standing.

400:190(g). Pre-Clinical Practicum — 3 hrs.

Field placement in a mental health or social service agency under supervision. Prerequisites: 400:142; 400:166; junior standing; consent of instructor.

400:192(g). Practicum in Teaching Psychology — 2-3 hrs.

Organization and teaching of psychology; student serves as participant-observer, with advance approval, in any 400:xxx course. May be repeated for a maximum of 6 hours. Prerequisite: junior standing.

400:193(g). Research Experience in Psychology — 1-3 hrs.

Conduct a supervised research or scholarly project. May be repeated for a maximum of 6 hours. Highly recommended for students planning to enter graduate programs. Majors with an overall GPA of at least 3.50 may earn departmental honors if their projects are deemed worthy of honors by the department. Prerequisites: 400:008; 400:045; 15 hours in psychology; junior standing; consent of instructor.

400:220. Developmental Psychology — 3 hrs.

In-depth, critical analysis of major theories of developmental psychology and their application to practical situations. Psychoanalytic, ethological, behaviorist, social learning, cognitive, and contextual approaches to development will be discussed. Prerequisites: an undergraduate course in developmental psychology; graduate standing.

400:225. Advanced Psychopathology — 3 hrs.

Examination of alternative models of psychopathology with emphasis on genetic, physiological, and developmental determinants of behavior disorders. Review of the empirical literature on the etiology, maintenance, and treatment of disordered behavior. Prerequisite: graduate standing in psychology or consent of instructor.

400:239. Advanced Statistics and Research Design — 3 hrs.

Review of elementary descriptive and inferential statistics, analysis of variance and covariance models, multiple linear regression and the generalized linear model, and specialized topics in multivariate analysis. Prerequisites: previous courses in statistics; graduate standing in psychology or consent of instructor.

400:249. Cognitive and Intellectual Assessment — 3 hrs.

Introduction to the nature, use, and interpretation of tests for assessing intelligence and cognition in varied populations in this and other cultures. Prerequisite: graduate standing in psychology or consent of instructor.

400:258. Seminar in Industrial/Organizational Psychology — 3 hrs.

Includes topics from micro-level ones such as job analysis and selection, through intermediate topics including training, behavior analysis and change, job satisfaction, motivation and decision making to macro aspects such as organizational design and change. Students prepare and deliver presentations which are then discussed in class. Prerequisite: graduate standing.

400:261. Personality — 3 hrs.

Comparative study of major personality theories and techniques of personality assessment. Prerequisite: graduate standing in psychology or consent of instructor.

400:262. Personality Assessment — 3 hrs.

Overview of theoretical and empirical issues in the measurement of personality. Considers reliability and validity of projective and actuarial methods of personality assessment, and criticism of personality assessment, and provides an introduction to the theory and techniques of behavior assessment as an alternative to traditional trait and psychodynamic approaches. Prerequisites: 400:249; graduate standing in psychology or consent of instructor.

400:264. Social Psychology — 3 hrs.

Covers the major areas of classic and current research in social psychology. Students engage in an in-depth, critical analysis of the research in areas including, but not limited to, conformity, obedience, social norms, social cognition, interpersonal relationships, aggression, and helping behavior. Substantial proportion of the course focuses on social cognition. The course also examines the socio-historical context of social psychology and the application of social psychological research. Prerequisites: an undergraduate course in social psychology; graduate standing in psychology or consent of instructor.

400:270. Psychological Intervention I: Theory, Research and Practice — 3 hrs.

Designed to cover the major theoretical approaches to counseling, empirical issues relative to psychotherapy, and facilitate proficiency in counseling microskills. Prerequisite: graduate standing in psychology.

400:272. Psychological Intervention II: Cognitive and Behavioral Therapy — 3 hrs.

Overview of current strategies and techniques for modifying child and adult behavior disorders based on a cognitive-behavioral approach. Prerequisite: graduate standing in psychology or school psychology.

400:289. Seminar.**400:297. Practicum.**

Supervised field placement in a mental health or other agency offering psychological services. Prerequisites: 400:249; 400:262; and 400:270 with a B+ or better in 400:270; graduate standing in psychology.

400:299. Research.**410 Health Promotion and Education****410:005. Orientation to Health Promotion — 1 hr.**

Orientation to (1) the process and profession of health education, (2) the competencies and skills necessary for successful entry into the profession, and (3) the responsibilities of health educators in various professional employment settings.

410:011. Standard First Aid and Community CPR — 2 hrs.

American Red Cross Standard First Aid and American Red Cross Community CPR. Certification to those who qualify.

410:015. Personal Health — 2 hrs.

Designed to develop the understandings, attitudes, and practices which contribute to better individual health.

410:020. Maternal and Infant Health — 2 hrs.

Introduction to contemporary issues affecting the health of women and children during the prenatal and postnatal period; emphasis on conception, pregnancy, childbirth, lactation, and early infancy stages.

410:060. Medical Terminology — 2 hrs.

Basic terminology and vocabulary used in medical field; structural organization of the body, major anatomy, medical procedures and instrumentation, and medical specialties.

410:110. Introductory Epidemiology — 3 hrs.

Introduction to the principles and methods of epidemiology.

410:120(g). Death Education — 2 hrs.

Examination of the need for death educators to be personally comfortable with thanatology. Knowledge of death concept development among children, methods and ethical issues related to death education with child and adult populations. Prerequisite: junior standing.

410:125(g). Aging and Health — 3 hrs.

Introduction to basic aging and health concerns of older individuals, and to broader issues of aging, health, and society. Study of aging demographics, biomedical aspects of aging, and selected issues of health and aging. Prerequisite: junior standing.

410:128(g). Selected Topics in Women's Health — 3 hrs.

In-depth development and exploration of selected themes and topics in women's health. Focus on "hidden" health issues that disproportionately affect women and examination of health issues and prevention programs surrounding adolescent pregnancy, violence, substance abuse, and disordered eating through a feminist developmental perspective. Prerequisite: junior standing.

410:135. Elementary School Health Education Methods — 2 hrs.

Examination of the health and health education needs of elementary school children and the role of the teacher in planning, delivering, and evaluating comprehensive school health education; introduction of instructional methods and materials and their use demonstrated and practiced.

410:138(g). International Health — 2 hrs.

Exploration of widely different disease patterns found between developed and developing countries, and investigation of the complex factors that contribute to poor community health status. Discussion of wellness strategies for populations in developing countries, as well as for minorities, immigrants, low income persons, and other underserved groups within the United States. Prerequisite: junior standing.

410:140. Secondary School Health Education Methods — 2 hrs.

Examination of the role of the teacher in planning, delivering, and evaluating health education; introduction of instructional methods and materials and their use demonstrated and practiced.

410:142(g). Health Problems in the School — 2 hrs.

Awareness of student health and health problems; emphasis on prevention of health problems, class environment, communicable diseases and their control, and effective teacher referral within the school and to community health agencies. Prerequisite: junior standing.

410:144. Health Education Curriculum — 2 hrs.

Introduction to existing curricular models and the processes involved in developing materials and the appropriate scope and sequence of learning activities in elementary, middle, and high school health education.

410:145(g). Health Promotion Evaluation — 3 hrs.

Principles, methods, and procedures to evaluate health promotion programs. Prerequisites: 250:180 or 800:072 or equivalent; 410:156; 410:176; junior standing.

410:146(g). Current Issues in Health — 3 hrs.

Current health topics which are affecting individuals, communities, and the nation or world at large. Includes prevention and/or control of negative health effects of the issues covered. Prerequisite: junior standing.

410:147(g). Minority Health — 2 hrs.

Exploration of health issues and problems faced by some Americans as a consequence of their minority status in the population. Includes class discussions as well as field trips to relevant minority institutions and residential locations. Prerequisite: junior standing.

410:150(g). Marketing Health Promotion Programs — 1 hr.

Application of major marketing functions to health promotion programming. Prerequisite: 130:101; junior standing.

410:152(g). Alternative Health and Complementary Medicine — 3 hrs.

Description of complementary and alternative medicine which covers a broad range of healing philosophies, approaches, and therapies not taught widely in medical schools, not generally used in hospitals, and not usually reimbursed by medical insurance companies. Prerequisite: junior standing.

410:153(g). Theoretical Foundations of Health Promotion and Education — 3 hrs.

Selected social, behavioral, and communication theories and ethical principles underlying health education practice; emphasis on implications for health education. Prerequisites: 410:005; junior standing.

410:155(g). Stress Management — 2 hrs.

Introduction to stress and stress management, the relationship between stress and disease. Prerequisite: junior standing.

410:156(g). Implementing Health Promotion Programs — 2 hrs.

Methods, techniques, and resources used in implementing health promotion programs. Prerequisite: junior standing.

410:160. Community and Public Health — 3 hrs.

Public health activities concerned with the protection and care of the community; survey of major specialty areas within the public health field. Prerequisite: junior standing.

410:161(g). Global Health Corps Mission — 3 hrs.

Intensive immersion opportunity to plan, implement, and evaluate a large-scale health promotion program on-site with an underserved community in the U.S. or abroad. Under faculty supervision, students will travel, live, and work among the target population. Prerequisite: junior standing.

410:162(g). Women's Health — 2 hrs.

Survey of contemporary issues in women's health which provides a thorough understanding of women's personal health status, needs, and resources; awareness of women's health issues worldwide and the political, cultural, economic and psycho-social factors which affect the health of women. Prerequisite: junior standing.

410:163(g). Human Diseases — 3 hrs.

Systemic approach to study of human diseases emphasizing common physical disorders afflicting humans. Special emphasis given to developmental disorders, inheritance, cardiovascular disease, cancer, and infectious diseases, along with other common diseases. Current trends in diagnosis, treatment, and preventive measures. Prerequisites: 420:050 or both 840:101 and 840:102; junior standing.

410:164(g). Health Care and the Consumer — 2 hrs.

Selection and use of health care products and services, alternative health care, health care insurance systems, consumer protection. Prerequisite: junior standing.

410:168. Field Experience in Health Promotion — 6 or 12 hrs.

Experience in area of student's career objectives. Offered on credit/no credit basis only. Prerequisites: senior standing; consent of Division of Health Promotion and Education Coordinator of Student Field Experiences.

410:172(g). Experience in Cardiac Rehabilitation — 2 hrs.

Laboratory aide training and experience under supervision of an exercise physiologist, physician, and a registered cardiac nurse. Lecture, 1 hr.; lab, 3 hrs. Prerequisite: junior standing.

410:176(g). Planning Health Promotion Programs — 3 hrs.

Social, epidemiological, behavioral, educational, and administrative factors in health promotion. Prerequisites: 410:153; junior standing.

410:178(g). Health Advocacy, Social Action and Policy Development — 3 hrs.

Knowledge and skills related to community organizing, coalition building, conflict resolution, political action and policy development as those processes relate to the health of individuals and communities. Prerequisite: junior standing.

410:185. Readings in Health Education — 1-4 hrs.

Credit based on student's proposal; to be determined at time of registration. Written contract will determine appropriate work load under credit guidelines. Prerequisite: consent of instructor.

410:189. Seminar in Health Promotion — 3 hrs.

Focus on issues in community health education and the transition from student role to health educator or health promotion specialist role.

410:197(g). Global Health Corps Domestic Practicum — 1-3 hrs.

Specialized academic training and supervised field opportunities conducting culturally-appropriate health education programs in the local community with diverse or underserved populations such as refugees, minorities, immigrants, and the indigent. Prerequisite: junior standing.

410:255. Worksite Health Promotion — 3 hrs.

Models of delivery of health promotion programs to employee populations.

410:271. Cardiovascular Physiology — 3 hrs.

In-depth study of the functioning of the cardiovascular and respiratory systems in the diseased and non-diseased state. Major topics include functional anatomy, cardiorespiratory control, arterial pressure, responses to exercise, electrical activity, and the effects of disease processes. (Cross listed as 420:271.)

410:285. Readings — 1-4 hrs.

410:289. Seminar.

410:290. Philosophy and Ethics of Health Promotion/Education — 3 hrs. Analysis of philosophical and ethical issues in health education.

410:293. Epidemiology — 3 hrs.

Principles and methods of epidemiology; understanding research related to the distribution, frequency, and determinants of disease in human populations; focus on chronic and infectious disease epidemiology and selected topics in related epidemiologic fields.

410:295. Internship in Health Education — 2 hrs.

Health program experience with agencies other than the college or university. May be repeated once for credit. Prerequisite: consent of Division of Health Promotion and Education Coordinator.

410:297. Practicum — 2-3 hrs.

410:299. Research.

Fee assessed separately for laboratory materials and/or binding of thesis/research paper.

420 Physical Education

420:001. (420:Axx series) Physical Education — 1 hr.

Work may be selected from activities as listed in the Schedule of Classes. Primarily for General Education credit for students admitted prior to Fall 1988. May be repeated.

The following six courses provide the development of fundamental skills and instructional techniques in the specified activities:

420:011. Fundamental Physical Activities — Aquatics — 1 hr.

Primarily for majors and minors in Physical Education.

420:012. Fundamental Physical Activities — Conditioning — 1 hr.

Primarily for majors and minors in Physical Education.

420:013. Fundamental Physical Activities — Dance — 1 hr.

Primarily for majors and minors in Physical Education.

420:014. Fundamental Physical Activities — Gymnastics — 1 hr.

Primarily for majors and minors in Physical Education.

420:015. Lifetime Activities I — 1 hr.

Primarily for majors and minors in Physical Education.

420:016. Lifetime Activities II — 1 hr.

Primarily for majors and minors in Physical Education.

420:017. Fundamental Physical Activities — Outdoor/Adventure Pursuits — 1 hr.

Primarily for majors and minors in Physical Education.

420:018. Prevention and Care of Injuries for the Physically Active — 2 hrs.

Principles, practices and techniques in the prevention and care of injuries for the physically active. Prerequisite: 420:024 or 420:050.

420:019. Prevention and Care Laboratory — 1 hr.

Laboratory experiences in first aid, CPR, and care of injuries for the physically active. Opportunity is provided to become certified in American Red Cross, First Aid, and Community CPR. Prerequisite or corequisite: 420:018.

420:020. Activity for Aging — 2 hrs.

Study of theories of aging relative to physical activity, needs of older adults, motivation to be active, teaching older adults activity skills, and activity program availability for older adults.

420:021. Movement Activities for Children — 2 hrs.

Developmentally appropriate physical activities designed to promote the development, refinement and utilization of fundamental movement actions and concepts during the early through late childhood years. Strategies for selecting and delivering appropriate activities to children. Prerequisite: 420:056.

420:024. Anatomy and Kinesiology — 3 hrs.

Attention to the skeleton, the muscular system, and to joint construction. Application to analysis of skills and techniques used in coaching. (For coaching minors.) No credit for students with credit in 420:050 and 420:151.

420:025. Conditioning Theory and Practice — 2 hrs.

Theory and practice in training and conditioning of athletes. Two periods. (For coaching minors.)

420:031. Dance Composition — 2 hrs.

Application of art principles basic to good choreography; advanced technique and composition. Prerequisite: 420:013; two dance activity classes of different styles; consent of instructor.

420:034. Survey of Dance History — 3 hrs.

Survey of dance history from primitive times to the present with emphasis on the relationship of dance and dance forms to the societies in which they developed and other art forms and the contributions of leading dance personalities.

420:036. Dance Performance — 1-2 hrs.

Credit for performance in approved dance choreography. May be repeated for credit. Maximum of 2 hours may be used toward the Dance Minor. Prerequisite: consent of instructor.

420:037. Applied Choreography — 1-2 hrs.

Credit for approved choreography for dance performances and productions. May be repeated for credit. Maximum of 2 hours may be used toward the Dance Minor. Prerequisite: consent of instructor.

420:042. Motor Learning and Performance Laboratory — 1 hr.

Use of scientific method and fundamental equipment to illustrate concepts of perceptual-motor behavior and variables which influence motor skill acquisition. Lab, 2 periods.

420:045. Physical Education for the Elementary Grades — 3 hrs.

Teaching methods and experience in activities. Three periods. No credit for students with credit in 440:045. Prerequisites: 200:030; sophomore standing.

420:050. Anatomy of Human Movement — 3 hrs.

Anatomy of the human body focusing on the muscular and skeletal systems.

420:053. Physical Activity for Health and Fitness — 3 hrs.

Identification and programming of physical activities appropriate for selective stages through the life span. Emphasis on the role of physical activity in the enhancement of health and fitness throughout the life span. Integration of experiential learning activities with cognitive subject matter. Prerequisites: 420:050; 440:010.

420:056. Motor Development and Learning — 3 hrs.

Introduction to the developmental and learning factors which influence the capability to move effectively throughout the life span. Prerequisite or corequisite: 400:008.

420:060. Life Guard Training and Instruction — 2 hrs.

American Red Cross material in Basic Water Safety, Emergency Water Safety Lifeguard Training, and Lifeguard Instruction. Opportunity provided to become certified in the American Red Cross Lifeguarding, Lifeguard Instruction, and Health Services Program which is a prerequisite to becoming an instructor in any area of certification for the American Red Cross.

420:061. Water Safety Instruction — 2 hrs.

Materials related to the certification of instructors for water safety instruction. Any person wishing to teach aquatics is required to complete this course. Certification is possible through this course.

The following eleven courses provide for the development of a high level of performance and comprehensive understanding and knowledge pertinent to the specific activity:

420:101. Advanced Skill and Coaching Theory — Baseball — 2 hrs.

Prerequisite: beginning class or equivalent skill.

420:102. Advanced Skill and Coaching Theory — Basketball — 3 hrs.

Prerequisite: beginning class or equivalent skill.

420:104. Advanced Skill and Coaching Theory — Football — 3 hrs.

Prerequisite: beginning class or equivalent skill.

420:105. Advanced Skill and Coaching Theory — Golf — 2 hrs.

Prerequisite: beginning class or equivalent skill.

420:107. Advanced Skill and Coaching Theory — Soccer — 2 hrs.

Prerequisite: beginning class or equivalent skill.

420:108. Advanced Skill and Coaching Theory — Softball — 2 hrs.

Prerequisite: beginning class or equivalent skill.

420:109. Advanced Skill and Coaching Theory — Swimming — 2 hrs.

Prerequisite: beginning class or equivalent skill.

420:110. Advanced Skill and Coaching Theory — Tennis — 2 hrs.

Prerequisite: beginning class or equivalent skill.

420:111. Advanced Skill and Coaching Theory — Track and Field — 2 hrs.

Prerequisite: beginning class or equivalent skill.

420:112. Advanced Skill and Coaching Theory — Volleyball — 2 hrs.

Prerequisite: beginning class or equivalent skill.

420:113. Advanced Skill and Coaching Theory — Wrestling — 2 hrs.

Prerequisite: beginning class or equivalent skill.

420:118. Practicum in Coaching — 1-2 hrs.

Practical experience working with high school coaches; planning and conducting all phases of the program. May be repeated in a different sport for a total of two sports. Prerequisites: junior standing; consent of department.

420:120. Certified Pool Operators — 2 hrs.

Administration of programs, personnel, and facilities; includes pool management and maintenance.

420:121. Sociology and Psychology of Physical Activity — 2 hrs.

Introduction to the sociological and psychological issues related to physical activity. Practical information for professionals working in either school or non-school settings dealing with persons involved in physical activity.

420:122. Psycho-Social Aspects of Competitive Sport — 2 hrs.

Introductory philosophical aspects of sport; psychological and sociological dimensions of competitive sport.

420:123. History of American Sport — 2 hrs.

Historical development of sport in relation to other institutions and social movements in American society.

420:127(g). Organization and Administration of Competitive Sports — 2 hrs.

Organization, administration, and management of interscholastic, intercollegiate, and intramural sports programs. Prerequisite: junior standing.

420:129(g). Advanced Sports Theory — 2 hrs.

Advanced methods course on coaching concepts in specific sports: (1) baseball; (2) basketball; (3) field hockey; (4) football; (5) golf; (6) gymnastics; (7) soccer; (8) softball; (9) swimming; (10) tennis; (11) track and field; (12) volleyball; (13) wrestling. May be repeated for a maximum of 6 hours of credit. Prerequisites: junior standing; consent of department head for undergraduates.

420:132. Dance Curriculum — 2 hrs.

Place of dance in the school curriculum; relationships; progressions, and curriculum building. Prerequisites: 420:013; two dance activity courses of different styles; consent of instructor.

420:135. Dance Production and Performance — 2 hrs.

Application of technical considerations, costume design, accompaniment, and program planning. Practical application of choreography and/or lecture demonstration in a dance form expected.

420:140. Practicum — 1 hr.

Experiences working with elementary, secondary, adapted, or dance students in activities involving movement. May be repeated for a maximum of 4 hours. Prerequisites: Methods course appropriate to area; consent of instructor.

420:142. Fitness Facilities and Programming — 2 hrs.

Development of an understanding of state of the art fitness equipment, its uses, set-up and benefits for a variety of populations and potential programming for such facilities.

420:145(g). Development Aspects of Movement Performance — 2 hrs.

How motor skills change with time; nature of factors affecting change; relationship of motor development to total human development; principles of motor development related to teaching motor skills. Prerequisites: 200:030; junior standing.

420:146. Movement Notation — 2 hrs.

Written notation system designed to record and analyze dance and human movement.

420:147. Adapted Physical Activity — 1 hr.

Orientation to the characteristics and activity needs of persons with disabilities. Does not fulfill teaching licensure requirement in Adapted Physical Education.

420:148. Adapted Physical Activity Laboratory — 1 hr.

Instructional techniques and materials for adapting physical activity to meet the needs of persons with disabilities. Work may be selected from activities listed in the schedule of classes. May be repeated in different activities. Prerequisite or corequisite: 420:147 or equivalent. Does not fulfill teacher licensure requirement in Adapted Physical Education.

420:151. Applied Kinesiology — 3 hrs.

Application of principles of mechanics to body movement. Discussion, 2 periods; lab., 2 periods. Prerequisite: 420:050 or equivalent.

420:152(g). Adapted Physical Education — 3 hrs.

Recognition of postural deviations; exercises for specific body parts; understanding specific disabilities; first aid and emergency care; and the modification of physical activities to meet limitations found in school populations. Prerequisites: 420:151; junior standing. Prerequisite or corequisite: 200:128.

420:153. Applied Exercise Physiology — 3 hrs.

Acute and chronic responses and adaptations of the physiological systems to muscular activity and training. Prerequisite: junior standing.

420:154. Psychological Skills for Sport Participants — 2 hrs.

Understanding of psychological factors which affect performance in competitive sport. Survey of and individualized practice with psychological techniques designed to enhance sport performance.

420:156. Fitness Assessment and Programming — 3 hrs.

Assessment of fitness levels and application to fitness programming including remediation of dysfunction in rehabilitation. Prerequisite: 420:153.

420:162. Foundations of Human Movement Study — 2 hrs.

Study of the human as a mover and the contributions of movement to quality of life. Categories of movement activities and their contribution to life throughout history. Philosophical foundations of movement-related roles and professions.

420:168. Assisting in Physical Education — 1 hr.

Assisting departmental instructor in activity classes. May be repeated once for credit. Prerequisite: consent of department.

420:173. Teaching Methods Block — 2 or 5 hrs.

Curriculum design, including movement education and wellness, through the integration of instructional practices, teaching strategies, knowledge of adaptations to physical activity, and assessment practices. Laboratory experiences will be included in elementary, middle school and high school levels. Prerequisites: Physical Education minor: 200:148; 420:021; 420:056. Physical Education Major-Teaching: 200:148; 420:021; 420:051; 420:056; 420:174; 420:176.

420:174. Assessment Processes in Physical Education — 3 hrs.

Concepts of measurement and evaluation; statistical analysis; construction of evaluative instruments; and application of written and performance tests. Prerequisite or corequisite: 200:148.

420:176. Administration and Curriculum Development in Physical Education — 3 hrs.

Administration of programs in the elementary and secondary schools including budgeting, facilities, legal considerations and support services. Design, development and evaluation of curriculum content for grades K-12. Prerequisites: 200:148; 420:121; 420:162.

420:185. Readings in Physical Education — 1-4 hrs.

Individual study in an area of physical education. Credit to be determined at time of registration and to be based on student's proposal. Primarily for majors and minors in Physical Education. Prerequisite: consent of department head.

420:191. Senior Project — 1-6 hrs.

Individualized study and experiential learning under the supervision of qualified faculty and professionals in the field. Prerequisite: consent of instructor.

420:193. Research Experiences — 1-6 hrs.

Conducting of supervised research in a research team setting or mentoring setting with faculty, with presentation and publication of research as the goal. Topics for research may not duplicate a class project or the undergraduate thesis. May be repeated for a maximum of 6 hours. Highly recommended for students planning to enter graduate programs. Prerequisites: sophomore standing; consent of instructor.

420:194. Senior Thesis — 6 hrs.

Individualized research involving the selection of an area of inquiry; collection, analysis and interpretation of data. Prerequisite: consent of instructor.

420:197. Internship in Physical Education — 12 hrs.

Comprehensive practical experience in physical education in which the student applies course work in an agency commensurate with degree option. Prerequisite is completion of all course work in the option, current certification in Standard First Aid and Community CPR; consent of Internship Coordinator. Offered on credit/no credit basis only.

420:198. Independent Study.**420:200. Computer Applications in Physical Education — 2 hrs.**

Microcomputers and their use in physical education and sports medicine. Fundamentals of programming, data and file management, programmed communication, and survey of available software. Interactive computing for the use of major statistical programs.

420:222. Sport Psychology — 3 hrs.

Current sport psychology research and its relevance to coaches and athletes. Emphasis on the areas of sport personalology, competitiveness, motivation, attention, self-concept, attitudes, competitive anxiety, and goal-setting. Stress management techniques and other psychological skills applicable to the sport setting.

420:230. Curriculum Theory and Design in Physical Education — 3 hrs.

Curriculum planning and development with emphasis on recent models for curricular decisions; the selection and sequencing of developmentally appropriate activities across the elementary, middle school, and high school curricula.

420:251. Biomechanics — 3 hrs.

Application of mechanical principles and concepts to human movement; principally concerned with the analysis of techniques employed in sports. Prerequisites: 420:050; 420:151; or equivalents.

420:253. Advanced Exercise Physiology — 3 hrs.

Process of scientific inquiry into exercise physiology and the identification of basic principles to be applied for maximum performance without injury. Discussion, 2 periods; lab, 2 periods.

420:255. Motor Control and Learning — 3 hrs.

Study and application of research findings to motor learning and the variables which influence it.

420:260. Laboratory Instrumentation and Test Interpretation — 2 hrs.

Experience in exercise physiology laboratory instrumentation for cardiovascular, metabolic, muscular, and respiratory measurements as well as interpretation of test results. Prerequisite or corequisite: 420:253 or consent of instructor.

420:271. Cardiovascular Physiology — 3 hrs.

In-depth study of the functioning of the cardiovascular and respiratory systems in the diseased and non-diseased state. Major topics include functional anatomy, cardiorespiratory control, arterial pressure, responses to exercise, electrical activity, and the effects of disease processes. (Cross listed as 410:271.)

420:273. Contemporary Issues in Physical Education — 3 hrs.

Examination and analysis of continuing concerns and issues in the profession.

420:274. Measurement and Evaluation in Physical Education — 3 hrs.

Historical background of measurement in physical education; evaluation as a part of teaching; statistical techniques; construction and use of motor and knowledge tests; criteria for test selection; administering a testing program; interpretation and use of test results.

420:285. Readings in Physical Education — 1-4 hrs.**420:289. Seminar in Physical Education — 1-3 hrs.**

Special topics as indicated in the Schedule of Classes.

420:293. Research Experience in Physical Education — 1-2 hrs.

Research on problems other than those for the thesis or in regular course offerings. May be repeated for a maximum of 6 hours. Prerequisite: consent of instructor.

420:295. Internship in Physical Education — 2-4 hrs.

Experience in physical education programs with agencies other than in higher education. Prerequisite: consent of the Graduate Coordinator.

420:297. Practicum — 2-3 hrs.

Practical experience in teaching physical education at the college level.

420:299. Research.

Fee assessed separately for laboratory materials and/or binding of thesis/research paper.

42T Athletic Training

42T:023. Introduction to Athletic Training — 2 hrs.

Introduction to the field of athletic training with emphasis on the history of the National Athletic Training Association, certification guidelines, policies and procedures, risk management, roles and responsibilities of athletic trainers, and common illnesses and injuries. Prerequisite: 840:101 or consent of Athletic Training Program Director. Corequisite: 42T:024; 840:102 or consent of Athletic Training Program Director. (Formerly 420:070.)

42T:024. Introduction to Athletic Training Clinical Experience — 1 hr.

Didactic and psychomotor skill instruction with practical examinations covering the material taught in the Introduction to Athletic Training course. Prerequisite: 840:101 or consent of Athletic Training Program Director. Corequisite: 42T:023; 840:102 or consent of Athletic Training Program Director. (Formerly 420:071.)

42T:033. Emergency Care in Athletic Training — 2 hrs.

Theory, ethics, components, indications, and psychomotor skills of emergency care in athletic training. Prerequisites: 42T:023; 42T:024; admission into the Athletic Training Program.

42T:110. Athletic Training Administration — 2 hrs.

Theoretical and practical study of organization and administration in the field of Athletic Training. Prerequisites: 42T:023; 42T:024; admission into the Athletic Training Program. Corequisite: 42T:111. Prerequisite or corequisite: 840:101. (Formerly 410:177g and 420:177g)

42T:111. Athletic Training Administration Clinical Experience — 1 hr.

Didactic and psychomotor skill instruction with practical examinations covering the material taught in the Athletic Training Administration course. Prerequisites: 42T:023; 42T:024; admission into the Athletic Training Program. Corequisite: 42T:110. Prerequisite or corequisite: 840:101. (Formerly 420:072.)

42T:134. Upper Body Injury Assessment — 2 hrs.

Recognition and evaluation of athletic injuries occurring to the head, face, vertebral column, shoulder, forearm, wrist and hand. Prerequisites: 42T:023; 42T:024; admission into the Athletic Training Program. Corequisite: 42T:135. Prerequisite or corequisite: 840:101. (Formerly 420:161g.)

42T:135. Upper Body Injury Assessment Clinical Experience — 1 hr.

Didactic and psychomotor skill instruction with practical examinations covering the material taught in the Upper Body Injury Assessment course. Prerequisites: 42T:023; 42T:024; admission into the Athletic Training Program. Corequisite: 42T:134. Prerequisite or corequisite: 840:101. (Formerly 420:165.)

42T:137. Lower Body Injury Assessment — 2 hrs.

Recognition and evaluation of athletic injuries occurring to the hip, pelvis, thigh, knee, leg, and ankle. Prerequisites: 42T:110; 42T:111. Prerequisite or corequisite: 840:102. Corequisite: 42T:138. (Formerly 420:182g.)

42T:138. Lower Body Injury Assessment Clinical Experience — 2 hrs.

Didactic and psychomotor skill instruction with practical examinations covering the material taught in the Lower Body Injury Assessment course. Prerequisites: 42T:110; 42T:111; 840:101. Corequisite: 42T:137. Prerequisite or corequisite: 840:102. (Formerly 420:164.)

42T:143. Therapeutic Modalities — 2 hrs.

Effects, advantages, disadvantages, indications, contraindications, precautions, and the application parameters of therapeutic modalities in injury rehabilitation of the physically active. Prerequisites: 42T:023; 42T:024; admission into Athletic Training Program. Prerequisite or corequisite: 840:101. Corequisite: 42T:144. (Formerly 420:183g.)

42T:144. Therapeutic Modalities Clinical Experience — 1 hr.

Didactic and psychomotor skill instruction with practical examinations covering the material taught in the Therapeutic Modalities course. Prerequisites: 42T:023; 42T:024; admission into Athletic Training Program. Prerequisite or corequisite: 840:101. Corequisite: 42T:143. (Formerly 420:166.)

42T:157. Therapeutic Exercise — 2 hrs.

Effects, advantages, disadvantages, indications, contraindications, precautions, and the application parameters of therapeutic exercises in injury rehabilitation. Prerequisites: 42T:143; 42T:144; 840:101. Prerequisite or corequisite: 840:102. Corequisite: 42T:158.

42T:158. Therapeutic Exercise Clinical Experience — 1 hr.

Didactic and psychomotor skill instruction with practical examinations covering the material taught in the Therapeutic Exercise course. Prerequisites: 42T:143; 42T:144; 840:101. Prerequisite or corequisite: 840:102. Corequisite: 42T:157.

42T:162. Athletic Training Pharmacology — 2 hrs.

Effects, indications, and contraindications of therapeutic medications as related to the prevention and care of athletic injuries of the physically active. Prerequisites: 42T:110; 42T:111; 420:153.

42T:170. Current Trends in Athletic Training — 2 hrs.

Modern trends in rehabilitative techniques, orthotic devices, nutritional supplements and allied health professions. Prerequisites: 42T:110; 42T:111; junior standing.

42T:180. Athletic Training Seminar — 2 hrs.

Resume writing, interviewing, and a comprehensive review of the Athletic Training educational competencies. Prerequisites: 42T:110; 42T:111; senior standing.

430 Leisure Services

430:010. Introduction to Leisure Services — 3 hrs.

Introduction to the Leisure Services profession, including history, philosophy, trends and opportunities. Examination of the components and interrelationships of leisure service delivery systems, focusing on programs and services, facilities, populations served and sources of funding. Field trips required.

430:020. Leadership in Leisure Services — 3 hrs.

Theories, principles, and practices of leisure services leadership; techniques and methods of working with individuals and groups.

430:030. Diversity in Leisure Services — 3 hrs.

Overview of the interaction of leisure services and the elements of diversity including race/ethnicity, gender, age, sexual orientation, and mental and physical abilities/qualities.

430:050. Principles of Outdoor Pursuits — 3 hrs.

Overview of the development, implementation and evaluation of outdoor pursuits programs will be examined. Examination of the benefits and challenges of outdoor pursuits as well as identification of the competencies needed to become skilled outdoor leaders, from a strong historical base.

430:110. Programming for Leisure Services — 3 hrs.

Introduction to methods and procedures for planning, budgeting, pricing, implementing, and evaluating leisure service programs. Prerequisites: 430:010; 430:020.

430:114. Management of Leisure Services — 3 hrs.

Introduction to factors of managing leisure services, with focus on personnel management, legal foundations, policy formulation, budgeting and finance, and organizational behavior. Prerequisites: 430:010; 430:020.

430:121. Philosophical Foundations of Leisure, Youth and Human Services — 3 hrs.

Examination of historical and philosophical foundations of leisure, youth and human services, including leisure behavior and societal issues, implications of working with special populations, leisure and the environment, and application of theories and behavioral concepts required to understand and manage service activities, and environments.

430:123. Foundations of Therapeutic Recreation — 3 hrs.

History, philosophy and theories of therapeutic recreation; professionalism; factors influencing service delivery.

430:130(g). Adventure Dynamics — 3 hrs.

In-depth exploration of adventure education. Specific emphasis on planning, organization and implementation of adventure education (rope courses and initiatives) programs. Variety of experiential education exercises included throughout the course. Weekend field trip required. Prerequisite: junior standing.

430:140(g). Camp Staff Development — 2 hrs.

Staff development and program planning principles, methods, and procedures used in the development of camp services. Lecture and lab. Offered on credit/no credit basis only. May be taken for credit for the first 2 hours, subsequent enrollment as audit only. Prerequisite: junior standing.

430:141(g). Field Experience in Camp Counseling — 1-6 hrs.

Supervised counseling experience in an organized camp. May be repeated for a maximum of 12 hours. Offered on credit/no credit basis only. Prerequisite: junior standing.

430:143. Trends and Issues in Outdoor Pursuits — 3 hrs.

Theory and practical application of current issues, concerns and trends as they relate to the field of outdoor pursuits.

430:144(g). Camp Management Systems — 2 hrs.

Actual administration of a camp program. Personnel supervision, program implementation, and evaluation of camp system are included in this course. Lecture and lab. May be repeated for a maximum of 6 hours. Offered on credit/no credit basis only. Prerequisite: junior standing.

430:146(g). Managing Recreation Impacts on the Natural Environment — 3 hrs.

Comprehensive study of theories, philosophies, methods and planning strategies to facilitate efficient and effective management of natural resources for appropriate use by outdoor recreation visitors. Prerequisite: junior standing.

430:160(g). Assessment, Programming and Evaluation in Therapeutic Recreation — 3 hrs.

Methods and techniques used in providing therapeutic recreation to persons with disabilities. Includes field experience. Prerequisites: 310:055; 430:123; verified First Aid and CPR certification; junior standing. Corequisite: 430:167.

430:163. Administrative Practices in Therapeutic Recreation — 3 hrs.

Knowledge and techniques for management of therapeutic recreation including legal and financial problems, utilization of human resources, and development of public relations. Prerequisites: 430:123; 430:160; 430:167.

430:164(g). Women, Work, and Leisure — 3 hrs.

Assists students in developing an awareness of the changing roles of women in society, particularly within the leisure and work components of women's lives. Prerequisite: junior standing.

430:165(g). Leisure Services Field Experience — 1-6 hrs.

Supervised observation and leadership experience in a designated program area — aquatics, cultural arts, fitness, outdoor recreation/education, rehabilitation, sports, youth agency administration. May be repeated for a maximum of 12 hours. Offered on credit/no credit basis only. Prerequisite: junior standing.

430:166(g). Leisure and Aging — 3 hrs.

Role of recreation and leisure in understanding and working with the older adult in community and institutional settings. Prerequisite: junior standing.

430:167. Intervention Techniques in Therapeutic Recreation — 3 hrs.

Appropriate activity, leadership, and adaptation techniques; includes field experience. Prerequisites: 310:055; 430:123. Corequisite: 430:160.

430:168(g). Areas and Facilities for Leisure Services — 3 hrs.

Planning, designing and managing park, recreation and leisure settings, areas and facilities. Prerequisites: 430:110 or consent of instructor; junior standing.

430:169. Research and Evaluation in Leisure Services — 3 hrs.

Introduction to research, evaluation, and needs assessment concepts, procedures and analyses in recreation and leisure services. Prerequisite: 430:110.

430:172(g). Festivals and Special Events Management — 3 hrs.

Exploration of special events and festivals including their contribution to enhancing the quality of life for local residents and tourists. Students will study how financed, when, where, and why such events are created, planned, financed, and why they are effective. Field trips are required. Prerequisite: junior standing.

430:184. Senior Project — 1-3 hrs.

Programming, resource or research project to be completed at the internship site. Written and oral presentation required during the internship semester. Leisure Services majors must register for 3 hours. Prerequisite: consent of Internship Coordinator. Corequisite: 430:187.

430:185. Readings in Leisure Services-Youth and Human Service Administration — 1-3 hrs.

Individual reading and literature review in an area of leisure services or youth and human service administration. Credit to be determined at time of registration based on student's proposal. Prerequisites: junior standing; consent of instructor.

430:187. Internship — 8-12 hrs.

Comprehensive practical experience in leisure, youth or human services. Leisure Services majors must register for 12 hours. Offered on credit/no credit basis only. Prerequisite: consent of Internship Coordinator. Corequisite: 430:184.

430:188(g). Professional Development Seminar — 2 hrs.

Designed to present a professional development forum to explore professional preparation and professional practice issues in leisure services and youth and human service administration. Presented through a unique series of activities that encourage critical analysis and self-exploration. May be repeated for a maximum of 4 hours. Prerequisite: junior standing.

430:189. Seminar — 1-2 hrs.

Designed to present a professional development forum for students. Focus on professional communication, portfolio development, professionalism, future trends and issues, and applications, interviews, and acceptance for internship placement. Leisure Services majors must register for 2 hours. Prerequisite: consent of instructor.

430:201. Social Policy and Issues in Leisure Services and Youth and Human Service Administration — 3 hrs.

Examination and analysis of current trends and issues confronting practitioners in voluntary/not-for-profit, governmental/public, and market/commercial leisure services and youth serving organizations and agencies.

430:202. Social Psychology of Leisure — 3 hrs.

Exploration of social and psychological dimensions of leisure including the concepts of flow, perceived freedom, work, time, culture, and leisure.

430:250. Management Issues in Leisure and Youth and Human Services — 3 hrs.

Study of management and administration issues in relation to leisure services and nonprofit agencies.

430:260. Strategic Program Management — 3 hrs.

Examination of concepts and theories of recreation and leisure programming, relationship between community organization theory and recreation programming, and processes of planning, implementing, and evaluating recreation and leisure services programs through a systems approach.

430:270. History and Philosophy of Leisure Services — 3 hrs.

Study in leisure philosophy, focusing on historical evolution of leisure as a way of thinking and feeling. Examination of concepts such as pragmatism, realism, idealism, flow, work, time, perceived freedom, leisure constraints, the wise use of leisure, human dignity, and preservation of the environment.

430:285. Readings — 1-4 hrs.

430:291. Internship — 2-6 hrs.

Experience in youth/human services with community agencies. Prerequisite: consent of graduate committee.

430:299. Research.

Fee assessed separately for laboratory materials and/or binding of thesis/research paper.

43T Tourism

43T:070. Principles of Tourism — 3 hrs.

Investigation of many roles travel and tourism play in contemporary society. Overview of the travel and tourism industry, examination of definitions of travel/tourism, and exploration of the history and development of tourism. (Formerly 430:070.)

43T:170. Eco-tourism — 3 hrs.

Study of responsible tourist travel that conserves natural environments and sustains the well-being of local people. Students will gain knowledge of definitions, objectives and profiles of programs involved in eco-tourism. Field trips required. Prerequisite: 43T:070 or consent of instructor. (Formerly 430:170.)

43T:171. Rural Tourism Development — 3 hrs.

Designed to develop competencies in students that will allow them to assist rural communities in the development of a rural tourism program through an organized planning process. Field trips required. Prerequisite: 43T:070 or consent of instructor. (Formerly 430:171.)

43T:173. Conferences, Expositions and Conventions in Tourism — 3 hrs.

Exploration of the field of conferences, expositions and conventions and their niche in the tourism industry. Study of organizational logistics, program development, economic impact, meeting technology, legal issues, employment opportunities, and topics of current interest related to the field. Prerequisite: 43T:070 or consent of instructor.

43Y Youth and Human Service Administration

43Y:060. Principles of Nonprofit Youth Serving Agencies — 3 hrs.

Principles of the Youth and Human Services profession, including history, philosophy, missions, scope of services, activities, and trends. Special emphases on the 13 affiliate agencies within American Humanics, Inc. umbrella.

43Y:150. Management of Nonprofit Youth Serving Agencies — 3 hrs.

Principles, problems and practices of administration for nonprofit youth-serving agencies. Prerequisite: junior standing or consent of instructor.

43Y:151. Financial Administration for Nonprofit Youth Serving Agencies - 3 hrs.

Theory and practice of budget development and control in nonprofit youth-serving agencies. Prerequisite: junior standing or consent of instructor.

43Y:154. Human Resource Development in Nonprofit Youth Serving Agencies — 3 hrs.

Management and supervision of volunteers, staff and board members in Youth Service agencies. Emphasis on nonprofit personnel practices and procedures. Prerequisite: junior standing or consent of instructor.

43Y:155. Planning Strategies in Nonprofit Youth Serving Agencies — 3 hrs.

Examination and evaluation of various planning models used in nonprofit youth agencies to meet the needs of youth. Emphasis on matching developmental needs to planning strategies and models. Prerequisite: junior standing or consent of instructor.

43Y:157. Introduction to Youth Development in LYHS — 3 hrs.

Historical and philosophical foundations of leisure, youth and human services. Survey of practices and values in relation to the growth of youth in leisure, youth and human service settings. Prerequisite: consent of instructor of.

43Y:240. Models for Intervention With Youth — 3 hrs.

Designed to enable students to develop an understanding of the various models of intervention utilized by professionals who work with youth in youth-serving agencies.

43Y:244. Youth Development in Nonprofit Organizations — 3 hrs.

Examination of concepts and theories of youth development, as related to the design of programs and services for positive role development in nonprofit youth organizations.

43Y:251. Financial Decision Making for Youth/Human Service Agencies — 3 hrs.

Financial function of the not-for-profit agency incorporating technical materials applicable to the decision-making role of the agency.

43Y:253. Fundraising and Grant Writing for Nonprofit Agencies — 3 hrs.

Comprehensive study of various funding sources and the methodology of not-for-profit organizations to secure resources.

43Y Youth and Human Service Administration/
440 Health, Physical Education, and Leisure Services,
Interdepartmental/450 Social Work

43Y:254. Marketing the Youth/Human Service Agency — 3 hrs.

Marketing strategies in implementing the exchange relationship between not-for-profit organizations and their constituents.

43Y:255. Foundations of Youth and Human Service Administration — 3 hrs.

Examination and analysis of the history of youth and human service organizations and the professional, theoretical foundations of professional practice, and roles and relationships within related community structures.

43Y:256. Personnel Management and Supervision in Youth/Human Services — 3 hrs.

Elements, processes and dynamics of personnel management and supervision as it is applied to youth/human services organizations, with an emphasis on non-profit agencies.

440 Health, Physical Education, and Leisure Services, Interdepartmental

440:010. Personal Wellness — 3 hrs.

Concepts of exercise science, nutrition, stress management, motor behavior, and active use of leisure time. Assessment, application, and participation in lifetime fitness and skill activities.

440:045. Health and Physical Education for Elementary Teachers — 3 hrs.

Methods and materials in health education and physical education appropriate for children. No credit for students with credit in 420:045 or 410:135. No credit given to Physical Education majors or minors. Prerequisite: 200:030.

440:290. Research Methods for Health, Physical Education and Leisure Services — 3 hrs.

Introduction to processes of research in physical education, emphasis on critical analysis of literature and identification of viable research projects.

450 Social Work

450:041. Social Welfare: A World View — 3 hrs.

Comparative study of social welfare (social insurance, public welfare, charity and philanthropy, social services, and mutual aid) in the United States, and selected nations from five regions of the world as defined by the International Congress of Schools of Social Work (African, Asian, European, Latin American, and North American regions). (Same as 900:041.)

450:042. Social Services and Social Work — 3 hrs.

Legal aspects, goals, and values of the social work profession, and roles of the social worker in social service agencies. Prerequisite: 450:041 or consent of instructor.

450:045. American Racial and Ethnic Minorities — 3 hrs.

Survey of several American minorities, including Hispanics, Blacks, Asians, and Native Americans. Multi-disciplinary study of these groups with particular emphasis on geographic origins, linguistic traditions and current modes of economic subsistence. Introduction to folkways and mores of each group. (Same as 900:045 and 980:045.)

450:091. Social Work Practice I — 3 hrs.

Analysis of the principal social work methods — casework, group work, and community organization. Prerequisites: 450:041; 450:042 (may be corequisite); or consent of instructor.

450:102. Conflict Resolution — 3 hrs.

Survey of social science theory and research in conflict resolution with emphasis on development of less destructive modes of problem solving in social formations. (Same as 980:102 and 990:102.)

450:121(g). Mental Deviance and Mental Health Institutions — 3 hrs.

Study of social factors associated with mental illness; its onset, the organizational context of its care and treatment, and its effects on various societal institutions. Prerequisites: 980:060; junior standing. (Same as 980:121g.)

450:142(g). Working With Racial and Ethnic Minorities — 3 hrs.

Examination of values and behaviors related to ethnic group membership and social class. Utilization of such knowledge for problem assessment and intervention. Development of ethnic-sensitive practice skills. Prerequisites: 450:041; junior standing.

450:143. Stress and Stress Management in the Helping Professions — 3 hrs.

Stress and stress management for helping professionals and their clientele. Physiological, psychological, social and economic factors producing stress. Coping, management and prevention procedures. Prerequisite: junior standing.

450:144(g). Social Policies and Issues — 3 hrs.

Policy development and the consequences of policy for social welfare institutions. Frameworks for policy analysis. Planning, program design, and policy decisions for administration of social services. Prerequisites: 450:041; 450:042; senior standing.

450:163(g). Minority Group Relations — 3 hrs.

Study of interpersonal and social relations of minority groups within the larger American society, with special reference to Black-White relations. Prerequisites: 980:058; junior standing. (Same as 980:130g.)

450:164(g). Human Behavior and the Social Environment — 3 hrs.

Assessment of applicability of various perspectives of human behavior to social work diagnosis, planning, and intervention; general systems theory serves as organizing framework. Student should have a strong base of courses in human behavior. Prerequisites: 310:055 or 400:120; 840:014 or a course in human biology; junior standing.

450:171(g). Addictions Treatment — 3 hrs.

Social, legal, political, and ethical considerations surrounding the use and abuse of alcohol and other drugs. Study of eating disorders and non-substance addictions such as shopping and gambling. Theories of causes and survey of social consequences; various intervention models tested in treating the alcoholic/addict and evaluation of the effectiveness of the treatment approaches. Prerequisite: junior standing.

450:172(g). Human Services Administration — 3 hrs.

Major concepts, principles, methods, and theories of administration of human services agencies, public and private. Application of systems theories to administration of these agencies. Prerequisites: 450:041; junior standing.

450:173(g). Social Services for the Aged — 3 hrs.

Social work practice and methods of delivering social service to the aged; critical analysis of current social programs, services, and legislation for the elderly person. Prerequisites: 450:041; junior standing.

450:174(g). Social Services in Health Care Settings — 3 hrs.

Psycho-social impacts of illnesses; roles and responsibilities of health care personnel. Prerequisites: 450:041; junior standing.

450:175(g). Child Welfare Policy and Practice — 3 hrs.

Review of development of family and children's services and practice, focusing on current services, programs, and social work practice issues. Examination of policies and legislation, emphasizing how such policies affect family functioning and the delivery of services. Prerequisites: 450:041; junior standing.

450:184. Field Instruction — 11-15 hrs.

440 clock hours required. Eleven credit hours may be earned by: (1) 3 1/2 days per week on a semester basis; or (2) fulltime for eleven weeks during a semester; or (3) fulltime for eleven weeks during the summer. Additional credit hours will require additional clock hours in field instruction. Offered on credit/no credit basis only. Prerequisites: 450:042; 450:164; 450:185; completion of 450:091 and 450:192 with a minimum grade of C in each course; Social Work major; minimum UNI grade point average of 2.20; senior standing.

450:185. Social Work Research — 3 hrs.

Application of research to social work practice including formulation of research questions and hypotheses, strategies of research design, measurement and methods of collecting data, questionnaire construction, data presentation and report writing. Prerequisites: 800:023 or equivalent; 980:080; junior standing.

450:189. Readings in Social Work — 1-3 hrs.

May be repeated only with consent of department. Prerequisites: 6 hours in social work; consent of department.

450:190. Specialized Field Placement — 1-6 hrs.

Specialized Field Placement can be designed to meet unique situations; beyond 450:184. Students may elect 1-6 hours credit; 40 clock hours equals 1 credit hour. A student may enroll for a maximum of 18 credit hours in a combination of 450:184 and 450:190. Prerequisites: 450:192; minimum UNI grade point average of 2.20. Enrollment by consent of the Field Coordinator only.

450:192. Social Work Practice II — 3 hrs.

Intermediate level, generic social work practice theory and skills; and task-centered intervention. Prerequisite: Social Work major; minimum UNI grade point average of 2.20; completion of 450:091 with a minimum grade of C.

450:193(g). Therapeutic Communication — 3 hrs.

Human communication relevant to effective behavior change in the therapeutic relationship. Experiential learning in the core therapist facilitative conditions. Identification of critical therapist—helping person—and client variables which affect communication. Prerequisites: 450:192; junior standing.

450:194(g). Seminar in Social Work — 3 hrs.

In-depth exploration of an advanced topic in social work practice or social welfare policy. Prerequisites: 450:192; minimum cumulative 3.20 GPA; junior standing; consent of instructor.

450:195(g). Family and Group Practice — 3 hrs.

Family, family network, and group work intervention skills. Prerequisites: 450:192; junior standing.

450:196(g). Community and Organizational Practice — 3 hrs.

Advanced study of planned social change within communities and organizations. Emphasis on social welfare agency environments and issues. Prerequisites: 450:192; junior standing.

450:285. Readings — 1-3 hrs.

Prerequisite: consent of instructor.

48_ Communication Studies

48C: (Communications)

48C:001. Oral Communication — 3 hrs.

Development of speaking and listening skills by studying the process and theory of communication and by applying communication principles to various speaking situations.

48C:004. Interpersonal Communication — 3 hrs.

Study of communication in relationships; exploration and experience with concepts and processes involved in one-to-one communication. Prerequisite: 48C:001.

48C:006. Current Issues in Communication Studies — 3 hrs.

Overview of the discipline of communication, with special attention to contemporary social issues, contexts and technology.

48C:011. Oral Interpretation: Texts in Performance — 3 hrs.

Introduction to the performance, analysis, and criticism of literary and aesthetic texts.

48C:015. Interpreters Theatre: Directing and Scripting for Group Performance — 3 hrs.

Introduction to basic forms of staging and adapting of literary and non-traditional texts for group presentation. Work in narrative theatre, compiled scripting, and ensemble performance. Prerequisite: 48C:011 or equivalent. (Formerly 48C:115g.)

48C:020. Technology and Human Communication — 3 hrs.

Investigation of the interplay of technology and communication and the impact on social behavior, thought, and culture.

48C:024. Media Literacy — 3 hrs.

Development of the ability to critically analyze media messages by examining the techniques, technologies and institutions that are involved in media production.

48C:031. Group Communication — 3 hrs.

Study of communication in groups; exploration and experience with concepts and processes involved in group communication. Prerequisite: 48C:001.

48C:071. Public Speaking — 3 hrs.

Teaches students to prepare, adapt, present, and critique a variety of speeches in a public setting. Prerequisite: 48C:001.

48C:074. Argumentation and Debate — 3 hrs.

Examination in detail of theories of argumentation and debate, emphasizing evidence and reasoning. Prerequisite: 48C:001.

48C:091; 48C:191. Applied Forensics — 1 hr.

Maximum of 4 hours credit may be earned. Prerequisite: consent of instructor.

48C:093; 48C:193. Applied Performance Studies — 1 hr.

Credit for approved work in Performance Studies (e.g., participation in Interpreters Theatre, performance in community, campus, or festival settings, or related activity). Maximum of 4 hours credit may be earned. Prerequisite: consent of instructor.

48C:108(g). Performance Texts and Contexts: Performance and Social Change — 3 hrs.

Study of the creation and theory of interactive performances as a method to investigate political and social issues. Prerequisite: junior standing. (Formerly section within 48C:111g.)

48C:109(g). Performance Texts and Contexts: Aesthetic and Literary Performance — 3 hrs.

Study of creation and theory of performance of self, body as text, and other experimental and presentational forms. Prerequisite: junior standing. (Formerly section within 48C:111g.)

48C:110(g). Performance Texts and Contexts: Cultural Performance — 3 hrs.

Study of creation and theory of personal narrative, folk story, performances in everyday life, ceremony and ritual in cultural contexts. Prerequisite: junior standing. (Formerly section within 48C:111g.)

48C:113(g). Performance and Rhetorical Texts in Social Change — 3 hrs.

Study of rhetorical and performance texts as they function in social action, therapy, public awareness, identity formation, and rhetorical movements. Prerequisite: junior standing.

48C:114(g). Public Folklore and Performance — 2 hrs.

Examination of folk literature through group and individual performance; investigation of narrative form, audience context, mythic motif, character development in the folk text; exploration of field research and performance opportunities. Prerequisite: junior standing.

48C:117(g). Interpreters Theatre Production — 1-2 hrs.

Advanced problems in preparing scripts and directing a group performance for public presentation. Usually involves directing, scripting, designing, or researching for an Interpreters Theatre production. Prerequisites: 48C:015; junior standing; consent of instructor; approved Performance Studies project application.

48C:119(g). Readings in Performance Studies — 1-3 hrs.

Extensive individual study of special topics in performance studies theory, history, or research. Prerequisites: 48C:011; 48C:108 or 48C:109 or 48C:110; junior standing.

48C:121(g). Nonverbal Communication — 3 hrs.

Patterns of human expression apart from the spoken or written word. Prerequisite: junior standing. (Same as 680:102g.)

48C:122(g). Language and Communication — 3 hrs.

Communication and language theories, including discourse analysis, ethnography of speaking, conversation analysis, language and social contexts. Prerequisite: junior standing.

48C:123. Rhetorical Theory — 3 hrs.

Survey of the development of rhetorical theory from classical times to the present. Exploration of what constitutes communication, what role it plays in social/political/cultural orders, how it differs between groups, and how it affects social change. Emphasis on (1) classical to contemporary rhetorical theory or (2) contemporary rhetorical theory. Prerequisite: junior standing.

48C:124(g). Communication Theories — 3 hrs.

Investigation of concepts offered by various theorists to explain human communication behavior. Prerequisite: junior standing.

48C:126(g). Critical Thinking in Communication — 3 hrs.

Exploration of practical application of thinking to facilitate and analyze effective communication behaviors. Prerequisites: minimum of 12 hours in communication; junior standing; consent of instructor.

48C:128(g). Ethics in Communication — 2 hrs.

Exploration of ethical dimensions and dilemmas in the field of communication. Intended for graduating seniors. Prerequisite: senior standing.

48C:131(g). Theories of Group Processes — 3 hrs.

In-depth study of theories and research in group communications. Prerequisites: 48C:001; 48C:031; junior standing.

48C:132. Organizational Communication — 3 hrs.

Study of communication channels and patterns which occur in large organizations where personnel are largely interdependent. Prerequisite: 48C:001.

48C:134(g). Organizational Cultures and Communication — 3 hrs.

Study of how communication contributes to overall organizational culture which, in turn, affects performance, productivity and satisfaction. Special attention to interpretive and critical theory and research. Prerequisites: 150:153 or 48C:132; junior standing.

48C:135(g). Organizational Communication Assessment — 3 hrs.

Methods used to assess communication behavior and communication effectiveness in organizations. Special attention to communication auditing techniques, and creation of appropriate intervention techniques. Prerequisites: 48C:132; junior standing.

48C:136(g). Mediation Theory and Process — 3 hrs.

Analysis of mediation concepts and processes involving third party intervention in a conflict context. Prerequisites: 48C:004; junior standing.

48C:137(g). Negotiation Processes and Techniques — 3 hrs.

Examination of negotiation as it affects individuals in the life experience, and techniques for development of bargaining abilities. Prerequisite: junior standing.

48_ Communication Studies
(48C: Communications)

48C:138. Health Communication — 3 hrs.

Theories of communication in health care settings, current issues in health communication, types of applications in interpersonal, organizational, and public communication contexts; literature and performance methods in health education. Prerequisite: junior standing.

48C:139. Interviewing — 2 hrs.

Interviewer and interviewee functions in business and professional settings; excludes journalistic interviews. Prerequisite: junior standing.

48C:141(g). Listening — 2 hrs.

Study of theory and process of listening, methods of improving skills, and career applications. Prerequisite: junior standing.

48C:142(g). Family Communication — 3 hrs.

Theories of communication in traditional and alternative family systems. Examination of the role of verbal and nonverbal messages in the creation and negotiation of family structures, meanings, decision making, conflict, and intimacy. Prerequisite: junior standing.

48C:143. Narrative in Family Communication — 1 hr.

Communicative functions and performance components of folk narratives in family contexts. Relationship of family narrative to communicative competence. Uses and analysis of dramatic techniques in everyday family interaction. May be taken concurrently with 48C:142. Prerequisite: junior standing.

48C:144(g). Dimensions of Interpersonal Communication — 3 hrs.

Advanced study of theories and research in interpersonal communication. Prerequisites: 48C:004; junior standing.

48C:146. Oral History Communication — 3 hrs.

Methods of researching, interviewing, analyzing, and presenting oral history materials. Applications for communication research and performance, including public relations problems and campaigns, interpretation projects in museums and organizational settings. Prerequisite: junior standing.

48C:148(g). Communication and Conflict Management — 3 hrs.

Exploration of the processes involved in managing conflict in various communication contexts. Prerequisites: 48C:004; junior standing.

48C:151(g). Intercultural Communication — 3 hrs.

Study of variables which affect the accuracy, depth, and success of cross-cultural communication. Prerequisite: junior standing.

48C:153(g). Gender Issues in Communication — 3 hrs.

Examination of social construction of gender identities through verbal and nonverbal behaviors in daily interaction. Critical analysis of biological, sociological, and patriarchal explanations for presumed gender differences in communication. Prerequisite: junior standing.

48C:155(g). Communication, Community, and Change — 3 hrs.

Study of communication practices in the construction, enhancement, and maintenance of communities. Theory and application in case studies of specific communities. Prerequisite: junior standing.

48C:160(g). Political Communication — 3 hrs.

Study of the elements of national and/or local political communication, including: 1) the rhetoric of political campaigns, and/or 2) the rhetoric of elected officials. Prerequisite: junior standing.

48C:166(g). Selected Topics in Communication — 3 hrs.

Intensive work in specialized communication concepts, processes and approaches. No single emphasis may be repeated although the course may be repeated for a maximum of 6 hours. Prerequisite: junior standing.

48C:168(g). Message Design and Delivery — 3 hrs.

Advanced course which teaches students to prepare, adapt and deliver messages in a variety of public settings. Special attention is paid to integrating presentation technology into the speech communication process. Prerequisites: 48C:001; 48C:071; junior standing.

48C:171. Speech Composition — 3 hrs.

Composition and presentation of manuscript speeches with special emphasis on style and attention to rhetorical examples. Prerequisite: 48C:071.

48C:172. U.S. Public Address — 3 hrs.

Training of students in critical skills used to analyze public discourse of the U.S., including the methods of textual, biographical and analogical criticism. Emphasis on (1) historical public address to 1925 or (2) contemporary public address.

48C:173. Business and Professional Oral Communication — 3 hrs.

Exploration of theories and experiences in business and professional dyadic, small group, and public communication situations, with emphasis on developing individual communication skills and professionalism. Prerequisite: 48C:001.

48C:174(g). Argumentation: Cases and Studies — 3 hrs.

Analysis of selected cases and theories of argumentation. Emphasis on ethical, logical and evidential aspects of argumentative processes. Prerequisite: junior standing.

48C:176(g). Freedom of Speech — 3 hrs.

Development of laws and social attitudes that have attempted to regulate communication in the United States; relation of free speech to national security, to regulation of the public forum, and to artistic expression; analysis of doctrine and tests used by the Supreme Court in interpreting the limits to free expression. Prerequisite: junior standing.

48C:178(g). Persuasion — 3 hrs.

Examination of relationships between speech communication and change in belief/action patterns; emphasis on study of drives, motives, and attitudes as these are influenced by speech. Prerequisites: 48C:071; junior standing.

48C:179. Cooperative Education — 1-6 hrs.

48C:180(g). Communication Research Methods: Survey Techniques — 3 hrs.

Examination of principles and procedures of communication research with emphasis on survey methods and techniques. Opportunities for participation in research activities. Prerequisite: junior standing. (Formerly section within 48C:181g.)

48C:183(g). Communication Research Methods: Ethnographic/ Field Techniques — 3 hrs.

Examination of principles and procedures of communication with emphasis on ethnographic/field techniques. Opportunities for participation in research activities. Prerequisite: junior standing. (Formerly section within 48C:181g.)

48C:184(g). Teaching the Oral Component of Language Arts — 2 hrs.

Study of process of communication as it relates to children's speaking and listening skill development; examination and development of teaching strategies and resources for teaching oral communication skills at elementary level. Prerequisites: junior standing; consent of instructor.

48C:185(g). Communication Research Methods: Historical/ Critical Techniques — 3 hrs.

Examination of principles and procedures of historical/critical techniques. Opportunities for participation in research activities. Prerequisite: junior standing. (Formerly section within 48C:181g.)

48C:187(g). Teaching of Speech — 3 hrs.

Teaching strategies for grades 7-12; application of educational principles to the communication classroom. Credit also as a course in education for a student whose major is speech. Strongly recommended to precede student teaching. Prerequisites: 12 hours of speech; junior standing.

48C:188(g). Method of Directing Forensics — 2 hrs.

Credit also as a course in education for a student whose major is speech. Prerequisite: junior standing.

48C:189(g). Communication Research Methods: Rhetorical Criticism — 3 hrs.

Examination of principles and procedures of rhetorical criticism. Opportunities for participation in research activities. Prerequisite: junior standing. (Formerly section within 48C:181g.)

48C:190(g). Communication Research Methods: Experimental Methods and Techniques — 3 hrs.

Examination of principles and procedures of communication with emphasis on experimental methods and techniques. Opportunities for participation in research activities. Prerequisite: junior standing. (Formerly section within 48C:181g.)

48C:191. Applied Forensics — 1 hr. (See 48C:091.)

48C:193. Applied Performance Studies — 1 hr. (See 48C:093.)

48C:195. Senior Seminar in Communication — 1 hr.

Application of theories and practices to a social issue from a communication perspective. Synthesis paper required. Intended for graduating seniors. Prerequisite: senior standing.

48C:197(g). Internship in Communication — 1-6 hrs.

Intensive work in specialized area at an off-campus work facility. May be repeated for a maximum of 8 hours. Prerequisites: junior standing; consent of intern advisor and department head.

48C:201. Introduction to Graduate Study and Research — 3 hrs.

Exploration of communication research methodologies and resources.

48C:212. Seminar in Performance Studies — 3 hrs.

Various topics will be offered with specific title to be announced in Schedule of Classes. May be repeated more than once provided it is on a different topic.

48C:222. Seminar in Communication — 3 hrs.

Various topics will be offered with specific title to be announced in Schedule of Classes. May be repeated more than once provided it is on a different topic.

48C:224. Communication Theory — 3 hrs.

In-depth exposure to historical and contemporary scholarship in the human sciences that informs and constitutes theories of communication. Interdisciplinary work with focus on theories that describe and explain human communicative behavior.

48C:232. Seminar in Organizational Communication — 3 hrs.

Various topics offered with specific title indicated in Schedule of Classes. May be repeated more than once provided it is on a different topic.

48C:244. Interpersonal Communication — 3 hrs.

Synthesis of psychological, sociological, philosophical analysis of person-to-person communication.

48C:282. Seminar in Communication Education — 3 hrs.

Various topics offered with specific title indicated in Schedule of Classes. May be repeated more than once provided it is on a different topic.

48C:291. Projects in Communication Studies — 1-3 hrs.

May be repeated for a maximum of 3 hours. Consent of departmental committee must be obtained before registration.

48C:292. Graduate Internship — 2-3 hrs.

Experiential learning appropriate for the student's model program of study in the master of arts in communication curriculum. Prerequisites: Fully admitted into the graduate program; have completed a minimum of 12 hours of graduate course work in the department; permission of faculty advisor who will determine any other prerequisite courses.

48C:299. Research.

48E: (Electronic Media)

48E:003. Introduction to Electronic Production — 3 hrs.

Introduction to audio and video production theories and techniques. Emphasis on gaining an understanding of production terminology, a mastery of basic production techniques, and comprehension of the information these communicate to an audience.

48E:011. Audio Production: (Topic) — 1-6 hrs.

Advanced theory and practice of producing audio programming for a variety of areas. Topics to be announced in Schedule of Classes. May be repeated for a maximum of 6 hours if topic is different. Prerequisites: 48E:003; 48E:071.

48E:013. Video Production: (Topic) — 1-6 hrs.

Advanced theory and practice of producing video programming for a variety of areas. Topics to be announced in Schedule of Classes. May be repeated for a maximum of 6 hours if topic is different. Prerequisites: 48E:003; 48E:071.

48E:021. Electronic Media Literacy — 3 hrs.

Development of ability to read television; a basic knowledge of how and why media images are selected, in order to foster a more dynamic relationship between citizens and media. Prerequisite: 48J:002.

48E:071. Beginning Writing for Electronic Media — 3 hrs.

Techniques and script styles used in writing copy, continuity, and programs for radio and television. Prerequisite: 48J:002.

48E:073. News Writing for Electronic Media — 3 hrs.

Principles and practice of writing, editing and compiling news for the electronic media. Prerequisite: 48J:007.

48E:091; 48E:191. Applied Electronic Media — 1 hr.

Credit available for qualified students who work on campus radio station, KGRK, and/or on other authorized radio/TV/film projects. Maximum of 4 hours credit may be earned. Prerequisite: consent of instructor.

48E:111. Audio Practicum: (Topic) — 1-6 hrs.

Production of a weekly audio program, with students filling the roles of all production staff. Topics to be indicated in Schedule of Classes. May be repeated for a maximum of 6 hours if topic is different. Prerequisite: 48E:011.

48E:112. Multimedia Authoring — 3 hrs.

Examination of principles of design and creation of interactive multimedia computer applications. Students learn to use a multimedia authoring system and apply the knowledge by creating applications which incorporate digitized audio, video, and graphics. Prerequisites: 48E:003; junior standing.

48E:113. Video Practicum: (Topic) — 1-6 hrs.

Production of weekly television program, with students filling the roles of all production staff. Topics to be announced in Schedule of Classes. May be repeated for maximum of 6 hours if topic is different. Prerequisite: 48E:013.

48E:115. Advanced Reporting for Electronic Media: (Topic) — 3 hrs.

Principles and practices of radio or television news gathering and presentation. Writing, field acquisition of information, editing and story construction, performance, and analysis of news process. Topics to be indicated in Schedule of Classes. May be repeated for maximum of 6 hours if topic is different. Prerequisite: 48E:073.

48E:117. Electronic Media Projects — 1-6 hrs.

Individualized independent production for audio and/or video. Students work under the supervision of faculty on a major project beyond the scope of existing courses. May be repeated for a maximum of 6 hours. Prerequisites: 48E:011 or 48E:013; junior standing; consent of instructor.

48E:121(g). Electronic Media and Culture — 3 hrs.

Examination of electronic media and their relationship to culture. Use of a number of approaches to define culture and to analyze media products as cultural forms. Prerequisites: 48E:021; junior standing.

48E:123(g). Television Form, Content, Criticism: (Topic) — 3 hrs.

Advanced examination of television programming forms and content as an art form and as vehicle for dissemination of information. Analysis may include historical and/or contemporary examples. Topics to be announced in Schedule of Classes. May be repeated for maximum of 6 hours if topic is different. Prerequisites: 48E:021; junior standing.

48E:131(g). Electronic Media: Audience Analysis — 3 hrs.

Examination of characteristics and behaviors of electronic media audiences. Special attention to audience research methodologies and impact of new communication technologies on audience behavior. Prerequisites: 48E:021; junior standing.

48E:132(g). The FCC: Law and Policy — 3 hrs.

Examination of communication law and related policies and procedures as administered by the Federal Communications Commission in the United States, including areas of broadcast, common carrier, and cable regulations. Prerequisites: 48E:021; junior standing.

48E:134(g). Electronic Media Management — 3 hrs.

Examination of administrative oversight of electronic media business aspects such as production, programming, personnel, sales, and engineering. Prerequisites: 48E:021; junior standing.

48E:136. Electronic Media Sales and Promotion — 3 hrs.

Sales techniques in television and radio; analysis of sales organizations and operations; principles and problems of broadcast promotions; principles and practices of television and radio development, including promotion and fund raising. Prerequisites: 48E:071; junior standing.

48E:138(g). Broadcast and Cable Programming — 3 hrs.

Informational programming responsibilities for radio and television, including development of a philosophy concerning effective programming strategies. Prerequisites: 48E:021; junior standing.

48E:139(g). Electronic Media Industries: (Topic) — 3 hrs.

Focus on operation of various mass media industries as they evolved and function as social, cultural, political, and economic entities. Topics to be indicated in Schedule of Classes. May be repeated for maximum of 6 hours if topic is different. Prerequisites: 48E:021; junior standing.

48E:141(g). Electronic Media: Processes and Effects — 3 hrs.

Examination of processes, functions and effects of electronic media. Special attention to impact of electronic media on the nature of political process, violence and aggressive behavior, and individual attitudes and behavior. Prerequisites: 48E:021; junior standing.

48E:161(g). Communication Technologies — 3 hrs.

Examination of past, current, and emerging communication technologies and how they affect those who use them. Emphasis on the variety of social consequences, intended or not, that can result from use and interaction with communications technologies. Prerequisites: 48J:002; junior standing.

48E:163(g). Telecommunication and Information — 3 hrs.

Focus on rise of the Information Society, as fueled by advances in electronics and telecommunication. Examination of acquisition, transfer, and use of information by government, businesses, and society. Prerequisites: 48E:021; junior standing.

48E:166(g). Selected Topics in Electronic Media — 3 hrs.

Extensive work in specialized electronic media concepts, processes and approaches. No single emphasis may be repeated although the course may be repeated for a maximum of 6 hours. Prerequisite: junior standing.

**48_ Communication Studies (48E: Electronic Media/
48J: Journalism/48P: Public Relations)**

48E:171(g). Script Writing — 3 hrs.

Theory and practice of writing scripts for nonjournalistic programming in audio and video, including information, dramatic and variety formats. Prerequisites: 48E:013; junior standing.

48E:191. Applied Electronic Media — 1 hr. (See 48E:091.)

48E:195. Senior Seminar in Electronic Media — 1 hr.

Exploration of trends in Electronic Media field as applied to assessment of student's electronic media knowledge and skills. Synthesis paper required. Prerequisite: senior standing.

48E:197(g). Internship in Electronic Media — 1-8 hrs.

Intensive work in specialized area at off-campus work facility. May be repeated for a maximum of 8 hours. Prerequisites: junior standing; consent of intern advisor and department head.

48E:201. Introduction to Graduate Study and Research — 3 hrs.

(Cross listed as 48C:201.)

48E:222. Seminar in Mass Communication — 3 hrs.

Various topics will be offered with specific title to be announced in Schedule of Classes. May be repeated more than once provided it is a different topic.

48E:224. Mass Communication Theory — 3 hrs.

Designed for beginning graduate students to explore mass communication inquiry. Provides students with working knowledge of some of the major literature on mass communication theory and research.

48E:291. Projects in Electronic Media — 1-3 hrs.

(Cross listed as 48C:291.)

48E:292. Graduate Internship — 2-3 hrs.

(Cross listed as 48C:292.)

48E:299. Research.

48J: (Journalism)

48J:002. Mass Communication and Society — 3 hrs.

Survey of basic mass communication processes, including history and structure of media and media-related industries and sales, audiences, effects, careers and future directions.

48J:007. Reporting Methodologies and Sources — 3 hrs.

Emphasis on information gathering techniques for the mass media, including examination of search strategies, sources and news values.

48J:071. News Writing for Print Media — 3 hrs.

Principles and practice of writing, editing and compiling news for the print media. Prerequisites: 48J:002; 48J:007.

48J:091; 48J:191. Applied Journalism — 1 hr.

Credit for approved work in journalism (e.g., campus newspaper or related activity). May be repeated for maximum of 4 hours. Prerequisite: consent of instructor.

48J:121(g). History of Mass Communication — 3 hrs.

Development of the structure, economics and content of communication in the United States; examination of significant persons and events contributing to the technological, economic and social development of mass media. Equal emphasis on print and electronic media. Prerequisites: 48J:002; junior standing.

48J:124(g). Communication Theories — 3 hrs.

(Cross listed as 48C:124g.)

48J:132(g). Mass Communication Law and Ethics — 3 hrs.

Origins and backgrounds of mass communication law and ethics, including that in journalism and public relations. Contemporary problems and issues in mass communication-related law and ethics. Libel, fair trial, law and self-regulation in journalism, public relations, and advertising. Prerequisite: junior standing.

48J:151(g). Global Mass Communication Systems — 3 hrs.

Media practices and philosophies in the major regions of the world. Government and economic structures of global communications processes and practices. Prerequisites: 48J:002; junior standing.

48J:166. Selected Topics in Mass Communication — 3 hrs.

Study of current issues in mass communication. Prerequisite: 48J:002; junior standing.

48J:171(g). Advanced Reporting — 3 hrs.

Gathering information and writing and editing of complex news stories; emphasis on advanced techniques of interviewing, journal research and personal observation. Prerequisites: 48J:071; junior standing.

48J:172. Editing and Design — 3 hrs.

Copyreading, proofreading, writing headlines; studying make-up, typography, and photography. Prerequisite: 48J:071 or consent of instructor.

48J:176(g). Magazine Article Writing — 3 hrs.

Writing and marketing different types of articles for various publications. Prerequisites: 48J:071 or 620:015 or consent of instructor; junior standing.

48J:178(g). Specialized Reporting: (Topics) — 3 hrs.

Prepares students to gather and report news in specialized areas such as business, education, sports, science, health, environmental issues, and international affairs. Two or three topics to be included in each offering of the course; topic to be indicated in Schedule of Classes. May be repeated for credit only by taking different topics. Prerequisites: 48J:171 or consent of instructor; junior standing.

48J:191. Applied Journalism — 1 hr.

(See 48J:091.)

48J:197(g). Internship in Journalism — 1-8 hrs.

Intensive work in specialized area at off-campus work facility. May be repeated for a maximum of 8 hours. Prerequisites: junior standing; consent of intern advisor and department head.

48P: (Public Relations)

48P:005. Principles of Public Relations — 3 hrs.

Introduction to theories, process and techniques involved in researching, planning, and implementing programs designed to influence public opinion and human behavior. Prerequisites: 48C:001; 620:005.

48P:091; 48P:191. Applied Public Relations — 1 hr.

Credit for approved work in public relations (e.g., problems of campaign on campus or in the community). May be repeated for maximum of 4 hours. Prerequisite: consent of instructor.

48P:170(g). Global Public Relations — 3 hrs.

Examination and comparison of cultural and geopolitical distinctions of global public relations practice. Prerequisite: junior standing.

48P:173. Public Relations Writing — 3 hrs.

Conceptualization and multi-media adaptation of copy for public relations campaigns. Prerequisite: 48J:007.

48P:182(g). Public Relations Campaign Methods — 3 hrs.

Analysis and production of public relations tools; techniques to gain reaction and support from specialized groups. Planning and preparation of public relations communications materials and use of controlled (public) media to reach target audiences. Prerequisites: 48P:005; junior standing.

48P:184(g). Public Relations: Integrated Communications — 3 hrs.

Study of strategies and practice of skills needed to practice "Integrated Communications", which includes use of public relations in the mix of marketing communication function within organizations. Prerequisite: junior standing.

48P:188(g). Public Relations: Cases and Studies — 3 hrs.

Analysis of selected cases and their ethical implications; design and simulation of particular public relations campaigns conducted by students. Prerequisite: senior standing or consent of instructor.

48P:190(g). Public Relations Management — 3 hrs.

Study and analysis of strategies and processes used in managing firms and internal departments; emphasis on management of on-going relations programs. Prerequisites: 48P:182; junior standing.

48P:191. Applied Public Relations — 1 hr. (See 48P:091.)

48P:197(g). Internship in Public Relations — 1-8 hrs.

Intensive work in specialized area at off-campus work facility. May be repeated for maximum of 8 hours. Prerequisites: junior standing; consent of intern advisor and department head.

48P:201. Introduction to Graduate Study and Research — 3 hrs.

(Cross listed as 48C:201.)

48P:222. Seminar in Mass Communication — 3 hrs.

(Cross listed as 48E:222.)

48P:224. Mass Communication Theory — 3 hrs.

(Cross listed as 48E:224.)

48P:282. Seminar in Public Relations — 3 hrs.

Various topics offered with specific title indicated in Schedule of Classes. May be repeated more than once provided it is on a different topic.

48P:292. Graduate Internship — 2-3 hrs.

(Cross listed as 48C:292.)

48P:299. Research.

490 Theatre

490:001. Acting I — 3 hrs.

Introduction to the craft of acting beginning with exercises and culminating in applying the experience from those exercises to a scene from a play. Exploration of increasing self-awareness. Discussion, 3 periods; lab, 3 periods. FOR NON-MAJORS ONLY.

490:002. The Theatrical Arts and Society — 3 hrs.

Audience-oriented introduction to the dramatic arts, including the live theatre, film, and television, and their interrelationships with society. Arranged lab also required. Lab fee.

490:010. Fundamentals of the Theatre Experience I — 4 hrs.

Introduction to basic components of theatrical production. Exploration of, and experience with, concepts, processes, and theories of theatre, including development of skills and techniques in preparation and performance. Participation on production(s) required. Discussion, 4 periods; lab, 4 periods. Lab fee.

490:011. Fundamentals of the Theatre Experience II — 4 hrs.

Continuation and application of skills, techniques, and theories from Fundamentals of the Theatre I. Participation on production(s) required. Discussion, 4 periods; lab, 4 periods. Lab fee. Prerequisite: 490:010.

490:015. Stagecraft — 3 hrs.

Basic skills of stagecraft and their application to theatrical production for scenery, costumes, and lighting. Lectures and project-oriented labs introduce students to building materials, tool techniques, graphic communication systems, and project planning. Lab fee.

490:024. Acting II — 3 hrs.

Deepens understanding of and proficiency at the craft of acting through designated exercises, scene work, observations, and discussion; includes work in the use of objective and physical action on a personal level. Discussion, 3 periods; lab, 3 periods. Prerequisites: 490:010; 490:011.

490:027. Audition Techniques — 1 hr.

Selection, preparation, and performance of appropriate audition materials and development of proper audition behavior for the actor. Meets 2 hours per week for 1 hour credit. Prerequisites: 490:024; consent of instructor.

490:040. Drawing and Rendering for the Theatre — 3 hrs.

Introduction to basic graphic methods for theatre production with emphasis on representational drawing and introduction to rendering. Prerequisites for Theatre majors: 490:010; 490:011. Prerequisite for other students: consent of instructor.

490:050. Theatre Practicum I — 1 hr.

Credit for approved work in theatre production (e.g., running crew, construction crew, performance). Two required (only one may be in performance). Prerequisites: 490:010; 490:011.

490:054. Production Studies — 3 hrs.

Participation in a production combined with an in-depth study of a topic related to that production. Prerequisites: 490:010; 490:011.

490:056. Collaborative Process — 3 hrs.

Collaboration in the creation and presentation of a theatre piece. Participants research, write, stage, design, act, build and run the production. Prerequisites: 490:010; 490:011.

490:060. History of the Theatre I — 3 hrs.

Examination of plays, production methods, and historical trends in the theatre from its beginnings through 1800. Prerequisites for Theatre majors: 490:010; 490:011. Prerequisite for other students: consent of instructor.

490:061. History of the Theatre II — 3 hrs.

Examination of plays, production methods, and historical trends in the theatre from 1800 through the present. Prerequisites for Theatre majors: 490:010; 490:011. Prerequisite for other students: consent of instructor.

490:063. Directing I — 3 hrs.

Analysis of plays and fundamentals of directing. Discussion, 3 periods; lab, 3 periods. Prerequisites: 490:024; junior standing or consent of department head. (Formerly 490:163.)

490:066. Theatre and Its Literature — 1 hr.

Selected readings in theatre literature, history, theory, criticism, performance, and related areas. Two required for majors.

490:101. Creative Drama — 3 hrs.

Prepares students to guide children and young adults in creative drama. Study of the art of spontaneous drama as it relates to education and development of young people cognitively and creatively. Lab fee.

490:102(g). Creative Drama Practicum — 3 hrs.

Experience in learning to adapt materials for spontaneous drama and experiment with techniques of guidance in an actual classroom situation under supervision of classroom teacher and instructor of the course. Prerequisites: 490:101; junior standing.

490:104(g). Theatre for Youth — 3 hrs.

Specific problems of producing theatre for children, including readings in children's literature, child psychology, and plays. Practical experience in improvised and scripted performances. Prerequisite: junior standing.

490:106. Theatre in Education — 3 hrs.

Application of theatre performance and improvisation techniques to the teaching of a specific curricular topic intended for young audiences.

490:108(g). Methods of Teaching Theatre in High School — 2 hrs.

Theory for teaching theatre in the secondary school; practical experience in techniques for teaching, directing, and relating theatre to high school students. Highly recommended before student teaching. Credit also as a course in education for student whose major is speech. Prerequisites: 12 semester hours of speech; junior standing; consent of instructor.

490:121. Movement for the Actor — 3 hrs.

Designed to encourage relaxation, limberness, and strength. Exploration of ways in which movement and sensory work can trigger and influence character work and emotional connection. Discussion, 3 periods; lab, 3 periods. Prerequisites: 490:010; 490:011.

490:122. Vocal Production for the Actor — 2 hrs.

Using relaxation and breathing techniques developed by Kristin Linklater, students will release tension and old habits to discover organic, natural, and personal vocal response. Discussion, 2 periods; lab, 2 periods.

490:123. Speech for the Actor — 2 hrs.

Introduction to International Phonetic Alphabet and Standard American Stage Speech. Discussion, 2 periods; lab, 2 periods. Prerequisites: 490:010; 490:011; 490:122.

490:124(g). Acting III — 2 hrs.

Focus on individual instrumental problems while enforcing craft skills on more challenging texts. Discussion, 2 periods; lab, 2 periods. Prerequisites: 490:024; 490:122; junior standing; consent of instructor.

490:125. Movement and Voice Studio — 1 hr.

Continuation of movement/voice training through application of a focused physical or vocal methodology. Prerequisites: 490:121; 490:122 or consent of instructor.

490:126(g). Acting Styles — 3 hrs.

Application of techniques learned in Acting II, including theoretical studies of various styles of acting as well as extensive scene work. Discussion, 3 periods; lab, 3 periods. Prerequisites: 490:024; 490:060; 490:061; 490:122; junior standing; consent of instructor.

490:127(g). Acting IV — 2 hrs.

Advanced acting class focusing on scene work from playwrights such as Ibsen, Chekhov, Miller, Williams, Hansberry, and Wasserstein. Emphasis on use of bold imaginative and personal choices to enter the world of the play. Discussion, 2 periods; lab, 2 periods. Prerequisites: 490:024; 490:124; junior standing.

490:129(g). Stage Combat — 3 hrs.

Basic skills of modern and historic styles of fencing, swordplay, and other modes of fighting, and application of these skills to the planning and safe execution of an effective and artistic stage fight. Discussion, 2 periods; lab, 2 periods. Prerequisite: junior standing.

490:130. Dramatic Criticism — 2 hrs.

Introduction to theatrical theories and critical methods. Prerequisites: 490:010; 490:011.

490:134. Playscript Analysis and Interpretation — 3 hrs.

Readings and analysis of plays (Greek to the present) in preparation for production. Prerequisites: 490:010; 490:011.

490:140. Production Techniques Studio: Drafting, Pattern Development, Scene Painting, or Make-up — 1 hr.

Intensive study and project work in the following advanced skill areas: Drafting for the Theatre, Pattern Development for Theatre Costumes, Scene Painting, Make-up. Discussion, 1 period; lab, 1 period. Lab fee. Prerequisite for Theatre majors: 490:040. Prerequisite for other students: consent of instructor.

490 Theatre/51_ Communicative Disorders (51A: Audiology/51C: Communicative Disorders)

490:142(g). Design: Sets, Lights, or Costumes — 3 hrs.

Discussion and project work in the development and presentation of scenery, lighting, or costumes for the performing arts. Taught every semester on a rotating basis. Prerequisites for Theatre majors: 490:040; completion of an appropriate Production Techniques Studio in Drafting or Pattern Development; junior standing.

490:144(g). Topics in Theatre Design and Production — 3 hrs.

Advanced topics in Design and Production involving research and experiential investigation of production techniques. Rotating topics will include: Period Styles for Theatre; Advanced Problems in Theatre: Make-up Production, Costume Production, Scenery Production, Lighting Production, and Sound Production. May be repeated for maximum of 6 hours. Prerequisites for Theatre majors: 490:040; one Production Techniques Studio (490:140); junior standing. Prerequisites for other students: junior standing; consent of instructor.

490:150. Theatre Practicum II — 1 hr.

Credit for approved work in advanced theatre production (e.g., crew head, stage manager, performance). Two required (only one may be in performance). Prerequisite: 490:050.

490:151(g). Theatre Production — 1-4 hrs.

Assumption of a major production responsibility under supervision of faculty. Lab, 2 hrs. May be repeated in various production areas for a maximum of 8 hours. Prerequisites: junior standing; consent of supervising instructor.

490:153. Synthesis of the Theatre Experience — 3 hrs.

Designed to integrate various skills and theories introduced in 490:010 and 490:011 into the process of designing, rehearsing, and performing a production. Prerequisite: senior standing.

490:155(g). Theatre Management — 3 hrs.

Intensive study of business practices in the academic, community and commercial theatre. Field trips and guest lectures. Prerequisite: junior standing.

490:156(g). Plays in Production — 3 hrs.

Examination of plays as they have been interpreted through theatrical production. Emphasis may be on such aspects as the plays of a particular playwright, particular era, specific genre, or that reflect a particular production style. May be repeated for a maximum of 6 hours. Prerequisites for Theatre majors: 490:060; 490:061; junior standing. Prerequisites for other students: junior standing; consent of instructor.

490:157(g). Stage Management — 3 hrs.

Introduction to basic techniques, procedures and forms used in stage managing theatre and allied performing arts. Prerequisites: 490:063; junior standing.

490:158(g). Internship — 1-8 hrs.

Intensive work in specialized area at off-campus theatre facility. For advanced students in theatre. May be repeated for a maximum of 8 hours. Prerequisites: junior standing; consent of advisor and department head.

490:160(g). History of the Theatre III — 3 hrs.

Examination of plays, production methods, and historical trends in the theatre. Sections may examine African American Theatre History, American Theatre History, Modern European Theatre History (1900-present), Feminist Theatre. May be repeated for a maximum of 9 hours. Prerequisites: 490:060; 490:061; or consent of instructor; junior standing.

490:162(g). Directing II — 3 hrs.

Scene study in direction, analysis of text and working with actors. Scene work culminates in directing of a one-act play. Continues work begun in Directing I. Discussion, 3 periods; lab, 3 periods. Prerequisites: 490:063; junior standing.

490:164(g). Advanced Directing and Design — 3 hrs.

Collaborative approach in the advanced analysis of selected scripts and the creation of unified production concepts. Directors will continue work begun in 490:063. Designers will continue work in design theory and techniques, and develop designs in more than one area for portfolio presentation. Discussion, 3 periods; lab, 3 periods. Prerequisites: Directors: 490:063; 490:140, Techniques Studio in all three skill areas; junior standing. Designers: 490:063; 490:142 in at least two areas; junior standing. (Formerly 490:110g.)

490:165(g). Directing Project — 3 hrs.

Focus on the direction of a play. Students will continue their work in analysis, research, and production concepts for the director under the supervision of a faculty advisor. Prerequisites: 490:164; junior standing; consent of instructor.

490:166(g). Readings in Theatre — 3 hrs.

Intensive investigation of a theatre style, form, period, or concept. May be repeated for a maximum of 6 hours. Prerequisites: junior standing; consent of instructor.

490:168(g). Playwriting — 3 hrs.

Prerequisites for Theatre majors: 490:134; junior standing. Prerequisites for other students: junior standing; consent of instructor.

490:220. Teaching Acting — 3 hrs.

Practical model for teaching acting at all levels. Theoretical and experiential modes are explored. Prerequisite: graduate standing.

490:280. Introduction to Graduate Studies in Theatre — 3 hrs.

490:284. Dramatic Theory — 3 hrs.

Review and examination of major theories of drama and performance from an historical or thematic base. May be repeated for credit. Prerequisite: graduate standing or consent of instructor.

490:285. Readings in Theatre — 3 hrs.

490:289. Seminar in Theatre — 3 hrs.

Various topics offered with specific title to be indicated in Schedule of Classes. May be repeated more than once provided it is on a different topic.

490:299. Research.

51_ Communicative Disorders

51A: (Audiology)

51A:258. Audiology Practicum — 1-2 hrs.

Supervised clinical experience in auditory evaluation and training of the hearing impaired. May be repeated for a maximum of 6 hours. Prerequisite: Audiology major.

51A:265. Differential I — 2 hrs.

Principles and application of auditory testing to identify hearing disorders. Prerequisite: 51C:177.

51A:267. Differential II — 3 hrs.

Application of pure-tone and speech audiometry to complex auditory problems and differential diagnostic questions. Prerequisite: 51A:265.

51A:270. Anatomy and Physiology of the Auditory Mechanism — 3 hrs.

Functional anatomy, physiology, audiology, neurology of the hearing mechanisms. Prerequisite: 51C:177 or consent of instructor.

51A:272. Hearing Aids I — 2 hrs.

Application of current hearing aid technology, earmold acoustics, electro-acoustic analysis, assessment procedures, fitting protocols and verification strategies.

51A:274. Hearing Aids II — 3 hrs.

Clinical application of hearing aid technology. Prerequisite: 51A:272.

51A:276. Evaluation/Management of Children's Hearing Problems — 2 hrs.

Development of auditory perception, auditory deprivation, auditory tests and techniques with the neonate, infant, and child. Prerequisite: 51A:265.

51A:278. Evaluation/Management of Adult Hearing Problems — 2 hrs.

Techniques and procedures in the rehabilitation of adults with hearing disorders. Prerequisites: 51C:177; 51C:180.

51A:280. Community and Industrial Hearing Conservation — 2 hrs.

Study of the audiologist's role in managing hearing conservation programs in the community, industry, and public school.

51A:284. Theory and Practice in Audiology — 1 hr.

Discussion of professional issues in clinical practice.

51A:289. Seminar in Audiology — 2 hrs.

Seminars in special topics indicated in Schedule of Classes. May be taken for a maximum of 6 hours as long as no topic is repeated. Prerequisite: consent of instructor.

51C: (Communicative Disorders)

51C:100. Introduction to Pathology of Speech-Language and Hearing — 3 hrs.

51C:106. Language Acquisition in Children — 3 hrs.

Study of the acquisition of phonological, semantic, syntactic, and pragmatic systems as these interface with brain maturation and motor, cognitive, and social development. Biological and social/interactional factors examined from variety of perspectives, stressing "applied" orientation. Corequisite: 51C:107.

51C:107. Language Analysis Lab — 1 hr.

Experience in applications of language sample analysis procedures for children at different levels of development. Corequisite: 51C:106.

51C:111. Phonetics in Communicative Disorders — 3 hrs.

Proficiency in use of International Phonetic Alphabet with emphasis on physiological and linguistic aspects of speech sound production.

51C:114. Anatomy and Physiology of Speaking Mechanism — 3 hrs.

Introduction to functional anatomy and physiology in the speech mechanism. Prerequisite: 51C:100.

51C:125. Disorders of Speech Sounds — 3 hrs.

Study of disordered phonological/articulatory systems; exploration of assessment and intervention principles and practices. Prerequisites: 51C:106; 51C:111; or consent of instructor.

51C:127(g). Disorders of Language — 3 hrs.

Assessment and intervention principles and techniques for preschool and school-aged, language-disordered children. Examination of medical, psychological, and linguistic orientations. Prerequisites: 51C:106; junior standing.

51C:129(g). Clinical Examination — 2 hrs.

Theoretical and practical aspects of the evaluation process. Prerequisites: 51C:111; junior standing; for Communicative Disorders majors only.

51C:151. Clinical Processes I, Analysis and Observation — 1 hr.

Introduction to role of speech-language pathologists and audiologists as clinicians; emphasis on analysis and observation of remediation. Prerequisite: 51C:100 or consent of instructor. (Formerly 51C:150 section 1.)

51C:152. Clinical Processes II, Participation — 1 hr.

Introduction to role of speech-language pathologists and audiologists as clinicians; emphasis on participation as an assistant in the UNI Roy Eblen Speech and Hearing Clinic. Prerequisite: 51C:151 or consent of instructor. (Formerly 51C:150 section 2.)

51C:155. Clinical Practice — 1 hr.

Clinical experience evaluation and remediation of language and articulation disorders as well as experience in testing of hearing. Must be repeated for a total of 2 hours for students planning to major in Speech-Language Pathology at the graduate level. Prerequisites: 51C:125; 51C:127; for Communicative Disorders majors only.

51C:160(g). Augmentative Communication — 2 hrs.

Study of theoretical and practical aspects of planning augmentative communication for the severely communicatively disabled. Prerequisites: 220:050 or 51C:100; junior standing.

51C:162(g). Acoustic Phonetics — 4 hrs.

Study of sound analysis techniques used in the diagnosis of and research into disorders of communication. Laboratory experience included. Prerequisites: 51C:175; junior standing.

51C:164(g). Neurological Foundation of Communication — 2 hrs.

Study of neuroanatomical and neurophysiological bases of speech production. Prerequisites: 51C:114; junior standing.

51C:166(g). Introduction to Fluency — 3 hrs.

Study of etiology, diagnosis, and management of fluency disorders. Prerequisites: 51C:106; 51C:114; junior standing.

51C:168(g). Communication Problems of Special Populations — 2 hrs.

Study of communication patterns, assessment accommodations, and intervention practices for selected low-incidence child and adult clinical categories. Prerequisite: junior standing.

51C:170(g). Manual Communication — 3 hrs.

Basic principles and instruction in use of manual communication; survey of various manually coded English systems and American Sign Language. Prerequisite: junior standing.

51C:173(g). Advanced Manual Communication — 2 hrs.

Designed for students with basic communication skills in both signing and fingerspelling. Emphasis will be on conversational signing in everyday communication situations. Prerequisites: 51C:170; junior standing.

51C:175(g). Hearing Science — 3 hrs.

Physical concepts and acoustics relating to propagation and measurement of sound. Anatomy and physiology of the ear including neurophysiology of the peripheral and central auditory system, and psychoacoustics. Prerequisites: 51C:100; junior standing.

51C:177(g). Introduction to Audiology — 3 hrs.

Basic hearing science, types of hearing loss, and audiometric measurement. Prerequisites: 51C:175; junior standing.

51C:180(g). Aural Rehabilitation — 3 hrs.

Principles and procedures for assessment and rehabilitation of communication deficits of hearing-impaired persons—emphasizing amplification systems, auditory training, speech-reading, and total communication for the hard-of-hearing and deaf. Prerequisites: 51C:175; 51C:177; junior standing.

51C:190(g). Current Problems in Speech-Language Pathology and Audiology — 1-2 hrs.

Major issues confronting clinicians, researchers, and the profession. Topics to be determined by instructors. May be repeated as section topics change. Prerequisite: senior or graduate standing or consent of instructor.

51C:197(g). Honors in Communicative Disorders — 2-3 hrs.

Development and implementation of an approved research project in some area of communicative disorders. Prerequisite: junior standing; consent of instructor.

51C:200. Research Methods in Speech-Language Pathology and Audiology — 2 hrs.

Introduction to methodology, various designs, and report preparation for research. Prerequisite: an approved course in statistics.

51C:257. Internship in Clinical Settings — 4-16 hrs.

Advanced, supervised clinical experience offered in a variety of non-educational settings such as hospitals, rehabilitation clinics, and centers devoted to the treatment of speech and language disorders. Prerequisite: consent of instructor.

51C:282. Professional Issues — 1 hr.

Study of current professional issues in speech-language pathology and audiology. Prerequisite: graduate major in speech-language pathology or audiology.

51C:285. Individual Readings — 1-2 hrs.

Project must be approved before beginning of semester in which work is to be done. May be repeated. Prerequisite: consent of instructor.

51C:299. Research — 1-6 hrs.

Prerequisites: consent of instructor and department head.

51S: (Speech-Language Pathology)

51S:210. Physiologic Phonetics — 2 hrs.

Hands-on approach to investigation of physiologic aspects of speech. Focus of experiences will be on state of the art physiologic analysis of communication. Prerequisite: 51C:162 or consent of instructor.

51S:220. Cleft Palate — 2 hrs.

Etiology, nature, habilitation, and associated problems resulting from facial clefts and other structural facial deviations. Evaluative and therapeutic principles and practices. Includes laboratory. Prerequisite: 51C:125 or consent of instructor.

51S:222. Language Training Strategies — 3 hrs.

Review of current literature materials for language-disordered children. Active participation for demonstrations and presentations of articles and materials required. Prerequisites: 51C:106; 51C:127; or consent of instructor.

51S:226. Disorders of Voice — 3 hrs.

In-depth study of the etiology, diagnosis, and management of voice disorders. Prerequisites: 51C:114; 51C:164; or consent of instructor.

51S:228. Aphasia and Related Disorders — 3 hrs.

Diagnosis and remediation of aphasia in adults. Prerequisite: 51C:164 or consent of instructor.

51S:229. Dysphagia — 2 hrs.

Diagnosis and remediation of dysphagia in children and adults. Prerequisite: 51C:164.

51S:230. Motor Speech Disorders — 2 hrs.

Neurophysiological bases, differential diagnosis, and clinical management of motor speech disorders in children and adults. Prerequisite: 51C:127 or consent of instructor.

51S:232. Clinical Phonology — 2 hrs.

Review of current literature on phonological disorders; includes issues and procedures in the assessment and management of such disorders. Prerequisite: 51C:125 or consent of instructor.

51S:250. Introduction to Clinical Assessment — 1 hr.

Process of assessing individuals with communicative disorders, including strategies for interviewing and examining clients; preparation of clinical reports; clinical routine, and practical application. Must be repeated for a total of 2 hours for students planning to major in Speech-Language Pathology at the graduate level. Corequisite: 51S:255 or consent of instructor.

51S:252. Advanced Clinical Assessment — 1 hr.

Advanced techniques in diagnostics, incorporating a multi-disciplinary approach. Opportunities provided to observe and administer appropriate evaluative materials. Prerequisite: consent of instructor.

51S:255. Advanced Clinical Practice — 1-4 hrs.

Clinical experience in diagnosis and remediation of speech, language, and/or hearing problems at an advanced level of preparation and responsibility. Must be taken for a minimum of four (4) academic terms in the graduate program. Prerequisites: 51C:155 or consent of instructor; individuals must be accepted graduate students in the majors of Speech-Language Pathology or Audiology.

51S:289. Seminar in Speech-Language Pathology — 2 hrs.

Seminars in special topics to be announced in the Schedule of Classes. No limit on number of times repeated as long as no topic is repeated. Prerequisite: consent of advisor.

520 Music

520:020. Our Musical Heritage — 3 hrs.

Exploration of music within the context of evolving Western culture. Music fundamentals and vocabulary. Repertoires from the medieval world through the post-Romantic era.

520:030. Music of Our Time — 3 hrs.

Major trends in traditional and experimental art music, American popular music (from ragtime to rock), ca. 1900 to the present.

520:102(g). Music in Childhood Education — 2 hrs.

Methods and principles of music in the elementary classroom. Rudiments, aural training, selection and study of materials for listening, rhythmic activities and singing. No credit for music major or minor. Prerequisite: junior standing.

520:110. Arts Management in Music — 3 hrs.

Principles and techniques of music management in retail and professional performance sectors. Field trips and guest lecturers supplement classroom experiences.

520:299. Research

530 Music Organizations and Ensemble

Organization and Ensemble Credit: One (1) semester hour of credit may be earned by a student who completes a semester in an approved ensemble. Ensembles may be repeated for credit. Maximum of two (2) credits for organization and ensemble participation may be earned in any one semester. Maximum of two (2) credits in Jazz Band I or Chamber Choir may be counted by music majors toward departmental ensemble requirement (or electives for B.A. students). All music ensembles are open to any university student by audition.

Ensemble numbers are assigned as follows, based on the student's classification:

530:010, 530:110(g). Chorus

(Concert Chorale, UNI Singers, Varsity Men's Glee Club, Women's Chorus, Chamber Choir)

530:012, 530:112(g). Ensemble

530:015, 530:115(g). Band

(Concert Band, Symphonic Band, Basketball Pep Band, Wind Symphony)

530:016, 530:116(g). Jazz Band

530:017, 530:117(g). Orchestra

530:018, 530:118(g). Marching Band

540 Music, Applied

Note: Before registration in Applied Music can be accomplished, the student must 1) successfully complete an audition in the performance area (for composition students, a portfolio of original compositions must be submitted and accepted in lieu of an audition on an instrument or voice), and 2) meet the proficiency standards of the division.

All music majors must be enrolled in applied music continuously from the first semester of residence until satisfactory completion of the Senior Recital. It is expected the Senior Recital will be given in the eighth semester of study (seventh semester for students in the music education program). Credit hours for Applied Music study are classified as follows:

Performance — 3 credit hours

Composition — 2 or 3 credit hours

B.A. and Music Education — 2 credit hours

Secondary — 1 credit hour

Non-Music Major — 1-2 credit hours

One-hour (60 minutes) of individual instruction per week in the principal performing area (or a comparable equivalent arrangement of individual and/or small group instruction) is required for music majors. Practice and performance demands for *Performance* and *Composition* majors are generally more rigorous than those for the *Music Education* and B.A. majors. *Secondary Instrument* students will receive one half-hour (30 minutes) of Applied Music instruction each week. *Non-Music* Majors will receive either one hour or 30 minutes of instruction depending on the number of credit hours elected. Each student's credit hour load for Applied Music will be determined in consultation with a School of Music advisor in advance of registration. All students in the freshman music core will enroll for 2 semester hours of credit each semester. Students approved for the Performance major under the Bachelor of Music degree will register for 3

semester hours in Applied Music beginning in the *sophomore* year, and Composition majors will register for 3 semester hours in Applied Music beginning in the *junior* year.

Students approved for the Performance, Piano Performance and Pedagogy, Composition or Conducting majors under the Master of Music Degree will register for two, three or four (2-4) semester hours of credit in Applied Music during the fall or spring semesters in residence. Number of hours will be determined by the applied instructor.

The appropriate applied faculty will determine the level of the student's qualifications (540:0xx, 540:1xx, or 540:2xx) by audition and/or previous work on an instrument or in voice. A 200 number can be assigned only to graduate students in Performance, Piano Performance and Pedagogy, Composition and Conducting programs who have satisfactorily completed an audition and are preparing for a graduate major in voice, instrumentation, or composition. All other graduate applied students will receive 540:1xx(g) credit.

540:Nxx. Applied Music for the Non-Music Major.

Private applied music instruction for students not pursuing a degree program in music. Emphasis on basic skills oriented toward immediate performance needs. Credit normally will not be applied toward music major or minor requirements.

540:030, 540:130(g), 540:230. Flute

540:031, 540:131(g), 540:231. Oboe

540:032, 540:132(g), 540:232. Clarinet

540:033, 540:133(g), 540:233. Bassoon

540:034, 540:134(g), 540:234. Saxophone

540:035, 540:135(g), 540:235. French Horn

540:036, 540:136(g), 540:236. Cornet-Trumpet

540:037, 540:137(g), 540:237. Trombone

540:038, 540:138(g), 540:238. Euphonium

540:039, 540:139(g), 540:239. Tuba

540:040, 540:140(g), 540:240. Percussion

540:041, 540:141(g), 540:241. Violin

540:042, 540:142(g), 540:242. Viola

540:043, 540:143(g), 540:243. Cello

540:044, 540:144(g), 540:244. String Bass

540:045, 540:145(g), 540:245. Harp

540:046, 540:146(g), 540:246. Piano

540:047, 540:147(g), 540:247. Group Piano

540:048, 540:148(g), 540:248. Organ

540:049, 540:149(g), 540:249. Voice

540:050, 540:150(g), 540:250. Harpsichord

540:051, 540:151(g), 540:251. Group Voice

540:052, 540:152(g), 540:252. Guitar

540:053, 540:153(g), 540:253. Jazz Guitar

540:054, 540:154(g), 540:254. Composition

Prerequisites: 580:022; consent of instructor.

540:055, 540:155(g), 540:255. Jazz Improvisation

540:056, 540:156(g), 540:256. Jazz Bass

540:057, 540:157(g), 540:257. Jazz Piano

540:P46. Piano Proficiency — no credit.

Required of all undergraduate majors.

540:189. Senior Recital — no credit.

Required of all seniors. Prerequisite: 3 hours at 100-level in major applied area.

540:221. Instrumental Conducting — 2-4 hrs.

Prerequisite: admission to the Master of Music in Conducting. (Formerly 560:221.)

540:222. Choral Conducting — 2-4 hrs.

Prerequisite: admission to the Master of Music in Conducting. (Formerly 560:222.)

560 Music Techniques

560:010. Double Reed Making Techniques — 1 hr.

Instruction in the techniques of making and adjusting bassoon, oboe, and English horn reeds. Section 01 for bassoon player; Section 02 for oboe/English horn players. May be repeated for credit.

560:017. Conducting I—Instrumental — 2 hrs.

Prerequisites: 580:014; 580:018; 580:028.

560:018. Conducting I—Choral — 2 hrs.

Prerequisites: 580:014; 580:018; 580:028.

560:021. Conducting II—Instrumental — 3 hrs.

Advanced training in instrumental conducting with emphasis on orchestral and band scores and literature for small and large ensembles. Required of all instrumental music majors on teaching program. Prerequisite: 560:017 (with minimum grade of C).

560:022. Conducting II—Choral — 3 hrs.

Training in choral conducting, rehearsal techniques, performance practices, and choral materials. Required on the teaching degree for voice majors and those keyboard majors who do not take 560:021. Prerequisite: 560:018 (with minimum grade of C).

560:030. Diction for Singers I — 1 hr.

Study and application of Italian and English speech sounds for use by singers, coach-accompanists, and teachers of choral music.

560:031. Diction for Singers II — 1 hr.

Study and application of German and French speech sounds for use by singers, coach-accompanists, and teachers of choral music. Prerequisite: 560:030.

560:040. Organ Techniques and Church Service Playing — 1 hr.

Selected problems in church service playing and aspects of organ design. May be repeated for credit.

560:045, 560:145(g). Vocal Coaching — 1 hr.

May be repeated for credit. Prerequisite for 560:045: sophomore standing. Prerequisite for 560:145g: junior standing; consent of instructor.

560:052, 560:152(g). Instrumental Jazz Improvisation — 1 hr.

Elements of improvisation intended as an aid to the experienced instrumentalist and as a tool for the potential instructor. Areas available: Basic, Intermediate, Advanced. Each area may be taken once for credit. (560:052 for freshmen/sophomores; 560:152g for juniors/seniors/graduates.) Prerequisite: consent of instructor.

560:056. Opera Performance I — 2 hrs.

Introductory class that explores movement, imagination, and the relationship of words and music. (Formerly 560:051.)

560:121(g). Conducting III—Instrumental — 2 hrs.

Techniques of conducting band and orchestral works; score study and analysis of major works representing all style periods. Class work includes conducting major works in rehearsal. May be repeated for credit. Prerequisites: 560:021; junior standing.

560:122(g). Conducting III—Choral — 2 hrs.

Art and techniques of conducting choral and choral-orchestral literature as related to score study of major works from all major style periods. Rehearsal experience includes conducting major works, conducting and coaching of recitatives, score reading, problems of baton clarity, and rehearsal pacing. May be repeated for credit. Prerequisites: 560:022; junior standing.

560:130(g). Music Technology I — 2 hrs.

Acquisition of production skills for music printing, digital recording, sequencing, and arranging, using computer-based and other electronic technology. Prerequisites: 530:0xx (four semesters); 580:014; 580:018; 580:028; junior standing.

560:135(g). Accompanying — 1 hr.

The art of accompanying, both vocal and instrumental literature. Practical experience as accompanist for student soloists in public performance. May be taken twice for credit. Prerequisite: junior standing. Prerequisite or corequisite: 540:146 or consent of instructor.

560:145(g). Vocal Coaching — 1 hr. (See 560:045.)

560:152(g). Instrumental Jazz Improvisation — 1 hr. (See 560:052.)

560:155. Jazz Ensemble Techniques — 1 hr.

Practical course for future jazz-ensemble director; includes phrasing and articulation, rehearsal techniques, sound reinforcement, and chord terminology. Student will observe and participate in conducting one of the UNI jazz ensembles. Will not count on music education programs.

560:156(g). Opera Performance II — 2 hrs.

Preparation and presentation of scenes from opera and musical theatre. Prerequisites: 560:056; junior standing. (Formerly 560:151g-01.)

560:157(g). Opera Performance III — 2 hrs.

Study of operatic scenes at an advanced level focusing on the emotional and psychological construction of character. Prerequisites: 560:056; junior standing. (Formerly 560:151g-02.)

560:158(g). Opera Performance IV: Period Styles — 2 hrs.

Performance of operatic scenes emphasizing period styles. Prerequisites: 560:157; junior standing. (Formerly 560:151g-03.)

560:160(g). Opera Performance V: Roles and Auditions — 2 hrs.

Roles and auditions. Preparation for entrance into the professional world of opera performance. Prerequisites: 560:158; junior standing. (Formerly 560:151g-04.)

560:250. Projects in Music Techniques — 1-3 hrs.

560:252. Advanced Instrumental Jazz Improvisation — 2 hrs.

Advanced concepts of jazz improvisation, including the study of contemporary jazz compositions, complex harmony, chromatic linear resources, and intervallic techniques. Prerequisites: 560:152; graduate standing or consent of instructor.

570 Music Education and Methods

570:010. Instrumental Techniques — 1 hr.

Areas: flute, clarinet and saxophone, double reeds, high brass, low brass, high strings, low strings, percussion, harp. Emphasis on pedagogy relevant to the elementary or beginning student musician. One hour credit for each area. Areas may not be repeated for additional credit.

570:050. Introduction to Music Education — 2 hrs.

Overview of music education methodologies, philosophies, and techniques, including computer-based music instruction (CBMI). Techniques for audio and video recording of music ensembles.

570:130(g). Vocal Pedagogy — 2 hrs.

Techniques of diagnosing and discussing vocal problems as related to the singing voice, and a survey of pedagogic materials. Actual teaching experience under supervision. Prerequisites: junior standing; music major.

570:138(g). Instrumental Pedagogy — 2 hrs.

Topics vary depending upon instrument and instructor. Advanced techniques of solving physiological and psychological problems of performance. May be repeated with advisor approval. Prerequisites: 570:010 or teaching experience; junior standing.

570:141. Elementary/General Music Methods — 3 hrs.

Objectives and materials for and methods of teaching general music in public schools. Emphasis on contemporary approaches: Orff, Kodaly, Dalcroze, Integrated Arts, and other methodologies. Prerequisite: 570:050.

570:143. Music for the Pre-School Child — 2 hrs.

Study of musical perceptions and needs of 3- to 5-year-old children as they respond to music experiences (singing, playing instruments, composing) within various environments (on playground, in a music corner, in a sandbox).

570:148(g). Piano Pedagogy: Elementary — 2 hrs.

Methods and materials related to the teaching of the elementary piano student, including psychological and technical development. Business aspects addressed. Observations of teaching required. Prerequisite: junior standing.

570:149(g). Piano Pedagogy: Current Technological Trends — 1 hr.

Exploration of current trends in technology related to the field of piano and keyboard instruction for children and adults. Exploration of topics appropriate for the independent piano studio. Prerequisite: junior standing.

570:153. Curriculum Development in Music Education — 1 hr.

Development of choral and general music teaching strategies and curriculum for the K-6 general music class. Prerequisite or corequisite: 570:141.

570:155. Instrumental Methods and Materials — 3 hrs.

Teaching of instrumental music in the elementary and secondary schools. Organization and administration of program. Emphasis on band, orchestra, marching band, and jazz ensemble rehearsal techniques and materials. Evaluation techniques appropriate to school music setting. Prerequisites: 560:017; 570:010-06 or -07; 570:141.

570:165. Choral Methods and Materials — 3 hrs.

Organization and development of public school choral organizations. Emphasis on rehearsal techniques, vocal production and blend, and materials suitable for choral ensembles. Evaluation techniques appropriate to school music setting. Prerequisites: 560:018; 570:141; or consent of instructor.

570:197(g). Instrumental Upkeep and Repair — 2 hrs.

Areas: woodwinds, strings, brass, and percussion. Laboratory course with practical projects undertaken. Offered for instrumental majors. Prerequisite: junior standing.

570:221. Research Methodology in Music Education — 2 hrs.

Introduction to various research methodologies used in music education. Required of graduate Music Education majors.

570:230. Foundations of Music Education — 3 hrs.

Examination of the foundations and underlying principles of music education.

- 570:245. Developments and Trends in Music Education — 2 hrs.**
Evolving issues important to music educator. May be repeated for credit.
Prerequisites: 570:050; junior standing or consent of instructor.
- 570:250. Projects in Music Education — 1-3 hrs.**
- 570:252. Jazz Pedagogy — 2 hrs.**
Methods and materials related to teaching of jazz, including jazz ensemble rehearsal techniques, improvisation, jazz theory, and listening techniques.
Prerequisite: graduate standing or consent of instructor.
- 570:255. School Music Administration — 3 hrs.**
Philosophy, management and public relations techniques and procedures associated with administration of elementary and secondary music programs.
Prerequisite: 570:155 or consent of instructor.
- 570:257. Piano Pedagogy: Intermediate — 2 hrs.**
Methods and materials related to teaching of the intermediate piano student including psychological development, repertory, technique, the transfer student and use of technology. Specific techniques related to teaching concept of artistry addressed. Observation of teaching required.
- 570:258. Piano Pedagogy: Group and Adult — 2 hrs.**
Materials and instructional techniques related to use of electronic piano lab, teaching of groups/class piano, and teaching adults. Exploration of curriculum planning and the benefits of group instruction in independent studio, public school and university.
- 570:260. Piano Pedagogy: Internship — 1 hr.**
Piano teaching assignments, determined in consultation with supervisor. All students required to intern one semester with the group piano program where they observe and teach segments of the class. Other possible internships include: college secondary applied piano, demonstration laboratory. Teaching assignments include conferences with the supervisor. Evaluation through video tape, self-assignment and supervisor's critique. Students in M.M. Piano Performance and Pedagogy program must enroll for a total of three separate 1-hour internships. Corequisite: 570:148, 570:149, 570:257, or 570:258.
- 570:275. Orff Overview and Pedagogy — 2 hrs.**
Pedagogical and historical overview and introduction to approach, techniques, and philosophy of Orff teaching model. Hands-on learning experience in speech, song, instrumentarium, movement, and improvisation.
- 570:276. Kodaly Overview and Pedagogy — 2 hrs.**
Pedagogical and historical overview and introduction to approach, techniques, and philosophy of Kodaly teaching model. Hands-on learning experience in speech, song, instrumentarium, movement, and improvisation.
- 570:277. Dalcroze Overview and Pedagogy — 2 hrs.**
Pedagogical and historical overview and introduction to approach, techniques, and philosophy of Dalcroze teaching model. Hands-on learning experience in solfège, eurhythmics, and improvisation.
- 570:278. The Eclectic Curriculum — 2 hrs.**
Pedagogically developed to extract the most productive and prominent features of several methods into one formalized curricular structure.
- 570:279. Classroom Management/Choral — 2 hrs.**
Utilization of most productive and successful features of classroom management into one formalized structure via discipline strategies, lesson content, curriculum, and assessment.
- 570:285. Piano Pedagogy: Readings in Piano — 1-2 hrs.**
Independent readings from a selected list as approved by piano pedagogy instructor and department head.

580 Music Theory

- 580:010. Introduction to Music Theory — 2 hrs.**
Basic skills and vocabulary. For non-music majors with limited background in music fundamentals or as preparation for music major theory courses. Emphasis on notation, key/time signatures, rhythm, and aural training.
- 580:011. Theory I — 2 hrs.**
Fundamentals of basic musicianship; scales, intervals, chord forms; analysis and writing involving diatonic harmony. Creative use of materials. Corequisites: 580:015; 580:025.
- 580:012. Theory II — 2 hrs.**
Continuation of 580:011. Corequisites: 580:016; 580:026.
- 580:013. Theory III — 2 hrs.**
Materials of musicianship; emphasis on the so-called period of "common practice." Corequisites: 580:017; 580:027.

- 580:014. Theory IV — 2 hrs.**
Continuation of 580:013 with emphasis on Late Romantic and Contemporary eras. Corequisites: 580:018; 580:028.
- 580:015. Aural Training I — 1 hr.**
Corequisites: 580:011; 580:025.
- 580:016. Aural Training II — 1 hr.**
Corequisites: 580:012; 580:026.
- 580:017. Aural Training III — 1 hr.**
Corequisites: 580:013; 580:027.
- 580:018. Aural Training IV — 1 hr.**
Corequisites: 580:014; 580:028.
- 580:022. Composition and Music Technology — 3 hrs.**
Creative work in primary forms with emphasis on computer applications in music. (For applied composition, see 540:054.) Prerequisites: 580:014; 580:018; 580:028 (with an average grade of C or higher); or consent of instructor.
- 580:025. Sight-Singing I — 1 hr.**
Corequisites: 580:011; 580:015.
- 580:026. Sight-Singing II — 1 hr.**
Corequisites: 580:012; 580:016.
- 580:027. Sight-Singing III — 1 hr.**
Corequisites: 580:013; 580:017.
- 580:028. Sight-Singing IV — 1 hr.**
Corequisites: 580:014; 580:018.
- 580:110. Analysis of Music — 2 hrs.**
Study of forms and procedures prevalent in the works of major composers from 16th century to present. Prerequisite: 580:013.
- 580:120(g). Sixteenth Century Counterpoint — 3 hrs.**
Vocal polyphonic style of 16th century. Analysis. Creative work in vocal forms: motet, madrigal, mass. Prerequisites: 580:013; junior standing.
- 580:121(g). Eighteenth Century Counterpoint — 3 hrs.**
Contrapuntal technique and instrumental forms of 18th century. Analysis and creative work in representative forms. Prerequisites: 580:013; junior standing.
- 580:126(g). Orchestration — 3 hrs.**
Transcribing or composing for orchestra, band, smaller instrumental ensembles, voice with orchestra, voice with band, or chorus with band or orchestra for various levels. Prerequisites: 580:013; junior standing.
- 580:127(g). Jazz Arranging I — 2 hrs.**
Basic skills for jazz composer/arranger, including instrument ranges, transposition, chord terminology, voicing and doubling principles, harmonization, and chord substitution, form, and score organization. Emphasis on writing for jazz combo instrumentation up to 5 horns. Prerequisites: 580:012; junior standing.
- 580:128(g). Jazz Arranging II — 2 hrs.**
Continuation of 580:127. Emphasis on writing for full big band, including augmented instrumentation, contrapuntal and formal problems, score study and analysis. Prerequisites: 580:127; junior standing.
- 580:180(g). Theory Survey for Graduates — 2 hrs.**
Review of theoretical principles and methods of analysis. Required of all graduate students who do not demonstrate adequate proficiency as a result of the Graduate Theory Diagnostic Examination. Does not count toward minimum degree requirements. Prerequisite: junior standing.
- 580:210. Analytical Techniques I — 3 hrs.**
Investigation of music from chant through 18th century. Major composers and their works examined in historical context, emphasizing development of Western tradition. Prerequisite: 580:180 or passing score on Graduate Theory Diagnostic Examination.
- 580:211. Analytical Techniques II — 3 hrs.**
Continuation of 580:210. Investigation of music written from 1800 to present day. Major composers and their works examined in historical context, emphasizing development of Western tradition. Prerequisite: 580:180 or passing score on Graduate Theory Diagnostic Examination.
- 580:250. Projects in Music Theory — 1-3 hrs.**

590 Music History and Musicology

- 590:005. Introduction to Music Studies — 2 hrs.**
Exploration of basic music concepts and repertoires. Music listening techniques.
- 590:010. History of Music I — 3 hrs.**
Survey of musical trends from all eras. Early Christian era through Bach (1750). Prerequisite: 590:005.

590:011. History of Music II — 3 hrs.

Continuation of 590:010. Classical period to present. Prerequisite: 590:005.

590:110(g). Music History—Middle Ages and Renaissance — 3 hrs.

Prerequisites: 590:010; 590:011; junior standing.

590:111(g). Music History—Baroque — 3 hrs.

Prerequisites: 590:010; 590:011; junior standing.

590:112(g). Music History—Classic — 3 hrs.

Prerequisites: 590:010; 590:011; junior standing.

590:114(g). Music History—Romantic — 3 hrs.

Prerequisites: 590:010; 590:011; junior standing.

590:115(g). Music History—20th Century — 3 hrs.

Prerequisites: 590:010; 590:011; junior standing.

590:150(g). American Music — 3 hrs.

History of our nation's music from 1620 to present. Prerequisites: 590:011; junior standing.

590:151(g). Music of World Cultures — 3 hrs.

Study of non-Western music; Africa, Islam, India, Indo-China, Indonesia, China, and Japan, and role of music in these cultures. Prerequisite: junior standing.

590:160(g). Jazz History and Styles — 3 hrs.

Evolution of jazz styles and their relationship to social, economic, and political moods of the period; in-depth and detailed study of history and development of jazz in America. Prerequisite: junior standing.

590:180(g). Music History Survey for Graduates — 1-2 hrs.

Review of various style periods, media and forms in music history of our culture. Required of all graduate students who do not demonstrate adequate proficiency as a result of the Graduate Music History Diagnostic Examination. May be repeated for credit. Does not count toward minimum degree requirements. Prerequisite: junior standing.

590:221. Music Research and Bibliography — 2 hrs.

Acquaints student with source materials in music and in locating thesis topic. Should be taken during first semester in residence by all graduate music students.

590:250. Projects in Music History and Literature — 1-3 hrs.

590:285. Readings in Music History — 1-3 hrs.

Prerequisite: consent of Graduate Coordinator in Music.

590:289. Seminar in Music History — 3 hrs.

Musicological research into the various areas of music.

595 Performance Literature and Repertory

595:120(g). Performance Literature: — 2 hrs.

Study of performance literature available for specific instrument or voice. Combination ensemble-literature course for the performer. Prerequisite: junior standing.

595:120(g)-01. Woodwinds.

595:120(g)-02. Brass.

595:120(g)-03. Piano I.

595:120(g)-04. Piano II.

595:120(g)-05. Organ.

595:120(g)-06. Strings.

595:120(g)-07. Percussion.

595:120(g)-08. Voice I, Survey of Song Literature. Survey of vocal literature, historical background and style: 17th century through 20th century. Prerequisite: junior standing.

595:120(g)-09. Voice II, Art Song: German Language. Study of vocal literature, historical background, style, and interpretation: chief composers of the German Lied, ca. 1750 (C.Ph.E.Bach) through 20th century. Non-performance. Prerequisites: 595:120-08; junior standing.

595:120(g)-10. Voice III, Art Song: English Language. Study of vocal literature, historical background, style, and interpretation: art song of the U.S., 18th century (Francis Hopkinson) through 20th century and British art song, 17th century (Henry Purcell) through 20th century. Non-performance. Prerequisites: 595:120-08; junior standing.

595:120(g)-11. Voice IV, Art Song: Other Modern Languages. Study of vocal literature, historical background, style, and interpretation: art song from selected countries/cultures including Belgium, Czechoslovakia, France, Holland, Hungary, Italy, Latin America, Poland, Russia, Scandinavia, Finland, Spain, and Switzerland. Non-performance. Prerequisites: 595:120-08; junior standing.

595:129(g). American Music Theatre — 3 hrs.

Historical development of American music theatre from its roots in European forms and traditions to present day. Emphasis on stylistic traits of each style period. Prerequisite: junior standing.

595:130(g). History of Opera Literature — 3 hrs.

Development of opera from its inception (c. 1600) to present. Prerequisite: junior standing.

595:131(g). History and Literature of Large Choral Forms — 3 hrs.

Development of large choral forms from the Renaissance to present. Emphasis on the Mass, cantata, oratorio, passion, anthem, and contemporary uses of the chorus. Prerequisite: junior standing.

595:140(g). History and Literature of the Orchestra — 3 hrs.

Orchestral literature from mid-18th century to present; emphasis on structure of the symphony as a form and growth of the orchestra as an ensemble. Prerequisite: junior standing.

595:142(g). History and Literature of the Wind Band — 3 hrs.

Growth and development of wind music from Gabrieli to present. Prerequisite: junior standing.

600 Art

600:002. Visual Inventions — 3 hrs.

Studio course: experiences in critical responses to the visual arts through active involvement with various creative processes and media; relationship of the visual arts to other fields of human endeavor.

600:004. Visual Perceptions — 3 hrs.

Lecture course: experiences in critical responses to the visual arts through analyses of artworks and artistic processes; relationship of the visual arts to other fields of human endeavor.

600:018. Drawing I — 3 hrs.

Emphasis on growth in perception of visual form. Range of materials and subject matter.

600:019. Drawing II — 3 hrs.

Continuation of 600:018 with greater emphasis upon self-direction. Prerequisite: 600:018.

600:025. Graphic Design I — 3 hrs.

Introduction to graphic design concepts and methods. Basics of typography letter forms, layout and print production. Prerequisite: The Foundations Program is a prerequisite for Art Majors and Minors only.

600:026. Two-Dimensional Concepts — 3 hrs.

Beginning experiences in conceiving and making in two dimensions; emphasis on interaction between work and idea, skills in art making, and common vocabulary of art.

600:027. Three-Dimensional Concepts — 3 hrs.

Beginning experiences in conceiving and making in three dimensions; emphasis on interaction between work and idea, skills in art making, and common vocabulary of art.

600:028. Monoprinting — 3 hrs.

Experimentation in creating unique works with printing press. Focus on development of imagery using a variety of means, techniques, and mixed media. No previous experience in printmaking is needed.

600:032. Creative Photography I — 3 hrs.

Introduction to use of photography as a means of creative expression. Basic camera operations, black and white processing and printing, and presentation methods. Assignments directed toward understanding photographic method and content. Prerequisite: The Foundations Program is a prerequisite for Art Majors and Minors only.

600:033. Printmaking I: Etching — 3 hrs.

Beginning experiences in fine art printmaking, concentrating on intaglio techniques. Prerequisite: The Foundations Program is a prerequisite for Art Majors and Minors only.

600:035. Printmaking I: Relief Processes — 3 hrs.

Beginning experiences in fine art printmaking, concentrating on relief processes including woodcut. Prerequisite: The Foundations Program is a prerequisite for Art Majors and Minors only.

600:037. Sculpture I — 3 hrs.

Introduction to essential methods and materials of sculpture, including modeling, carving, casting, and metal and wood fabrication techniques. Prerequisite: The Foundations Program is a prerequisite for Art Majors and Minors only.

600:040. Survey of Art History I — 3 hrs.

Introduction to history of art; Ancient through Medieval.

600:041. Survey of Art History II — 3 hrs.

Introduction to history of art; Renaissance through Modern.

600:050. Ceramics I — 3 hrs.

Introduction to basic techniques for forming and finishing ceramic objects. Development of handbuilding and wheelthrowing skills contributing to creative exploration in ceramics. Assignments directed toward understanding both functional and sculptural aesthetic concerns in ceramics. Prerequisite: The Foundations Program is a prerequisite for Art Majors and Minors only.

600:051. Ceramics II — 3 hrs.

Continuation of 600:050 with further development of student's understanding of firing techniques and formulation of clay and glazes. Prerequisite: 600:050.

600:060. Performance Art — 3 hrs.

Emphasis on action over object production; exploration of interdisciplinary art making in real space and time as means of creative expression; examination of various approaches to performance including Dada, Fluxus, Japanese Butoh and Conceptualism. Prerequisite: The Foundations Program is a prerequisite for Art Majors and Minors only.

600:074. Jewelry/Metals I — 3 hrs.

Forming, joining, decorating, and combining precious and non-precious metals with other materials. Prerequisite: The Foundations Program is a prerequisite for Art Majors and Minors only.

600:080. Painting I — 3 hrs.

Experience in various painting media. Prerequisite: The Foundations Program is a prerequisite for Arts Majors and Minors only.

600:081. Painting II — 3 hrs.

Continuation of 600:080 with greater emphasis upon self-direction. Prerequisite: 600:080.

600:090. Art and the Child — 3 hrs.

Primarily for elementary education student with little or no experience or knowledge of art. Study of psychological and artistic development of elementary school student with emphasis on creativity within elementary school and art curriculum.

600:091. Elementary Art Education I — 2 hrs.

Philosophy and methods of art education in grades preschool through 6th grade with an emphasis on creating multicultural curriculum. Exploration of ways in which children learn and develop in the visual arts. Requires field experience. Prerequisite: Foundations Program. Corequisite: Level I in the Professional Sequence, or consent of instructor.

600:093. Secondary Art Education I — 3 hrs.

Content, methods, scope and sequence of instruction for teaching art in grades 7-12. Relating educational theory and strategies to visual art experiences. Exploration of ways to integrate studio art with art history, art criticism, aesthetics, and multiculturalism. Requires field experience. Prerequisites: 600:091; 600:120. Corequisite: Level II of Professional Sequence, or consent of instructor.

600:108. Principles and Techniques of Arts Management I — 3 hrs.

Study of varied aspects of arts management including operating policies, facilities, staffing and fund raising. Development of skills and knowledge necessary for basic understanding of arts management.

600:109. Principles and Techniques of Arts Management II — 3 hrs.

Continuation of 600:108. Examination of areas such as grantsmanship, legal issues, contracts and budgets as they affect various arts institutions. Prerequisite: 600:108.

600:110. Art Gallery and Museum Management — 3 hrs.

Exploration of particular management problems of art museum operations, including role of museum institution as public trust; object management, care and policy; exhibition curatorship and design; museum educational components; accreditation procedures and professional standards. Exploration of history of the development of museums.

600:111. Life Drawing — 3 hrs.

Drawing from model using variety of media. May be repeated for credit. Prerequisite: 600:019.

600:112. Printmaking II - Screenprint — 3 hrs.

Introduction to screenprinting processes. Prerequisite: The Foundations Program is a prerequisite for Art Majors and Minors only.

600:118. Drawing III — 3 hrs.

Prerequisite: 600:019 or 600:111.

600:120. Elementary Art Education II — 3 hrs.

Emphasis on application of theory to practice in elementary art curriculum. Function of interdisciplinary approach, critical analysis and multicultural scope in teaching practice. Increased concentration on children's aesthetic development as revealed in field experience. Introduction to use of computer as teaching resource. Prerequisite: 600:091.

600:121. Secondary Art Education II — 2 hrs.

Continuation of 600:093 with emphasis on the development of a teaching philosophy and methods of assessment. Preparation of a teaching portfolio, and development of teaching unit. Requires field experience. Prerequisite: 600:093.

600:124. Jewelry/Metals II — 3 hrs.

Continuation of 600:074 with greater emphasis on self-direction. Contemporary jewelry/metals history, electro-forming, anodization of aluminum and advanced stone setting. Prerequisite: 600:074.

600:125. Graphic Design II — 3 hrs.

Exploration of approaches to illustration and integration of type and graphic images; class problems and design projects for university and community. Prerequisite: 600:025.

600:126. Graphic Design III — 3 hrs.

Advanced problems in graphic design. Design systems, corporate identity packaging, and signage. Prerequisite: 600:125.

600:127. Publication Design — 3 hrs.

Lecture-studio course on layout and typography of various types of publications; content research and analysis, display, text type and illustration trends, design formats, and specialized publications and audiences. Prerequisite: 600:125.

600:128. Graphic Design-Illustration — 3 hrs.

Basic media, techniques, paper selection, and tools for execution of solutions ranging from black and white line to full-color, continuous tone in 2D and 3D form. Consideration of specialized commercial illustration problems imposed by mechanical production requirements. Historical overview of styles. Prerequisite: 600:125.

600:129. Typography — 3 hrs.

Exploration of development of typography as an art form; study of historical development of typography, anatomy of type, and compositional considerations in typography selections. Emphasis on aesthetic use of typography as a design element. Prerequisite: 600:125.

600:130. Creative Photography II — 3 hrs.

Continuation of 600:032 with emphasis on development of individual's ideas and directions; introduction to view camera, studio lighting, and computer-generated imagery and presentation and exhibition techniques. Prerequisite: 600:032 or equivalent.

600:131. Creative Photography III — 3 hrs.

Extension of photography as creative image making; in-depth look at processes, criticism, and student's own ideas and directions in photography. Prerequisite: 600:130.

600:132. Color Photography — 3 hrs.

Introduction to most commonly used color photographic processes including transparency film, negative films, negative and reversal printing papers. Prerequisite: 600:130 or equivalent.

600:134. Printmaking II: Lithography — 3 hrs.

Introduction to fine art printmaking, concentrating on fine art lithography processes and applications. Prerequisite: The Foundations Program is a prerequisite for Art Majors and Minors only.

600:136. Photo Processes in Printmaking — 3 hrs.

Experimentation with use of photo techniques and computer technology in various processes of printmaking. No photo experience necessary. Prerequisite: The Foundations Program is a prerequisite for Art Majors and Minors only.

600:137. Sculpture II — 3 hrs.

Exploration of contemporary issues in sculpture through materials and processes selected by the individual. Emphasis on understanding interrelationships between specific concepts, forms, and materials. Prerequisite: 600:037.

600:138. Research Methods and Writing in Art History — 2 hrs.

Introduction to research methods and writing in Art History. Cannot be used to satisfy art history requirements in the studio or art education emphases. Prerequisite: Completion of Foundations Program.

600:139(g). Ancient Near Eastern Art — 3 hrs.

Examination of various developments in the Ancient Near East, e.g., Mesopotamia, Anatolia, and the Levant, from formative periods to first millennium, primarily through art and architecture. Prerequisite for non-art majors and minors: junior standing. Prerequisites for Art Majors and Minors: 600:040; 600:041; junior standing.

600:140(g). Ancient Egyptian Art — 3 hrs.

Examination of Egyptian culture from early phases of Pre-Dynastic to first millennium, primarily through art and architecture. Prerequisite for non-art majors and minors: junior standing. Prerequisites for Art Majors and Minors: 600:040; 600:041; junior standing.

600:141(g). Art History — 3 hrs.

600:141(g)-01 Medieval Art. Examination of various developments in Europe and Western Asia from Late Roman through Gothic, primarily through art and architecture. Prerequisite for non-art majors and minors: junior standing. Prerequisites for Art Majors and Minors: 600:040; 600:041; junior standing.

600:141(g)-02 Northern Renaissance Art. Examination of Northern European art from the 14th to 16th centuries. Prerequisite for non-art majors and minors: junior standing. Prerequisites for Art Majors and Minors: 600:040; 600:041; junior standing.

600:141(g)-03 Indian Art. Examination of art and culture of India from Indus Valley Civilization through Mughal Dynasty. Prerequisite for non-art majors and minors: junior standing. Prerequisites for Art Majors and Minors: 600:040; 600:041; junior standing.

600:141(g)-04 Japanese Art. Examination of art and culture of Japan from Neolithic through Tokugawa periods. Prerequisite for non-art majors and minors: junior standing. Prerequisites for Art Majors and Minors: 600:040; 600:041; junior standing.

600:141(g)-05 Ancient Greek Art. Examination of various developments in the Greek world from Bronze Age through Hellenistic Period, primarily through art and architecture. Prerequisite for non-art majors and minors: junior standing. Prerequisites for Art Majors and Minors: 600:040; 600:041; junior standing.

600:141(g)-06 Ancient Roman Art. Examination of various developments in the Roman world, from Etruscan through Roman Imperial, primarily through art and architecture. Prerequisite for non-art majors and minors: junior standing. Prerequisites for Art Majors and Minors: 600:040; 600:041; junior standing.

600:141(g)-07 Chinese Art. Examination of art and culture of China from Neolithic Period through Qing Dynasty. Prerequisite for non-art majors and minors: junior standing. Prerequisites for Art Majors and Minors: 600:040; 600:041; junior standing.

600:142(g). Italian Renaissance Art — 3 hrs.

History of 14th, 15th, and 16th century Italian art. Prerequisite for non-art majors and minors: junior standing. Prerequisites for Art Majors and Minors: 600:040; 600:041; junior standing.

600:144(g). Baroque and Rococo — 3 hrs.

History of Baroque and Rococo art in 17th and 18th century Europe. Prerequisite for non-art majors and minors: junior standing. Prerequisites for Art Majors and Minors: 600:040; 600:041; junior standing.

600:146(g). 19th Century European Art — 3 hrs.

Napoleonic art to Art Nouveau. Prerequisite for non-art majors and minors: junior standing. Prerequisites for Art Majors and Minors: 600:040; 600:041; junior standing.

600:147(g). Asian Art — 3 hrs.

Introduction to the arts of India, Southeast Asia, China and Japan. Prerequisite for non-art majors and minors: junior standing. Prerequisites for Art Majors and Minors: 600:040; 600:041; junior standing.

600:151(g). Early 20th Century Art — 3 hrs.

Art from 1900 to mid-20th century. Prerequisite for non-art majors and minors: junior standing. Prerequisites for Art Majors and Minors: 600:040; 600:041; junior standing.

600:152(g). Late 20th Century Art — 3 hrs.

Art since mid-20th century. Prerequisite for non-art majors and minors: junior standing. Prerequisites for Art Majors and Minors: 600:040; 600:041; junior standing.

600:153(g). History of Photography — 3 hrs.

Survey of history and evolution of photography since its invention in 1839 to present day. Prerequisite for non-art majors and minors: junior standing. Prerequisites for Art Majors and Minors: 600:040; 600:041; junior standing.

600:154(g). History of Design — 3 hrs.

Overview of European and American design since 1850. Primary emphasis on graphic design, with secondary focus on architectural and industrial design. Prerequisite for non-art majors and minors: junior standing. Prerequisites for Art Majors and Minors: 600:040; 600:041; junior standing.

600:170. Jewelry/Metals III — 3 hrs.

Continuation of 600:124 with greater emphasis on self-direction. Techniques include raising, lathe usage, metal inlay, engraving, mokume, granulation, and leaf metal application. Prerequisite: 600:124.

600:171(g). Ceramic Raw Materials and Glaze Calculations — 3 hrs.

In-depth understanding of origins and use of ceramic materials in making art. Development of clay bodies and formulation of glazes. Discussion of health and safety concerns when using ceramic materials in studio or classroom. Prerequisite: 600:051 or consent of instructor; junior standing.

600:172. Ceramics III — 3 hrs.

Focused exploration of lowfire, mid-temperature, and highfire ceramics techniques. Emphasis on development of individuals' ideas and direction. Relating personal aesthetic concerns to historical and contemporary work in area of ceramics. Prerequisite: 600:051.

600:174. Printmaking III — 3 hrs.

Advanced work in printmaking. Etching, screen printing, woodcut, litho and related processes. In-depth exploration of student-selected processes. Emphasis on development of individual interest and direction. Prerequisite: 600:134.

600:175. Undergraduate Studio — 1-6 hrs.

Investigation of personal visual concepts and techniques in a given studio area for qualified students who demonstrate intensive involvement and seek professional competency. Individual instruction. Sections: 1. Ceramics; 2. Drawing; 3. Graphic Design; 4. Jewelry/Metals; 5. Painting; 7. Photography; 8. Printmaking; 9. Sculpture; 10. Watercolor. Credit to be determined by instructor at time of registration. May be repeated for credit. Prerequisites: 9 hours in studio area chosen; consent of instructor.

600:177. Sculpture III — 3 hrs.

Focused exploration of concepts and media which reflect interests of student. Emphasis on developing a personal aesthetic, and conceptual and critical base for continued work. Prerequisite: 600:137.

600:180. Painting III — 3 hrs.

Prerequisite: 600:081.

600:189. B.F.A. Exhibition — no credit.**600:191. Art History Seminar — 3 hrs.**

Focused investigation on topic or topics related to a specific area or time covered in general art history courses. Prerequisites for Art Majors and Minors: completed Foundations Program; minimum of three 100-level art history courses, including one pertinent to seminar; consent of instructor. For non-art major: junior standing; completion of 100-level courses in area of study pertinent/related to seminar; consent of instructor.

600:192. B.F.A. Seminar: Critical Issues in Contemporary Art — 2 hrs.

Critical analysis and discussion of contemporary art. Prerequisites: admission to the B.F.A. degree program; junior standing; or consent of department head.

600:196. B.F.A. Project I — 3 hrs.

Investigation of individual concepts and techniques in studio preparation for Bachelor of Fine Arts exhibition. Prerequisites: admission to B.F.A. program; senior standing; consent of instructor.

600:197. B.F.A. Project II — 3 hrs.

Investigation of individual concepts and techniques culminating in professional Bachelor of Fine Arts exhibition. Prerequisites: 600:196; consent of instructor; B.F.A. exhibition must be scheduled concurrently.

600:198. Independent Study.**600:275. Graduate Studio.**

Investigation of personal visual concepts and techniques in a given studio area for qualified students who demonstrate intensive involvement and who seek professional competency. Individual instruction. Credit to be determined at time of registration. May be repeated for credit. Sections: 1. Ceramics; 2. Drawing; 3. Graphic Design; 4. Jewelry/Metals; 5. Painting; 6. Photography; 7. Printmaking; 8. Sculpture. Prerequisite: consent of Chairperson, Graduate Studies in Art.

600:280. Seminar: Critique and Analysis — 2 hrs.

Critical analysis and discussion of contemporary art. May be repeated for a maximum of 4 hours.

600:295. Seminar in Teaching Art — 3 hrs.

Specific art education relating to public schools with emphasis on continuity of art activity. Satisfies the special methods elective for the professional core.

600:297. Practicum.**600:299. Research.**

620 English Language and Literature

620:002. College Writing Basics — 3 hrs.

Prepares students with limited writing experience for 620:005; recommended for students who have ACT English scores of 17 or less. Emphasis on reading and writing a variety of increasingly complex expository texts. Attention to developing and organizing ideas, revising, editing, and adapting written discourse for readers. Does not meet General Education writing requirement; does not count toward minimum hours required for baccalaureate degree. No credit if prior credit in another college writing course. May be used to help satisfy UNI's high school English admissions requirement.

620:005. College Reading and Writing — 3 hrs.

Recommended for students who have ACT English and Reading scores of 18-26; students who have ACT English scores of 17 or less are advised to take 620:002 first. Emphasis on critical reading and the writing of a variety of texts with attention to audience, purpose, and rhetorical strategies. Attention to integrating research materials with students' critical and personal insights. Satisfies the General Education writing and reading requirement. No credit if prior credit in 620:015 or 620:034. Prerequisite: UNI's high school English admissions requirement.

620:015. Exposition and Report Writing — 3 hrs.

Conducting library research; writing and editing research reports; using writer's handbook and style manual to prepare professional manuscripts. Satisfies the General Education writing and reading requirement. Prerequisite: combined ACT English and Reading scores of 54 or above or 620:005 or consent of department.

620:020. Science Fiction — 3 hrs.

Development of modern science fiction. Current trends; parallels and contrasts between science fiction and "literary" fiction. Prerequisite: 620:005.

620:031. Introduction to Literature — 3 hrs.

Understanding and appreciation of the basic forms of literature through close reading of literary texts, including works originally written in English. An option in General Education; does not count for credit on any English Department major or minor. No credit if prior credit in 620:034.

620:034. Critical Writing About Literature — 3 hrs.

Study of techniques of various literary forms including poetry, drama and fiction. Attention to processes and purposes of critical and scholarly writing and to documentation. Introductory course for English Department majors and minors. Prerequisite: combined ACT English and Reading scores of 54 or above, or 620:005.

620:035. Introduction to Film — 3 hrs.

Examination at introductory level of four film genres: narrative, documentary, animated, experimental; preparation for further work, either individually or academically. Prerequisite: 620:005.

620:040. Multicultural Literature — 3 hrs.

Selected texts from multicultural literatures of the United States (e.g., African American, Asian American, Hispanic American, Jewish American, Native American); may also include texts from postcolonial literatures. Prerequisites: 620:005 or 620:015 or 620:034.

620:048. Major British Writers — 3 hrs.

Selected works — including poetry, drama, prose fiction, and non-fiction — in literary tradition of England and British Isles from Medieval Period to Twentieth Century. Prerequisite or corequisite: 620:034.

620:053. Major American Writers — 3 hrs.

Selected works — including poetry, drama, prose fiction, and non-fiction — in literary tradition of United States from colonial times to present. Prerequisite or corequisite: 620:034.

620:055. Native American and Chicano Literature — 3 hrs.

Introductory study of selected American Indian and Chicano literature in a variety of forms: fiction, poetry, drama, myth, and legend. Prerequisite: 620:005.

620:060. Tradition of European Literature to 1650 — 3 hrs.

Masterpieces of Western literature from the beginnings to 1650. Prerequisite: 620:005.

620:070. Beginning Poetry Writing — 3 hrs.

Attention to fundamental elements of poetry — image, metaphor, rhythm, meter, and word-music — through reading and writing. Prerequisite: 620:005.

620:071. Beginning Fiction Writing — 3 hrs.

Attention to fundamental elements in the writing of fiction including setting, narration, plot, characterization, and dialogue. Prerequisite: 620:005.

620:103. The Personal Essay — 3 hrs.

Writing various types of essays (e.g., narrative, descriptive, expository, persuasive); attention to stylistic questions and possibilities. Prerequisites: 620:005 or 620:015 or 620:034; junior standing or consent of instructor.

620:104. Persuasion and Proposal Writing — 3 hrs.

Writing and editing major types of persuasive prose in professional writing settings: reviews and evaluations; problem-analysis-and-recommendation reports; proposals. Prerequisite: 620:015 or consent of instructor based on student portfolio.

620:105(g). Technical Writing — 3 hrs.

Writing a variety of technical documents with emphasis on definitions and instructions, manuals and handbooks. Attention to audience, purpose, organization of presentation, format, objective language, efficient style. Prerequisite: 620:015 or consent of instructor based on student portfolio; junior standing.

620:107(g). Professional Editing — 3 hrs.

History and theory of editing with applications to scholarly and professional settings. Editing and proofreading documents for technical accuracy, format, grammar, and style. Prerequisites: 620:015 or consent of instructor based on student portfolio; word processing and e-mail proficiency; junior standing.

620:108(g). Craft of Poetry — 3 hrs.

Written exercises in forms, patterns, and techniques of poetry. Readings in poetry, including contemporary poetry with particular attention to poetic structures and strategies. Prerequisites: 620:031 or 620:034, 620:070, or consent of instructor; junior standing.

620:109(g). Craft of Fiction — 3 hrs.

Written exercises in forms, patterns, and techniques of fiction. Readings in fiction with particular attention to narrative structures and strategies. Prerequisites: 620:031 or 620:034, 620:071, or consent of instructor; junior standing.

620:113(g). British Drama to 1900 — 3 hrs.

Emphasis on contemporaries of Shakespeare such as Marlowe, Jonson, and Webster; includes selected medieval, Restoration, 18th- and 19th-century dramas. Prerequisites: 620:034 or consent of instructor; junior standing.

620:115(g). Modern Drama — 3 hrs.

Twentieth-Century American, British, and European drama to 1945; may include drama from other cultures. Prerequisites: 620:034 or consent of instructor; junior standing.

620:116(g). English Renaissance — 3 hrs.

Non-dramatic literature of the English Renaissance, 1485-1660. Prerequisites: 620:034 or consent of instructor; junior standing.

620:117(g). 18th-Century British Literature — 3 hrs.

Major writers of satire, verse, and prose including Dryden, Swift, Pope, and Johnson. Prerequisites: 620:034 or consent of instructor; junior standing.

620:118(g). British Romantic Writers — 3 hrs.

Early 19th-Century writers such as Wordsworth, Keats, Hazlitt, and Scott. Prerequisites: 620:034 or consent of instructor; junior standing.

620:119(g). British Victorian Writers — 3 hrs.

Later 19th-Century writers of verse and prose such as Tennyson, Browning, Arnold, Carlyle, Mill and Ruskin. Prerequisites: 620:034 or consent of instructor; junior standing.

620:120(g). 20th-Century British Novel — 3 hrs.

Prerequisites: 620:034 or consent of instructor; junior standing.

620:121(g). The American Renaissance — 3 hrs.

Major writers of the 1840's and 1850's: Hawthorne, Melville, Emerson, Thoreau, and early Whitman. Prerequisites: 620:034 or consent of instructor; junior standing.

620:123(g). American Realism and Naturalism to WWI — 3 hrs.

Literary selections 1870 to World War I; emphasis on fiction. Prerequisites: 620:034 or consent of instructor; junior standing.

620:124(g). 20th-Century American Novel — 3 hrs.

Prerequisites: 620:034 or consent of instructor; junior standing.

620:126(g). Short Fiction — 3 hrs.

Prerequisites: 620:034 or consent of instructor; junior standing.

620:128(g). Images of Women in Literature — 3 hrs.

Images, symbols, and myths of women in literature; feminist criticism. Prerequisites: 620:034 or consent of instructor; junior standing.

620:134(g). Modern British and American Poetry — 3 hrs.

Since 1914. Prerequisites: 620:034 or consent of instructor; junior standing.

620:139(g). Film and Literature — 3 hrs.

Attention to cinematic adaptations of various literary prose works; aesthetic, cultural, genre, and other factors that influence adapting print to film media. Prerequisites: 620:034 or consent of instructor; junior standing.

620:142(g). Film History — 3 hrs.

Survey of artists, historical movements, and styles from silent and sound eras; focus on Classical Hollywood and its alternatives (Soviet, Italian Neorealism, French New Wave, and New German Cinema). Prerequisites: 620:034 or 620:035 or consent of instructor; junior standing.

620:144(g). Chaucer — 3 hrs.

Poetry of Chaucer; may include other medieval writers. Prerequisites: 620:034 or consent of instructor; junior standing.

620:147(g). Milton — 3 hrs.

Milton's major English poetry and prose. Prerequisites: 620:034 or consent of instructor; junior standing.

620:148(g). Shakespeare — 3 hrs.

Prerequisites: 620:034 or consent of instructor; junior standing.

620:153(g). Major American Poets to 1900 — 3 hrs.

Prerequisites: 620:034 or consent of instructor; junior standing.

620:155(g). European Novel — 3 hrs.

Major works of prose fiction by writers such as Cervantes, Stendhal, Flaubert, Dostoevsky, Tolstoy, and Mann (in English translation). Prerequisites: 620:034 or consent of instructor; junior standing.

620:156(g). British Novel to 1900 — 3 hrs.

Major fiction writers such as Fielding, Sterne, Austen, Dickens, Thackeray, the Brontës, George Eliot, and Hardy. Prerequisites: 620:034 or consent of instructor; junior standing.

620:157(g). African American Literature — 3 hrs.

Study of African American literature in a variety of forms and genres; Black Vernacular (spirituals, blues, jazz, folktales), slave narratives, poetry, fiction, drama, film, and autobiography. Prerequisites: 620:034 or 620:040 or consent of instructor; junior standing. (Formerly 620:057.)

620:158(g). Asian American Literature — 3 hrs.

Texts by North American writers of Asian descent, selected from fiction, drama, poetry, memoirs, oral history, and film. Attention to significant themes, literary innovations, and cultural sensitivity in reading and interpreting ethnic literature. Prerequisites: 620:034 or 620:040 or consent of instructor; junior standing.

620:161(g). Literary Criticism — 3 hrs.

Important modern and traditional critical positions and their application to imaginative literature. Prerequisites: 620:034 or consent of instructor; junior standing.

620:163(g). Theory and Practice of Writing — 3 hrs.

Detailed examination and application of major theories of writing: formal, cognitive, social, expressive, rhetorical, contextual. Prerequisites: 620:015 or 620:034; junior standing.

620:165(g). Literature for Young Adults — 3 hrs.

Reading and evaluation of literature suitable for adolescents. Prerequisites: 620:034 or consent of instructor; junior standing.

620:168(g). Teaching Media Literacy — 3 hrs.

Theory and practice of teaching media literacy skills; attention to integrating the study of media into existing language arts curricula. Prerequisite: junior standing.

620:172(g). Literary Nonfiction — 3 hrs.

Study of artful texts about actual people, places, and events: selected from memoirs and autobiographies, biographies, histories, journalism, and nature, travel, science, and essay writing. Attention to techniques used in creative nonfiction and to issues of accuracy, privacy, and "truth." Prerequisites: 620:034 or consent of instructor; junior standing.

620:174(g). Poetry Workshop — 1-6 hrs.

Advanced peer workshop focusing on relevant genres, techniques, and poets with emphasis on the contemporary poetic situation. May be repeated for credit up to a maximum of 9 hours. Prerequisites: 620:108 or consent of instructor; junior standing.

620:175(g). Fiction Workshop — 1-6 hrs.

Advanced peer workshop focusing on refining techniques of fiction writing and on contemporary fiction. May be repeated for credit up to a maximum of 9 hours. Prerequisites: 620:109 or consent of instructor; junior standing.

620:177. Professional Writing Workshop — 3 hrs.

Project teams manage significant professional writing assignments from initial information gathering and design to final publication and distribution. Emphasis on professional practice and production teamwork. Projects vary;

may be repeated for credit. Prerequisites: two of the following - 620:104; 620:105; 620:107 or consent of instructor based on student portfolio; word processing and e-mail proficiency.

620:182(g). Film Theory and Criticism — 3 hrs.

Survey of major approaches to cinema including both the early schools (Realist, Genre Studies and Auteurist) and the post-structural explosion (Marxist, Psychoanalytic, and Contextual Studies). Prerequisites: 620:034 or 620:035 or consent of instructor; junior standing.

620:184(g). Sexed/Gendered Literature — 3 hrs.

Exploring cultural constructions of gender and sexuality in literature; may include other media. Special topic may be listed in Schedule of Classes; may be repeated for credit by taking different topics. Prerequisite: junior standing.

620:188(g). Seminar in Literature — 3 hrs.

Topic to be announced in Schedule of Classes. Prerequisites: 620:034 or consent of instructor; junior standing.

620:190(g). The Teaching of English — 3 hrs.

Preparation for teaching secondary English (7-12); teaching of literature and media, reading and writing, speaking and listening; attention to curriculum design, language development and use, and evaluation. Prerequisites: 200:128; 200:148; 250:150; junior standing.

620:191(g). Seminar for the Student Teacher — 1 hr.

Intensive course to integrate 620:190 with the student teaching experience. Offered on credit/no credit basis only. Prerequisite: junior standing. Corequisite: 280:138.

620:193(g). The Teaching of Writing — 3 hrs.

Theory, research, and practice in teaching the composing, revising, and editing of written discourse for various audiences and purposes; attention to development of writing and language abilities, course design, and implementation and evaluation strategies. Prerequisites: 620:005 or consent of instructor; junior standing.

620:194. Practicum: Tutoring Writing — 3 hrs.

Training in processes of writing and techniques of tutoring writing; application of training to tutoring students in writing skills and writing projects. Prerequisites: 620:005; sophomore standing; consent of instructor.

620:195(g). Seminar in Teaching College Writing — 3 hrs.

Preparation to teach introductory college writing; focus on designing syllabi, planning classes, and creating writing assignments. Attention to theoretical issues that inform classroom practice. Prerequisites: senior standing; consent of instructor.

620:197. Professional Writing Practicum — 3 hrs.

Students undertake individual, supervised writing, editing, and document preparation assignments outside the classroom environment. Assignments vary; may be repeated for credit. Prerequisite or corequisite: 620:177; consent of instructor based on student portfolio.

620:198. Independent Study.**620:201. Introduction to Graduate Study in English — 3 hrs.**

Introduction to problems, techniques, and tools of graduate-level study and research in English.

620:206. Feminist Literary Theories and Practice — 3 hrs.

Examination of how writers transform society's beliefs about the nature and function of women into literary plots, images, and themes and how these, in turn, influence society's attitudes toward women. Emphasis on socio-historical approaches prevalent in the United States; attention to British political and French psychoanalytic critics. Prerequisite or corequisite: 620:201 or 680:289 or consent of instructor.

620:207. The English Curriculum — 3 hrs.

Theories behind teaching of English and trends in curriculum methods and materials, particularly in secondary English. Prerequisite or corequisite: 620:201.

620:208. Contemporary Literary Theory — 3 hrs.

Attention to major developments such as semiotics, psychoanalysis, post-structuralism, post-modernism, reception theory, multi-cultural and postcolonial studies, feminism, and gender studies. Prerequisite or corequisite: 620:201.

620:220. Medieval English Literature — 3 hrs.

Examination of how medieval English writers transform the cultural, social, theological, philosophical, and ideological experiences of medieval society into literary language, structures, themes, and genres. Literary texts read in the original Old English or Middle English or in modern English translation. May be offered with a special topic announced in the Schedule of Classes. Prerequisite or corequisite: 620:201.

620 English Language and Literature/
630 TESOL/Applied Linguistics

- 620:221. English Renaissance Literature — 3 hrs.**
(1485-1660). Prerequisite or corequisite: 620:201.
- 620:226. Modern English Literature — 3 hrs.**
(1900-1945). Prerequisite or corequisite: 620:201.
- 620:231. American Romantic Literature — 3 hrs.**
(1800-1870). Prerequisite or corequisite: 620:201.
- 620:232. American Realistic and Naturalistic Literature — 3 hrs.**
(1870-1912). Prerequisite or corequisite: 620:201.
- 620:234. Modern American Literature — 3 hrs.**
(1912-1945). Prerequisite or corequisite: 620:201.
- 620:260. Contemporary Literature — 3 hrs.**
Literature from 1945 to present; may include poetry, drama, and/or fiction. Prerequisite or corequisite: 620:201.
- 620:264. European Literature — 3 hrs.**
Prerequisite or corequisite: 620:201.
- 620:284. Seminar in Literature — 3 hrs.**
Selected generic, thematic, or critical topic or a specific writer or writers; topic to be announced in Schedule of Classes. May be repeated for credit. Prerequisite or corequisite: 620:201.
- 620:291. Seminar in the Teaching of English — 3 hrs.**
Prerequisite or corequisite: 620:201.
- 620:297. Practicum.**
Graduate-level student teaching. Prerequisite: consent of instructor. Prerequisite or corequisite: 620:201.
- 620:299. Research.**
Prerequisite or corequisite: 620:201.

630 TESOL/Applied Linguistics

- 630:125(g). Introduction to Linguistics — 3 hrs.**
Examination of phonology, syntax, and semantics in a variety of natural and artificial languages; includes study of language development and regional and social variation. No credit if prior credit in 630:130. Prerequisite: junior standing or consent of TESOL major advisor.
- 630:130(g). The Structure of English — 3 hrs.**
Linguistic analysis of phonology, syntax, and semantics in modern American English; study of language development and regional and social variation. No credit if prior credit in 630:125. Prerequisite: junior standing or consent of TESOL major advisor.
- 630:135. Language in Culture — 3 hrs.**
Interrelationship of language, culture, and non-verbal communication and the role each of these plays in shaping thought and attitudes. Prerequisite or corequisite: 630:125 or 630:130.
- 630:143(g). History of the English Language — 3 hrs.**
Developmental survey of the English language from its beginnings to present as a product of linguistic change and variation, political history, and social attitude. Prerequisites: 630:125 or 630:130; junior standing.
- 630:154(g). Phonology — 3 hrs.**
Sound systems of human languages, including articulatory and acoustic phonetics, structural phonetics, distinctive features, and generative phonology. Prerequisite: junior standing. Prerequisite or corequisite: 630:125 or 630:130.
- 630:156(g). Syntax — 3 hrs.**
Theories of grammar from a generative-transformational point of view with special emphasis on English syntax. Prerequisite: junior standing. Prerequisite or corequisite: 630:125 or 630:130.
- 630:160(g). Sociolinguistics — 3 hrs.**
Study of language and society, including language variation associated with such factors as geography, socioeconomic class, and gender. Prerequisites: 630:125 or 630:130; junior standing.
- 630:163(g). Cultural Aspects of Language and Language Teaching — 3 hrs.**
Investigation of relationship between language and culture and the interactions among language, social institutions, cultural beliefs, and individual behavior. Applications for teaching English to non-native speakers. Prerequisites: 630:125 or 630:130; junior standing.
- 630:165(g). Language Development — 3 hrs.**
Study of contemporary theory and research in first and second language acquisition with applications for teaching English to non-native speakers. Prerequisite: junior standing.
- 630:190(g). Applied English Linguistics for Teachers — 3 hrs.**
Linguistic insights applied to study of language use—writing, reading, spelling, and vocabulary; for prospective and current teachers of English. Prerequisite: 630:125 or 630:130; junior standing.
- 630:192(g). Problems in English Grammar — 3 hrs.**
Investigation into grammatical system of English; emphasis on tools and processes used to identify and teach grammatical patterns. Prerequisite: junior standing. Prerequisite or corequisite: 630:125 or 630:130.
- 630:193(g). TESOL I: Methods and Approaches — 3 hrs.**
Historical background of Teaching English to Speakers of Other Languages and overview of teaching approaches; teaching the four skills of listening, speaking, reading, and writing. Prerequisite: junior standing. Prerequisite or corequisite: 630:125 or 630:130.
- 630:194(g). TESOL II: Pedagogical Strategies — 3 hrs.**
Lesson planning, materials design and adaptation, materials evaluation, classroom assessment, and curriculum planning for Teaching English to Speakers of Other Languages. Prerequisite: junior standing. Prerequisite or corequisite: 630:125 or 630:130.
- 630:195(g). Modern English Grammar and Usage — 3 hrs.**
Intensive examination of English grammar, mechanics, and usage; rules of punctuation, spelling, syntax, and usage related to oral and written forms of English; discussion of the teaching of grammar. Prerequisite: junior standing.
- 630:196. Bilingual Education in the Public Schools — 3 hrs.**
Historical development of bilingual education and current approaches to meeting the needs of limited English proficient students; special emphasis on the principles of content-based second language instruction and the role of language attitudes in policy making. Prerequisite or corequisite: 630:125 or 630:130.
- 630:198. Independent Study.**
- 630:201. Introduction to Graduate Study in TESOL/Applied Linguistics — 3 hrs.**
Introduction to sources, tools, and techniques in graduate-level study and research in TESOL and language sciences.
- 630:240. Computer Assisted Language Learning (CALL) — 3 hrs.**
Exploration of purposes, applications and roles of computers in language learning and language testing; application to skills of reading, writing, listening, and speaking. Use of internet resources and tools.
- 630:254. Seminar in Phonology — 3 hrs.**
- 630:256. Seminar in Syntax — 3 hrs.**
- 630:289. Seminar in Language — 3 hrs.**
Topic to be announced in Schedule of Classes; may be repeated for credit.
- 630:292. Second Language Acquisition — 3 hrs.**
Historical background and methodology of second language acquisition research; current theories of acquisition and learning; role of individual and societal variables in language learning.
- 630:295. Language Testing — 3 hrs.**
Examination of basic approaches and techniques for constructing and interpreting language tests.
- 630:297. Practicum.**
Graduate-level student teaching of English as a second language. Prerequisite: consent of instructor.
- 630:299. Research.**

640 Religion

640:024. Religions of the World — 3 hrs.

Living religions of humankind with emphasis on their relevance to interpretations of existence, the problem of meaning and values, and human destiny.

640:030. What is Religion? — 3 hrs.

Basic forms and views of religious phenomena, such as encounter, tradition, ritual, community, divine law, meditation, mysticism, response to life-crisis, and personal growth and fulfillment.

640:040. Religion, Ethics, and Film — 3 hrs.

Introduction to study of religion through critical examination of a variety of contemporary films. Draws on student visual literacy as approach to the study of religion.

640:113(g). Philosophy of Religion — 3 hrs.

Introduction to philosophical examination of religious ideas. Strongly recommended that some work in philosophy or religion precede this course. Prerequisite: junior standing. (Same as 650:113g.)

640:115(g). Religion and Its Critics — 3 hrs.

Issues raised by encounter between traditional Christian faith and modern concepts and methods of philosophy, science, history, sociology, and cultural criticism. Examination of positions of both 19th- and 20th-century theologians. Prerequisite: junior standing.

640:117(g). Religion in America — 3 hrs.

Investigation of religious movements and beliefs from colonial times to present. 640:024 or 650:021 recommended to precede this course. Prerequisite: junior standing. (Same as 960:145g.)

640:126. Meditation and Mystical Experience — 3 hrs.

Examination of various techniques of meditation and their results, drawing from Yoga, Zen, Buddhist, Christian, and secular sources including first-hand accounts of meditational practice and philosophic and psychological studies in the area of mysticism.

640:130. Great Living Religions: Hinduism and Buddhism — 3 hrs.

Hinduism, Jainism, Buddhism, Islam.

640:132. Great Living Religions: Confucianism, Taoism, and Zen — 3 hrs.

Taoism, Confucianism, Buddhism, Shintoism.

640:134. Great Living Religions: Judaism and Islam — 3 hrs.

Study of the doctrines and practices of Judaism and Islam in their cultural context with attention to historical development and current situation.

640:136. Great Living Religions: Christianity — 3 hrs.

Introductory survey of development, beliefs, practices, and varieties of Christianity.

640:141. Old Testament and Other Hebrew Scriptures — 3 hrs.

Introduction to history and ideas of Old Testament and other Hebrew scriptures.

640:142. New Testament and Early Christian Writings — 3 hrs.

Introduction to history and ideas of New Testament and early Christian writings.

640:152(g). Existentialism — 3 hrs.

Study of interpretations of human experience in contemporary thought. Presupposes no previous knowledge of philosophy. Prerequisite: junior standing. (Same as 650:152g.)

640:154(g). Myth and Symbol — 3 hrs.

Investigation of meaning and significance of religious myths and symbols, and theories used to study them. Prerequisite: junior standing.

640:161. Religion, Magic and Witchcraft — 3 hrs.

Anthropological understanding of behavior dealing with the supernatural; supernatural beliefs, practices, and movements throughout the world. Prerequisite: 990:011 or consent of instructor. (Same as 990:161.)

640:162(g). Women and Christianity — 3 hrs.

Examination of history and function of gender in symbolization of Christian tradition; exploration of institutionalization of sex roles in Christianity; discussion of interaction between the Christian religion and cultural patterns that define the social role, status, and image of women. Interested students are encouraged to contact the instructor. Prerequisite: junior standing.

640:165(g). Religion and Society — 3 hrs.

Religious institutions and their social context; changes and development in religion; religious organization and behavior; social function of religion. Prerequisite: junior standing.

640:167(g). Religion and Autobiography — 3 hrs.

Exploration of idea of literary self-creation as a religious, historical and cultural phenomenon. Attention to questions of race, ethnicity, gender, and class. Prerequisite: junior standing.

640:168(g). Religion and Sexuality — 3 hrs.

Examination of ways in which religions shape and reflect ideas about the body and sexuality. Prerequisite: junior standing.

640:171. Religion and Ethics — 3 hrs.

Examination of key issues having to do with religion and ethics, including the moral function of religion, religious pluralism, war and peace, freedom and responsibility, religion and politics, religion and gender, social justice.

640:173. Bio-Medical Ethics — 3 hrs.

Application of principles and analytic methods of ethical theory to contemporary issues in medical practice and research. Topics include fundamental concepts of health and disease, life and death; rights and obligations of medical practitioners and their patients; informed consent and confidentiality; abortion and euthanasia; reproductive and transplantation technologies; health policy and the provision and rationing of health care. (Same as 650:173.)

640:174(g). Ethics in Business — 3 hrs.

Application of ethical principles and analytic methods to contemporary issues in business. Topics include moral responsibility of corporations and their regulation; economic policy, business practices, and social justice; rights and obligations of employers and employees; meaningful work, motivation, and the worker; affirmative action and reverse discrimination; environment and natural limits of capitalism. Prerequisite: junior standing. (Same as 650:174g.)

640:175(g). Environmental Ethics — 3 hrs.

Introduction to and application of ethical theory to environmental issues, including responsibility for plants and animals, pollution, natural resources, and population growth. Prerequisite: junior standing. (Same as 650:175g.)

640:186(g). Studies in Religion — 3 hrs.

Study of special topics to be indicated in Schedule of Classes. Prerequisite: junior standing.

640:189(g). Individual Readings in Religion — 1-3 hrs.

Individually arranged readings and reports from (1) Biblical studies, (2) history of religions, or (3) contemporary religious thought. Can be repeated for maximum of 6 hours. Prerequisites: junior standing; consent of department head.

640:194(g). Seminar on Death and Dying — 3 hrs.

Ideas and research concerning anticipation of dying, toward the goal of sensitive communication with those most affected by death—the suicidal, the terminally ill, and the grieving. Prerequisite: junior standing. (Same as 650:194g.)

640:197. Ethics Practicum — 3 hrs.

Combines service-learning with study of theoretical and applied ethics. Students work 4-6 hours per week in a community agency and meet with instructor. Prerequisites: one completed or concurrent ethics course; consent of instructor. (Same as 650:197.)

640:250. Critical Perspectives on Gender — 3 hrs.

Consideration of two traditions that have influenced feminist theories in the last two decades - poststructuralism and psychoanalysis. Readings in primary texts (e.g., Foucault, Derrida, Freud, and Lacan) and explorations of feminist elaborations and critiques of these texts revealing the tenacity, centrality, and power in human lives of a sense of gendered existence. (Same as 650:250.)

650 Philosophy

650:021. Philosophy: Basic Questions — 3 hrs.

Introductory exploration of questions concerning nature of self, reality, meaning, knowledge, truth, faith, value, and obligation.

650:045. Elementary Logic — 3 hrs.

Methods, principles, and rules of reasoning with emphasis on their practical uses in effective thinking, scientific inquiry, and verbal communication.

650:100(g). History of Philosophy: Ancient — 3 hrs.

History of philosophy from the Pre-Socratics to late antiquity, with emphasis on Plato and Aristotle. Prerequisite: 650:021 strongly recommended; junior standing.

650:101(g). History of Philosophy: Medieval — 3 hrs.

History of philosophy from late Roman times through Middle Ages, with emphasis on Augustine and Thomas Aquinas. Prerequisite: 650:021 strongly recommended; junior standing.

650:103(g). History of Philosophy: Renaissance through Enlightenment — 3 hrs.

History of philosophy from Renaissance through Hume, with emphasis on continental rationalism and British empiricism. Prerequisite: 650:021 strongly recommended; junior standing.

650:104(g). History of Philosophy: Modern — 3 hrs.

History of philosophy from Kant to present; emphasis on idealism, romanticism, materialism, positivism, phenomenology, existentialism. Prerequisite: 650:021 strongly recommended; junior standing.

650:105(g). Marxism — 3 hrs.

Basic doctrines of Karl Marx and Frederick Engels and others within Marxist tradition. Dialectical and historical materialism; Marxist conception of nature and human society; historical and contemporary influence of Marxism on economic and political developments, religion, ethics, science and technology, literature and the arts. Prerequisite: junior standing.

650:113(g). Philosophy of Religion — 3 hrs.

Introduction to philosophical examination of religious ideas. Strongly recommended that some work in philosophy or religion precede this course. Prerequisite: junior standing. (Same as 640:113g.)

650:119. Philosophy of Science — 3 hrs.

Philosophical problems of the sciences; nature of laws and theories, causation, explanation and scientific method, and relation between natural and social sciences.

650:142. Ethics — 3 hrs.

Study of major problems of moral conduct, with emphasis on contemporary ethical theories.

650:143. Aesthetics — 3 hrs.

Problems of experiencing and interpreting the arts presented through readings and discussion of the various arts.

650:150(g). Knowledge and Reality — 3 hrs.

Study of variety of knowledge-claims about the world and of the structures of reality implied. Prerequisite: junior standing.

650:152(g). Existentialism — 3 hrs.

Study of interpretations of human experience in contemporary thought. Presupposes no previous knowledge of philosophy. Prerequisite: junior standing. (Same as 640:152g.)

650:153. The Human Person — 3 hrs.

Study of various interpretations of the nature and process of being human.

650:172. Society, Politics, and the Person — 3 hrs.

Critical investigation of contexts of engagement and responsibility of persons as members of social institutions and as participants in public discourse on policy and law.

650:173. Bio-Medical Ethics — 3 hrs.

Application of principles and analytic methods of ethical theory to contemporary issues in medical practice and research. Topics include fundamental concepts of health and disease, life and death; rights and obligations of medical practitioners and their patients; informed consent and confidentiality; abortion and euthanasia; reproductive and transplantation technologies; health policy and the provision and rationing of health care. (Same as 640:173.)

650:174(g). Ethics in Business — 3 hrs.

Application of ethical principles and analytic methods to contemporary issues in business. Topics include moral responsibility of corporations and their regulation; economic policy, business practices, and social justice; rights and obligations of employers and employees; meaningful work, motivation, and the worker; affirmative action and reverse discrimination; environment and natural limits of capitalism. Prerequisite: junior standing. (Same as 640:174g.)

650:175(g). Environmental Ethics — 3 hrs.

Introduction to and application of ethical theory to environmental issues, including responsibility for plants and animals, pollution, natural resources, and population growth. Prerequisite: junior standing. (Same as 640:175g.)

650:186(g). Studies in Philosophy — 3 hrs.

Study of philosophical thinker or problem to be indicated in Schedule of Classes. Prerequisite: junior standing.

650:189(g). Individual Readings in Philosophy — 1-3 hrs.

Individually arranged readings and reports drawn from (1) history of philosophy, or (2) contemporary philosophical problems. May be repeated for maximum of 6 hours. Prerequisites: junior standing; consent of department head.

650:194(g). Seminar on Death and Dying — 3 hrs.

Ideas and research concerning anticipation of dying, toward the goal of sensitive communication with those most affected by death—the suicidal, the terminally ill, and the grieving. Prerequisite: junior standing. (Same as 640:194g.)

650:197. Ethics Practicum — 3 hrs.

Combines service-learning with study of theoretical and applied ethics. Students work 4-6 hours per week in a community agency and meet with instructor. Prerequisites: one completed or concurrent ethics course; consent of instructor. (Same as 640:197.)

650:245. Ethics in Public Policy — 2 hrs.

Attention to major ethical issues facing practitioners of public policy analysis through: (1) a study of ethical principles and procedures of analysis; (2) application of these methods to crucial questions of professional conduct and responsibility; and (3) their application to selected policy problems of timely interest. Prerequisite: enrollment in the Master of Public Policy Degree Program or consent of instructor.

650:250. Critical Perspectives on Gender — 3 hrs.

Consideration of two traditions that have influenced feminist theories in the last two decades - poststructuralism and psychoanalysis. Readings in primary texts (e.g., Foucault, Derrida, Freud, and Lacan) and explorations of feminist elaborations and critiques of these texts revealing the tenacity, centrality, and power in human lives of a sense of gendered existence. (Same as 640:250.)

680 Humanities

There is no humanities department as such. The courses below are interdisciplinary and are taught jointly by staff from several departments.

680:010. Leadership: Skills and Styles — 3 hrs.

Basic principles and skills of personal leadership; focus on clarifying values, motivating individuals, organizing groups. Practical applications and use of case studies.

680:021. Humanities I — 4 hrs.

Literature, philosophy, religion, and the fine arts, integrated with the history of Western Civilization (Ancient times through the Reformation).

680:022. Humanities II — 4 hrs.

Continuation of 680:021 (from the 17th century to present).

680:040. Women's Studies: Introduction — 3 hrs.

Interdisciplinary approach to study of Feminism and aspects of gender-role stereotyping and socialization in institutions, programs, and curricula which prevent fair treatment for all.

680:102(g). Nonverbal Communication — 3 hrs.

Patterns of human expression apart from the spoken or written word. Prerequisite: junior standing. (Same as 48C:121g.)

680:110(g). Leadership: Concepts and Practice — 3 hrs.

Analysis of relationship between leadership theory and practice; focus on development of critical and evaluative skills. Historical and contemporary perspectives on leaders and issues. Prerequisites: 680:010; junior standing.

680:121. Russia/Soviet Union — 3 hrs.

Interdisciplinary examination of the culture, history, geography, economy, political system, and society of Russia and the Soviet Union. Prerequisites: 680:021; 680:022.

680:122. Japan — 3 hrs.

Introductory study of Japan: geographical setting, historical background, cultural heritage, social and political systems, and economic development and importance. Prerequisites: 680:021; 680:022.

680:123. Latin America — 3 hrs.

Historical, political, social, and cultural elements that form the civilization of Latin America. No credit if student has credit in 780:120. May not be taken for credit on history majors or minors. Prerequisites: 680:021; 680:022.

680:124. China — 3 hrs.

Historical treatment of significant elements of Chinese culture and major aspects of modern China's transformations since the mid-19th century. Prerequisites: 680:021; 680:022.

680:125. India — 3 hrs.

Historical treatment of significant elements of Indian culture and major aspects of modern India's transformation under British rule and since independence. Prerequisites: 680:021; 680:022.

680:127. Middle East — 3 hrs.

Interdisciplinary examination of significant elements of Middle East culture and society: current patterns, tensions, and contributions. Prerequisites: 680:021; 680:022.

680:128. Africa — 3 hrs.

Interdisciplinary examination of contemporary African society and culture: historical heritage, problems, prospects and importance. Prerequisites: 680:021; 680:022.

680:130. Culture and Philosophy of African American Life — 3 hrs.

Interdisciplinary exploration of culture and philosophy of African American Life; emphasis on historical and current aspects of life which enhance or deter progress of African Americans educationally, economically, and politically.

680:131. Practicum in African American Culture — 2 hrs.

Opportunity to work on self-optional or assigned project; may include work in public school system, volunteer bureaus, and/or community social agencies. May be repeated for maximum of 4 hours. Prerequisite or corequisite: 680:130.

680:132. Native North America — 3 hrs.

Ethnographic survey of socio-cultural systems developed by Native Americans north of Mexico; emphasis on relationships that exist among ecological factors, subsistence techniques, social organizations, and belief systems and impact interactions with European and U.S. societies had on Indian lifestyles. Prerequisites: 680:021; 680:022. (Same as 990:132.)

680:137. Native Central and South America — 3 hrs.

Ethnographic survey of socio-cultural systems developed by foraging and horticultural peoples of South America; emphasis on relationships that exist among ecological factors, subsistence techniques, social organizations, and beliefs systems from holistic, comparative and cross-cultural perspectives. Prerequisites: 680:021; 680:022. (Same as 990:137.)

680:156(g). Topics in Gay/Lesbian/Bisexual Studies — 3 hrs.

Survey of history of homosexuality and bisexuality from ancient Greeks to present; contributions to art, music, drama, and literature by persons who are or are considered to be homosexual/bisexual; and current sociological, political, and religious theories of homosexuality/bisexuality. May be repeated for credit with change in content. Prerequisite: junior standing.

680:160(g). Black Women in America: Challenge, Spirit, Survival — 3 hrs.

Investigation of major themes in lives of black women in America, utilizing scholarship from sociology, literature, cultural studies, and womanist theology. Challenges to fruitful existence and role of striving for self-representation direct the two major units of course. Prerequisite: junior standing.

680:168. Mythology — 3 hrs.

Study of primitive and sophisticated examples of myth and mythopoetic thinking from variety of cultures; emphasis on how myths function in art, society, and the individual.

680:169. Leadership Internship — 1-3 hrs.

Field placement designed to further develop leadership abilities. Site placement determined in consultation with the Director of Leadership Studies. Prerequisites: 680:010; 680:110; consent of instructor and Director of Leadership Studies.

680:188. Seminar on Leadership Development: The Future — 1-2 hrs.

Synthesis of theory and practice of leadership; examination of case studies and research on leadership issues and ethics; preparation of career plans that include service component. Prerequisites: 680:010; 680:110; junior standing or consent of instructor.

680:189(g). Seminar in Environmental Problems — 3 hrs.

Experience in environmental problem solving of both a theoretical and practical nature. Prerequisites: junior standing; consent of instructor.

680:192. Junior-Senior Seminar — 3 hrs.

Seminar in humanities offered as indicated in Schedule of Classes. For upper-class students of any major. May be repeated for credit in different fields.

680:198. Independent Study.

(See pages 59, 174.)

680:289. Graduate Seminar in Women's Studies: Gender, Race, and Class — 4 hrs.

Required core seminar for all entering Women's Studies M.A. students. Enhances knowledge of intersections of race, class, and gender. Provides overview of feminist theory and methods. (3 credits fall semester; 1 credit spring semester.)

690 Humanities, Interdepartmental

690:030 Arts in the Americas — 3 hrs.

Introduction to cross-cultural understanding of art, dance, film, music, and theatre in the Americas. Emphasis on forms, origins, directions, isolations, and interactions. Inter-departmentally team taught.

700 Languages

700:099. Preparation for Study Abroad — 2 hrs.

For students planning to study and travel abroad. Practical, social, geographic, and cultural aspects; some emphasis on contrasting American and foreign cultures. No credit on major or minor in foreign language.

700:181(g). Translation Theory — 2-3 hrs.

Taught in English. Exploration of, with the help of extant literature, various aspects of translation, such as skills versus creativity, the relationship between original and translation, modes of translation, and a diachronic overview of the philosophy of translation. Prerequisites: reading knowledge of one foreign language; junior standing; consent of instructor.

700:190(g). The Teaching of Foreign Languages — 2-4 hrs.

Foreign language theories, terms, concepts and demonstration of their practical application. Note: In order to apply this course toward a teaching degree, students must be admitted to the Teacher Education Program before taking 700:190. Prerequisites: 7x0:101; junior standing. Corequisite: 7x0:191.

700:192(g). The Teaching of Foreign Languages in the Elementary Schools — 2-4 hrs.

Various approaches, teaching resources, instructional framework, and classroom activities suitable for elementary education. Prerequisites: 7x0:101; junior standing.

700:193(g). Technology in Foreign Language Education — 2-3 hrs.

Based on current research and methodological approaches, enables critical selection, integration, and application of modern technology in foreign language instruction. Prerequisite: junior standing. Prerequisite or corequisite: 700:190; 7x0:191; or consent of instructor.

700:195(g). Research Methods in Culture and Literature — 2-3 hrs.

Prepares students in various aspects of cultural and literary criticism, use of critical approaches and latest library resources. Graduate students must take the course during first three resident semesters. Prerequisite: junior standing.

700:198. Independent Study.

700:230. Advanced Literary Translation — 3 hrs.

Preparation of literary translation in English of representative cross-section of literary genres. Extensive discussion of practical and theoretical problems involved. Emphasis on creative aspects. Prerequisite: B.A. in one foreign language.

700:290. Theory and Practice in Foreign Language Teaching — 1-3 hrs.

Synthesis of past and current theories of language acquisition with language teaching practice. May be repeated. Prerequisite: consent of instructor.

710 Chinese

710:001. Elementary Chinese I — 5 hrs.

For beginners.

710:002. Elementary Chinese II — 5 hrs.

Continuation of 710:001. Prerequisite: 710:001 or consent of instructor.

710:011. Intermediate Chinese I — 5 hrs.

Continuation of 710:002. Progressive development of writing, reading, and speaking skills through sequence of exercises relating to daily practical living. Grammatical refinement using numerous illustrations of more difficult new words in dialogues on everyday topics. Prerequisite: 710:002 or consent of instructor.

710:102. Advanced Chinese II — 3 hrs.

Prerequisite: consent of instructor.

720 French

720:001. Elementary French I — 5 hrs.

For beginners. Not recommended for students who have had two or more years of French in high school or the equivalent.

720:002. Elementary French II — 5 hrs.

Continuation of 720:001. Not recommended for students who have had three or more years of French in high school or the equivalent. Prerequisite: 720:001 or equivalent.

720:011. Intermediate French — 5 hrs.

Thorough review of patterns of French; development of vocabulary and emphasis on speaking and writing. Prerequisite: 720:002 or equivalent.

720:031. Introduction to Francophone Literature in Translation — 3 hrs.

Understanding and appreciating basic forms of French-language literatures in English translation through close reading of literary texts. Does not count for credit on any foreign language major or minor.

720:051. Composition — 2-3 hrs.

Continuation of 720:011, leading to free composition. Prerequisite: 720:011 or equivalent. Corequisite: 720:061 or other intermediate course with consent of department head.

720:061. Conversation — 2-3 hrs.

Continuation of 720:011, with wider range of subjects, vocabulary, and structures. Prerequisite: 720:011 or equivalent. Corequisite: 720:051 or other intermediate course with consent of department head.

720:100. Teaching French in the Elementary Schools — 1 hr.

Techniques and practice in teaching French; includes weekly training experience in local schools plus class sessions. May be repeated twice for credit. Prerequisite: consent of instructor. (Formerly 720:090.)

720:101(g). Advanced Composition — 3 hrs.

Analysis of major morphological and syntactical structures of the French language, with contrasting grammatical and linguistic approaches to problems of correct usage. Emphasis on successful application of principles. May be repeated once for credit with consent of instructor. Prerequisites: 720:051; junior standing.

720:102. French to English Translation — 3 hrs.

Introduction to translation techniques involved in translation of French into English. Topics selected from varied magazines dealing with business, culture, and general information. Prerequisite: 720:051 or consent of instructor.

720:103(g). Advanced Conversation — 3 hrs.

Development and improvement of oral fluency through free and guided conversation. May be repeated once for credit with consent of instructor. Prerequisites: 720:051; 720:061; or consent of instructor; junior standing.

720:104. Introduction to French Literature — 3 hrs.

Selected major works of representative French authors. Application of language skills to literary analysis and introduction to critical theories. Prerequisite: 720:101 or equivalent.

720:105(g). Stylistics — 3 hrs.

Introduction to stylistic analysis. Development of style in composition through study of excerpts from contemporary French works and literary translation into French. Prerequisite: junior standing. Prerequisite or corequisite: 720:101 or equivalent.

720:107(g). Listening and Comprehension — 3 hrs.

Development and improvement of ease with which one understands all types of standard speech including taped material, readings, radio and television broadcasts, and movies. Offered only on summer study tour. Prerequisite: junior standing.

720:108(g). Introduction to Interpreting — 3 hrs.

Introduction to consecutive and simultaneous translation. May be repeated once for credit. Prerequisites: 720:103 or comparable fluency in French; junior standing.

720:111. Business French — 2-4 hrs.

Introduction to current business concepts and practices in French-speaking countries. Reading and interpreting business information, reading and writing basic business correspondence. Prerequisite: 720:011 or equivalent.

720:114(g). Short Stories — 3 hrs.

Short stories from Vigny, Merimee, Daudet, Maupassant, Ayme and others. Prerequisites: 720:101; 720:104; junior standing.

720:121(g). Special Topics in Language and Culture — 3 hrs.

Special topics and aspects of the discipline. May be repeated except when topic is identical. Prerequisites: 720:101; 720:104; or equivalents; junior standing.

720:122(g). Special Topics in Literature — 3 hrs.

Special topics and aspects of the discipline. May be repeated except when topic is identical. Prerequisites: 720:101; 720:104; or equivalents; junior standing.

720:124(g). Contemporary France — 3 hrs.

Survey of recent developments and a description of the country, its people, customs and way of life, institutions, economy, and art. May be repeated once for credit in summer institutes abroad. Prerequisite: junior standing. Prerequisite or corequisite: 720:101 or equivalent.

720:125(g). French Culture and Civilization — 3 hrs.

Historical, cultural and sociological background for understanding of contemporary France. May be repeated in summer institutes abroad for 2 hours credit. Prerequisites: 720:101 or equivalent; junior standing.

720:126(g). French Summer Symposium: (Topic) — 2-6 hrs.

Intensive summer course designed to complement courses offered during the fall and spring semesters. Specific topic and number of hours indicated in Schedule of Classes. May be repeated, except where title is identical. Prerequisites: 720:101 or equivalent; junior standing.

720:128(g). Literature of Ideas — 3 hrs.

Montaigne, Pascal, La Rochefoucauld, Saint Simon, La Bruyere, Montesquieu, Voltaire, Chateaubriand, Rousseau, de Tocqueville and their modern successors. Prerequisites: 720:101; 720:104; junior standing.

720:144(g). Novels of the 19th and 20th Centuries — 3 hrs.

Novels from Balzac, Stendhal, Flaubert, Proust, Robbe-Grillet and others. Prerequisites: 720:101; 720:104; junior standing.

720:160(g). Advanced Oral Practice — 2-4 hrs.

Development of oral fluency and greater accuracy through structured oral exercises; free conversation dealing with civilization and topics of current interest. Structural, morphological, and phonetic exercises designed to meet the needs of individual participants. Prerequisite: junior standing. Prerequisite or corequisite: 720:101 or equivalent.

720:161(g). Problems in French Pronunciation — 2 hrs.

Correction of and practice in producing French sounds, intonation, rhythm, and stress to minimize foreign accent. Prerequisites: 720:051; 720:061; or equivalents; junior standing.

720:181(g). Advanced Business French — 3 hrs.

Study of current business concepts and practices in French-speaking countries through systematic analysis of business-related topics based on authentic reading materials and business communications. Prerequisites: 720:111 or consent of instructor; junior standing.

720:185(g). Introduction to Translation — 3 hrs.

Introduction to journalistic and technical translation using varied textual materials (public media, scholarly and professional texts), from English to French and French to English. May be repeated once for credit. Prerequisites: 720:101 or equivalent; junior standing.

720:191. Bilingual Practicum — 1-3 hrs.

Participants meet on a regular basis with instructor to acquire first-hand knowledge of foreign language methodologies through activities and class observations. Required for students enrolled in the foreign-language teacher education program. Prerequisite: 720:101. Corequisite: 700:190.

720:201. Advanced Composition and Stylistics — 3 hrs.

Study of stylistic devices; examination of principal morphological, syntactical, and semantic problems.

720:203. Structure of French — 3 hrs.

Phonology, morphology, and syntax of current French, stressing areas of French structure which cause problems for native speakers of English.

720:207. Contemporary French Speech — 2 hrs.

Understanding and identification of major levels of spoken French, including elegant, standard and familiar speech styles; structural, lexical, and phonological study of current French speech, stressing areas of socio-linguistic importance.

720:225. Problems in Translation — 3 hrs.

Techniques of translation with journalistic and technical emphases.

720:226. French Graduate Summer Symposium: (Topic) — 2-6 hrs.

Intensive summer course designed to complement courses offered during the fall and spring semesters. Specific topic and number of hours in Schedule of Classes. May be repeated, except where title is identical. Prerequisite: 720:101 or equivalent.

720:270. French Literature in Review I — 3 hrs.

Chronological review of major periods; works and writers of French literature from the Middle Ages through the Age of Enlightenment. Focus on development of each literary genre. Primarily for students planning to take M.A. comprehensives in French. Prerequisite: graduate standing or consent of instructor.

720:271. French Literature in Review II — 3 hrs.

Chronological review of major periods; works and writers of French literature from 19th Century to present. Focus on development of each literary genre. Prerequisite: graduate standing or consent of instructor.

720:289. Seminar — 3 hrs.

Various topics such as Medieval Literature, 16th Century Literature, 19th Century Prose, Contemporary Novel. Specific area indicated in Schedule of Classes. May be repeated on different topic.

730 Japanese**730:001. Elementary Japanese I — 5 hrs.**

For beginners.

730:002. Elementary Japanese II — 5 hrs.

Continuation of 730:001. Prerequisite: 730:001 or consent of instructor.

730:011. Intermediate Japanese I — 5 hrs.

Continuation of 730:002. Progressive development of writing, reading, and speaking skills through a sequence of exercises relating to daily practical living. Grammatical refinement using numerous illustrations of more difficult words on everyday topics. Prerequisite: 730:002 or consent of instructor.

730:012. Intermediate Japanese II — 5 hrs.

Continuation of 730:011. Prerequisite: 730:011 or consent of instructor.

730:101. Advanced Japanese I — 3 hrs.

Increased use of compounds. Review of more difficult characters. Introduction to Japanese classical literature. Prerequisite: 730:012 or consent of instructor.

730:102. Advanced Japanese II — 3 hrs.

Continuation of 730:101. Prerequisite: 730:101 or consent of instructor.

740 German**740:001. Introduction to German Studies I — 3 hrs.**

For beginners. Introduction to language and cultures of the German-speaking peoples. Not recommended for students who have had two or more years of German in high school or equivalent. Corequisite: 740:003.

740:002. Introduction to German Studies II — 3 hrs.

Continuation of 740:001. Not recommended for students who have had three or more years of German in high school or equivalent. Prerequisite: 740:001; 740:003; or equivalents. Corequisite: 740:004.

740:003. German Communication Practice I — 2 hrs.

Practice of basic language skills through guided exercises, including use of lab components. Not recommended for students who have had two or more years of German in high school or equivalent. Corequisite: 740:001. (Formerly part of 740:001.)

740:004. German Communication Practice II — 2 hrs.

Continuation of 740:003. Not recommended for students who have had three or more years of German in high school or equivalent. Prerequisites: 740:001; 740:003; or equivalents. Corequisite: 740:002. (Formerly part of 740:002.)

740:011. Intermediate German Studies I — 3 hrs.

Intermediate language course. Continued development of language skills. Review of essential German grammar. Discussion of cultural issues related to German-speaking countries. Prerequisite: 740:002; 740:004; or equivalents.

740:012. German Communication Practice III — 2 hrs.

Practice of language skills at intermediate level, including use of lab components. Prerequisites: 740:002; 740:004; or equivalents.

740:013. Intermediate German Studies II — 3 hrs.

Continuation of 740:011 and 740:012. Intermediate language course. Continued development of language skills. Review and expansion of vocabulary and grammatical structures. Discussion of cultural issues related to German-speaking countries. Prerequisites: 740:011; 740:012; or equivalents.

740:014. German Communication Practice IV — 2 hrs.

Continuation of 740:011 and 740:012. Practice of language skills at intermediate level, including use of lab components. Prerequisites: 740:011; 740:012; or equivalents.

740:031. Introduction to German Literature in Translation — 3 hrs.

Understanding and appreciating basic terms of German language literatures in English translation through close reading of literary texts.

740:100. Teaching German in the Elementary Schools — 1 hr.

Techniques and practice in teaching German at elementary school level. Students teach German in local schools for approximately one hour per week and meet with course instructor on regular basis. May be repeated twice for credit. Prerequisite: consent of instructor. (Formerly 740:090.)

740:101(g). German Writing Practice — 2-3 hrs.

Development of writing skills and grammar review. Prerequisites: 740:013; 740:014; junior standing.

740:102(g). Advanced Composition and Grammar Review — 2-3 hrs.

Improvement of writing skills through composition, in-class grammar review, and individual tutorial sessions. Prerequisite: junior standing. Prerequisite or corequisite: 740:013; 740:014; or equivalents.

740:103(g). German Conversation — 2-3 hrs.

Development of oral fluency through systematically guided conversations on civilization topics and free conversation on topics of current interest. Structural, morphological, and phonetic exercises designed to meet needs of individual participant. Prerequisites: 740:013; 740:014; or equivalents; junior standing.

740:104(g). Introduction to German Literature — 3 hrs.

Selected major works of representative German authors. Application of language skills to literary analysis and introduction to critical theories. Prerequisites: 740:013; 740:014; or equivalents; junior standing.

740:105(g). Stylistics — 3 hrs.

Introduction to stylistics analysis. Development of style in composition through study of excerpts from contemporary German works and literary translations into German. Prerequisites: 740:013; 740:014; or equivalents; junior standing.

740:111. Business German — 3 hrs.

Introduction to current business concepts and practices in German-speaking countries. Reading and interpreting business information, reading and writing basic business correspondence; accessing business news. Prerequisites: 740:011; 740:012; or consent of instructor.

740:116(g). Post World War II Culture and Literature — 3 hrs.

Introduction to culture and literature of the two German States, Austria and Switzerland, from 1945 to present: intellectual, artistic, and literary trends. Prerequisite: junior standing. Prerequisite or corequisite: 740:101 or equivalent.

740:121(g). Special Topics in Language and Culture — 3 hrs.

Special topics and aspects of the discipline. May be repeated except when topic is identical. Prerequisites: 740:101; 740:104; or equivalents; junior standing.

740:122(g). Special Topics in Literature — 3 hrs.

Special topics and aspects of the discipline. May be repeated except when topic is identical. Prerequisites: 740:101; 740:104; or equivalents; junior standing.

740:123(g). Civilization of German-Speaking Countries — 3 hrs.

Advanced-level study of geography, history, and culture of German-speaking countries. Prerequisite: junior standing. Prerequisite or corequisite: 740:101 or equivalent.

740:126(g). German Summer Symposium: (Topic) — 2-6 hrs.

Intensive summer course designed to complement courses offered during the fall and spring semesters. Specific topic and number of hours indicated in Schedule of Classes. May be repeated, except where title is identical. Prerequisites: 740:101 or equivalent; junior standing.

740:127(g). Culture and Literature: 1918-1945 — 3 hrs.

Introduction to culture and literature of Germany and Austria between 1918 and 1945: intellectual, artistic, and literary trends. Prerequisite: junior standing. Prerequisite or corequisite: 740:101 or equivalent.

740:128(g). Culture and Literature: Middle Ages to Baroque — 3 hrs.

Introduction to German culture and literature from the beginnings to the 18th century. Highlights of German culture and life as reflected in literary works, mythology, philosophy, religion, and the arts. Prerequisite: junior standing. Prerequisite or corequisite: 740:101 or equivalent.

740:143(g). Culture and Literature: 18th and 19th Century — 3 hrs.

Introduction to German culture and literature from the Enlightenment to end of 19th century; highlights of German culture and life as reflected in literary works, the arts, philosophical texts, and historical documents. Prerequisite: junior standing. Prerequisite or corequisite: 740:101 or equivalent.

740:147(g). Masterpieces of the Modern German Stage — 3 hrs.

Prerequisite: junior standing. Prerequisite or corequisite: 740:101 or equivalent.

740:150(g). Contemporary Germany and Austria — 3 hrs.

In-depth analysis of political and social developments and cultural trends of post-war Germany and Austria. Prerequisite: junior standing. Prerequisite or corequisite: 740:101 or equivalent.

740:160(g). History of the German Language — 3 hrs.

Introduction to historical development of German. Prerequisite: junior standing. Prerequisite or corequisite: 740:101 or equivalent.

740:181. Advanced Business German — 3 hrs.

Study of current business concepts and practices in German-speaking countries. In-depth analysis of business-related communications. Prerequisite: 740:111 or consent of instructor.

740:185(g). Introduction to Translation — 3 hrs.

Introduction to journalistic and technical translation using varied textual materials (public media, scholarly and professional texts), from English to German and German to English. May be repeated once for credit. Prerequisites: 740:101 or equivalent; junior standing.

740:191. Bilingual Practicum — 1-4 hrs.

Participants meet on regular basis with instructor to acquire first-hand knowledge of foreign language methodologies through activities and class observations. Required for students enrolled in foreign-language teacher education program. Prerequisite: 740:101. Corequisite: 700:190.

740:201. Composition and Stylistics — 3 hrs.

Study of stylistic devices; examination of principal morphological, syntactical, and semantic problems. May be offered for 4 hours on the summer study abroad program.

740:225. Problems in Translation — 3 hrs.

Techniques of translation with journalistic and technical emphases.

740:226. German Graduate Summer Symposium: (Topic) — 2-6 hrs.

Intensive summer course designed to complement courses offered during the fall and spring semesters. Specific topic and number of hours indicated in Schedule of Classes. May be repeated, except where title is identical. Prerequisite: 740:101 or equivalent.

740:250. German Literature in Review — 3 hrs.

Major periods of German literature, literary genres, and techniques. Primarily for students who plan to take the M.A. comprehensives in German. Prerequisite: consent of instructor.

740:289. Seminar — 3 hrs.

Various topics offered such as Baroque Poetry, Classical Drama, Contemporary Prose Fiction, East German Literature. Specific area indicated in Schedule of Classes. May be repeated for credit, except when topic is identical.

770 Russian**770:001. Elementary Russian I — 3 hrs.**

Basic skills of listening comprehension, reading, speaking and writing, and an introduction to Russian and Soviet culture. Corequisite: 770:003.

770:002. Elementary Russian II — 3 hrs.

Continuation of 770:001. Prerequisites: 770:001; 770:003; or equivalents. Corequisite: 770:004.

770:003. Elementary Russian Language Practice I — 2 hrs.

Practice of basic language skills through guided exercises and activities, including use of lab components. Corequisite: 770:001. (Formerly part of 770:001.)

770:004. Elementary Russian Language Practice II — 2 hrs.

Continuation of 770:003. Prerequisites: 770:001; 770:003. Corequisite: 770:002. (Formerly part of 770:002.)

770:011. Intermediate Russian I — 3 hrs.

Continued development of basic skills with further enlargement of vocabulary. Prerequisites: 770:002; 770:004; or equivalents. Corequisite: 770:013.

770:012. Intermediate Russian II — 3 hrs.

Continues grammar study and emphasizes vocabulary building through readings and discussions. Prerequisites: 770:011; 770:013; or equivalents. Corequisite: 770:014.

770:013. Intermediate Russian Language Practice I — 2 hrs.

Practice of Russian to enhance fluency, flexibility, accuracy in all skills, including use of lab components. Prerequisites: 770:002; 770:004. Corequisite: 770:011. (Formerly part of 770:011.)

770:014. Intermediate Russian Language Practice II — 2 hrs.

Continuation of 770:013. Prerequisites: 770:011; 770:013. Corequisite: 770:012. (Formerly part of 770:012.)

770:031. Introduction to Russian Literature in Translation — 3 hrs.

Understanding and appreciating basic forms of Russian language literature in English translation through close reading of literary texts.

770:091. Bilingual Pre-Practicum — 1-6 hrs.

For second- and third-level student. Work with first-level classes which enables student to reinforce basic language skills through direct participation with first-level students. May be repeated for maximum of 6 hours. Only 3 hours can be applied to a minor in Russian. Prerequisite: consent of instructor.

770:101(g). Advanced Russian I — 3 hrs.

Completes grammar study and emphasizes vocabulary building through readings and discussion of expository prose. Prerequisites: 770:012 or equivalent; junior standing. (Formerly 770:100g.)

770:102(g). Introduction to Russian Literature I — 3 hrs.

Introduction to history and development of Russian literature from Pushkin to Tolstoy and the critical reaction to it. In English. Prerequisite: junior standing.

770:103(g). Advanced Russian II — 3 hrs.

Continuation of 770:101. Prerequisites: 770:101 or equivalent; junior standing.

770:104(g). Introduction to Russian Literature II — 3 hrs.

Continuation of 770:102. Introduction to literature of the Silver Age, pre- and post-revolutionary periods, and post-Soviet period. In English. Prerequisite: junior standing.

770:109. Teaching Russian in the Elementary School — 1-2 hrs.

Techniques and practice in teaching Russian at elementary school level; weekly teaching experience in local school, plus class sessions. May be repeated twice for credit. Prerequisite: consent of instructor.

770:121(g). Special Topics in Language and Culture — 2-3 hrs.

Special topics and aspects of the discipline. May be repeated except when topic is identical. Prerequisite: junior standing. Prerequisite or corequisite: 770:101.

770:122(g). Special Topics in Literature — 2-3 hrs.

Special topics and aspects of the discipline. May be repeated except when topic is identical. Prerequisite: junior standing. Prerequisite or corequisite: 770:101.

770:132(g). Nineteenth Century Russian Short Fiction — 3 hrs.

Representative short fiction from Sentimentalism to Realism. Prerequisites: 770:103 or equivalent; junior standing.

770:134(g). Twentieth Century Russian Literature — 3 hrs.

Selections from Russian Symbolism, pre- and post-Revolutionary literature to present. Prerequisites: 770:103 or equivalent; junior standing.

770:141(g). Russian Culture and Civilization I — 3 hrs.

Lectures and readings in Russian covering time period between the foundation of Kievan Rus and the mid-eighteenth century. Additional readings in English supplemented by class discussions and oral and written reports in Russian. Prerequisites: 770:103; junior standing.

770:142(g). Russian Culture and Civilization II — 3 hrs.

Continuation of 770:141. Lectures and readings covering the period from mid-eighteenth century to present. Prerequisites: 770:103 or equivalent; junior standing.

770:191. Bilingual Practicum — 1-3 hrs.

Participants meet on regular basis with instructor to acquire first-hand knowledge of foreign language methodologies through activities and class observations. Required for students enrolled in foreign-language teacher education program. Prerequisite: 770:101. Corequisite: 700:190.

770:196. Senior Seminar — 3 hrs.

Various themes/topics offered. Specific topic indicated in Schedule of Classes. Prerequisite: 770:103.

780 Spanish

780:001. Elementary Spanish I — 5 hrs.

For beginners. Not recommended for students who have had two or more years of Spanish in high school or the equivalent.

780:002. Elementary Spanish II — 5 hrs.

Continuation of 780:001. Not recommended for students who have had three or more years of Spanish in high school or the equivalent. Prerequisite: 780:001 or equivalent.

780:011. Intermediate Spanish — 5 hrs.

Thorough review of essential Spanish grammar, enlarges vocabulary and augments the skills of listening, reading, writing, speaking, and cultural awareness. Prerequisite: 780:002 or equivalent.

780:025. Spanish for Business — 3 hrs.

Review of Spanish grammar; specialized vocabulary for commercial activities; augments listening, reading, writing, and speaking skills, and cultural awareness. Prerequisite: 780:011 or equivalent.

780:052. Spanish Language Structure — 2-3 hrs.

Explanation and practice of grammatical structures of Spanish. Prerequisite: 780:011 or equivalent. Corequisite: 780:062 or other intermediate course with consent of department head.

780:053. Spanish for Special Purposes — 2-3 hrs.

Review of Spanish grammar; specialized vocabulary for professional activities; augments listening, reading, writing, and speaking skills, and cultural awareness. Prerequisite: 780:011 or equivalent. Corequisite: 780:062.

780:062. Oral and Written Expression — 2-3 hrs.

Development of communication skills, culturally, orally, and in writing through selected readings, discussions, and exercises. Prerequisite: 780:011 or equivalent. Corequisite: 780:052 or other intermediate course with consent of department head.

780:091. Bilingual Pre-Practicum — 1-6 hrs.

For second- and third-level students. Work with first- and second-level classes, reinforcing basic language skills and understanding of Spanish grammar. Micro-teaching. May be repeated for maximum of 6 hours. Only 3 credits may be applied to major or minor in Spanish. Prerequisite: consent of instructor.

780:100. Teaching Spanish in the Elementary School — 1 hr.

Techniques and practice in teaching Spanish at elementary school level; weekly teaching experience in local school, plus class sessions. May be repeated twice for credit. Prerequisite: consent of instructor. (Formerly 780:090.)

780:101. Advanced Writing — 3 hrs.

Analysis and practice in Spanish grammar and usage through writing and reading a variety of texts with attention to vocabulary enhancement and different communication strategies. Prerequisites: 780:052; 780:062 or equivalent.

780:102(g). Commercial Spanish — 3 hrs.

Vocabulary and format for written correspondence in Spanish with emphasis on commercial vocabulary and idioms. Prerequisites: 780:052 or equivalent; junior standing.

780:103. Advanced Conversation and Reading — 4 hrs.

Further development of oral fluency. Conversation on current issues. Extensive vocabulary enhancement through readings and multimedia materials. Prerequisites: 780:052; 780:062; or equivalents.

780:104. Introduction to Hispanic Literature — 3 hrs.

Selected major works of representative Hispanic authors. Application of language skills to literary analysis and introduction to critical theories. Recommended for non-teaching majors. Prerequisite: 780:101 or equivalent.

780:105. Literary Miniatures — 2-3 hrs.

Introduction to analysis of short literary forms with application to pedagogy of literature. Recommended for teaching majors. Prerequisites: 780:101 or equivalent.

780:107. Introduction to Translation — 2-3 hrs.

Basic considerations regarding theoretical and applied translation and role of contrastive grammar in translation. Prerequisite: 780:101 or equivalent.

780:112. Survey of Spanish American Literature — 3 hrs.

Overview of Spanish American literature through works of representative authors of different periods and genres. Prerequisite: 780:104 or 780:105 or equivalent.

780:118. Survey of Spanish Literature — 3 hrs.

Overview of Spanish literature through works of representative authors of different periods and genres. Prerequisite: 780:104 or 780:105 or equivalent.

780:120. Latin American Culture and Civilization — 3 hrs.

Culture of Latin America as shaped by its geography, history, and pre-history, and as revealed in its arts, sports, customs, traditions and economic, social and political institutions. Prerequisite: 780:101 or equivalent. (Formerly 780:140g.)

780:123. Spanish Culture and Civilization — 3 hrs.

Spanish cultural heritage as shaped by geography and history, and as revealed in its arts, sports, customs, traditions and economic, educational, social and political institutions. Prerequisite: 780:101 or equivalent.

780:125. Modern Mexico — 3 hrs.

Study of geographic, socio-economic, historico-political aspects of contemporary Mexico as reflected in its art, folklore, and culture. Offered only in conjunction with the UNI Study Program in Mexico.

780:127. Latinos in the United States — 3 hrs.

Major issues confronting Latinos living in the U.S.: history, immigration, economics, literary and cinematographic representation. Prerequisite: 780:104 or 780:105 or equivalent.

780:131. Topics in Spanish American Literature — 3 hrs.

Movements, themes and authors in Spanish American narrative, poetry, essay, and drama, based on historical and aesthetic trends. Topic indicated in Schedule of Classes. Prerequisite: 780:112 or 780:118.

780:135. Topics in Spanish Literature — 3 hrs.

Movements, themes and authors in Spanish narrative, poetry, essay, and drama, based on historical periods and aesthetic trends. Topic indicated in Schedule of Classes. Prerequisite: 780:112 or 780:118.

780:141(g). Media — 3 hrs.

Development of language, cultural and critical skills through Spanish language media (e.g., print, radio, television, film, and computer-based communications). Prerequisites: 780:101 or equivalent; junior standing. (Formerly 780:121g.)

780:143(g). Problems in Spanish Pronunciation — 2 hrs.

Correction of and practice in producing Spanish phonemes to minimize foreign accent. Prerequisites: 780:103 or equivalent; junior standing. (Formerly 780:161g.)

780:145(g). Translation — 3 hrs.

Journalistic and technical translation using varied textual materials (public media, scholarly and professional texts), from English to Spanish and Spanish to English. May be repeated once for credit. Prerequisites: 780:107 or equivalent; junior standing. (Formerly 780:185g.)

780:146(g). Topics in Language and Culture — 3 hrs.

Special topics and aspects of the discipline. May be repeated, except when topic is identical. Prerequisites: 780:120 or 780:123 or 780:127 or equivalent; junior standing. (Formerly 780:124g.)

780:147(g). Structural Problems in Spanish — 3 hrs.

Contrastive grammar; syntactic, lexical, and cross-cultural sources of error. Prerequisite or corequisite: 780:101. (Formerly 780:195g.)

780:150(g). Written Communication — 3 hrs.

Topics taken from daily life; compositions written and corrected in the classroom, grammar review, and Spanish letter writing. Offered only in conjunction with the Spanish institutes abroad. Prerequisite: junior standing.

780:151(g). Advanced Oral Communication — 3 hrs.

Topics of Spanish daily life; emphasis on idioms typical of that linguistic community. Periodic public surveys put knowledge to more formal use. Offered only in conjunction with the Spanish institutes abroad. Prerequisite: junior standing.

780:152(g). Contemporary Hispanic Culture — 3-5 hrs.

Contemporary Hispanic culture as it reflects and relates to its history and pre-history and current environment; emphasis on literature, architecture, painting, sculpture, and folk music. Offered only in conjunction with the Spanish institutes abroad. May be repeated for maximum of 5 hours. Prerequisite: junior standing.

780:162(g). Theatre — 3 hrs.

Peninsular and Latin American theatre from its origin to present. Prerequisites: 780:131 or 780:135; or equivalents; junior standing. (Formerly 780:139g.)

780:163(g). Hispanic Poetry — 3 hrs.

Emphasis on Modernism and Post-Modernism. Prerequisites: 780:131 or 780:135 or equivalent; junior standing. (Formerly 780:144g.)

780:164(g). Hispanic Prose — 3 hrs.

Study of Spanish and/or Latin American prose by period, theme, or author. Topic indicated in Schedule of Classes. May be repeated when title is different. Prerequisites: 780:131 or 780:135 or equivalent; junior standing.

780:166(g). Topics in Literature and Culture — 3 hrs.

Perspectives on interrelationship of Spanish and/or Spanish American literature and culture, based on historical periods, movements, themes, genres and authors. Topic indicated in Schedule of Classes. Prerequisites: 780:131 or 780:135; senior standing or consent of instructor.

780:184(g). Spanish Summer Symposium: (Topic) — 2-6 hrs.

Intensive summer course designed to complement courses offered during the fall and spring semesters. Specific topic and number of hours indicated in Schedule of Classes. May be repeated, except where title is identical. Prerequisites: 780:101 or equivalent; junior standing. (Formerly 780:126g.)

780:191. Bilingual Practicum — 1-4 hrs.

Participants meet on a regular basis with instructor to acquire first-hand knowledge of foreign language methodologies through activities and class observations. Required for students enrolled in foreign-language teacher education program. Prerequisite: 780:101. Corequisite: 700:190.

780:201. Literature and Critical Theory — 3 hrs.

Application of critical theory to study of literature of Spanish-speaking peoples, literary genres and techniques, using intensive readings, lectures, and student reports. Primarily for students planning to take the M.A. comprehensives in Spanish.

780:221. Hispanic Cultures: — 3 hrs.

Investigation into Hispanic cultures and civilizations as a product of their history and current environment. May be repeated twice when topic is different. (Formerly 780:250.)

780:231. Cervantes — 3 hrs.

Intensive study of *Don Quijote*.

780:235. Golden Age Literature — 3 hrs.

Outstanding literary works of the Renaissance and Baroque eras.

780:240. Analysis of Spanish — 3 hrs.

Study of Spanish syntax from point of view of traditional grammar, with comparisons to findings of applied linguistics. Whenever possible, students will have first-hand experience with linguistic research. (Formerly 780:205.)

780:241. Old Spanish — 2 hrs.

Literary and linguistic study of the *Poema de Mio Cid* and other selected early works. (Formerly 780:232.)

780:245. Translation Techniques — 3 hrs.

Strategies of translation with journalistic and technical emphases. Prerequisite: 780:145 or equivalent translation skills. (Formerly 780:225.)

780:260. Spanish American Literature — 3 hours

Monographic in-depth study of Spanish American literature by movement, genre, author, theme, and its relation to social, economic, political and ideological climate in which the literary discourses are produced. May be repeated when topic is different.

780:261. Spanish Literature — 3 hrs.

Study of Spanish literature by period, theme, and author. May be repeated when topic is different.

780:262. Comparative Hispanic Literatures — 3 hrs.

Comparative analysis of Spanish and Spanish American literature thematically, structurally, and/or stylistically.

780:284. Spanish Graduate Summer Symposium: (Topic) — 2-6 hrs.

Intensive summer course designed to complement courses offered during the fall and spring semesters. Specific topic and number of hours indicated in Schedule of Classes. May be repeated, except where title is identical. Prerequisite: 780:101 or equivalent. (Formerly 780:226.)

780:289. Seminar — 3 hrs.

Various topics offered in areas of literature, culture, and language. Specific area indicated in Schedule of Classes. May be repeated except when topic is identical.

790:010. Portuguese Practice — 2 hrs.

Practice of basic language skills and cultural literacy with live and electronic tutors. Corequisite: 790:001. (Formerly part of 790:001.)

790:020. Portuguese Laboratory — 2 hrs.

Establishing situational language skills with live and electronic tutors. Prerequisites: 790:001; 790:010. Corequisite: 790:002. (Formerly part of 790:002.)

790:031. Introduction to Portuguese and Hispanic Literatures in Translation — 3 hrs.

Understanding and appreciating basic forms of Portuguese and Spanish language literatures in English translation through close reading of literary texts. May count toward Portuguese minor and dual major.

790:050. Applied Portuguese Communications — 2-3 hrs.

Learning authentic forms of speaking, reading and writing. Prerequisites: 790:002; 790:020. Corequisite: 790:060 or consent of instructor.

790:060. Language and Culture Studio — 2 hrs.

Creative language skills, cultural communications, and clinicals with live and electronic tutors. Prerequisites: 790:002; 790:020. Corequisite: 790:050 or consent of instructor.

790:101(g). Advanced Portuguese Communications — 3 hrs.

Sharpen skills in various communications strategies, using authentic materials in writing, reading, speaking and comprehension. May be repeated once with consent of instructor. Undergraduates earn 3 credits; graduates earn 2 credits. Prerequisites: 790:050 or equivalent; junior standing.

790:109. Bilingual Experiential Learning — 1-4 hrs.

For second-level students and higher. Experiential learning by applying language skills in educational and professional settings. May be repeated for maximum of 4 hours. Prerequisite: consent of instructor. (Formerly 790:091.)

790:123(g). Multimedia Studies In Culture — 2-3 hrs.

Multimedia study of culture, history, and geography of Portuguese-speaking world. May be repeated once when topic is different. Prerequisite: junior standing. Prerequisite for majors and minors: 790:101 or consent of instructor. Prerequisite for non-majors and non-minors: consent of instructor.

790:180(g). Topics in _____ — 3 hrs.

Advanced study of various topics in language, cultures and literatures of Portuguese-speaking world. May be repeated except when topic is identical. Prerequisites: 790:101 or equivalent; junior standing.

790:191. Bilingual Practicum — 1-4 hrs.

Participants meet on regular basis with instructor to acquire first-hand knowledge of foreign language methodologies through activities and class observations. Required for students enrolled in foreign-language teacher education program. Prerequisite: 790:101. Prerequisite or corequisite: 700:190.

790 Portuguese**790:001. Basic Portuguese Language and Culture — 3 hrs.**

Essential language and cultural forms. Corequisite: 790:010.

790:002. Intermediate Portuguese Studies — 3 hrs.

Communicative skills for routine situations. Prerequisite: 790:001. Corequisite: 790:020.

800 Mathematics

TO MEET ANY COURSE PREREQUISITE, A GRADE OF C- OR HIGHER IS REQUIRED IN THE PREREQUISITE COURSE.

800:004. Intermediate Algebra — 3 hrs.

Fundamental mathematical concepts; functions and graphs; solutions of equations; systems of equations and inequalities; matrices and determinants. Successful completion will satisfy the university's high school mathematics requirement. Does not count toward minimum hours required for baccalaureate degree.

800:023. Mathematics In Decision Making — 3 hrs.

Survey of mathematical ideas of particular use in analyzing information and forming and analyzing hypotheses. Topics include logical statements, probability, statistics, graphs, interest, and matrices.

800:030. Mathematics for Elementary Teachers — 3 hrs.

Mathematics as problem solving, communication, connections, and reasoning with regard to tasks involving numeration, relationships, estimation, and number sense of whole and rational numbers, measurement, and geometry and spatial sense. Activities and models appropriate to elementary school mathematics are used to represent these topics.

800:037. Technology for Elementary School Mathematics Teachers — 3 hrs.

Survey of technologies used to develop mathematical thinking in elementary grades. Technologies addressed include calculators, LOGO, spreadsheets, Geometer's Sketchpad, other educational software and the internet.

800:043. Analysis for Business Students — 3 hrs.

Analysis of rational functions; analysis and interpretation of graphs; exponential and logarithmic functions; linear systems, linear programming, matrices, and determinants; mathematical induction and conic sections. No credit for students with credit in 800:046.

800:044. Trigonometry — 2 hrs.

Trigonometric functions, solution of triangles and applications of simple harmonic motions, polar coordinates and vectors. No credit for students with credit in 800:046.

800:046. Elementary Analysis — 4 hrs.

Pre-calculus mathematics; equations and inequalities; logarithms, exponential and circular functions; analytic trigonometry, analytic geometry, mathematical induction; applications. Credit reduced to one hour for students with credit in 800:043 and to two hours for students with credit in 800:044.

800:048. Condensed Calculus — 4 hrs.

Survey of analytic geometry and elementary calculus with emphasis on applications. May not be applied to Mathematics major or minor.

800:050. Matrices with Applications — 3 hrs.

Introduction to matrices, systems of linear equations, vector spaces and linear mappings, rank and inverses, determinants, characteristic values and characteristic vectors. Prerequisite: 800:046, or 800:043 and 800:044. Students with credit in 800:076 may not receive credit for 800:050.

800:060. Calculus I — 4 hrs.

The derivatives and integrals of elementary functions and their applications. Prerequisite: 800:046, or 800:043 and 800:044, or equivalent.

800:061. Calculus II — 4 hrs.

Continuation of 800:060. Prerequisite: C- or better in 800:060.

800:062. Calculus III — 4 hrs.

Continuation of 800:061. Prerequisite: C- or better in 800:061.

800:072. Introduction to Statistical Methods — 3 hrs.

Descriptive statistics including correlation and curve fitting. Intuitive treatment of probability and inferential statistics including estimations and hypothesis testing. Students with credit in 800:172 should not enroll in 800:072.

800:074. Discrete Mathematics — 3 hrs.

Introduction to mathematical reasoning, sets, relations, and functions with applications in computer science. Prerequisites: 800:050 or 800:060; 810:030 or equivalent.

800:076. Linear Algebra for Applications — 3 hrs.

Gaussian elimination; matrix algebra; vector spaces, kernels, and other subspaces; orthogonal projection; eigenvalues and eigenvectors. Prerequisite: 800:060.

800:080. Mathematics of Finance — 3 hrs.

Study of mathematics of financial transactions: simple and compound interest, annuities, amortization of indebtedness, bonds, depreciation, life annuities and death insurance. Of special interest to actuarial and business students. Prerequisite: 800:060.

800:090. Mathematical Problem Solving — 1 hr.

Basic techniques used to solve challenging mathematics problems. Problems considered will come from a broad range of courses. Prepares students to take the William Lowell Putnam Examination and the Iowa Collegiate Mathematics Competition. May be repeated for credit.

800:092. Introduction to Mathematical Modeling — 3 hrs.

Components of mathematical modeling. Formulation, interpretation, and testing of models. Prerequisite: four years of college preparatory mathematics, or 800:046, or 800:043 and 800:044.

800:111(g). Introduction to Algebraic Thinking for Elementary Teachers — 4 hrs.

Investigation of problems involving patterns, variables, relations, functions and their graphs. Exploration and representation of these problems using physical models and technology. Prerequisites: 800:030; 800:037; junior standing.

800:112(g). Introduction to Geometry and Measurement for Elementary Teachers — 3 hrs.

Van Hiele levels of thinking. Investigation of two- and three-dimensional concepts, rigid transformations, symmetry, and spatial sense. Prerequisites: 800:030; 800:037; junior standing.

800:113(g). Topics in Mathematics for Grades K-8 — 3 hrs.

Investigation of ratio, proportion, percent; number theory; data analysis; patterns; and connections to algebra and geometry. Exploration of topics in the context of the K-8 mathematics curriculum. Prerequisites: 800:030; 800:037; junior standing.

800:114(g). Problem Solving in Mathematics for Elementary Teachers — 4 hrs.

Strategies for constructing and communicating a mathematics problem-solving process. Analysis of resources and strategies to generate mathematics tasks and to create an effective problem-solving environment. Problem solving as a means of constructing mathematics knowledge. Prerequisites: 800:134; at least one of 800:111, 800:112, 800:113; junior standing.

800:134. Teaching Mathematics in the Elementary School — 3 hrs.

Effective instructional models and strategies for teaching elementary school mathematics; involves selecting and designing mathematical tasks, creating an environment, and orchestrating discourse. Using and supplementing mathematics materials within a sound psychological framework for making instructional decisions. Prerequisite: 800:030.

800:137. Action Research for Elementary School Mathematics Teachers — 1 hr.

Planning, conducting assessments, providing instruction and evaluating instructional effectiveness for selected mathematics topics in the elementary curriculum. Prerequisite: 800:134 or 800:190.

800:140(g). Intermediate Mathematical Analysis I — 3 hrs.

Algebraic and topological structure of the reals; limits and continuity; theory of differentiability of functions of a single real variable. Prerequisites: 800:062; 800:076; junior standing.

800:141(g). Intermediate Mathematical Analysis II — 3 hrs.

Riemann integration; sequences and series of functions; introduction to Lebesgue integration. Prerequisites: 800:140; junior standing.

800:142(g). Dynamical Systems: Chaos Theory and Fractals — 3 hrs.

Historical background, including examples of dynamical systems; orbits, fixed points, and periodic points; one-dimensional and two-dimensional chaos; fractals: Julia sets, the Mandelbrot set, and fractal dimension; computer programs and dynamical systems. Prerequisites: 800:061; 800:076; junior standing.

800:144(g). Elementary Number Theory — 3 hrs.

Topics from properties of integers, prime numbers, congruences, cryptography, Pythagorean triples, Diophantine equations, Fermat's last theorem, Fibonacci numbers, and the golden rectangle. Also, number theoretic connections to abstract algebra. Prerequisites: 800:160; junior standing.

800:146. Actuarial Examination Preparation — 1-2 hrs.

Strengthening student skills solving computational problems similar to those included on actuarial examinations. Analyzing and practicing appropriate choice of problem solving techniques and strategies. May be repeated for credit for preparation for different examinations.

800:149(g). Differential Equations — 3 hrs.

Elementary theory and applications of first order differential equations; introduction to numerical techniques of solving differential equations; solutions of nth order linear differential equations with constant coefficients. Prerequisites: 800:062; 800:076; junior standing.

800:150(g). Partial Differential Equations — 3 hrs.

Study of applied partial differential equations using heat, wave, and potential equations as basis; Fourier series and integrals; Laplace transformations. Prerequisites: 800:149; junior standing.

800:152(g). Introduction to Probability — 3 hrs.

Axioms of probability, sample spaces having equally likely outcomes, conditional probability and independence, random variables, expectation, moment generating functions, jointly distributed random variables, weak law of large numbers, central limit theorem. Prerequisites: 800:061; junior standing.

800:154(g). Introduction to Stochastic Processes — 3 hrs.

Markov chains, Poisson processes, continuous time Markov chains, renewal processes, Brownian motion and stationary processes. Prerequisites: 800:152; junior standing.

800:155(g). Differential Geometry — 3 hrs.

Analytic study of curves and surfaces in three-dimensional Euclidean space. Prerequisites: 800:062; 800:076; junior standing.

800:156(g). Introduction to Complex Analysis — 3 hrs.

Differentiation and integration of functions of a single complex variable; Taylor and Laurent expansions; conformal mapping. Prerequisites: 800:062; junior standing.

800:157(g). Statistical Quality Control — 3 hrs.

Exploratory data analysis, Shewhart control charts and their variations, process capability analysis, CUSUM charts, EWMA charts, sampling inspection by attributes and by variables, continuous sampling plans, application of design of experiments in quality engineering. Prerequisite: 800:152 or consent of instructor; junior standing.

800:158(g). Topics In Actuarial Science — 3 hrs.

Topics from mathematics of life contingencies, risk theory, survival analysis, construction of actuarial tables, demography, graduation. May be repeated on different topic with consent of instructor. Prerequisites: 800:152; junior standing; consent of instructor.

800:160(g). Modern Algebra I — 3 hrs.

Introduction to study of algebraic systems. Groups, rings, fields, homomorphisms and isomorphisms. Prerequisites: 800:061 or equivalent; 800:076; junior standing.

800:161(g). Linear Algebra I — 3 hrs.

Vector spaces, linear transformations, determinants, eigenvalues and eigenvectors, canonical forms, inner product spaces. Prerequisites: 800:160; junior standing.

800:162(g). Modern Algebra II — 3 hrs.

Continuation of 800:160. Groups with operators, modules over rings, Sylow theorems, composition series, semi-simple and simple rings, field theory and introduction to Galois theory. Prerequisites: 800:160; junior standing.

800:165(g). Introduction to Modern Geometry — 3 hrs.

Historical survey of Euclidean geometry and examination of its modern formulation; introduction to transformational geometry; elements of hyperbolic non-Euclidean geometry and its models in the Euclidean plane and space. Prerequisites: 800:060 or equivalent; junior standing.

800:167(g). Topology I — 3 hrs.

Introductory study of metric spaces, completeness, topological spaces, continuous functions, compactness, connectedness, separability, product and quotient spaces. Prerequisites: 800:062; 800:076; junior standing.

800:168(g). Topology II — 3 hrs.

Continuation of 800:167. Two- and n -dimensional manifolds, orientable manifolds, the fundamental group of a space, free groups, covering spaces, application to geometry and knot theory. Prerequisites: 800:160; 800:167; junior standing.

800:169(g). Mathematical Logic — 3 hrs.

Introduction to semantics and syntax of propositional and predicate calculus; applications to electrical networks and analysis of formal mathematical theories. Prerequisites: 800:060; junior standing.

800:171(g). Spatial Data Analysis — 3 hrs.

Analysis and interpretation of spatial point processes, area, geostatistical and spatial interaction data. Applications to geographic data in real estate, biology, environmental and agricultural sciences using S-Plus software. Prerequisites: 800:072 or 980:080; junior standing. (Same as 970:160g.)

800:172(g). Statistical Methods — 3 hrs.

Descriptive statistics including graphical representation, central tendency and variation, correlation and regression; elementary probability; problems of estimation and hypothesis testing from an intuitive approach; use of statistical packages such as SAS or SPSS. Students with credit in 800:072 or 800:174 may not enroll in 800:172. Prerequisite: junior standing.

800:173. Probability and Statistics — 3 hrs.

Descriptive statistics and graphical representations, basic concepts of probability and distributions, random variables, expectations, sampling theory, tests of statistical significance. Calculus is employed in developing and applying these ideas. Specific attention devoted to the use of technology in motivating and explaining concepts and techniques. Emphasis on applications appropriate for secondary school probability/statistics courses. No credit with credit in 800:172. Prerequisite: 800:061.

800:174(g). Introduction to Mathematical Statistics — 3 hrs.

Sampling distribution theory, point and interval estimation, Bayesian estimation, statistical hypotheses including likelihood ratio tests and chi-square tests, selected nonparametric methods. Prerequisites: 800:062; 800:152; junior standing.

800:175(g). Regression Analysis — 3 hrs.

Regression analysis, analysis of variance, time series methods. Prerequisites: 800:174; junior standing.

800:176(g). Numerical Analysis I — 3 hrs.

Theory and application of standard numerical techniques dealing with nonlinear equations, systems of linear equations, interpolation and approximation, numerical differentiation and integration. Prerequisites: 800:061; 800:076; 810:031, 810:032, 810:034, or 810:035, or equivalent; junior standing.

800:177(g). Linear and Non-Linear Programming — 3 hrs.

Linear, non-linear, integer, and dynamic programming. Prerequisites: 800:061; 800:050 or 800:076; 810:031, 810:032, 810:034, or 810:035 or equivalent; junior standing.

800:178(g). Numerical Analysis II — 3 hrs.

Theory and application of numerical techniques for solution of ordinary and partial differential equations. Advanced topics from interpolation, approximation, numerical linear algebra. Prerequisites: 800:176; junior standing.

800:180(g). History of Mathematics: To the Calculus — 3 hrs.

Survey of mathematical activities of mankind to the advent of the calculus in the 17th century. Motives, influences, and methods affecting development of algebra, geometry, and number theory in Mesopotamian, Egyptian, Greek, Islamic, and eastern civilizations. Prerequisite: junior standing.

800:181(g). Philosophy of Mathematics — 3 hrs.

Consideration of views on foundations of mathematics and such topics as role and possible limitations of mathematics in scientific investigation; significance of logical constructs in mathematics. Prerequisites: Humanities course; one semester of calculus; at least one additional mathematics course; junior standing.

800:182(g). Introduction to Set Theory — 3 hrs.

Overview of Cantor's set theory. Informal introduction to the axioms of set theory; general relations and functions; order relations; the axiom of choice, Zorn's lemma, and well-ordering; ordinal and cardinal numbers and their arithmetics; the Cantor-Schroeder-Bernstein theorem. Prerequisites: 800:160 or 800:165 or 800:169; junior standing.

800:184(g). Introduction to Automata Theory — 3 hrs.

Finite automata and their decision problems: perspectives from finite-state machines, neural networks, and regular sets. Introduction to Turing machines, computability, and the halting problem. Students may not earn credit in both 800:184 and 810:181. Prerequisites: 800:061; at least one 100-level mathematics course; junior standing.

800:185(g). History of Mathematics: From the Calculus to the 21st Century — 3 hrs.

Survey of mathematical activities of mankind from development of calculus in the 17th century. Rise of analysis, and development of modern algebra, non-Euclidean geometries, and general axiomatic method in the 19th century. Set theory, topology, mathematical logic, and other integrating developments in 20th century mathematics. Prerequisites: 800:061; junior standing.

800:187(g). Formal Languages — 3 hrs.

Brief comparison of natural languages and formal languages. Grammars and their generated languages; the Chomsky hierarchy and corresponding automata theories; operations on languages; some solvable and unsolvable problems. Students may not earn credit in both 800:187 and 810:182. Prerequisites: 800:184 or 810:181; junior standing. (Same as 810:182g.)

800:188. The Teaching of Middle School/Junior High Mathematics — 3 hrs.

Teaching strategies for grades 5-8; roles of content and methods; participation in a middle school/junior high teaching situation. Prerequisites: 200:128; 200:148; 6 hours of 100-level courses in Mathematics.

800:189(g). Geometric Transformations — 3 hrs.

Isometries and similarity transformations in the Euclidean plane and Euclidean space; preservation properties of isometries; existence and classification of isometries in the Euclidean plane; applications to concepts and problems in geometry, physics, and modern algebra, and to analysis of congruence and similarity. Prerequisites: 800:076; 800:165; junior standing.

800:190. The Teaching of Secondary Mathematics — 3 hrs.

Teaching strategies for grades 7-12; roles of content and methods; participation in a secondary teaching situation. Prerequisites: 200:128; 200:148; 250:150; 800:160; 800:165; 800:188.

800:191(g). Contemporary Mathematics Curricula — 1-2 hrs.

Study and evaluation of innovative curriculum materials. Focus on early elementary, middle grades, or high school curriculum. May be repeated for a different curriculum level with consent of department. Prerequisites: 800:134 or 800:188 or 800:190; junior standing.

800:192. Mathematics for Elementary Students with Special Needs — 1 hr.

Assessing, designing, and providing appropriate mathematical tasks for students with special needs. Prerequisite: 800:134 or 800:190.

800:193(g). Linear Algebra II — 3 hrs.

Inner product spaces, Gram-Schmidt orthonormalization, unitary operators and their matrices, bilinear forms, Hermitian forms, normed linear vector spaces. Prerequisites: 800:161; junior standing.

800:194. Senior Mathematics Seminar — 1 hr.

Researching and writing a paper exploring specific theme, topic, or problem in mathematics, culminating with oral presentation to the class. Prerequisite: senior mathematics major.

800:195. Undergraduate Research in Mathematics — 3 hrs.

Research on selected topic in mathematics with faculty supervision. Presentation of written paper at departmental seminar. Prerequisite: completion of the major core with minimum GPA of 3.00.

800:196(g). Applied Multivariate Statistical Analysis — 3 hrs.

Multivariate normal distribution, tests of significance with multivariate data, discrimination and classification, clustering, principal components, canonical correlations, use of statistical computer packages. Prerequisites: 800:076; 800:174; junior standing.

800:198. Independent Study.**800:201. Mathematical Analysis I — 3 hrs.**

The real numbers; topology of Cartesian spaces; continuous functions; differentiation in Cartesian spaces. Prerequisite: 800:140 or consent of instructor.

800:202. Mathematical Analysis II — 3 hrs.

Riemann-Stieltjes and Lebesgue integrals; integration in Cartesian spaces; improper and infinite integrals; infinite series. Prerequisite: 800:201.

800:203. Complex Analysis I — 3 hrs.

Analyticity; differentiation and integration of functions of one complex variable; power series, Laurent series; calculus of residues. Prerequisites: 800:140; 800:156; or consent of instructor.

800:204. Complex Analysis II — 3 hrs.

Analytic continuation; harmonic functions; entire functions; conformal mapping; selected applications. Prerequisite: 800:203.

800:210. Theory of Numbers — 3 hrs.

Mathematical study of integers: induction, divisibility, prime numbers, congruences, quadratic reciprocity, multiplicative functions.

800:211. Teaching Algebra in the Middle Grades — 2 hrs.

Examination of literature and students' thinking related to algebraic concepts. Curriculum issues, teaching strategies, and implications of technology. Prerequisite: 800:215 or consent of department.

800:213. Selected Topics in Mathematics for the Middle Grades — 2 hrs.

Investigation of mathematical topic(s), such as geometry, data analysis, proba-

bility, or number sense. Examination of a major mathematical idea including implications of research literature, and examination of relevant curriculum materials. May be repeated once on a different topic with consent of department. Prerequisite: consent of department.

800:214. Mathematical Problem Solving in the Middle Grades — 1 hr.

Solving problems from a variety of mathematical topics such as linear programming, geometry, and probability. Analyzing problem-solving techniques and teaching strategies. Investigating issues related to implementing a problem-solving approach in the classroom.

800:215. Teaching Rational Numbers — 2 hrs.

Examination of literature, problems, and issues related to teaching fractions, decimals, ratios, proportion, and percent in grades 4-8. Exploration of innovative strategies for developing concepts, skills, and proportional reasoning. Implications of research and reform recommendations for the curriculum.

800:220. New Developments in Middle Grades Mathematics — 3 hrs.

Investigation of current recommendations for goals, content, instructional strategies, and curriculum of mathematics programs in grades 4-8. In-depth examination of selected content and implementation of a problem-solving approach to instruction. Focus on application to classroom practice and planning for change for a selected topic.

800:221. Mathematics Literacy in an Information Age — 2 hrs.

Examination of applications and contributions of mathematics to other disciplines, the workplace, personal lives, and society. Investigation of shifting conceptions of mathematics and mathematics literacy in today's world. Diverse uses of mathematics illustrated. Prerequisites: 800:220; 800:236; 800:238.

800:222. Issues and Problems in Teaching Mathematics in the Middle Grades — 2 hrs.

Issues and problems related to current reform in mathematics, including planning curriculum, assessing student learning, managing instruction, and providing for individual needs. Examination of related literature. Prerequisite: 800:220.

800:236. Mathematics for the Middle Grades Teachers I — 3 hrs.

Integrated, historical, cultural study of development and structure of quantity, data, and chance. Focus on mathematical ways of knowing and verification.

800:237. Technology in Middle Grades Mathematics — 2 hrs.

Uses of technology in teaching and learning mathematics. Examination of research related to incorporating technology in the teaching of mathematics.

800:238. Mathematics for the Middle Grades Teacher II — 3 hrs.

Integrated, historical, cultural study of development and structure of patterns, functions, relationships, and shapes. Focus on ways of knowing and verification. Prerequisite: 800:236.

800:240. Theory of Rings and Modules — 3 hrs.

Ring theory from factorization in commutative rings, rings of quotients, localization, rings of polynomials and formal power series, and elements of Galois theory. Module theory from exact sequences, free modules, projective and injective modules, tensor products, modules over principal ideal domains, and algebras. Prerequisite: 800:162 or consent of instructor.

800:245. Topics in Algebra — 3 hrs.

Topics from groups, noncommutative rings and algebras, introduction to homological algebra, introduction to Lie algebras, and linear algebras. Prerequisite: 800:162 or consent of instructor.

800:246. Topics in the History of Mathematics — 3 hrs.

Topics from history of algebra, analysis, arithmetic, geometry, number theory, probability, and topology as they appear in the development of Mesopotamian, Greek, Islamic, Indian, Chinese and western civilizations. Prerequisite: 800:180 or 800:185.

800:263. Topics in Mathematical Logic and Set Theory — 3 hrs.

Topics from: the predicate calculus and first-order mathematical theories; the Godel completeness and incompleteness theorems; algebraic and many-valued logic; Boolean algebras, lattices, representation theorems, and models in set theory and mathematical logic; independence of the axioms of set theory (including the axiom of choice and the continuum hypothesis). Prerequisite: 800:169 or 800:182, depending on the topic.

800:265. Geometric Symmetry — 3 hrs.

Symmetry groups in the Euclidean plane and the geometric significance of normality. Finite and discrete symmetry groups in the plane: the rosette, frieze, and wallpaper groups. Applications to analysis of Escher-type designs and ornamental designs of Alhambra. Finite symmetry groups in Euclidean space. Prerequisites: 800:160; 800:189.

800:266. Topics in Geometry — 3 hrs.

Topics from: geometric convexity, non-Euclidean geometries, the Banach-Tarski paradox, inversions and mappings of the Euclidean sphere, geometric inequalities, the history of geometry, differential manifolds. May be repeated on different topic with consent of instructor. Prerequisite: consent of instructor.

800:273. Topics in Probability and Statistics — 3 hrs.

Topics chosen from correlation and regression analysis, analysis of variance and co-variance, non-parametric methods, order statistics. Prerequisite: consent of instructor.

800:291. Problems and Issues in Teaching High School Mathematics — 3 hrs.

Course content decided by participants and instructor. Consideration of both mathematics content and methodology of the senior high school. Prerequisite: consent of department.

800:293. The Secondary School Mathematics Curriculum — 3 hrs.

Comparison of current secondary curriculum with national standards, implementation, assessment, and the role of technology.

800:299. Research.**810 Computer Science****810:021. Computing Skills and Concepts — 3 hrs.**

Introduction to operation, applications, and implications of computers. Introduction to microcomputers and network communications. Develops skill in current applications and sensitizes students to societal issues related to computing.

810:022. Microcomputer Applications and Systems Integration — 3 hrs.

Emphasis on developing macros and programs, importing and exporting files between applications, solving and implementing applications and problems, and other more advanced topics. Examination of software such as word processing, spreadsheets, and database languages. Prerequisite: 810:021 or equivalent.

810:023. Microcomputer Systems — 3 hrs.

Functional description of microcomputer operating systems; commands and utilities, system and file organization, memory and file management, troubleshooting strategies, and networks. Prerequisite: 810:022 or any one-semester programming course.

810:030. Visual BASIC Programming — 3 hrs.

Programming using the language Visual BASIC. Broad coverage of language syntax, programming practice, and programming problems appropriate to the novice or end-use programmer using a personal computer.

810:031. FORTRAN Programming — 3 hrs.

Programming using the language FORTRAN. Broad coverage of language syntax, programming practice, and programming problems appropriate for mathematical and numerical control programmer using personal or mainframe computers.

810:032. Pascal Programming — 3 hrs.

Programming using the language Pascal. Broad coverage of language syntax, programming practice, and programming problems appropriate for general programming instruction and understanding of computer operation.

810:034. COBOL — 3 hrs.

Examination of basic features of COBOL; emphasis on data processing techniques and structured programming methods. Sequential and indexed file structures, file maintenance, sorting, information retrieval, and design of reports. Concepts illustrated by business-type examples. No credit for students earning credit in 150:034. Prerequisite: one of the following — 150:032, 810:030, 810:032, 810:035, 810:036, or 810:051.

810:035. C Programming — 3 hrs.

Programming using the language C. Broad coverage of language syntax, programming practice, and programming problems appropriate for the systems and technical programmer.

810:036. C++ Programming — 3 hrs.

Programming using the language C++ and object-oriented paradigm. Broad coverage of language syntax and programming practice. Appropriate for transferring majors needing C++ and for developers of general computing applications and systems.

810:041. Computer Organization — 3 hrs.

Introduction to basic computer structures and assembly language programming. Machine-level representation of character and numeric data; assembly-level machine organization; addressing methods and program sequencing; instruction sets and their implementations. Prerequisite or corequisite: 810:052.

810:051. Introduction to Computing — 4 hrs.

Introduction to algorithmic problem solving in context of modern object-oriented programming language. Problem-solving strategies and basic data structures; introduction to data and procedural abstraction; significant emphasis on program design and style. Intended for majors. Discussion, 3 periods; lab, 2 periods.

810:052. Data Structures — 4 hrs.

Introduction to data and file structures. Abstract data types including stacks, queues, trees, tables, lists, strings, arrays, and files; implementation of these structures and basic algorithms for manipulating them. Discussion, 3 periods; lab, 2 periods. Prerequisites: 810:051; 810:080.

810:053. Object Oriented Programming — 3 hrs.

Intermediate programming in an object-oriented environment. Principal programming language is a modern object-oriented language. Topics include: object-oriented paradigm, object-oriented design and analysis, software reuse, frameworks, patterns, limitations, concurrency, and case studies of object-oriented applications. Prerequisite: 810:052.

810:080. Discrete Structures — 3 hrs.

Topics include propositional and first-order logic; proofs and inference; mathematical induction; sets, relations, and functions; and graphs, lattices, and Boolean algebra, all in the context of computer science. Prerequisite or corequisite: 810:051.

810:088. Topics in Computing — 3 hrs.

Topics chosen from recent developments in computing appropriate to students with limited computer science background. Topic will often relate to relatively sophisticated or technical use of computing or recent developments in programming. May be repeated for credit on a different topic. Prerequisite: consent of instructor.

810:114(g). Database Systems — 3 hrs.

Storage of, and access to, physical databases; data models, query languages, transaction processing, recovery techniques; object-oriented and distributed database systems; database design. Prerequisites: 810:052; 810:171; junior standing.

810:115(g). Information Storage and Retrieval — 3 hrs.

Natural language processing; analysis of textual material by statistical, syntactic, and logical methods; retrieval systems models, dictionary construction, query processing, file structures, content analysis; automatic retrieval systems and question-answering systems; evaluation of retrieval effectiveness. Prerequisites: 810:052; junior standing.

810:142. Computer Architecture — 3 hrs.

Basic concepts of computer architecture with special focus on principles underlying contemporary uniprocessor design. Interaction of hardware and software, and consideration of efficient use of hardware to achieve high performance. Topics include: instruction set design, processor design, pipelining, the memory hierarchy, design trade-offs, I/O systems, performance measurement, and multiprocessors. Prerequisites: 810:041; 810:053.

810:143(g). Operating Systems — 3 hrs.

History and evolution of operating systems; process and processor management; primary and auxiliary storage management; performance evaluation, security, and distributed systems issues; case studies of modern operating systems. Prerequisites: 810:142; junior standing.

810:144. Computer Systems Concepts — 3 hrs.

Systematic view of computer systems, both hardware and software; emphasis on understanding and use of command and utilities. Fundamental system concepts and internals, networks and distributed systems, library software, and user environments or work benches. Examination of command and job control languages. Prerequisite: 810:041.

810:146(g). Distributed Computing — 3 hrs.

Introduction to computer communication networks and distributed computing. Topics include broadcast networks, point-to-point networks, network design, routing and flow control, network protocols and services, the client-server model, the object-based model, remote procedure call, distributed operating systems and their services, naming, security, clocks, synchronization and mutual exclusion protocols, algorithms, deadlocks, distributed file systems, fault-tolerance issues, and case studies. Prerequisites: 810:143; junior standing.

810:153. Design and Analysis of Algorithms — 3 hrs.

Algorithm design techniques such as dynamic programming and greedy algorithms; complexity analysis of algorithms; efficient algorithms for classical problems; intractable problems and techniques for addressing them; algorithms for parallel machines. Prerequisite: 810:041.

810:154. Programming Languages and Paradigms — 3 hrs.

Organization of programming languages; language design issues including syntax, data types, sequence control, and storage management; comparison of language features from object-oriented, imperative, functional, and logical paradigms. Prerequisite: 810:053.

810:155(g). Translation of Programming Languages — 3 hrs.

Introduction to analysis of programming languages and construction of translators. Prerequisites: 810:154; junior standing.

810:161(g). Artificial Intelligence — 3-4 hrs.

Models of intelligent behavior and problem solving; knowledge representation and search methods; learning; topics such as knowledge-based systems, language understanding, and vision; optional 1-credit lab in symbolic programming techniques: heuristic programming; symbolic representations and algorithms; applications to search, parsing, and high-level problem-solving tasks. Prerequisite: for lecture, junior standing; for lab, 810:153 or 810:154.

810:162(g). Intelligent Systems — 3 hrs.

Design and implementation of programs that apply artificial intelligence techniques to problems such as design, diagnosis, and distributed problem solving. Emphasis on team design and development of large systems. Prerequisites: 810:161; junior standing.

810:171. Software Systems — 3 hrs.

Discussion of software systems from functional viewpoint; database systems, user interfaces, computer graphics, and intelligent system applications; associated software engineering concepts; social and professional issues. Prerequisites: 810:052; junior standing.

810:172(g). Software Engineering — 3 hrs.

Study of software life cycle models and their phases—planning, requirements, specifications, design, implementation, testing, and maintenance; emphasis on tools, documentation, and applications. Prerequisites: 810:171; junior standing.

810:173(g). Project Management — 3 hrs.

Examination of problems of organizing, controlling, managing, and evaluating a software project; software metrics and human input. Prerequisites: 810:172; junior standing.

810:179. Cooperative Education — 1-4 hrs.

Application of classroom learning to field experience. Credit may not be applied to major or minor. Offered on credit/no credit basis only.

810:180. Undergraduate Research in Computer Science — 1-3 hrs.**810:181(g). Theory of Computation — 3 hrs.**

Topics include regular languages and grammars; finite state automata; context-free languages and grammars; language recognition and parsing; Turing computability and undecidability. Prerequisites: 800:074 or 810:080; junior standing.

810:182(g). Formal Languages — 3 hrs.

Brief comparison of natural languages and formal languages; grammars and their generated languages; the Chomsky hierarchy and the corresponding automata theories; operations on languages; some solvable and unsolvable problems. Students may not earn credit in both 800:187 and 810:182. Prerequisites: 800:184 or 810:181; junior standing. (Same as 800:187g.)

810:188(g). Topics in Computer Science — 3 hrs.

Topics of general interest from any area of computer science, including systems, software, or theory. Prerequisite: junior standing.

810:189. Seminar in Computer Science — 1-3 hrs.

Exploration of current topics in Computer Science. Analysis and oral presentation of technical materials in the area. Requires a research paper on a specific issue. Maximum of 3 hours may be applied toward graduation. Prerequisite: junior standing.

810:214. Database Management Systems — 3 hrs.

Database system concepts, physical data organization, the network model and the DBTG Proposal, the hierarchical model, the relational model, relational query languages, design theory of relational databases, query optimization, normalization.

810:215. Problems in Information Storage and Retrieval — 3 hrs.

Study of current research in advanced natural language processing; analysis of natural language text by statistical, syntactic, and logical methods; retrieval systems models, dictionary construction, query processing, file structures, content analysis; automatic retrieval systems and question-answering systems; evaluation of retrieval effectiveness.

810:240. Computer Systems — 3 hrs.

Survey of issues in computer system analysis and design. Topics include single-processor, multi-processor, and networked architectures. Emphasis on relationship between system hardware and software. Prerequisite: graduate standing in Computer Science.

810:241. Distributed Systems — 3 hrs.

Overview of basic concepts of distributed systems. Topics may include: distributed machine architecture, distributed programming, distributed file systems, fault tolerance, security issues, load balancing, process migration, and distributed performance measurement. Prerequisite: 810:143.

810:242. System Performance Analysis — 3 hrs.

Survey of analytical modeling techniques for performance evaluation and measurement; analytical and simulation models of computer systems; system selection and tuning strategies. Prerequisites: 800:152; 810:143.

810:250. Applying Education Theory to Computer Science Teaching — 1 hr.

Application of learning and pedagogical theory and principle to teaching of computing. May be repeated for maximum of 3 hours. Corequisite: 200:214 or 240:240 or 250:205.

810:251. Computers, Computer Science, and Education — 3 hrs.

Survey of history and applications of computers, the field of computer science, and use of computers in education. Prerequisite: consent of department.

810:253. Problems in Teaching Computer Science — 3 hrs.

Examination and application of research to solution of problems relating to curriculum development, pedagogy, and management of computer science education; public presentation of course project. Prerequisites or corequisites: 200:214; 240:240; 250:205; 810:250; 810:251.

810:255. Computer Science Instructional Software — 3 hrs.

Seminar providing opportunity for examination of instructional design principles, practice, and research and their application to development of instructional applications for computer science; public presentation of course project. Prerequisite: 810:251.

810:261. Problems in Artificial Intelligence — 3 hrs.

Topics include: philosophy of AI, knowledge representation, search, natural language, speech understanding, vision, planning, learning and learning techniques, knowledge-based systems and system organization and system-building techniques. Prerequisite: 810:161.

810:262. Machine Learning — 3 hrs.

Survey of computational approaches to learning. Topics include: inductive learning, explanation-based learning, case-based learning, analytical learning, comparison and evaluation of learning algorithms, cognitive modeling and relevant psychological results. Prerequisite: 810:161.

810:270. Algorithms — 3 hrs.

Survey of analysis and design of algorithms. Topics include algorithm design techniques, efficient algorithms for classical problems, and intractable problems and techniques for solving them. Prerequisite: graduate standing in Computer Science.

810:280. Theoretical Foundations of Computing — 3 hrs.

Survey of theoretical models of computation and basic theory of computability. Topics include Turing machines, undecidability, NP-completeness, and computational complexity. Consideration of applications of theory to contemporary problems in computing. Prerequisite: graduate standing in Computer Science.

810:281. Combinatorial Algorithms — 3 hrs.

Overview of combinatorial algorithms. Topics include: advanced data structures, graph algorithms, arithmetic algorithms, parallel algorithms, string problems. NP-complete problems and provably intractable problems. Prerequisites: 810:153; 810:181.

820 Science and Science Education

820:031. Activity-Based Physical Science — 4 hrs.

Activity-based introduction to concepts and processes drawn from chemistry, earth science, and physics using an inquiry approach for those considering elementary education major. Lecture/discussion, 2 periods; lab, 2 periods; plus 1 hour arranged. For elementary education majors only. Prerequisite: student must have satisfied University entrance requirements in English and Mathematics

820:032. Activity-Based Life Science — 4 hrs.

Activity-based approach to studying the living world for those considering an elementary education major. Focuses on the diversity of life and ecosystems utilizing inquiry-oriented teaching. Lecture/discussion, 2 periods; lab, 2 periods; plus 1 hour arranged. For elementary education majors only. Prerequisite: student must have satisfied University entrance requirements in English and Mathematics.

820:113(g). Techniques for Science Teachers — 1-3 hrs.

Spectrum of options to help science teachers improve their teaching. Topics may include teaching strategies, laboratory techniques or learning psychologies that apply to teaching various science disciplines and age levels. Topic indicated in Schedule of Classes. Application to major requires advisor approval. Prerequisite: junior standing; consent of instructor.

820:130(g). Experiences in Elementary School Science — 2 hrs.

Development of understanding science as an investigative process and how this relates to elementary science teaching. Seminar discussions and field experiences in applying knowledge of science content and pedagogy to working with elementary level students. Prerequisites: two courses from 820:181, 840:181, or 870:181; junior standing.

820:132. Experience in Environmental Education — 4 hrs.

Current trends in theory and content of environmental education process; theory and practice with techniques, materials, and equipment of environmental education and interpretation in classroom and out-of-doors. Use of nature centers, parks, school grounds for learning and interpretation. Lecture/discussion, 2 hrs./wk.; lab and field work, 2 hrs./wk. plus hours arranged.

820:140. Environment, Technology, and Society — 2 hrs.

Emphasis on relationships and interactions of physical, biological, technological, and cultural components of environment. Study of selected interdisciplinary problems. Elaborates on student's previous university experience and develops environmental literacy. Prerequisites: student must have satisfied University entrance requirements in English and Mathematics; completion of both Life Sciences and Physical Sciences requirements; junior or senior standing.

820:181. Investigations in Physical Science — 4 hrs.

Introduction to concepts and theories of physical science and model of effective teaching strategies related to elementary school level. Topics include electricity, magnetism, light, solutions, acids and bases, states of matter. Discussion and/or lab, 5 periods. Prerequisite: 820:031.

820:189. Seminar in Environmental Problems — 1 hr.

Exploration of current topics by student teams. Team examination of various facets of an issue, focusing on development of a factual resume of natural, political, economic and humanistic data which will be integrated for use in developing potential solutions. Value clarification activities.

820:190. Orientation to Science Teaching — 2 hrs.

Nature of science in its descriptive, technological and investigative aspects as they relate to the development of a philosophy of teaching; interrelations of various sciences; psychological theories of learning science and how they relate to developing instructional strategies; evaluation techniques common to all sciences. Required for licensure to teach secondary school science; to precede student teaching. Discussion, 2 periods. Ten hours field experience in classroom setting. Prerequisites or corequisites: 200:128; 200:148; 250:150; a major or minor in a science area or consent of instructor. Corequisite: 820:196.

820:191. Undergraduate Research in Science Education — 1-3 hrs.

Research activities under direct supervision of Science Education faculty members. May be repeated for maximum of 4 hours. Prerequisites: consent of instructor and department.

820:194(g). Current Curricula in Middle/Junior High School Science — 2 hrs.

Cognitive aspects of early adolescent science students and curriculum initiatives in middle level science. Experiences in curriculum development range from single to unit lesson planning, including teaching strategies, assessment and management strategies particular to this age group. Ten hours of field experience in a classroom setting. Discussion, 2 periods. Prerequisites: 820:190; junior standing.

820:195. Science Teaching Colloquium — 1 hr.

Presentation and discussion of current topics related to elementary and secondary science teaching, including scientific and educational research, teaching philosophies, innovative teaching techniques, etc. Fourteen meetings over a two-semester period. For Science Teaching majors. Offered on credit/no credit basis only.

820:196. Current Technologies in Science Teaching — 1 hr.

Exploration of current technologies available to enhance teaching in the sciences. Primary attention given to microcomputer and video applications and analysis of available supplemental materials. Exploration of other technologies as appropriate. Discussion/lab, 2 periods. Prerequisite: 240:020. Corequisite: 820:190.

820:198. Independent Study.

820:200. History and Philosophy of Science — 2 hrs.

Survey of major philosophical developments throughout history of science.

820:213. Teaching-Learning Models in Science Education — 2 hrs.

Survey of learning theories from behaviorism to constructivism and the way those theories are translated into practice through various pedagogies. Prerequisite: 200:148 or equivalent.

820:230. Environmental Education Program Development — 3 hrs.

Application of environmental/conservation education content and process to curriculum and program development. Formulation or revision of programs by students for their own employment situations. Prerequisites: 820:132 or 840:103 or 840:168; two years of experience as a teacher or in an occupation related to environmental/conservation education.

820:270. Special Problems in Science Education — 1-6 hrs.

Problems selected according to needs of students. Prerequisite: consent of chairperson of Science Education Faculty.

820:290. Trends in Science Education — 2 hrs.

Establishment of trends from the late 1800's to present and impetus for various "revolutions" in science practices. Prerequisite: consent of instructor.

820:294. Developing Science Curricula — 2 hrs.

Analysis and design of science curricula, with attention to articulation K-12. Prerequisite: 820:190 or equivalent.

820:299. Research.

830 Environmental Science

830:130. Environmental Science — 3 hrs.

Functional and holistic approach to understanding the Earth and the interactions of its non-living and living components. Regulatory issues, environmental ethics, environmental law, and scientific principles. Prerequisites: 840:052; 860:048; 920:024 or both 920:053 and 920:054.

830:195. Environmental Science/Technology Internship — 1-10 hrs.

Supervised work experience in conjunction with academic project conducted under faculty guidance. May be repeated for maximum of 12 hours. Prerequisite: consent of department head.

830:200. Environmental Biology — 3 hrs.

Advanced topics in physiological ecology, community ecology, environmental microbiology, ecological genetics, bioenergetics, and biodiversity.

830:235. Topics in Environmental Chemistry — 3 hrs.

Advanced topics in chemistry for environmental science and technology. Topics include water, air, and geochemistry; environmental chemistry, measurement techniques, and chemical ecology.

830:250. Global Systems — 3 hrs.

Advanced topics in global systems for environmental science and technology. Topics include surface and groundwater hydrology, meteorology, atmospheric physics, and oceanography to gain an understanding of physical and geological processes that influence and are influenced by earth's biosphere.

830:285. Readings in Environmental Science/Technology — 1-10 hrs.

Independent readings in environmental science/technology from selected list approved in advance. Prerequisite: consent of department head.

830:289. Environmental Science/Technology Seminar — 1 hr.

Current topics in environmental science/technology. Students will present one seminar per semester. Prerequisite: must be currently enrolled in Environmental Science graduate program.

830:292. Environmental Analysis — 3 hrs.

Laboratory methods and techniques in Environmental Science/Technology with emphasis in measurements, chemical constituents, and biological parameters important to understanding environmental processes. Prerequisite: enrolled in graduate studies in biology, chemistry, or environmental science/technology.

830:299. Research — 1-9 hrs.

Prerequisite: must be currently enrolled in Environmental Science graduate program.

840 Biology

840:012. Life: The Natural World — 3 hrs.

Energy studied as driving force for both living and non-living processes on earth. Emphasis on energy flow within the ecosystem including its capture in photosynthesis, its drive of biogeochemical cycling and cellular metabolism. For Biology majors and minors counts only for university elective credit. Prerequisite: student must have satisfied University entrance requirements in English and Mathematics.

840:013. Life: The Natural World - Lab — 1 hr.

Activities illustrating basic life science concepts regarding energy flow within ecosystems, biodiversity, and their interrelationships with human activities. Lab, 2 periods. Prerequisite: student must have satisfied University entrance requirements in English and Mathematics. Prerequisite or corequisite: 840:012.

840:014. Life: Continuity and Change — 3 hrs.

Introduction to contemporary topics in biology. Emphasis on study of gene structure and function and applications of biology to human concerns. For Biology majors and minors counts only for university elective credit. Prerequisite: student must have satisfied University entrance requirements in English and Mathematics.

840:015. Life: Continuity and Change - Lab — 1 hr.

Process of science and application of biology to human concerns stressed through student activities involving basic life science concepts encompassing cell structure and function, human genetics, and disease transmission. Emphasis on assisting students in understanding role of biology in our present society. Lab, 2 periods. Prerequisite: student must have satisfied University entrance requirements in English and Mathematics. Prerequisite or corequisite: 840:014 or equivalent.

840:033. Principles of Microbiology — 3 hrs.

Basic concepts and practical applications of microbiology in medicine, immunology, sanitation and food preparation in daily life. Designed for students majoring in areas other than the sciences. For Biology majors and minors counts only for university elective credit. Sections may be offered exclusively for nurses in training. Discussion, 2 periods; lab, 2 periods.

840:051. General Biology I — 4 hrs.

Study of organismic biology emphasizing evolutionary patterns and diversity of organisms and interdependency of structure and function in living systems. Discussion, 3 periods; lab, 2 periods.

840:052. General Biology II — 4 hrs.

Study of cells, genetics, and populations emphasizing chemical basis for life, flow of information, and interactions of populations in ecosystems. Discussion, 3 periods; lab, 2 periods. Prerequisite: 840:051.

840:060. Careers in Biology: _____ — 2 hrs.

Assists in career planning. Self-assessment, career opportunities, information on requirements, resumes and application procedures in biology and related fields. Offered on credit/no credit basis only. For Biology majors and minors counts only for university elective credit.

840:089. Seminar — 1 hr.

840:101. Anatomy and Physiology I — 4 hrs.

Structure and function of organ systems of human body. For students in allied health fields or other University approved programs. Others must have consent of department head. For Biology majors and minors, except Biology-Teaching, counts only for university elective credit. Prerequisites: 840:052; 860:048. Prerequisite or corequisite for Allen College students: 860:061. Others must have consent of department head. (Formerly 840:031.)

840:102. Anatomy and Physiology II — 4 hrs.

Continuation of 840:101. For students in allied health fields or other University approved programs. Discussion, 3 periods; lab, 2 periods. Prerequisite: 840:101. (Formerly 840:032.)

840:103. Applied Ecology and Conservation — 3 hrs.

Study of biological diversity, exotic invasions, population biology of rare species, and large ecosystem conservation. Location of endangered species habitat using landforms and soils information and field work. Discussion, 2 periods; field and lab, 3 periods. Prerequisite: 840:052.

840:106. Comparative Anatomy of the Vertebrates — 4 hrs.

Consideration of origin of vertebrates and comparison of anatomy of organ systems of the classes. Discussion, 2 periods; lab, 4 periods. Prerequisite: 840:052.

840:111. Histology — 4 hrs.

Microscopic anatomy of animal cells, tissues and organs; discussion of their relation to their physiological functions. Discussion, 2 periods; lab, 4 periods. Prerequisite: 840:052 or equivalent.

840:112. Invertebrate Zoology — 4 hrs.

Morphology, physiology, phylogeny, taxonomy, and ecology of the invertebrates. Discussion, 2 periods; lab, 4 periods. Prerequisite: 840:052.

840:114(g). Comparative Animal Physiology — 3 hrs.

Organ system functions in animals; physical and chemical basis for functions; comparison of systems, primarily in vertebrates. Must be taken with 840:115 if used to fulfill biology core requirement. Discussion, 3 periods. Prerequisites: 840:052; 860:063 or 860:120; junior standing.

840:115(g). Comparative Animal Physiology Laboratory — 1 hr.

Laboratory experience in Comparative Animal Physiology. Cellular and organ physiology of animals. Lab, 3 periods. Prerequisite: junior standing. Prerequisite or corequisite: 840:114.

840:116(g). Neurobiology — 3 hrs.

Molecular and cellular approach to neuroscience: focus on properties of neuron, intracellular communications, behavior, and plasticity. Prerequisite: 840:114 or 840:138 or consent of instructor; junior standing.

840:117(g). Endocrinology — 3 hrs.

Hormonal control of various functions including cellular effects and biochemistry of endocrine organs. Discussion, 3 periods. Prerequisites: 840:114 or 840:138; 840:128; 860:123; junior standing.

840:120. Plant Diversity and Evolution — 3 hrs.

Form and function in vegetative and reproductive organs in all plant divisions, from algae to flowering plants, and their importance in evolutionary thought and plant classification. Lecture, 2 periods; lab, 2 periods. Prerequisite: 840:052.

840:122(g). Plant Physiology — 4 hrs.

How plants work: uptake and use of water and materials, synthesis and transport of organic compounds, growth and development, and responses to environment. Lecture, 2 periods; lab, 4 periods. Prerequisites: 840:052; junior standing. Prerequisite or corequisite: 860:063 or 860:120.

840:124. Plants for Human Use — 3 hrs.

Emphasis on interrelationships between plants and people, including impact of plants on human history. Topics include food, herbs, spices, beverages, forestry, textiles, dyes, and medicines. Discussion, 2 periods; lab, 2 periods. Prerequisite: 840:012 or 840:052.

840:126. Plant-Microbe Interactions — 3 hrs.

Beneficial and detrimental interactions between microbes and plants. Plant resistance to diseases, development of pathogenicity in microorganisms, and social impacts of plant diseases. Symbioses involving fungi and bacteria and their impacts on plant growth and agricultural practices. Lecture, 3 periods. Prerequisite: 840:052.

840:128(g). Cell Biology — 3-4 hrs.

Foundation in cellular structure, organization, and function, with emphasis on molecular aspects of gene regulation, signal transduction and cell cycle control. Laboratory will correlate with lecture topics and will also emphasize developing laboratory skills and improving analytical and writing abilities. If taken for 3 hours credit: discussion only, 3 periods. If taken for 4 hours credit: discussion, 3 periods; lab, 3 periods. Prerequisites: 840:052; 860:063 or both 860:120 and 860:121; junior standing.

840:131(g). Animal Behavior — 4 hrs.

Mechanisms, adaptive significance, evolution, and ecology of behavior and sociality. Discussion, 3 periods; lab, 2 periods. Prerequisites: 840:052; junior standing.

840:132. Parasitology — 4 hrs.

Examination of parasite life cycles and host-parasite relations with primary emphases on human pathogens and associated diseases, and parasite identification. Study of parasitic protozoans, worms, and invertebrates. Discussion, 2 periods; lab, 4 periods. Prerequisite: 840:052.

840:137(g). Human Physiology Laboratory — 1 hr.

Laboratory experience in experimental vertebrate physiology. Focus on organ and cellular aspects of physiology. Lab, 3 periods. Prerequisite or corequisite: 840:138; junior standing.

840:138(g). Human Physiology — 3 hrs.

Functions of organ systems in vertebrates; emphasis on human body. Discussion, 3 periods. Must be taken with 840:137 if used to fulfill biology core requirement. Prerequisites: 840:052; 860:048 or 860:070; junior standing.

840:140(g). Genetics — 4 hrs.

Analytical approach to classical, molecular, and population genetics. Discussion, 3 periods; lab, 2 periods. Prerequisites: 840:052; 860:063 or 860:120; junior standing.

840:142(g). Evolutionary Biology — 3 hrs.

Conceptual overview of evolutionary theory, mechanisms of evolutionary process, speciation and major evolutionary steps. Prerequisites: 840:140; junior standing.

840:144(g). Virology — 4 hrs.

Introduction to virus structure, replication, genetics, pathogenicity, host interactions, detection, epidemiology, evolution and virology methods. Health, agriculture, research and industry applications. Discussion, 3 periods; lab, 2 periods. Prerequisites: 840:151; 860:048 or 860:070; junior standing.

840:146(g). Developmental Biology of Animals — 4 hrs.

Major concepts and central questions of animal development and controlling mechanisms. Laboratory emphasis on experimental inquiry and developmental anatomy. Discussion, 3 periods; lab, 2 periods. Prerequisites: 840:052; junior standing.

840:147. Cancer and Emerging Infectious Diseases — 3 hrs.

Cellular and molecular study of cancer, its epidemiology, standard and novel cancer treatments, examination of emerging and re-emerging infectious diseases, their causative organisms, and human immune responses to them. Discussion, 3 periods. Prerequisite: 840:052.

840:148(g). Human Genetics and Human Evolution — 3 hrs.

Genetics and evolution of humans, including human reproductive processes and technologies, single gene and polygenic human traits, genetic engineering, and human evolution, including a description and interpretation of fossil hominoids and behavioral and cultural evolution. Prerequisites: 840:052; junior standing.

840:149(g). Applied and Environmental Microbiology — 3 hrs.

Growth and metabolic diversity of microorganisms focusing on their practical applications for foods, pharmaceuticals, agriculture and the solving of environmental problems. Discussion, 3 periods. Prerequisites: 840:151; 860:048 or 860:070; junior standing.

840:150(g). Immunology — 4 hrs.

Focus on multiple levels of human immunity, from organs/cells to molecular events. Basic immunology and relationships between immunology and various disease states. Laboratory experiences include many commonly used immunology techniques. Discussion, 3 periods; lab, 3 periods. Prerequisites: 840:052; 860:063 or 860:120; junior standing.

840:151. General Microbiology — 4 hrs.

Physiology, morphology, taxonomy, immunology, and pathogenicity of microbes, with applications to medicine, agriculture, sanitation, and industry. Discussion, 2 periods; lab, 4 periods. Prerequisites: 840:052; 860:048 or 860:070.

840:152(g). Prokaryotic Molecular Biology — 4 hrs.

Study of prokaryotic genes and their products at molecular level. Laboratory emphasis on techniques of recombinant DNA and analysis of gene expression. Discussion, 2 periods; lab, 6 periods. Prerequisites: 840:052; 860:063 or 860:120; junior standing.

840:153(g). Eucaryotic Molecular Biology — 4 hrs.

Study of eucaryotic genes and their expression at molecular level in eucaryotes. Laboratory emphasis on techniques for methodology such as gene splicing, mRNA purification, cDNA cloning, genomic library construction and screening for genes. Discussion, 2 periods; lab, 6 periods. Prerequisites: 840:128 or 840:140 or 840:151 or 840:152; 860:063 or 860:120; junior standing.

840:154(g). Aquatic Ecology — 3 hrs.

Introduction to geological, physical, chemical, and biological factors that interact to determine functional characteristics of inland waters. Prerequisites: 840:052; 860:048 or 860:070; junior standing.

840:155(g). Ecotoxicology — 4 hrs.

Detailed overview of ecological and toxicological aspects of environmental pollution emphasizing responses of populations, communities, and ecosystems to contaminants. Traditional biomonitoring and toxicity testing methods, state-of-the-art concepts and methodologies. Lecture/discussion, 3 periods; lab, 3 periods. Prerequisites: 840:052; 860:048 or 860:070; junior standing.

840:157(g). Biostatistics — 3 hrs.

Introduction to methods used to analyze and interpret numerical data from biological experiments. Emphasis on parametric statistics; use of SAS computer package for computations. Lecture, 2 hours; lab, 2 hours. Prerequisites: 800:046 or equivalent; junior standing; two biology courses beyond the introductory sequence; or consent of instructor.

840:160. Field Zoology of Vertebrates — 4 hrs.

Identification and natural history of Iowa vertebrates. Emphasis on field trips. Discussion, 2 periods; lab and field work, 6 periods. Prerequisite: 840:052.

840:162(g). Ornithology — 4 hrs.

Biology of birds, including systematics, behavior, and ecology. Lecture, 3 periods; lab and field, 3 periods. Prerequisites: 840:052; junior standing.

840:164(g). Mammalogy — 4 hrs.

Biology of mammals, including evolutionary history, zoogeography, ecology, and diversity. Laboratory emphasis on identifications, natural history, and field techniques. Lecture, 3 periods; lab and field, 3 periods. Prerequisites: 840:052; junior standing.

840:166(g). Plant Systematics — 4 hrs.

Classification and identification of vascular plants, with emphasis on evolution of species and larger groups. Discussion, 2 periods; lab and field work, 4 periods. Prerequisites: 840:052; junior standing or consent of department head.

840:167(g). Agriculture and the Environment — 4 hrs.

Impact of agricultural practices on soil, water, and surrounding natural ecosystems. On-farm study of crop rotations, soil health, watershed protection, and genetic conservation. Lecture, 2 periods; field, 5 periods plus 1 hour arranged. Prerequisites: one course from Group III biology core; junior standing.

840:168. Ecology — 3 hrs.

Relationship of organisms to their environment with emphasis on principles of population, community, and ecosystem structure and dynamics. Prerequisite: 840:052.

840:169. Ecology Laboratory — 1 hr.

Experiences in sampling, analyzing, evaluation, and contrast of numerical biotic and abiotic data; presentation of results in written reports. Lab, 3 periods. Prerequisite or corequisite: 840:168.

840:170. Entomology — 3 hrs.

Introduction to biology of insects. Discussion, 2 periods; lab, 2 periods. Prerequisite: 840:052.

840:171. Plant-Animal Interactions — 3 hrs.

Integration of plant and animal ecology from an evolutionary perspective. Topics include co-evolution, ecological biochemistry, pollination biology, herbivory, ant-plant mutualism, seed dispersal by mammals, and carnivorous plants. Discussion, 3 periods. Prerequisite: 840:052.

840:172. Developmental Plant Anatomy — 4 hrs.

Structure and function of flowering plants, with emphasis on cell and organ development. Lecture, 2 periods; lab, 4 periods. Prerequisite: 840:052.

840:173(g). Environmental Factors and Plant Responses — 3 hrs.

Theory and practice of measurements of environmental factors and plant adaptations and responses to them. Two-thirds of course involves using modern instrumentation to measure radiation quantity and quality; air temperature, humidity and velocity; and soil moisture status. Last third devoted to plant water use and water status, and to photosynthetic gas exchange. Lecture, 2 periods; lab, 2 periods. Prerequisite: 840:103 or 840:154 or 840:168; junior standing.

840:174. Field Biology: Selected topics in field biology, emphasizing hands-on techniques for field observation, and testing of evolutionary and ecological hypotheses. Offered both on and off-campus in flexible format. Topics and hours indicated in Schedule of Classes. May be repeated for credit on different topic. Prerequisites: 840:052.

840:178(g). Fire Management in Ecosystems — 3 hrs.

Study of fire, its relationship to organisms and other components of ecosystems, and implications for management of ecosystems. Examination of prescribed burning as a management tool. Students will be trained in conducting prescribed burns and participate as burn crew members. Lecture/discussion, 2 periods; lab, 2 periods. Prerequisites: 840:103 or 840:168; junior standing.

840:179. Cooperative Education

Offered on credit/no credit basis only.

840:180(g). Restoration and Management of Natural Lands — 3 hrs.

Ecological principles applied to design, restoration, reconstruction, and management of natural areas, parks, and wildlands. Discussion, 2 periods; lab, 2 periods. Prerequisite: 840:103 or 840:168; junior standing.

840:181. Investigations in Life Science — 4 hrs.

Introduction to significant concepts and theories of life science and a model of effective teaching strategies related to elementary school level. Topics include diversity and classification, structure and function from cellular to organism level, human biology, and plant systems. Discussion and/or lab, 5 periods. Prerequisite: 820:032.

840:184. Interpretive Programs Techniques for Naturalists — 3 hrs.

Techniques for development and delivery of interpretive programs, recruiting public participation, fundraising, writing proposals, organization of federal, state and local park agencies, budgeting, coordination of citizen support groups. Lecture/discussion, 3 periods. Prerequisite: 820:132.

840:185. Readings in Biology — 1-3 hrs.

Independent readings in biology from selected list approved in advance. Maximum of 3 hours for biology major or minor. Prerequisite: consent of department.

840:189. Seminar — 1-2 hrs.**840:190. Undergraduate Research in Biology — 1-3 hrs.**

Research activities under direct supervision of Biology faculty members. Credit determined prior to registration based upon student proposal with agreement of faculty advisor. May be repeated for a maximum of 4 hours credit. Prerequisites: 9 hours of biology beyond 840:052; consent of department.

840:193(g). Current Curricula in Biology — 2 hrs.

Philosophy, methods, and materials of secondary biology. Examination and evaluation of current curricular materials, curriculum development and appropriate assessment strategies. Ten hours of field experience in grades 6-12 classrooms. Prerequisites: 820:190; junior standing.

840:195. Internship/Field Experience — 1-10 hrs.

Supervised work experience in approved work situation. Offered on credit/no credit basis only. Prerequisite: consent of department.

840:196. Interpretive Programs Seminar — 2 hrs.

Designed to follow internship experience during last two weeks of same semester. Comparison and assessment of interpretive programs including goals, objectives, dissemination techniques and effects on visitor groups. Corequisite: 840:195.

840:197. Undergraduate Practicum in Biology Teaching — 1 hr.

Examination of teaching strategies and practical experience in laboratory teaching through observation and assistance in introductory biology laboratories. Offered on credit/no credit basis only. Prerequisite or corequisite: 840:193; consent of instructor.

840:198. Independent Study.**840:202. Graduate Colloquium — 1 hr.**

Weekly presentation by a student, faculty member, or visitor on biological topic. Shall be taken twice during initial two semesters for a maximum of 2 hours. Discussion, 1 period.

840:230. Special Problems in Biology — 1-6 hrs.

Credit determined at registration. (Problems in biology other than those for theses or in regular curricular offerings.) Prerequisite: 840:292 recommended; consent of department.

840:240. Advanced Cellular and Molecular Biology — 3 hrs.

Selected topics concerning understanding of function of living organisms at molecular and cellular level: regulatory mechanisms, recombinant DNA techniques, gene expression, and genetics of diseases. Lecture/discussion, 3 periods. May be repeated for credit on different topic. Prerequisite: consent of instructor.

840:250. Advanced Physiology and Development — 3 hrs.

Selected topics concerning understanding of organ, organ system and organism structure and function: immune system, cellular signaling mechanisms, photosynthesis, and cell motility and development. Lecture/discussion, 3 periods. May be repeated for credit on different topic. Prerequisite: consent of instructor.

840:260. Advanced Ecology — 3 hrs.

Selected topics of ecology, concerning the understanding of relationships among organisms, and between organisms and their environments (natural or artificial): physiological ecology, conservation biology, and aquatic ecology. Lecture/discussion, 3 periods. May be repeated for credit on different topic. Prerequisite: consent of instructor.

840:270. Advanced Systematics and Evolutionary Biology — 3 hrs.

Selected topics concerning understanding of systematic and evolutionary relationships among organisms and evolutionary biology: evolutionary theory, systematics, and origin of life. Lecture/discussion, 3 periods. May be repeated for credit on different topic. Prerequisite: consent of instructor.

840:289. Seminar — 1 hr.**840:292. Research Methods in Biology — 1 hr.**

Introduction to research methods in biology. Emphasis on literature review, proposal preparation, and manuscript style. Discussion, 1 period.

840:297. Practicum.**840:299. Research**

860 Chemistry

860:010. Principles of Chemistry — 3-4 hrs.

Basic concepts of chemistry, the periodic table and its relation to atomic structure and chemical properties. How the understanding of changes in matter and energy is important in both living and non-living systems. Work of the chemist and the interactions of chemistry with other activities of humankind. Discussion, 3 periods; lab, 2 periods. May be taken without laboratory for 3 hours. No credit for student with credit in any college chemistry course. Prerequisite: student must have satisfied University entrance requirements in English and Mathematics.

860:020. Chemical Technology — 4 hrs.

Basic concepts of inorganic and organic chemistry and their applications to industrial processes. Emphasis on application of chemical principles in materials and energy production and use, and environmental problems. Discussion, 3 periods; lab, 2 periods. No credit for student with credit in any college chemistry course.

860:030. Careers in Chemistry — 1 hr.

Presentations describing career opportunities and current areas of research in chemistry. Offered on credit/no credit basis only. No credit toward any major. Discussion, 1 period.

860:044. General Chemistry I — 4 hrs.

Structure of matter, its physical properties and laws describing them, the periodic table and its relation to atomic structure and chemical properties, and non-metallic elements and their compounds. Students with extensive background in high school chemistry and mathematics may enter 860:070 following departmental advisement. Discussion, 3 periods; lab, 3 periods. Prerequisite: student must have satisfied University entrance requirements in English and Mathematics.

860:048. General Chemistry II — 4 hrs.

Continuation of 860:044 with emphasis on chemistry of non-metals, metals, chemical and ionic equilibrium, and separation and identification of ions. Discussion, 3 periods; lab, 3 periods. For pre-professional students and science majors with a special interest in chemistry. Prerequisite: 860:044 or equivalent.

860:061. Applied General Chemistry — 4 hrs.

Basic concepts of chemistry, with particular attention to allied health and nutrition applications. Discussion, 3 periods; lab, 3 periods. No credit for students with credit in 860:044 or 860:070.

860:063. Applied Organic and Biochemistry — 4 hrs.

Basic concepts in organic chemistry and biochemistry, including nomenclature, functional groups, reactivity, and macromolecules. No credit for students with credit in 860:120. Discussion, 3 periods; lab, 3 periods. Prerequisite: 860:048 or 860:061 or 860:070.

860:070. General Chemistry I-II — 5 hrs.

Accelerated course for well-prepared students. Content similar to 860:044 and 860:048 but covered in one semester. Completion satisfies General Chemistry requirement of any chemistry major. Discussion, 4 periods; lab, 3 periods. Prerequisite: consent of department head.

860:110. Descriptive Inorganic Chemistry — 4 hrs.

Properties, structures, reactions, and applications of elements and their most important compounds. Discussion, 3 periods; lab, 3 periods. Prerequisite: 860:048 or 860:070.

860:120. Organic Chemistry I — 3 hrs.

Fundamentals of organic chemistry. For majors in the sciences and those preparing for medically related careers. Discussion, 3 periods. Prerequisite: 860:048 or 860:070.

860:121. Organic Chemistry Laboratory I — 2 hrs.

Purification and identification techniques and some representative organic reactions. Lab, 6 periods. Prerequisite or corequisite: 860:120.

860:123. Organic Chemistry II — 3 hrs.

Continuation of 860:120. Discussion, 3 periods. Prerequisite: 860:120.

860:125. Organic Chemistry Laboratory II — 2 hrs.

Continuation of 860:121. Preparation and functional group analysis. Lab, 6 periods. Prerequisites: 860:120; 860:121. Prerequisite or corequisite: 860:123.

860:132. Quantitative Analysis — 4 hrs.

Theory, technique, and calculations of volumetric and gravimetric analysis. Statistical treatment of data. Classical analytical procedures supplemented by instrumental techniques. Discussion, 2 periods; lab, 6 periods. Prerequisite: 860:048 or 860:070.

860:136(g). Applied Instrumental Analysis — 4 hrs.

Applications of instrumental techniques to quantitative analysis, including principles and techniques of instrumentation in areas of chromatography, spectrophotometry, and electrochemistry. Discussion, 2 periods; lab, 6 periods. No credit toward majors requiring 860:137 and no credit for students with credit in 860:137. Prerequisites: 860:063 or 860:120; 860:132; junior standing.

860:137(g). Instrumental Analysis — 4 hrs.

Application of physical chemical principles to theory and practice of instrumental methods of analysis such as spectrophotometric, electroanalytical, chromatographic, and computerized techniques. Discussion, 2 periods; lab, 6 periods. Prerequisites: 860:120; 860:132; 860:140; junior standing. Prerequisite or corequisite: 860:141.

860:138(g). Environmental Chemistry — 3 hrs.

Study of sources, reactions, and transport of environmental pollutants in air and water. Laboratory includes analysis of specific chemical species in environmental samples. Discussion, 2 periods; lab, 3 periods. Prerequisites: 860:132; junior standing or consent of department head.

860:140(g). Physical Chemistry: Thermodynamics — 3 hrs.

Application of laws of physics to energy changes in chemical processes and reactions. Discussion, 3 periods. Prerequisites: 800:061; 880:056 or 880:131; junior standing.

860:141(g). Physical Chemistry: Kinetics, Quantum Mechanics, and Spectroscopy — 3 hrs.

Application of laws of physics to atomic and molecular structure and behavior. Discussion, 3 periods. Prerequisites: 800:061; 880:056 or 880:131; junior standing.

860:142(g). Principles of Physical Chemistry — 3 hrs.

Physical aspects of chemistry for needs of high school chemistry teacher, and for students in biological sciences. Discussion, 3 periods. Recommended: 880:054. Prerequisites: 800:046; 860:048 or 860:070; junior standing or consent of department head.

860:143(g). Physical Chemistry Laboratory — 1-3 hrs.

Physical measurement techniques in chemistry. Meets 3-9 hours per week. Two credit hours should be taken for the B.S. and B.A. Chemistry Major programs; students should enroll concurrently with, or after, their second semester of physical chemistry. Those with credit in 860:142 may take one credit hour. Prerequisites: 860:132; 860:140 or 860:141 or 860:142; junior standing.

860:145(g). Inorganic Chemistry — 3 hrs.

Applications of principles of physical chemistry to inorganic systems, with emphasis on chemistry of transition elements. Discussion, 3 periods. Prerequisites: 860:110; 860:120; 860:141; junior standing.

860:147(g). Inorganic Chemistry Laboratory — 2 hrs.

Preparation, analysis, and study of properties of inorganic compounds. Prerequisites: 860:121; junior standing. Prerequisite or corequisite: 860:145.

860:154(g). Biochemistry I — 4 hrs.

Structure and function of biologically important molecules including amino acids, proteins, carbohydrates, lipids, and nucleic acids; intermediary metabolism; enzyme kinetics. Lecture, 4 periods. Prerequisites: junior standing; C- or higher in 860:123.

860:155(g). Biochemistry II — 2 hrs.

Continuation of 860:154. Bioenergetics, photosynthesis, additional metabolic pathways, enzyme mechanisms, macromolecular biosynthesis, recombinant DNA, and current topics in biochemistry. Lecture, 2 periods. Prerequisites: 860:154; junior standing.

860:156(g). Biochemistry Laboratory — 2 hrs.

Introduction to biochemical methodology. Chromatographic and electrophoretic purifications of proteins, lipids, and nucleic acids; chemical characterizations of amino acids, peptides, carbohydrates, and fatty acids; study of enzyme kinetics. Lab, 6 periods. Prerequisite: junior standing. Prerequisite or corequisite: 860:154.

860:161(g). Organic Structure Analysis — 3 hrs.

Use of infrared and ultraviolet-visible spectroscopy, proton and carbon magnetic resonance, mass spectrometry, and other physical and chemical methods for assignment of structure to organic compounds. Discussion, 3 periods. Prerequisites: 860:121; 860:132; junior standing; consent of department head. Credit applied to B.S. Chemistry major requires additional prerequisite of 860:140 or 860:141.

860:180. Undergraduate Research in Chemistry — 1-3 hrs.

May be repeated for maximum of 6 hours. Prerequisites: 860:121; 860:132; consent of department head. Credit applied to B.S. Chemistry major requires additional prerequisite of 860:140 or 860:141.

860:193(g). Current Curricula in Chemistry — 2 hrs.

Materials and methods in chemistry pertinent to modern high school teaching programs. Evaluation techniques specific to teaching of chemistry. Discussion, 2 periods. Prerequisites: 820:190; junior standing.

860:210. Advanced Inorganic Chemistry — 3 hrs.

Coordination chemistry, organometallics, materials chemistry, or other advanced topics in inorganic chemistry. May be repeated on different topics with consent of instructor. Discussion, 3 periods. Prerequisite: 860:145 or consent of instructor. (Formerly 860:230.)

860:220. Advanced Organic Chemistry — 3 hrs.

Product analysis, kinetics, and mechanism of organic reactions. May be repeated on different topics with consent of instructor. Discussion, 3 periods. Prerequisites: 860:123; 860:141; or consent of instructor.

860:240. Special Problems in Chemistry — 1-6 hrs.

Credit determined at registration. Problems selected according to needs of students. Prerequisite: consent of department head.

860:241. Advanced Physical Chemistry — 3 hrs.

Molecular structure, chemical kinetics, quantum mechanics, or other advanced topics in physical chemistry. May be repeated on different topics with consent of instructor. Discussion, 3 periods. Prerequisites: 860:140; 860:141; or consent of instructor.

860:242. Advanced Analytical Chemistry — 3-4 hrs.

Chromatography, spectroscopy, electrochemistry, or other advanced topics in analytical chemistry. May be repeated on different topics with consent of instructor. Discussion, 3 periods; if taken for 4 hours, lab 3 additional periods. Prerequisites: 860:137; 860:140; 860:141; or consent of instructor.

860:289. Seminar — 1 hr.

Current topics in chemistry. May be repeated for credit.

860:292. Research Methods and Chemical Literature — 1-3 hrs.

Concepts and procedures for developing a chemical research problem; use and importance of chemical literature.

860:299. Research

870 Earth Science

870:010. Astronomy — 3-4 hrs.

Introduction to Universe, solar system, stars, and galaxies, including apparent motions of bodies in the sky; development of astronomy and its impact on humankind. Prerequisite: student must have satisfied University entrance requirements in English and Mathematics.

870:011. Astronomy Laboratory — 1 hr.

Fundamentals of astronomical observation, the use of introductory astronomical instruments, and application of charts and almanacs to finding one's way about the night sky. Prerequisite: consent of instructor. Corequisite: 870:010.

870:021. Elements of Weather — 3 hrs.

Meteorological elements and their applications to environment; interpretation of weather maps and weather data; forecasting and briefing on daily weather. Discussion, 3 periods. No credit for those who have completed 870:121. Prerequisite: student must have satisfied University entrance requirements in English and Mathematics.

870:022. Elements of Weather Laboratory — 1 hr.

Fundamentals of meteorological observation, use of basic meteorological instruments, and applications of maps and charts to understanding forecasts. Intended for science teaching majors and minors. Lab, 2 periods. Prerequisite or corequisite: 870:021; consent of instructor.

870:031. Physical Geology — 4 hrs.

Introduction to physical environment, emphasizing materials of the Earth and processes that lead to changes within and on the Earth. Lab emphasis: rocks and minerals, geologic processes, and landscape development. Discussion, 3 periods; lab, 2 periods. Prerequisite: student must have satisfied University entrance requirements in English and Mathematics.

870:035. Earth History — 4 hrs.

Methods and principles used in deciphering the 4.6 billion-year history of our planet; discussion of history and evolution of life on Earth and examination of major physical and plate-tectonic events through geologic time. Discussion, 3 periods; lab, 2 periods. Prerequisite: 870:031 or equivalent.

870:037. Field Studies in _____ — 1-4 hrs.

Field studies in various areas of Earth Science: geology, oceanography, paleontology, meteorology, and astronomy. To be preceded by seminars on proposed study area. Student collection of data in the field and reports on their findings. May be repeated for credit in different study area. Only 4 hours may be applied to the Earth Science minor. Prerequisites: an 870:0xx course appropriate to the specific field studies and approved by department head; consent of instructor.

870:109(g). Fundamentals of Astronomy — 3 hrs.

Basic principles of astronomy intended primarily for teachers. No credit for students with credit in 870:010 or its equivalent. Prerequisites: one year of high school algebra or equivalent; junior standing; consent of department head.

870:111(g). Fundamentals of Weather — 3 hrs.

Basic principles of meteorology intended primarily for inservice teachers. Prerequisites: junior standing; consent of department head.

870:113(g). Topics in Earth Science — 1-3 hrs.

Offered both on and off campus in flexible format. May include plate tectonics, geomagnetism, naked-eye astronomy, telescope usage, weather forecasting, or other topics of current interest. Topics indicated in Schedule of Classes. May be repeated for credit on different topic. Application to major requires consent of department head. Prerequisite: junior standing.

870:115(g). Volcanology — 3 hrs.

Origin, classification, eruptive mechanisms and hazards of volcanoes, and related phenomena. Discussion, 2 periods; lab, 2 periods. Prerequisites: 870:031 or equivalent; junior standing.

870:121(g). Meteorology — 4 hrs.

Topics of weather observation and prediction; physical basis of cloud formation; radiational heating and cooling; the Earth's energy budget; wind circulation; precipitation processes; storm systems; maps and charts. Discussion, 3 periods; lab, 2 periods. Prerequisites: 860:044; 870:021; 880:054; junior standing.

870:122(g). Weather Analysis and Forecasting — 3 hrs.

Focus on middle latitude weather systems, principally those of the cold season. Topics include discussion of historical conceptions and models of extratropical cyclones, present understanding of these weather systems, and techniques of analysis and prediction. Important component is hands-on forecasting in group weather briefings and in a daily forecasting contest. Discussion/lab, 4 periods. Prerequisites: 870:121; junior standing.

870:123(g). Air Quality — 4 hrs.

Topics from atmospheric dynamics, atmospheric chemistry, physical meteorology, and micrometeorology; atmospheric transport processes in time and space; local and regional concentrations of pollutants; implications of air pollution control strategies; numerical modeling techniques with application to air quality issues; field studies and remote sensing of atmospheric transport. Discussion, 4 periods. Prerequisites: 800:060; 870:121; junior standing.

870:125(g). Principles of Paleontology — 4 hrs.

Basic principles of paleontology with special emphasis on invertebrate animals of the geologic past, their fossilization, morphology, description, classification, and evolutionary trends. Laboratory studies of major groups of invertebrate fossils. Investigations of faunal suites and interpretation of their geologic age and paleoecology. Discussion, 2 periods; lab, 4 periods. Prerequisites: 870:035; junior standing.

870:128(g). Fundamentals of Geology — 4 hrs.

Basic principles of physical geology intended primarily for inservice teachers. Prerequisites: junior standing; consent of department head.

870:129(g). Structural Geology — 4 hrs.

Origins and mechanics of rock deformation. Description and analysis of structural features. Field trip. Discussion, 2 periods; lab, 4 periods. Prerequisites: 870:031; 870:035; junior standing.

870:130. Crystallography — 2 hrs.

Morphologic, structural, and x-ray crystallography. Laboratory exercises emphasize identification of unknown compounds, determination of space lattices, space groups, and cell parameters by x-ray diffraction. Discussion, 2 periods; lab, 6 periods (nine-week course). Prerequisites: 860:044 or equivalent; 800:046 or knowledge of trigonometry.

870:131. Systematic Mineralogy — 2 hrs.

Crystal chemistry, determinative methods, and systematic description of naturally-occurring compounds with emphasis on rock-forming minerals. Laboratory exercises cover advanced determinative techniques. Discussion, 2 periods; lab, 6 periods (nine-week course). Prerequisites: 870:031; 870:130.

870:135. Optical Mineralogy-Petrography — 4 hrs.

Optical properties of minerals and use of the petrographic microscope. Introduction to petrography of igneous, metamorphic, and sedimentary rocks, with emphasis on identification of minerals in thin sections. Discussion, 2 periods; lab, 6 periods. Prerequisite: 870:131.

870:136(g). Stratigraphy and Sedimentation — 4 hrs.

Investigation of layered rocks, sedimentary processes, sedimentation, environments of deposition, correlation procedures, and classification and description of common sedimentary rocks. Field trips. Discussion, 2 periods; lab, 4 periods. Prerequisite: junior standing. Prerequisite or corequisite: 870:035.

870:137(g). Field Studies in _____ — 1-4 hrs.

Field studies in various areas of Earth Science: geology, oceanography, paleontology, meteorology, and astronomy. To be preceded by seminars on the proposed study area. Student collection of data in the field and reports on their findings. May be repeated for credit in different study area. Only 4 hours may be applied to the Earth Science minor. Prerequisites: an 870:1xx course appropriate to the specific field studies and approved by department head; junior standing; consent of instructor.

870:141(g). Geomorphology — 3 hrs.

Classification, description, origin, and development of landforms and their relationship to underlying structure and lithology; emphasis on geomorphic processes. Includes fluvial, glacial, periglacial, eolian, karstic, weathering, and mass-movement processes and features. Discussion, 2 periods; labs and field trips, 2 periods. Prerequisites: 870:031 or equivalent; junior standing.

870:142(g). Igneous Petrology — 4 hrs.

Description, classification, and genesis of igneous rocks. Discussion, 2 periods; lab, 6 periods. Prerequisites: 800:060; 870:135; junior standing.

870:143(g). Geochemistry — 4 hrs.

Distribution of elements in the Earth and chemical laws governing those distributions. Discussion, 2 periods; lab, 6 periods. Prerequisites: 860:048 or 860:070; junior standing.

870:151. Planets — 2 hrs.

Examination of the Sun's family of nine planets, attendant satellites, and interplanetary debris; processes at work in the Solar System; search for planets elsewhere in the Galaxy. Discussion, 1 period; lab, 2 periods. Prerequisites: 870:010 or equivalent.

870:152. Stars — 2 hrs.

Study of structure and the evolution of stars; the Sun, protostars, red giants, white dwarfs, variable stars, supernovae, pulsars, and black holes. Discussion, 1 period; lab, 2 periods. Prerequisite: 870:010 or equivalent.

870:153. Galaxies and Cosmology — 2 hrs

Study of the Milky Way Galaxy and other galaxies. Examination of active galaxies and radio galaxies, quasars, and galactic black holes. Discussion of the structure, origin and fate of the Universe. Discussion, 1 period; lab, 2 periods. Prerequisite: 870:010 or equivalent.

870:154(g). Observational Astronomy — 2 hrs.

Use of astronomical instruments, (telescopes, cameras, and spectroscopes), along with observing aids, (charts, catalogs, and ephemerides), for collection, analysis, and interpretation of astronomical data. Prerequisites: 870:010 (4 semester hours) or equivalent; junior standing.

870:160(g). Geology of Iowa — 2 hrs.

Iowa's geologic history Precambrian to present. Rock record, changes in environments of deposition, fossil record, occurrence and origin of important economic mineral resources. Pleistocene (Ice Age) history. Discussion, 2 periods. Prerequisite: junior standing.

870:165(g). Oceanography — 3 hrs.

Basic principles of geological, biological, chemical, and physical oceanography; emphasis on marine geology. Physiographic features of ocean basins, coastal features and processes, oceanic sediments, biological and geological resources, and ocean management. Discussion, 3 periods. Prerequisites: 870:031 or equivalent; junior standing.

870:171(g). Environmental Geology — 3 hrs.

Emphasis on geology's relation to social, economic, and political realms through team preparation of simulated environmental-impact statements or planning documents. Analysis of issues or problems of local concern where possible. Discussion, 3 periods. Prerequisites: 870:031 or equivalent; junior standing.

870:173(g). Environmental Hydrology — 3 hrs.

Introduction to environmental aspects of watershed hydrology. Surface water hydrologic processes, pollution of surface water resources, surface water - ground water interactions, unsaturated zone hydrologic processes, movement of chemicals in soils, site characterization, and soil remediation techniques. Discussion, 3 periods. Prerequisites: 800:060; 870:031; junior standing.

870:175(g). Hydrogeology — 3 hrs.

Principles and applications of hydrogeology including study of runoff, stream flow, soil moisture, and ground water flow. Examination and analysis of ground water flow to wells, regional ground water flow, geology of ground water occurrence, water chemistry of ground water, water quality and ground water contamination, ground water development and management, field methods, and ground water models. Discussion, 3 periods. Prerequisites: 800:060; 870:031; junior standing.

870:180. Undergraduate Research in Earth Science — 1-3 hrs.

Research activities under direct supervision of Earth Science faculty member. Credit to be determined at registration. May be repeated for maximum of 6 hours. Prerequisites: consent of instructor and department head.

870:181. Investigations in Earth Science — 4 hrs.

Introduction to significant concepts and theories of earth science and a model of effective teaching strategies related to elementary school level. Topics include geologic materials and processes acting on them and fundamentals of earth history, weather, and astronomy. Discussion and/or lab, 5 periods plus arranged. Prerequisite: 820:031.

870:189(g). Readings in Earth Science — 1-3 hrs.

Maximum of 3 hours may be applied to earth science or geology majors or minors. Prerequisites: junior standing; consent of instructor and department head.

870:191. Undergraduate Practicum — 1-2 hrs.

Practical experience in teaching; participation in laboratory and instructional assistance under direct supervision of staff member. May be repeated for maximum of 4 hours. Prerequisites: junior or senior standing; consent of instructor and department head.

870:292. Research Methods in Earth Science — 3 hrs.

Methods and evaluation of research in the earth sciences. Individual exploration of possible research or thesis project in the earth sciences. Discussion, 3 periods.

870:297. Practicum.

870:299. Research.

880 Physics

880:011. Conceptual Physics — 4 hrs.

Energy; temperature and heat; waves and sound; electricity and magnetism; light and color; atomic and nuclear structure of matter. Emphasis on observation, interpretation, and conceptual understanding of physical phenomena. Discussion, 3 periods; lab, 2 periods. Students may not earn credit in both 880:011 and 880:012. Prerequisite: student must have satisfied University entrance requirements in English and Mathematics.

880:012. Physics in Everyday Life — 3 hrs.

Basic laws and concepts of physics introduced and demonstrated through operation of everyday devices and systems. Emphasis on understanding physical principles behind working of modern technologies and interplay between science and technology. Students may not earn credit in both 880:011 and 880:012. Prerequisite: student must have satisfied University entrance requirements in English and Mathematics.

880:040. Elementary Holography — 1 hr.

Students make and view holograms with light from laser. Suitable for students with little or no background in physics. Presents elementary theory of holograms and laser light; emphasis on readily applied information and techniques. May not apply toward a physics major. Half-semester course. Discussion, 1 period; lab, 2 periods.

880:054. General Physics I — 4 hrs.

Algebra-based introductory course covering Newtonian mechanics, gravitation, and thermal physics. Emphasis on conceptual understanding of physical principles through group investigations and laboratory activities. Discussion/lab, 5 periods. Prerequisite: high school algebra and trigonometry or equivalent.

880:056. General Physics II — 4 hrs.

Algebra-based introductory course covering electricity, magnetism, optics, and modern physics. Emphasis on conceptual understanding of physical principles through group investigations and laboratory activities. Discussion/lab, 5 periods. Prerequisite: 880:054 or 880:130.

880:120(g). Elementary Atomic and Nuclear Physics — 4 hrs.

Atomic and nuclear structure; elementary particles; radioactivity; wave-particle duality; interactions and detection of radiation. Lower mathematical level than 880:137. Discussion, 3 periods; lab, 2 periods. Cannot apply toward an undergraduate or graduate physics major. Prerequisites: 880:056; junior standing.

880:130. Physics I for Science and Engineering — 4 hrs.

Calculus-based introductory course covering Newtonian mechanics, gravitation, and thermal physics. Laboratory activities. Discussion/lab, 5 periods. Prerequisite: one year of high school physics or equivalent. Prerequisite or corequisite: 800:060.

880:131. Physics II for Science and Engineering — 4 hrs.

Calculus-based introductory course covering electricity, magnetism, and optical physics. Laboratory activities. Discussion/lab, 5 periods. Prerequisites: 880:054 with a minimum grade of B or 880:130. Prerequisite or corequisite: 800:061.

880:132. Physics III: Theory and Simulation — 3 hrs.

Calculus-based course covering the more advanced topics in introductory physics. Emphasis on developing analytical and computational skills needed to study physics at a more advanced level. Topics include: Newtonian mechanics and applications; Maxwell's equations and applications. Prerequisite: 880:131.

880:134(g). Environmental Applications of Physics — 3 hrs.

Quantitative analysis of variety of specific, realistic problems in environmental science. Principles of physics and some results from chemistry will be applied to construction of mathematical models in high-level computational environment with emphasis on systems thinking, box models, and flows. Prerequisites: 800:061; 860:048 or 860:070; 880:056 or 880:131; junior standing.

880:136(g). Thermodynamics and Statistical Mechanics — 4 hrs.

General principles of classical thermodynamics and applications, e.g., to first-order phase transitions; general principles of statistical mechanics and application, e.g., to the classical ideal gas. Prerequisites: 800:062; 880:132; 880:137; junior standing.

880:137(g). Modern Physics — 4 hrs.

Special relativity; quantum phenomena; wave-particle duality; atomic and nuclear structure; properties of solids, interaction of radiation with matter; elementary particles. Prerequisites: 880:131; junior standing.

880:138(g). Modern Physics Laboratory — 1 hr.

Experiments on interactions of photons and electrons; mass and charge of electrons; atomic spectroscopy; nuclear radiation detection and spectroscopy; properties of solids. Prerequisite: junior standing. Prerequisite or corequisite: 880:137.

880:139(g). Elementary Particle Physics — 2 hrs.

Historical survey and basic concepts; elementary particle dynamics; relativistic kinematics; symmetries and conservation laws; Feynman rules; quantum electrodynamics; weak interactions. Prerequisites: 880:137; junior standing.

880:140(g). Modern Optics: Holography and Imaging — 3 hrs.

Holography is used as vehicle for learning modern optical techniques and for understanding basic wave interference properties of light. Topics include 3-D image formation; mirror, lens, and hologram ray tracing; holographic gratings and mirrors; holographic interferometry and color holography. Discussion, 2 periods; lab, 2 periods. Prerequisites: 880:056 or 880:131; junior standing.

880:141(g). Modern Optics: Lasers — 3 hrs.

Laser principles, output characteristics and safe operating practices; industrial, medical and scientific applications. Discussion, 2 periods; lab, 2 periods. Prerequisites: 880:056 or 880:131; junior standing.

880:142(g). Musical Acoustics — 3 hrs.

Fundamental acoustic phenomena and their implications for musical performance and instrument design. Waves; auditory mechanisms; tuning and temperaments; instrument resonances and adjustment; nonlinear mechanisms of sound production; human voice, radiation of sound; sound in rooms. Discussion, 2 periods; lab, 2 periods. Prerequisites: Physical Science and Life Science requirements of General Education Category 3; 580:012 or equivalent; junior standing.

880:145(g). Vibrations and Sound — 3 hrs.

Laboratory-centered course of fundamental and applied experiments related to vibrations; analysis and synthesis of vibrations and sounds; transmission, reflection, refraction, attenuation, and dispersion of sound waves; resonance, interference, and diffraction phenomena; and noise measurement and attenuation. Includes Fourier analysis. Discussion, 2 periods; lab, 2 periods. Prerequisites: 880:132; junior standing.

880:150(g). Computational Physics — 3 hrs.

Computer simulations and numerical solutions of behaviors of important physical systems, emphasizing those that are very difficult or impossible to analyze by traditional means, for example, nonlinear oscillators or phase transitions in the Ising Model. Prerequisites: 800:149; 880:132; 880:137; junior standing.

880:152(g). Electronics I — 4 hrs.

Basic dc and ac circuits; electrical measurements; power supplies; transistor circuits; operational amplifier circuits. Discussion, 2 periods; lab, 4 periods. Prerequisites: 880:056 or 880:131; junior standing or consent of department head.

880:154(g). Electronics II — 4 hrs.

Programmable analog switching; operational amplifier applications; digital logic gates; digital counters and registers; analog-digital conversions; analog and digital data acquisition systems. Discussion, 2 periods; lab, 4 periods. Prerequisites: 880:152 or equivalent; junior standing.

880:157(g). Fundamentals of Physics I — 4 hrs.

Algebra-based introductory course covering Newtonian mechanics, gravitation, and thermal physics. Emphasis on conceptual understanding of physical principles through group investigations and laboratory activities. Enrollment limited to graduate students other than physics majors. Discussion/lab, 5 periods. Prerequisites: high school algebra and trigonometry or equivalent; junior standing; consent of department head.

880:158(g). Fundamentals of Physics II — 4 hrs.

Algebra-based introductory course covering electricity, magnetism, optics, and modern physics. Emphasis on conceptual understanding of physical principles through group investigations and laboratory activities. Enrollment limited to graduate students other than physics majors. Prerequisites: 880:157; junior standing; consent of department head.

880:166(g). Classical Mechanics — 4 hrs.

Vectors and kinematics; force and motion; work and energy; Lagrange's equations; gravity; oscillations; rigid-body motion; accelerated reference frames. Prerequisites: 800:061; 880:132; junior standing.

880:167(g). Electrodynamics — 4 hrs.

Vector calculus. Electrostatic fields and dielectrics; magnetic fields, magnetic forces, and magnetic materials; Maxwell's equations and electromagnetic waves. Prerequisites: 880:132; junior standing.

880:172(g). Quantum Mechanics — 4 hrs.

Solution of Schrodinger equation for several systems. Superposition of states. Matrix formulation. Physical interpretations. Prerequisites: 800:149; 880:137; 880:166 or consent of instructor; junior standing.

880:174(g). Applied Quantum Physics — 4 hrs.

One-electron atoms; spin; multielectron atoms; quantum statistics; molecules; solids, band theory, semiconductors, and superconductors; nuclear models; nuclear decay and reactions. Discussion, 3 periods; lab, 2 periods. Prerequisites: 880:137; 880:138; junior standing.

880:179. Cooperative Education.

Applied physics internship under 880:179 should be taken during the junior or senior year. If unable to do so, the internship may be done under 880:184 with consent of department. Successful completion of either 880:179 or 880:184 requires both a written and an oral report. Offered on credit/no credit basis only.

880:180. Undergraduate Research in Physics — 1-6 hrs.

Research activities under direct supervision of sponsoring staff members or at a national laboratory. Should normally be taken during senior year. Successful completion of the research experience requires both a written and oral report. Prerequisites: consent of department; minimum overall 2.50 GPA.

880:184. Internship in Applied Physics — 1-3 hrs.

Departmentally approved work in applied physics (at an industrial, medical, or government laboratory) followed by oral and written reports given on completed work. Offered on credit/no credit basis only. Prerequisites: consent of department; minimum overall 2.50 GPA.

880:185(g). Laboratory Projects — 1-3 hrs.

Experimental activities to meet individual needs and interests not normally included in other courses. Maximum of 3 hours may be applied to a physics major or minor. Prerequisites: junior standing; consent of department.

880:187. Physics Seminar — 1 hr.

Participation in at least 12 physics colloquia; oral report on research topic or internship. Prerequisite: junior standing.

880:189(g). Readings in Physics — 1-3 hrs.

Readings/problems in areas of physics (or related interdisciplinary areas) not normally covered in other courses. Maximum of 3 hours may be applied to a physics major or minor. Prerequisites: junior standing; consent of department.

880:190(g). Topics in Theoretical Physics — 2-4 hrs.

Tutorial course for students who wish to pursue graduate study in physics. Topics may include: variational principles in mechanics, tensor representation of rigid-body rotations, boundary-value problems in electrostatics, and solution of the wave equation in electrodynamics. Prerequisites: 800:149; 880:166; 880:167; senior standing in B.S. Physics major; consent of department.

880:193(g). Current Curricula in Physics — 2 hrs.

Philosophy, methods, materials, and evaluation techniques for high school physics. Discussion, 2 periods; ten hours of field experience in a secondary school classroom. Prerequisites: 820:190; 8 hours of physics or consent of instructor; junior standing.

880:250. Special Problems in Physics — 1-6 hrs.

Credit determined at registration. Problems selected according to needs of students. Prerequisite: consent of department.

880:299. Research.

890 Iowa Lakeside Laboratory

Iowa Lakeside Laboratory is a field station located in the Iowa Great Lakes region of northwest Iowa. It is run cooperatively by the three Regents' Universities. Each summer Iowa Lakeside Laboratory offers full immersion, field-oriented courses in the natural sciences (archaeology, biology, ecology, environmental science, evolution, geology, and plant and animal taxonomy). Both undergraduate and graduate courses are offered. For information about courses being offered this summer and registration/housing forms, see the current Iowa Lakeside Laboratory Bulletin. This bulletin can be obtained from the UNI Department of Biology after mid-January or from Iowa Lakeside Laboratory (131 Bessey Hall, Iowa State University, Ames, IA 50011-1020 Phone: (515) 294-2488. E-mail: Lakeside@iastate.edu). The complete bulletin is also available on the World Wide Web. The URL is <http://www.lakeside.iastate.edu>. Early registration is advisable because enrollment is limited to only 8 to 10 students in most courses.

890:031. Ecology — 4 hrs.

Introduction to the principles of ecology at the population, community, and ecosystem level. Field studies of local lakes, wetlands, and prairies are used to examine factors controlling distributions, interactions, and roles of plants and animals in native ecosystems.

890:035. Physical Geology — 4 hrs.

Landscape development as a product of geologic materials and processes. Emphasis on field studies of composition of the earth, glaciation, weathering, erosion, and sedimentation. Offered alternating summers, 2002.

890:040. Archaeology — 4 hrs.

Nature of cultural and environmental evidence in archaeology and how they are used to model past human behavior and land use; emphasis on Iowa prehistory; basic reconnaissance surveying and excavation techniques.

890:043. Illustrating Nature - Sketching — 2 hrs.

Sketching plants, animals, and terrain. Visual communication, development of a personal style, and integration of typographic and visual elements on a page will be emphasized.

890:044. Illustrating Nature - Photography — 2 hrs.

Beginning to intermediate technical and compositional aspects of color photography of natural areas and their plants and animals.

890:050. Undergraduate Internships — 1-5 hrs.

Placement with county conservation boards, camps, parks, etc., for experience as interpreters, rangers, and technicians. Prerequisite: sophomore standing; consent of instructor.

890:064. Biology of Aquatic Plants — 3 hrs.

Field-oriented introduction to the taxonomy and ecology of aquatic plants in lakes, wetlands and rivers. Individual or group projects. Offered alternating summers, 2001.

890:100(g). Techniques for Biology Teaching — 1-2 hrs.

Development and implementation of laboratory exercises suitable for inclusion in elementary, middle, high school, and community college biology and environmental courses. Exercises will be built around common organisms and ecosystems in Iowa. Field trips.

- A. Animal Biology
- B. Plant Biology
- C. Fungi and Lichens
- D. Aquatic Ecology
- E. Prairie Ecology
- F. Wetland Ecology
- G. Limnology
- H. Animal Behavior
- I. Insect Ecology
- L. The Leopold Education Project
- W. Project WET

890:101. Iowa Natural History — 4 hrs.

Biological diversity and its causes examined through lectures and field trips to native lake, marsh, forest, and prairie habitats; topics include measuring the environment, sampling and identifying organisms, experimenting with the ecosystem, understanding species interactions, and appreciating influences of past and present climates and geological events on natural ecosystems of the region. Prerequisite: one course in the biological sciences. Offered alternating summers, 2001.

890:102(g). Plant-Animal Interactions — 3 hrs.

Introduction to ecology and co-evolution of plants and animals; emphasis on dispersal, pollination, and plant-herbivore interactions; field and laboratory work, reading, discussion. Prerequisite: one course in the biological sciences. Offered alternating summers, 2000.

890:103(g). Aquatic Ecology — 4 hrs.

Analysis of aquatic ecosystems; emphasis on basic ecological principles; ecological theories tested in the field; identification of common plants and animals. Prerequisite: courses in ecology, chemistry, and physics.

890:105(g). Plant Taxonomy — 4 hrs.

Principles of classification and evolution of vascular plants; taxonomic tools and collection techniques; use of keys. Field and laboratory studies emphasizing identification of local flowering plants and recognition of major plant families.

890:107(g). Field Parasitology — 3 hrs.

Ecology and life history of parasites, protozoans, helminths, arthropods; field and laboratory investigations including preparation, identification and morphology of representative types and stages; general and comparative concepts of parasitology. Offered alternating summers, 2001.

890:109(g). Freshwater Algae — 4 hrs.

Structure and taxonomy of freshwater algae based on field collected material; emphasis on genus-level identifications, habitats visited include lakes, fens, streams, and rivers; algal ecology. Offered alternating summers, 2001.

890:119(g). Evolution — 4 hrs.

Mechanisms and patterns in microevolution and macroevolution. Field exercises will emphasize studies of natural selection, adaptation, genetic variation, and population genetics of local plant and animal populations.

890:121(g). Plant Ecology — 4 hrs.

Principles of plant population, community, and ecosystem ecology illustrated through studies of native vegetation in local prairies, wetlands, and forests. Group or individual projects.

890:122(g). Prairie Ecology — 4 hrs.

Basic patterns and underlying physical and biotic causes of both regional and local distributions of plants and animals of North American prairies; field and laboratory analyses and projects. Prerequisite: familiarity with basic principles in biological sciences and ecology. Offered alternating summers, 2000.

890:124(g). Wetland Ecology — 4 hrs.

Ecology, classification, creation, restoration, and management of wetlands. Field studies will examine the composition, structure, and functions of local natural wetlands and restored prairie pothole wetlands. Individual or group projects. Offered alternating summers, 2000.

890:126(g). Ornithology — 4 hrs.

The biology, ecology, and behavior of birds with emphasis on field studies of local avifauna. Group projects stress techniques of population analysis and methodology for population studies.

890:127(g). Introduction to Insect Ecology — 4 hrs.

Field and laboratory study of insects, their diversity, life history; emphasis on ecology and behavior. Offered alternating summers, 2001.

890:128(g). Fish Ecology — 4 hrs.

Basic principles of fish interaction with the biotic and abiotic environment. Field methods, taxonomy, and biology of fish with emphasis on the fish fauna of northwestern Iowa. Offered alternating summers, 2000.

890:129(g). Vertebrate Ecology and Evolution — 4 hrs.

Field and laboratory study of representative vertebrates of northwestern Iowa. Observations and experimentation emphasize ecological histories by integrating concepts of functional morphology, behavioral ecology, and evolutionary biology.

890:130(g). Natural History Workshop — 1-2 hrs.

Offered as demand warrants. Five day-long, non-technical introductions to a specific aspect of the natural history of the upper Midwest or techniques for studying natural history.

- A. Amphibians and Reptiles
- B. Birds and Birding
- C. Nature Photography
- D. Mushrooms and Other Fungi
- E. Iowa's Trees and Forests
- F. Fish Biology
- G. Prairies and Prairie Restoration
- H. Common Algae
- I. Common Insects
- J. Aquatic Plants
- K. Life in Rivers
- L. Life in Lakes
- M. Mosses and Liverworts
- N. Natural History of Iowa Great Lakes Region
- P. Field Archaeology
- S. SCUBA Diving
- T. Sketching Nature

890:131. Flora of the Iowa Great Lakes Region — 2 hrs.**890:142(g). Watershed Hydrology and Surficial Processes — 4 hrs.**

Effects of geomorphology, soils, and land use on transport of water and materials (nutrients, contaminants) in watersheds. Fieldwork will emphasize investigations of the Iowa Great Lakes watershed. Prerequisites: four courses in the physical or biological sciences or engineering.

890:145(g). Introduction to Environmental Planning — 4 hrs.

Introduction to environmental planning theories and methods, emphasis on environmental planning using GIS modeling approaches and public participation in the planning process. Students should have basic familiarity with ArcView and database programs. Individual or group environmental planning projects. Offered alternating summers, 2002.

890:150(g). Watershed Modeling and GIS — 4 hrs.

GIS techniques for watershed hydrologic and water quality modeling and water resource management, including various approaches to watershed analysis, modeling and management; analytical tools for modeling watershed hydrology and water quality; and case studies in modeling and managing rural and urban watersheds. Offered alternating summers, 2001.

890:155(g). Freshwater Invertebrates — 3 hrs.

Field-oriented introduction to the identification, life-history, and ecology of common, free-living freshwater invertebrates of north-temperate lakes, rivers, and wetlands. Emphasis on the role of invertebrates in aquatic food chains and litter processing. Prerequisite: one or more ecology courses.

890:156(g). Advanced Field Ornithology — 2 hrs.

Field study of birds of the upper Midwest; extended field trip to Minnesota and Wisconsin; individual or group project. Field trip fee.

890:160(g). Restoration Ecology — 4 hrs.

Ecological principles for the restoration of native ecosystems; establishment (site preparation, selection of seed mixes, planting techniques) and management (fire, mowing, weed control) of native vegetation; evaluation of restorations. Emphasis on the restoration of prairie and wetland vegetation. Prerequisite: a course in ecology. Offered alternating summers, 2001.

890:161(g). Introduction to GIS Modeling — 1 hr.

Descriptive and predictive GIS modeling techniques, spatial statistics, and map algebra. Application of GIS modeling techniques to environmental planning and resource management including modeling land use, watershed planning, historic vegetation patterns, and archaeological site inventories. Offered alternating summers, 2001.

890:165(g). Behavioral Ecology — 4 hrs.

Animal coloniality, courtship, territoriality, predator defense, habitat selection, foraging, mating systems, and parental care will be examined in the field in order to evaluate various ecological and evolutionary theories of animal behavior. Prerequisite: two courses in the biological sciences. Offered alternating summers, 2002.

890:166(g). Amphibians and Reptiles — 4 hrs.

Ecology, behavior, and conservation biology of amphibians and reptiles with emphasis on their anatomy and morphology; temperature and water regulation; locomotion; life history; reproduction; population and community ecology; and conservation. Prerequisite: two courses in the biological sciences.

890:175(g). Soil Genesis and Landscape Relationships — 4 hrs.

Relationships between soil formation, geomorphology, and environment. Soil description, classification, geography, mapping, and interpretation for land use. Offered alternating summers, 2000.

890:193. Undergraduate Research — 1-4 hrs.

Prerequisite: junior or senior standing; consent of instructor.

890:198. Undergraduate Independent Study — 1-4 hrs.

Prerequisite: junior or senior standing; consent of instructor.

890:215. Field Mycology — 4 hrs.

Identification and classification of the common fungi; techniques for identification, preservation, and culture practiced with members of the various fungi groups. Offered alternating summers, 2000.

890:217. Ecology and Systematics of Diatoms — 4 hrs.

Field and laboratory study of freshwater diatoms; techniques in collection, preparation, and identification of diatom samples; study of environmental factors affecting growth, distribution, taxonomy characters; project design and execution, including construction of reference and voucher collections and data organization and analysis.

890:240. Natural History Workshop — 1-3 hrs.

Offered as demand warrants. Graduate workshop on some aspect of the natural history of the Upper Midwest or on techniques for studying natural history. Prerequisite: consent of instructor.

890:241. Statistical Methods for Field Biologists — 4 hrs.

Introduction to the design and implementation of ecological and environmental field studies and statistical analyses, interpretation, and presentation of field data. Fundamentals of experimental design, hypotheses testing with continuous and discrete data; simple and multilinear regression and correlation; introduction of analysis of variance; and data presentation. Individual and/or group projects will be used to collect field data. Offered alternating summers, 2001.

890:263. Conservation Biology — 4 hrs.

Population- and community-level examination of factors influencing the viability of plant and animal populations from both demographic and genetic perspectives; assessment of biodiversity; design and management of preserves. Offered alternating summers, 2000.

890:286. Studies in " _____ " — 1-4 hrs.

Prerequisite: consent of instructor.

890:291. Graduate Internships — 1-5 hrs.

Placement with county conservation boards, camps, parks, schools, etc. for experience as interpreters, rangers, technicians, and teachers. Prerequisite: consent of instructor.

890:299. Research — 1-4 hrs.

Prerequisite: consent of instructor.

900 Social Science**900:020. Women, Men, and Society — 3 hrs.**

Examination of key issues of gender. Attention to variety of topics including ethical issues and gender roles, gender-role stereotyping, male and female roles, sexuality, gender roles in non-western and minority cultures, and gender roles in United States institutions, e.g., in the nuclear family, religion, and the work place.

900:023. American Civilization — 3 hrs.

Interdisciplinary study of American civilization as a developing society, culture, and nation over four centuries. Through an integration of history, literature and the arts, major themes and their interrelationships within the American experience will be identified and analyzed. General Education credit for all students.

900:041. Social Welfare: A World View — 3 hrs.

Comparative study of social welfare (social insurance, public welfare, charity and philanthropy, social services, and mutual aid) in the United States, and selected nations from five regions of the world as defined by the International Congress of Schools of Social Work (African, Asian, European, Latin American, and North American regions). (Same as 450:041.)

900:045. American Racial and Ethnic Minorities — 3 hrs.

Survey of several American minorities, including Hispanics, Blacks, Asians, and Native Americans. Multi-disciplinary study of these groups with particular emphasis on geographic origins, linguistic traditions, and current modes of economic subsistence. Introduction to folkways and mores of each group. (Same as 450:045 and 980:045.)

900:050. Introduction to Peace Studies — 1 hr.

Lectures and readings on the nature of personal and structural violence. Culture, political economy, and technology of war and peace.

900:051. Peace Studies II — 1 hr.

Study of current peace research with emphasis on proposed solutions to problems of war and violence in modern society.

900:080. Conflict and Social Reconstruction — 3 hrs.

Critical analysis of conflict in social relations. Employs systems framework to examine stress, alienation, reciprocity, social support and social reconstructions. Exploration of interpersonal, organizational and community conflict with emphasis on race, gender, and class. Includes simulations and small group activities.

900:085. The Nature of Social Issues — 3 hrs.

Comparison of biological, physiological, psychological, and cultural evidence used to explain behavior associated with gender, race, and class. Exploration of variety of social issues including human sexuality, sexual preference, reproduction, intelligence, criminal behavior, health, and mental health. Cross-cultural data will be used to explore nature of evidence.

900:090. Children and Youth: Issues and Controversies — 3 hrs.

Use of social scientific theoretical frameworks and data to examine causes, consequences, and policy implications of issues and controversies affecting children and youth.

900:135. Canadian Studies — 3 hrs.

Interdisciplinary survey of history, geography, languages, cultures, and political/economic systems of Canada, with attention to current issues surrounding the environment, native populations, immigration, separatism, and other topics. Inter-departmentally team taught. (Formerly 900:035.)

900:145(g). Seminar in American Ethnic Studies — 3 hrs.

Concluding course for the American Ethnic Studies Minor, bringing together various components of the Minor's core curriculum and addressing theories and practices affecting study of ethnicity in U.S. Prerequisites: 450:045/900:045/980:045; 18 hours completed of the minor; senior standing or consent of Director of American Ethnic Studies program.

900:150. Senior Seminar in Women's Studies — 1 hr.

Students synthesize and extend knowledge gained from previous course work and apply it to their major in a professional portfolio. Prerequisites: a declared Women's Studies minor; senior standing; or consent of instructor.

900:190. The Teaching of the Social Studies — 3 hrs.

Ordinarily should precede student teaching. Prerequisite: 12 hours in social science; senior standing. Corequisite: 900:191.

900:191. Field Experience: Teaching Social Studies — 1 hr.

Ordinarily precedes student teaching. Direct experiences in teaching 6-12 social studies; focus on lesson and unit planning, classroom management, and teaching methods. Bi-weekly seminar. Offered on credit/no credit basis only. Prerequisite: 12 hours in social science; formal application; senior standing; consent of instructor. Corequisite: 900:190.

900:195. Internship in Women's Studies — 1-3 hrs.

Experiential application of theory and scholarship. Responsibilities determined by faculty advisor, on-site supervisor, and student, according to organizational needs and career goals. Prerequisites: must minor in Women's Studies and have completed two or more core courses; junior standing or consent of instructor.

900:196. Honors Seminar — 3 hrs.

Seminar covering selected topics. Some sections may be restricted to CSBS Honors students. May be repeated for credit. Prerequisites: junior standing; consent of instructor.

900:197. Honors Thesis — 3 hrs.

Development and implementation of approved thesis project in the social sciences. Some sections may be restricted to CSBS Honors students. Prerequisites: senior standing; consent of instructor.

900:199(g). Study Tour — 1-8 hrs.

Directed program of study abroad. Programs to Europe, Asia, Latin America, Middle East, and other world areas. Study of social, historical, economic, and/or political characteristics of other countries and cultures. Prerequisite: junior standing.

900:280. Social Science Seminar — 3 hrs.

May be repeated for a maximum of 6 hours. Prerequisite: consent of department.

900:297. Practicum.

900:299. Research.

920 Economics

920:020. Introduction to Decision Techniques — 3 hrs.

Quantitative and qualitative aspects of problem solving and decision making. Structuring and basics of decision making, applications of probability, functional relationships, marginal analysis, linear programming. Emphasis on model formulation and interpretation of results. May not be used for credit on the Economics major or minor or the Social Science major or minor. Prerequisite: 800:072 or 800:092 or equivalent.

920:024. Introduction to Economics — 3 hrs.

Overview of economics, including how a market system functions and how national income, output, and employment are determined. Primary focus (though not exclusively) on U.S. economy. No credit for students who have credit or are concurrently enrolled in 920:053 or 920:054. May not be used for credit on major or minor.

920:053. Principles of Macro-Economics — 3 hrs.

Introduction to the economizing problem and economic institutions. National income determination, monetary and fiscal policy, global economic issues.

920:054. Principles of Micro-Economics — 3 hrs.

Study of producers and consumers in product and input markets. Applications of microeconomic theories to issues such as income distributions, the environment, agriculture, labor markets, government policies toward business, and others. Prerequisite: 920:053.

920:070. Business Statistics — 3 hrs.

Application and interpretation of probability and statistics as applied to business problems. Descriptive statistics, hypothesis testing, linear regression and correlation. May not be used for credit on the Economics major or minor or the Social Science major or minor. Prerequisite: 800:072 or 800:092 or equivalent.

920:103. Intermediate Macro-Economic Theory — 3 hrs.

Intermediate level macro-economics. Determinants of aggregate demand, national product and employment; macro-economics objectives and policies. Prerequisites: 920:053; 920:054.

920:104. Intermediate Micro-Economic Theory — 3 hrs.

Intermediate level micro-economics. Theory of consumer choice, of the business firm, and of resource allocation. Prerequisites: 920:053; 920:054.

920:113. Money and Banking — 3 hrs.

Money, commercial banking, the Federal Reserve System and monetary policy. Prerequisites: 920:053; 920:054.

920:116(g). Labor Economics — 3 hrs.

Application of economic analysis to behavior of employers and employees. Prerequisites: 920:053; 920:054; junior standing.

920:117(g). Public Finance — 3 hrs.

Taxation and government expenditures; fiscal policy. Prerequisites: 920:053; 920:054; junior standing.

920:120(g). Economics of Natural Resources — 3 hrs.

Allocation of non-renewable and renewable resources over time; energy resources, minerals, water, fisheries, along with the concept of growth in finite environment. Prerequisites: 920:053; 920:054; junior standing.

920:123(g). Environmental Economics — 3 hrs.

Allocative efficiency, environmental quality as a public good, pollution as an economic problem, and estimating an economic value for environmental (non-market) goods. Prerequisites: 920:053; 920:054; junior standing.

920:125(g). Cost-Benefit Analysis — 3 hrs.

Impact of public projects on resource allocation and social well being. Meaning and interpretation of Net Present Value (NPV). Problems encountered in quantifying various components of NPV and merits of alternative solutions. Prerequisites: 920:053; 920:054; junior standing.

920:134(g). The Japanese Economy — 3 hrs.

Examination of contribution of Japan's industry, financial system, public sector, agriculture, industrial relations, foreign trade and investment, and social and political institutions to operation and performance of Japanese economic system. Prerequisites: 920:053; 920:054; junior standing.

920:135(g). The Organization of American Industry — 3 hrs.

Structure, conduct and performance of firms, industries and market. Policies to maintain competition. Prerequisites: 920:053; 920:054; junior standing.

920:136(g). International Economics — 3 hrs.

International trade theory, trade strategies, economic unions, and factor movements. Prerequisites: 920:053; 920:054; junior standing.

920:137(g). Comparative Economic Systems — 3 hrs.

Examination of capitalistic and socialistic economies through the work of their defenders and critics. Prerequisites: 920:053 and 920:054, or consent of instructor; junior standing.

920:138(g). The Russian Economy in Transition — 3 hrs.

Operation and performance of Soviet economic system. Disintegration of Soviet Union and its economic system and development of Russian economy. Prerequisites: 920:053 and 920:054, or consent of instructor; junior standing.

920:143(g). Economic Development — 3 hrs.

Characteristics of developing nations, causes of underdevelopment, development theories, and development strategies. Prerequisites: 920:053; 920:054; junior standing.

920:148(g). Urban and Regional Economics — 3 hrs.

Theory of location and regional development; factors influencing growth and location of production, location of households, city location and urban hierarchies, land use patterns; measures and change in regional economic activity; public policy issues in regional and urban evolution. Research methods including economic base, employment multiplier, location quotient, and threshold analyses. Prerequisites: 920:053 and 920:054, or consent of instructor; junior standing.

920:160(g). Managerial Economics — 3 hrs.

Application of economic theory and methods to business and administrative decision making. Prerequisites: 920:053; 920:054; junior standing.

920:168(g). Mathematical Economics — 3 hrs.

Application of mathematics to economics with an emphasis on matrices and introductory calculus. Prerequisites: 920:053 and 920:054, or consent of instructor; junior standing.

920:169(g). Introduction to Econometrics — 3 hrs.

Econometric techniques and the development of statistical techniques unique to the economics; econometric relationships derived in single and multivariate linear and non-linear regression analysis; use of statistical inference in econometric investigation with applications to classical works of economic topics. Prerequisites: 800:072; 920:053 and 920:054, or consent of instructor; junior standing.

920:170(g). History of Economic Thought — 3 hrs.

Development of economic theory from early Greeks to John Maynard Keynes. Prerequisites: 920:053; 920:054; junior standing.

920:175(g). International Financial Economics — 3 hrs.

International financial theories and analysis of balance of payments, alternative exchange rate regimes, and capital movements. Prerequisites: 920:053; 920:054; junior standing.

920:177. Internship in Community Economic Development — 1-3 hrs.

Practical experience in a business, industry, or government agency. May be repeated for maximum of 3 hours. Prerequisites: 920:053; 920:054; three 100-level economics courses from UNI; junior standing; consent of department head.

920:181(g). Directed Research in Economics — 3 hrs.

Students demonstrate their grasp of economic theory, and their writing abilities. Prerequisites: 920:053; 920:054; 920:103; 920:104; senior standing; Economics majors.

920:260 Managerial Economics — 3 hrs.

Application of economic theory and methods to business and administrative decision making. Prerequisites: 920:053; 920:054; consent of MBA Director.

920:280. Topics in Economics — 1-3 hrs.

May be repeated for maximum of 6 hours. Anticipated typical credit of 1 hour. Selected topics in Economics. Prerequisite: Consent of MBA Director.

920:285. Individual Readings — 1-3 hrs.

Prerequisites: consent of MBA Director and Department Head.

920:299. Research. — 1-6 hrs.

Prerequisites: consent of MBA Director and Department Head.

940 Political Science

940:014. Introduction to American Politics — 3 hrs.

Processes and functions of American government in relation to concepts of American democracy and to practices of other governments.

940:015. American Government In a Comparative Perspective — 3 hrs.

Comparison of contemporary political institutions, processes, and ideas in the United States and other selected countries. Political Science majors and minors cannot use this course to meet either their General Education or major or minor requirements.

940:020. Contemporary Political Problems — 3 hrs.

Analysis of selected contemporary political issues. Focus may be on local, state, national, or international level.

940:026. World Politics — 3 hrs.

Conflict and cooperation in world politics; current international issues and problem areas. Political Science majors and minors cannot use this course to meet either their General Education or major or minor requirements. Not open to students who have credit in 940:124.

940:040. Comparative Politics — 3 hrs.

Examination of theory, methods, and problems of comparative politics with emphasis on cross-regional analysis. Use of case studies to look at such issues as political culture, parties, participation, dictatorship and democracy, economic policies and class, racial, ethnic or religious conflict.

940:110. Methods of Political Analysis — 3 hrs.

Role of scientific inquiry and research design in qualitative and quantitative research in political science and public administration.

940:111. Introduction to Quantitative Methods in Political Science — 3 hrs.

Introduction to basic statistical methods appropriate to data analysis in political science and public administration.

940:112(g). Campaigns and Elections — 3 hrs.

Systematic examination of structure and functions of modern electoral campaigns for national, state, and local offices. Prerequisite: junior standing.

940:118(g). International Relations Theory — 3 hrs.

Analysis of major theoretical traditions and concepts in international relations. Emphasis on analytical arguments of Realism, Liberalism, and Marxism, and the Levels of Analysis approach. Prerequisite: junior standing.

940:119(g). International Political Economy — 3 hrs.

Analysis of interaction between pursuit of power and pursuit of wealth in the international system. Emphasis on changes in rules for monetary and trade relations since 1945. Prerequisites: 940:026 or 940:124; junior standing.

940:120(g). Bureaucratic Politics — 3 hrs.

Relationship of public agencies with their three masters: the Congress, the President, and the Judiciary; role and impact of public agencies in public policy process. Prerequisites: 940:014; junior standing.

940:121(g). Terrorism — 3 hrs.

Examination of terrorism as a political phenomenon. Focus on terrorism-related theme with examination of both theoretical and policy issues related to the history, psychology, and motives of terrorism using cases from around the world. Prerequisite: junior standing.

940:122(g). Democracy and Democratization — 3 hrs.

Analysis of possible causes of democratization, various paths to democracy, and relationship between democratization paths and types of democracy. Prerequisite: junior standing.

940:123(g). Nationalism — 3 hrs.

Analysis of causes, forms, and consequences of nationalist movements. Consideration of experiences of nation-states and multi-national states. Evaluation of major theoretical approaches to study of nationalist movements and application to several specific cases. Prerequisite: junior standing.

940:124. International Relations — 3 hrs.

Survey of various approaches to international relations with special emphasis on application to historical and contemporary cases. Not open to students who have credit in 940:026. Prerequisite: sophomore standing or consent of instructor.

940:125(g). North-South Relations — 3 hrs.

Analysis of political, social, and economic disparities and mutual interdependence between developing and developed nations; examination of need for a new international economic order and issues of energy, food, raw materials, population, and transfer of technology. Prerequisite: junior standing.

940:127(g). United States Foreign Policy — 3 hrs.

Historical and theoretical examination of the individual, domestic, and systemic factors which affect formulation of United States foreign policy. Prerequisite: junior standing.

940:129(g). American Political Thought — 3 hrs.

Moral and philosophic foundations of American democracy; close reading of key texts in American constitutional history; attempt to apply the teachings of these texts to the question, "For what does the American regime stand?" Prerequisite: junior standing.

940:130(g). Women and Politics in Comparative Perspective — 3 hrs.

Examination of changing political roles of women and gender-based movements with special attention to how gender interacts with racial, class, and religious identities in shaping political attitudes, activities, and organizations. Prerequisite: junior standing.

940:131. American State Politics — 3 hrs.

Analysis of organization, functions and operation of state and local governments. Prerequisite: sophomore standing or consent of instructor.

940:132. Community Political Systems — 3 hrs.

Introduction to structure, functions, and policies of American local government in context of economic, social, and intergovernmental forces. Prerequisite: sophomore standing or consent of instructor.

940:134(g). Legislative Politics — 3 hrs.

Theoretical and empirical examination of institutional working of Congress and behavior of legislators. Prerequisite: junior standing.

940:135(g). Western European Democracies — 3 hrs.

Political institutions, processes, and policies of Western European Democracies, emphasis on United Kingdom, France, Germany, and Italy. Development and prospects of European Community. Prerequisite: junior standing.

940:136(g). Administrative Law — 3 hrs.

Judicially enforceable requirements upon administrative agencies which affect private interests by making rules and orders, adjudicating cases, investigating, prosecuting, publicizing, and advising. Legislative and executive controls over the agencies. Prerequisite: junior standing.

940:138(g). Politics of Policy Reform — 3 hrs.

Examination of people, politics, and processes that promote or inhibit major policy change in the United States. Prerequisites: 940:014 or 940:015; junior standing.

940:141(g). Constitutional Law — 3 hrs.

Analysis of U.S. Supreme Court decisions and changes in court personnel and operations over time. Emphasis on federalism, the separation of powers, civil liberties, and civil rights. Prerequisite: junior standing.

940:142(g). Problems in Juvenile and Family Law — 3 hrs.

Aspects of juvenile and family law; how legislature and courts have developed juvenile and family law, including marriage and divorce, adoption, and competency of minors. Prerequisite: junior standing.

940:143(g). International Law — 3 hrs.

Survey of international law from its development to contemporary issues. Prerequisite: junior standing.

940:145(g). International Organizations — 3 hrs.

Description of international governmental organizations and international non-governmental organizations and analysis of their role in international politics. Prerequisite: junior standing.

940:146. Law and the Courts I — 3 hrs.

Study of courts in America today with emphasis on trial courts and their impact on the community.

940:147. Law and the Courts II — 3 hrs.

Study of judicial law making, private influences on court-expanded rights, and law school methods.

940:148. Introduction to Public Administration — 3 hrs.

Role of bureaucracy in policy making and implementation in a representative government. Theories, concepts and selected case studies in public administration. Prerequisite: sophomore standing or consent of instructor.

940:149(g). Comparative Administration — 3 hrs.

Analysis of models and theories of comparative administration by adopting idiographic approach and explanation of differences in administrative behavior of different administrative systems. Prerequisite: junior standing.

940:150(g). Political Opinion and Voting Behavior — 3 hrs.

Theoretical and empirical analyses of public opinion, political specialization, political attitudes and behavior, with emphasis on voting behavior. Prerequisite: junior standing.

940:151(g). Modern Presidency — 3 hrs.

Systematic examination of structure, functions, and powers of American presidency as they have evolved from the founding to present. Prerequisite: junior standing.

940:153(g). Public Organizations — 3 hrs.

Theories and models of internal dynamics of public organizations and their role in the political milieu; characteristics and operation of American public organizations. Prerequisites: 940:014 or 940:148; junior standing.

940:154. Ethics in Public Administration — 3 hrs.

Current ethical issues in public administration; analysis of ethics in theory as applied to public sector. Applications of ethical codes to administrative practice. Prerequisite: 940:148.

940:155(g). Environmental Policy Making — 3 hrs.

Factors influencing policies in U.S. and selected foreign countries and international institutions. Prerequisite: junior standing.

940:156(g). Issues in Political Thought — 3 hrs.

Examination and analysis of one or more significant issues in political thought. Prerequisite: junior standing.

940:157(g). Politics and Sexuality — 3 hrs.

Political implications of human sexuality; analysis of relation between the natural community of friends/loved ones and the constructed community of citizens. Attempted application of timeless insights in classic texts to current topics of debate. Prerequisite: junior standing.

940:158(g). Morality and Politics — 3 hrs.

In-depth analysis of one or more philosophers on the following questions: Is there a mutually dependent and harmonious relation between morality and political prosperity? If so, how far does that harmony reach? Prerequisite: junior standing.

940:160(g). Classical Political Philosophy — 3 hrs.

Perennial issues of political philosophy as presented by the major thinkers of classical antiquity with emphasis on competing views of human nature and their political implications. Prerequisite: junior standing.

940:161(g). Modern Political Philosophy — 3 hrs.

Perennial issues of political philosophy beginning with Machiavelli to present. Emphasis on philosophical foundations of this century's ideologies. Prerequisite: junior standing.

940:162(g). Politics of East Asia — 3 hrs.

Comparative analysis of major East Asian countries, state and nation-building processes, political institutions, processes and policies, emphasis on China and Japan. Prerequisite: junior standing.

940:164. Russian and East European Politics — 3 hrs.

Analysis of regimes and regime changes in Russia and Eastern Europe. Examination of institutions, contemporary issues, and processes in comparative context. Prerequisite: junior standing.

940:165(g). African Politics — 3 hrs.

Examination of African politics from a political economy perspective. Prerequisite: junior standing.

940:166(g). Political Parties and Interest Groups — 3 hrs.

Rise of interest groups and decline of parties in American political system; role of interest groups in policy process; organization and maintenance of political parties and interest groups. Prerequisites: 940:014; junior standing.

940:167(g). Latin American Politics — 3 hrs.

Factors influencing political and economic development, emphasis on social classes, political regimes, role of state, and world capitalist economy. Prerequisite: junior standing.

940:168(g). Politics of South Asia — 3 hrs.

Parliamentary institutions and politics; political movements and independence; the parties; politics of language, caste, and tribe; democracy and economic change; goals and styles of political leadership; religion and politics; problems of nation building; and current trends in countries of this area. Prerequisite: junior standing.

940:171(g). Urban Development and Administration — 3 hrs.

Theoretical perspectives on the processes of urban development and problems of urban administration and policy making. Prerequisites: 940:014; 940:132; junior standing.

940:172(g). Public Budgeting — 3 hrs.

Historical development of current budgeting practices; politics of budgetary process at federal, state, and local level; current methods of budgeting for public agencies, focusing on integration of budgeting into program planning. Prerequisites: 940:014; 940:148; junior standing.

940:173(g). The Public Policy Process — 3 hrs.

Theories and models of policy process in the United States, including agenda-setting, formulation, adoption, implementation and evaluation. Application of theories and models to case studies of major policy issues. Prerequisites: 940:014; 940:148; junior standing.

940:174(g). Public Personnel Administration — 3 hrs.

Development of current government personnel practices; contemporary issues in personnel administration; techniques of job analysis; recruitment and selection of employees; problems of supervision and evaluation. Prerequisites: 940:014; 940:148; junior standing.

940:176(g). Research Methods in Public Administration — 3 hrs.

Applications of statistical techniques and computer analysis techniques to problems of public management. Prerequisite: junior standing.

940:181. Internship in Politics — 4-8 hrs.

Student serves as intern with government official or in public or private agency. (1) Federal; (2) State; (3) Local; (4) Intergovernmental; (5) Legal; (6) Interest Group; (7) International; (8) Electoral. Prerequisites: 940:110; 15 hours of Political Science; Political Science or Public Administration major; junior standing or consent of department.

940:188. Seminar in Political Science — 3 hrs.

Undergraduate seminar covering selected advanced topics in political science. Prerequisites: Political Science Liberal Arts or Teaching major; junior standing; completion of a minimum of 20 hours in major.

940:189(g). Readings in Political Science — 1-3 hrs.

May be repeated only with consent of department. Prerequisites: 12 hours in Political Science; junior standing; consent of department.

940:198. Independent Study.**940:275. Quantitative Methods for Politics and Policy — 3 hrs.**

Statistical methods appropriate to study of political science and public policy, including hypothesis testing, nominal and ordinal scale measures of association, bivariate regression/correlation, and multiple regression. Prerequisite: 940:111, 980:080, or consent of instructor.

940:279. Internship in Politics — 3-6 hrs.

Student internship in one of eight types. (1) Federal; (2) State; (3) Local; (4) Intergovernmental; (5) Legal; (6) Interest Group; (7) International; (8) Electoral. Prerequisite: consent of department.

940:285. Individual Readings — 1-3 hrs.

May be repeated.

940:289. Seminar in American Politics — 3 hrs.**940:289. Seminar in Comparative Politics — 3 hrs.****940:289. Seminar in International Politics — 3 hrs.**

Prerequisite: 940:124 or consent of instructor.

940:289. Seminar in Political Thought — 3 hrs.**940:292. Approaches to Political Inquiry — 3 hrs.**

Competing approaches, conceptual frameworks, models and theories used in research and literature of the discipline.

940:299. Research.

950 Public Policy

950:205. Research Seminar in Public Policy — 1 hr.

Seminar on questions of public policy analysis. Topics vary. May be repeated.

950:208. Applied Research and Bibliography in Public Policy — 3 hrs.

Exploration of established research and available sources in participants' focus areas in public policy. Successful completion satisfies program writing requirement. Prerequisites: 920:117; 940:153; 940:173; 940:275; 950:210 or 920:169; 960:225.

950:210. Quantitative Techniques for Policy Research — 3 hrs.

Application of basic and advanced statistical techniques to problems of policy analysis. Prerequisite: 980:080 or equivalent.

950:260. Policy Analysis: Methods and Approaches — 3 hrs.

Research methods and approaches for analyzing and evaluating public policy choices and impacts. Understanding the context and purposes of policy analysis. Defining policy research questions and developing research designs. Selecting and applying appropriate research methods to policy problems. Prerequisite: enrollment requires admission to the Graduate Program in Public Policy, or consent of Director of Graduate Program in Public Policy.

950:281. Internship in Public Policy — 4 hrs.

Field experience for students enrolled in Master of Public Policy degree program. Students may be given credit for extensive career experience at the discretion of the Program Director. Prerequisites: 940:173; 940:275; 950:205; 950:210.

950:285. Readings in Public Policy — 1-3 hrs.

Registration requires written consent of Program Director.

960 History

960:010. Introduction to the Study of History — 3 hrs.

Introduction to nature and use of history, to historiography, and to basic methods of historical research. Required of all history majors and must be taken immediately after major is declared.

960:014. United States History to 1877 — 3 hrs.

Events, factors, and personalities which shaped social, economic, and political development of the United States from settlement to end of Reconstruction.

960:015. United States History since 1877 — 3 hrs.

End of Reconstruction period to present, including economic, diplomatic, intellectual, political, and social factors.

960:101(g). History of Ancient Greece — 3 hrs.

Archaeology of the Aegean and the Minoan-Mycenaean civilization; Homeric period, classical civilization of Greece to Alexander the Great and the Hellenistic Age; advent of the Romans. Prerequisite: junior standing.

960:102(g). History of Technology in America — 3 hrs.

Examination of the nature, impact and consequences of American technology — both at work and at home, in the city and in the country. Prerequisite: junior standing.

960:103(g). History of Ancient Rome — 3 hrs.

Roman Republic, expansion of Roman rule, Roman Empire, decline and fall of the empire in 5th century A.D. Comparison of the Romans as people with modern Americans. Prerequisite: junior standing.

960:104(g). Women and Work: An Historical Perspective — 3 hrs.

Examination of changing nature of women's work during pre-industrial period, the Industrial Revolution, and 20th century, primarily in Europe and United States. Emphasis on impact of technological change, sexual division of labor, and women's participation in labor organizations and strikes. Prerequisite: junior standing.

960:106. Applying History: The Public Alternative — 3 hrs.

Exploration of employment possibilities other than teaching for those with degrees in history. Examination of skills required to pursue a career in public history and variety of issues that public historians confront.

960:116(g). Recent United States History — 3 hrs.

History of the American people since 1945 with emphasis on domestic affairs. Prerequisite: junior standing.

960:122(g). African-American History — 3 hrs.

History of black Americans from African background into 1980's, with emphasis on period since end of slavery. Prerequisite: junior standing.

960:124(g). The City in United States History — 3 hrs.

Introduction to urban history; functions, shapes, and dynamics of the city in the American experience from 17th century to present with emphasis on metropolises of the past half century. Prerequisite: junior standing.

960:125(g). Introduction to Museum Studies — 3 hrs.

Exploration of history, public mission, working environment, and ethical issues of museums. Discussion of practical skills and theoretical issues of museum studies, exposing students to broad range of museum types and career opportunities. Prerequisite: junior standing. (Same as 990:125g.)

960:127(g). Pre-Modern Japan — 3 hrs.

Prehistory until early modern period (about 1800). Overview of Japan's roots, surveys the early Japanese state, and analyzes the processes of decentralization and reunification. Prerequisite: junior standing.

960:128(g). Modern Japan — 3 hrs.

Description of first non-Western nation to become a modern economic superpower. Traces development in political, social, economic, and cultural aspects from 1800 to present. Prerequisite: junior standing.

960:130(g). History of Iowa — 3 hrs.

Social, political, and economic developments in Iowa from prehistoric times to present. Prerequisite: junior standing.

960:131(g). U.S. History from 1919 to 1945 — 3 hrs.

U.S. history from end of World War I to end of World War II, emphasizing social tensions and economic developments of the 1920's, Great Depression and New Deal of 1930's, and wartime diplomacy and mobilization of the home front in the 1940's. Prerequisite: junior standing.

960:132(g). Internship in Historical Studies — 1-3 hrs.

Individualized study and experience in public history settings. Work projects defined by instructor, site supervisor, and student. Attendance at weekly forum mandatory, and term paper reflective of the experience is required. Prerequisites: Iowa History course (recommended); 960:106; junior standing; consent of instructor.

960:134(g). United States Economic History — 3 hrs.

Efforts of the people to raise standard of living, their means of livelihood, and development of national economy. Exploration of theory of economic growth. Prerequisite: junior standing.

960:136(g). American Colonial History — 3 hrs.

17th- and 18th-century America; development of colonial societies in the New World and American Revolution era. Prerequisite: junior standing.

960:137(g). From Jefferson to Jackson — 3 hrs.

Political, economic, and social development of United States in years between American Revolution and end of Jacksonian Era. Prerequisite: junior standing.

960:138(g). United States Foreign Relations — 3 hrs.

Assessment of achievements and failures of United States diplomacy since 1776 and relationships of these to present and recent past. Prerequisite: junior standing.

960:139(g). Civil War and Reconstruction — 3 hrs.

Causes of the Civil War, nature of the conflict, and short-range and long-range consequences of the war. Prerequisite: junior standing.

960:140(g). History of the West — 3 hrs.

Westward movement of the people, from the Atlantic to Pacific; impact of over two centuries of frontier experience on the course of the nation's history and in shaping of "American" character. Prerequisite: junior standing.

960:141(g). The South in United States History — 3 hrs.

Traces the southern experience from colonization and settlement through the Civil War, Reconstruction, and late 19th- and 20th- century racial and political adjustments; emphasis on post-Reconstruction period and role of blacks in shaping southern society. Prerequisite: junior standing.

960:142(g). United States Constitutional History — 3 hrs.

Relates individual rights, political-socio-economic issues, and rivalry among the Presidency-Congress-Supreme Court to development of U.S. Constitution. Prerequisite: junior standing.

960:144(g). History of American Thought — 3 hrs.

Historical examination of principal idea-systems which shaped the intellectual profile of American civilization. Prerequisite: junior standing.

960:145(g). Religion in America — 3 hrs.

Investigation of religious movements and beliefs from colonial times to present. 640:024 or 650:021 recommended to precede this course. Prerequisite: junior standing. (Same as 640:117g.)

960:146(g). History of Women in the United States — 3 hrs.

Survey of social, cultural, and economic roles of women in the United States from founding to present, with some comparative analysis of women's roles in other areas of the world. Prerequisite: junior standing.

960:147(g). Foundations of Modern America: The United States, 1877-1919 — 3 hrs.

Description and analysis of dramatic social, cultural, economic, and political changes occurring in the U.S. between close of Reconstruction and the end of World War I. Prerequisite: junior standing.

960:150(g). Society and Culture in the United States — 3 hrs.

Description and analysis of the development of and changes in community, family, social stratification, nature of reform, morality, uses of leisure time, and attitudes toward science and religion in 19th and 20th centuries. Prerequisite: junior standing.

960:151(g). The Ancient Near East — 3 hrs.

The artistic, literary, political, religious, and social accomplishments of Near Eastern people of ancient times. Prerequisite: junior standing.

960:152(g). Medieval Civilization — 3 hrs.

Social, economic, political, and cultural features seen as foundations of the modern period. From Fall of Rome to 15th century. Prerequisite: junior standing.

960:153(g). The Renaissance and Reformation — 3 hrs.

Intellectual, artistic, economic, and political developments of the Italian and Northern Renaissance, culminating in an examination of the 16th-century Reformation. Prerequisite: junior standing.

960:154(g). Military History from Napoleon to the Present — 3 hrs.

Study of causes and conduct of war and impact of war on society, with emphasis on 20th century. Prerequisite: junior standing.

960:155(g). Europe from the French Revolution to World War I — 3 hrs.

Emphasis on political unification, the economic, intellectual, and social impact of advances in science and technology, and the decline of the European concert leading to war in 1914. Prerequisite: junior standing.

960:156(g). History of European Popular Culture — 3 hrs.

Examination of various aspects of everyday life in European history, including work, leisure, diet, housing, health, sanitation, role of women, status of children, family life, popular festivals, fashions, fads, sports, and games. Prerequisite: junior standing.

960:157(g). European Diplomacy from the Congress of Vienna to the Present — 3 hrs.

European diplomatic history from 1815 to present, with emphasis on 20th century. Prerequisite: junior standing.

960:158(g). Age of Absolutism and the Enlightenment — 3 hrs.

History of emerging nations of Europe with emphasis on Age of Absolutism, Louis XIV, and the Enlightenment. Prerequisite: junior standing.

960:160(g). Europe from World War I to the Present — 3 hrs.

Study of impact of World War I, rise of Communism and Fascism, impact of World War II, and European renaissance since 1945. Prerequisite: junior standing.

960:161(g). Women in Modern European History — 3 hrs.

History of all facets of women's experience (beginning about 1700) emphasizing their economic roles, position in the family, sexuality, and political struggles. Exploration of sources of women's oppression and theories of liberation. Prerequisite: junior standing.

960:162(g). European Thought since the Enlightenment — 3 hrs.

Selected ideas and men in 19th and 20th centuries. Prerequisite: junior standing.

960:163(g). History of the Jewish People — 3 hrs.

Broad sweep of Jewish history from its genesis to present day, focusing on inter-relationship of Jewish civilization and non-Jewish cultures. Prerequisite: junior standing.

960:164(g). English History to 1688 — 3 hrs.

England and the British Isles: Celtic and Roman times, England in the Middle Ages, Tudor-Stuart dynasties, the Glorious Revolution of 1688; England's beginnings as a great power and her relations with the rest of Europe. Prerequisite: junior standing.

960:165(g). English History since 1688 — 3 hrs.

English political, economic, social, and intellectual history with emphasis on the Victorians and 20th century; British Empire and Commonwealth. Prerequisite: junior standing.

960:166(g). United States Legal History — 3 hrs.

Historical examination of selected issues in relationships between law and society in American history. Topics include law and the colonial family, legal aspects of the American Revolution, criminal law, law and economic development, and law and race. Prerequisite: junior standing.

960:167(g). The American Legal Profession — 3 hrs.

Historical examination of origins, development and present status of American legal profession. Topics include legal education, legal ethics, formation and development of ABA, and legal profession and social reform. Prerequisite: junior standing.

960:169(g). History of Imperial Russia — 3 hrs.

Political, social, economic, and cultural aspects of Russia with emphasis on 19th century. Prerequisite: junior standing.

960:170(g). History of Soviet Russia — 3 hrs.

Political, social, economic, and cultural developments of Russia in 20th century; emphasis on ideology. Prerequisite: junior standing.

960:171(g). History of Germany to 1648 — 3 hrs.

Unified German Empire and political, social, and religious forces which undermined it from Middle Ages to end of Thirty Years War. Prerequisite: junior standing.

960:172(g). History of Germany Since 1648 — 3 hrs.

Political, social, economic, and cultural developments of Germany since the Peace of Westphalia, with emphasis on 19th and 20th centuries. Prerequisite: junior standing.

960:173(g). Russia to Peter I — 3 hrs.

Survey of Russian political, social, economic, and cultural history from its origins to Peter the Great. Prerequisite: junior standing.

960:174(g). History of Modern France — 3 hrs.

Survey of cultural, economic and political history of France in 19th and 20th centuries. Prerequisite: junior standing.

960:175(g). Modern African History — 3 hrs.

Survey of 19th- and 20th-century sub-Saharan Africa including economic and social development, emergence of modern nationalist movements, and character of the European contact and its interaction with traditional African politics. Prerequisite: junior standing.

960:176(g). Colonial Latin American History — 3 hrs.

Discovery, exploration, conquest and development of Colonial Latin America. Prerequisite: junior standing.

960:177(g). History of the Caribbean — 3 hrs.

Major Caribbean countries, the United States in the Caribbean, with emphasis on the 20th century. Prerequisite: junior standing.

960:178(g). Modern Middle East History — 3 hrs.

Middle East history from 1789 to present including Islamic roots, the rise of nationalism in various states, Arab attempts at unity, and the Arab-Israeli conflict. Prerequisite: junior standing.

960:180(g). Latin American History — 3 hrs.

Modern development of Latin American States and their relations to the United States. Prerequisite: junior standing.

960:181(g). Pre-Modern South Asia — 3 hrs.

Culture and institutions within the Indian subcontinent from antiquity through Hindu and Islamic periods. Prerequisite: junior standing.

960:182(g). Modern South Asia — 3 hrs.

Influence of the West on cultures and institutions within the Indian subcontinent; response to changing conditions in the Anglo-Indian Empire; rise of movements leading to establishment of India and Pakistan. Prerequisite: junior standing.

960:183(g). Pre-Modern Chinese History — 3 hrs.

Cultural and institutional developments in China from earliest times to ca. 1800 A.D. Prerequisite: junior standing.

960:187(g). Modern Chinese History — 3 hrs.

Political, social, economic, and intellectual developments in China with special emphasis on period from the Revolution of 1911 to present. Prerequisite: junior standing.

960:189. Readings in History — 1-3 hrs.

Student will choose one of the following areas at registration: (1) Ancient; (2) Medieval; (3) English; (4) French; (5) German; (6) Russian; (7) United States; (8) Latin American; or (9) Asian (India, China, Japan). Prerequisite: consent of department head; for the field of U.S. History, 9 semester hours in U.S. History; for each of the other fields, 9 hours in history other than U.S., which must include 3 hours related to the particular field to be studied.

960:192. Junior-Senior Seminar — 3 hrs.

Topics may vary. May be repeated on different topics. For history majors; non-majors may enroll with consent of instructor. Prerequisite: junior standing.

960:193. Historians and Philosophy of History — 3 hrs.

Study of methodology and philosophy of history, illustrated by history of historical writing. Prerequisite: junior standing.

960:198. Independent Study.**960:225. History and U.S. Public Policy — 3 hrs.**

Use of history in policy making; historical development of public policy in a specific area.

960:280. Seminar in History — 3 hrs.

Offered in specially designed areas as indicated in Schedule of Classes.

960:285. Individual Readings — 1-3 hrs.

May be repeated. Prerequisite: consent of department head.

960:289. Seminar in United States Historiography — 3 hrs.

Seminar on major schools of interpretation of the American past, and specific examination of historiographical development of selected topics in American history.

960:290. Historical Methods — 3 hrs.

Investigation of problems confronting the historian and analysis of methods and techniques employed.

960:297. Practicum — 2 hrs.**96A:299. Research — 3 hrs.**

Experience in use of bibliographical sources for scholarly research. Students will prepare literature reviews, abstracts, and outlines of their theses. Prerequisite: 960:290.

96B:299. Research — 3 hrs.

Thesis research.

970 Geography

970:010. Human Geography — 3 hrs.

Interaction between peoples and their environments. Spatial patterns and processes of population distribution, population characteristics, population movement, human environmental impact, economic activity.

970:026. Physical Geography — 3-4 hrs.

Explanation of patterns of solar energy receipt, atmospheric pressure, winds, and precipitation around the Earth. Emphasis on how solar energy, water, and crustal movements interact to determine characteristics of natural environments on Earth. Prerequisite: student must have satisfied University entrance requirements in English and Mathematics.

970:028. Environmental Change — 3 hrs.

Survey of global environmental changes during the past 40,000 years. Emphasis on evidence, record, and causes of climate changes. Human impacts on climate and landscape.

970:040. World Geography — 3 hrs.

Reasons for and consequences of variations over surface of the earth of cultural, economic, physical, and other attributes of places.

970:061. Maps and Map Interpretation — 3 hrs.

Survey of various types of maps available from perspective of map maker and user. Emphasis on reading, analysis, and interpretation of information on maps.

970:100. Environmental Geography — 3 hrs.

Study of geographic dimension of human-environmental interaction. Historical perspectives on Earth's environmental problems, the place of humankind in ecological systems, and issues of sustainable development. Prerequisite: 970:010 or 970:026 or 970:028 or 970:040 or consent of instructor.

970:101. Economic Geography — 3 hrs.

Analysis of changing spatial structure of the economy and inter-relationships between geography and economics within a global perspective.

970:104. North American Cities — 3 hrs.

Principles of urban geography, including urban growth and change, structure and dynamics, and analysis and planning in North American cities.

970:111(g). Cultural Geography — 3 hrs.

Examination and analysis of impact of cultural groups on the earth, and resulting human-created landscapes. Prerequisites: 970:010 or 970:026 or 970:040; junior standing.

970:114(g). Political Geography — 3 hrs.

Geographic factors in origin, development, behavior, and interaction of states. Prerequisite: junior standing.

970:116(g). Geopolitics — 3 hrs.

Classical and contemporary geopolitical theory; introduction to formal applications; consideration of geopolitical goals of specific states. Prerequisites: one previous 100-level course in social science; junior standing.

970:117(g). Transportation Geography — 3 hrs.

Study of transportation, its influence on the landscape, relationships with spatial organization. Examination of selected analytical models of transport systems in urban, regional, and global settings, including transport problems and policies. Prerequisites: 970:010 or 970:040 or 970:101; junior standing.

970:119(g). Population Geography — 3 hrs.

Patterns, processes, and models of population structure, change, distribution, and movement. Relationships with complex spatial mosaic of socio-economic and environmental systems. Prerequisite: junior standing.

970:121(g). Locational Analysis for Business — 3 hrs.

Practical and theoretical use of geographic models and concepts in business. Locational analysis, site selection, market area analysis, and real estate evaluation. Prerequisite: junior standing.

970:126(g). Geography of Soils — 3 hrs.

Study of soils as result of inter-relationships among climates, ecosystems, and landscapes of the world. Soil formation, distribution, properties, and classification and applications of soil geography to other disciplines. Lecture, 2 periods; lab/field trips, 2 periods. Prerequisites: 870:031 or 970:026; junior standing.

970:127(g). Climatology — 3 hrs.

Fundamentals of physical and dynamic climatology. Application of fundamentals to classification and mapping of global distribution of climatic types, and reconstruction of past climates. Prerequisite: junior standing.

970:128(g). Environmental Issues and Regional Public Policy — 2-3 hrs.

Dynamic interactions of the different Earth systems (atmosphere, ocean, geosphere) and their relations to current environmental issues in context of broad public policy debate. Focus often on range of issues within single region. Prerequisite: junior standing.

970:129(g). Rivers — 3 hrs.

Precipitation variability, floods, river channel morphology, floodplains and terraces, hillslope erosion, and effects of climatic changes and land use on rivers. Lecture, 2 periods; lab/field trips, 2 periods. Prerequisite: junior standing.

970:131(g). Quaternary Environments and Landforms — 3 hrs.

Examination of characteristics of "Ice Age" from 5 million years ago to present. Considers evidence for environmental change over this period from chemical, biologic, lithologic, geomorphologic, and archaeological data and the analytical methods used to discern this change. Prerequisite: junior standing.

970:137(g). Natural Hazards and Disasters — 3 hrs.

Examination of causes, physical processes, and geographic distribution of natural hazards. Discussion of prediction methods and social impact of such disasters. Prerequisite: junior standing.

970:141(g). Regional Geography — 3 hrs.

Study of geography of selected region including evolution and dynamics of its cultural, social, economic, political, and environmental dimensions. May be repeated for credit for different regions. Prerequisite: junior standing.

970:142(g). Geography of North America — 3 hrs.

Regional geography of North America including nature of physical landscape and environment, historical and current patterns of settlement, social and cultural systems, demographic structures, and economic variations. Prerequisites: 970:010 or 970:040; junior standing.

970:144. Natural Regions of North America — 3 hrs.

Description and explanation of various landforms of North America. Focus on structures and surface processes that form distinct physical regions of North America (e.g., Rocky Mountains), and kinds of landforms that make each region unique.

970:151(g). Historical Geography — 3 hrs.

Examination of geographic development of selected region or of significance of geographic factors in historical development of selected topic. May be repeated for credit for different regions or topics. Prerequisite: junior standing.

970:160(g). Spatial Data Analysis — 3 hrs.

Analysis and interpretation of spatial point processes, area, geostatistical and spatial interaction data. Applications to geographic data in real estate, biology, environmental and agricultural sciences using S-Plus software. Prerequisites: 800:072 or 980:080; junior standing. (Same as 800:171g.)

970:163(g). Aerial Photo Interpretation and Photogrammetry — 3 hrs.

Emphasis on interpretation of physical and cultural phenomena on the earth's surface using imagery obtained through aerial photography. Basic principles of photogrammetry and introduction to non-photographic sensors. Lecture, 2 periods; lab, 2 periods. Prerequisite: junior standing.

970:164(g). Geographic Information Systems I — 3 hrs..

Fundamental concepts and operations of Geographic Information Systems with applications. Lectures are supplemented by computer-based projects. Lecture, 2 periods; lab 2 periods. Prerequisite: junior standing.

970:165(g). Thematic Cartography — 3 hrs.

Application of cartographic principles and techniques in compiling thematic maps. Emphasis on cartographic production; essentials of computer mapping and map reproduction. Lecture, 2 periods; lab, 2 periods. Prerequisites: 970:061 or consent of instructor; junior standing.

970:168(g). Regional Analysis and Planning — 3 hrs.

Introduction to processes, methods, and techniques of regional analysis and planning. Planning seen as political and technical process. Prerequisites: a statistics course; junior standing.

970:171(g). Issues in the Teaching of Geography — 3 hrs.

Strategies and methods for teaching geography and incorporating geographic perspective in social studies courses. Prerequisite: junior standing.

970:173(g). Remote Sensing of the Environment — 3 hrs.

Examination of physical basis of Remote Sensing and various sensing systems available for monitoring, mapping, measuring, and identifying phenomena on the earth's surface. Emphasis on non-photographic systems operating within the electromagnetic continuum. Various modes of multispectral scanning. Lecture, 2 periods; lab, 2 periods. Prerequisite: junior standing.

970:174(g). Geographic Information Systems II — 3 hrs.

Technical issues in GIS and ways of implementing GIS as a decision support system for solving problems of a spatial nature in selected fields. Lecture, 2 periods; lab, 2 periods. Prerequisites: 970:164 or consent of instructor; junior standing.

970:175(g). Global Positioning System Field Survey Methods — 3 hrs.

Utilization of global positioning system (GPS) to collect, process, and analyze geographic data. GPS theory and techniques including field survey experiences. Applications within an integrated geographic information system (GIS) framework. Prerequisite: junior standing.

970:177. Internship in Geography — 1-3 hrs.

Practical experience in business, industry, or a government agency. May be repeated for maximum of 3 hours credit. Offered on credit/no credit basis only. Prerequisites: junior standing; 15 hours of geography at UNI; GPA of 2.50; consent of department.

970:180. Senior Seminar in Geography — 3 hrs.

Examination of specific topics through application of geographic principles and analysis. Capstone seminar. Research paper required. Prerequisite: 21 hours of geography.

970:189. Readings in Geography — 1-3 hrs.

Maximum of 3 hours can be applied on geography major. Prerequisite: consent of department head.

970:190(g). Field Studies in Geography — 2-3 hrs.

Off-campus experience with preparatory and follow-up classroom study. Specific area to be studied, credit hours, and prerequisites listed in Schedule of Classes. May be repeated in different geographical areas for maximum of 6 hours. Prerequisite: junior standing.

970:193. Research Experience in Geography — 1-3 hrs.

Conducting of supervised research or scholarly project. May be repeated for maximum of 6 hours. Prerequisites: 15 hours of geography; consent of instructor.

970:202. Graduate Colloquium — 1 hr.

Weekly presentations by a faculty member, visitor, or student. May be repeated for maximum of 2 hours.

970:277. Internship in Geography — 1-3 hrs.

Practical experience in business, industry, or a government agency. May be repeated for a maximum of 3 credit hours toward degree requirements. Offered on credit/no credit basis only. Prerequisites: minimum of 9 hours of geography at UNI; GPA of 3.00; consent of department.

970:280. Seminar — 3 hrs.

Offered in specially designated areas as indicated in Schedule of Classes. If 6 hours of seminar are taken in the M.A. program, 3 hours must be in systematic geography.

970:285. Readings in Geography — 1-3 hrs.

Prerequisite: consent of department head.

970:288. Research and Bibliography — 2 hrs.

Discussion of various methods of geographic research, and use of bibliographic resources in organization and development of scholarly research projects.

970:293. The Nature and Scope of Geography — 2 hrs.

Analysis of various currents of thought concerning nature, scope, and methodology of geography. Strongly recommended for those declaring an emphasis or major in geography.

970:298. Directed Research Project — 1 hr.

Research leading to research paper for students electing non-thesis option. Preparation of research proposal for students electing thesis option. Prerequisite: 970:288.

970:299. Research.

980 Sociology

980:022. Criminal Justice System — 3 hrs.

Genesis, transformation, and day-to-day operation of criminal justice within our society; emphasis on interrelationships between specific stages in the crime-control process and the differences between U.S. and other criminal justice systems. Prerequisites: 980:058; sophomore standing.

980:045. American Racial and Ethnic Minorities — 3 hrs.

Survey of several American minorities, including Hispanics, Blacks, Asians, and Native Americans. Multi-disciplinary study of these groups with particular emphasis on geographic origins, linguistic traditions and current modes of economic subsistence. Introduction to folkways and mores of each group. (Same as 450:045 and 900:045.)

980:058. Principles of Sociology — 3 hrs.

Scientific approach to analysis and understanding of culture, human groups and institutions, personality, self, and social control.

980:060. Social Problems — 3 hrs.

Analysis of nature and range of social problems arising in modern industrial society. Consideration given to conditions creating them and methods by which society seeks to cope with them.

980:070. Psychology and Law — 3 hrs.

Addresses social psychological issues which deal specifically with the legal system. Topics covered include role of the psychologist as expert witness, eyewitness identification, repressed and false memories, the insanity defense, jury decision-making and lie detection and confessions. Prerequisite: 400:008. (Same as 400:070.)

980:080. Statistics for Social Research — 4 hrs.

Levels of measurement, frequency distributions, graphic representations, measures of average, measures of dispersion, cross-tabulation and measures of association, Pearson correlation, bivariate regression analysis, probability and hypothesis testing, inferences involving single sample and two samples, analysis of variance. Instruction in and emphasis on use of statistical package for performing most computations, including homework assignments. Prerequisite: completion of mathematics requirement for General Education.

980:100(g). Social Psychology — 3 hrs.

Analysis of how people's thoughts, feelings, actions, and identities are influenced by social processes, interactions, and structures. Special attention to how people acquire, construct and negotiate identities and how they are influenced by social realities of race, class, gender, and sexual orientation in these processes. Prerequisites: 980:058; junior standing.

980:102. Conflict Resolution — 3 hrs.

Survey of social science theory and research in conflict resolution with emphasis on development of less destructive modes of problem solving in social formations. (Same as 450:102 and 990:102.)

980:105. The Family — 3 hrs.

Institutional aspects of family life. Prerequisites: 980:058; junior standing or consent of instructor.

980:108. Research Methods in Social Relations — 3 hrs.

Introduction to basic research methods used in social research. Conceptualization and operationalization of research problems. Examination of various research designs used to collect data. Introduction to sampling, instrumentation, data processing, data analysis and report production. Prerequisite: 980:080. (Formerly 980:085.)

980:111. The Rural Community — 3 hrs.

Rural peoples; their communities and social institutions; relationship between country and city; the tide of social change, its problems and promises; worldwide perspective with special emphasis on United States. Prerequisites: 980:058; junior standing or consent of instructor.

980:112. White Collar Crime — 3 hrs.

Examination of theoretical definition, social impact, and changing relationship between current technological advancements and society's ability to both detect and punish white collar criminals.

980:116(g). Correctional Treatment: Theory and Practice — 3 hrs.

Examination of evolution and development of correctional treatment in United States, with special attention to description and evaluation of programs in juvenile and adult corrections. Alternatives to rehabilitative ideal; students are expected to develop other treatment models. Prerequisites: 980:126; 980:127; junior standing.

980:119(g). Victimology — 3 hrs.

Sociological investigation of institutional, economic, family, and personal victimization in American society with special attention to causes and processes of exploitation. Prerequisites: 980:058; junior standing.

980:121(g). Mental Deviance and Mental Health Institutions — 3 hrs.

Study of social factors associated with mental illness; its onset, the organizational context of its care and treatment, and its effects on various societal institutions. Prerequisites: 980:060; junior standing. (Same as 450:121g.)

980:122(g). Youth Gangs — 3 hrs.

Origins and development of youth gangs in United States. Topics include recent emergence of gangs, especially in Iowa, relationship between drugs and violence and gang activity, and creation of social policy to prevent and control gang activity. Prerequisites: 980:058; junior standing.

980:123(g). Social Deviance and Control — 3 hrs.

Causes and consequences of socially disapproved behavior; role of social control agencies in recruitment of deviant identities, management of and reaction to deviance; dynamics of labeling processes and examination of social meaning of non-normative behavior. Prerequisites: 980:060; junior standing.

980:124(g). The Sociology of Policing — 3 hrs.

Sociological investigation of evolution and structure of policing in United States society, with special attention to conflicts and imperatives which define police officers' roles and character of police work. Prerequisites: 980:022; junior standing.

980:125(g). Social Gerontology — 3 hrs.

Personal, interpersonal, and societal factors in the human aging process; emphasis on family, community, and governmental responsibility in defining and resolving problems of the aged in modern industrial society. Prerequisites: 980:058; 980:060; junior standing.

980:126(g). Corrections and Punishment — 3 hrs.

Punishment and correction in modern society, changing relationship between organization of society and handling of criminal offenders; emphasis on character and functions of contemporary conditions, and alternative response to crime. Prerequisites: 980:022; junior standing.

980:127. Juvenile Delinquency — 3 hrs.

Types of juvenile delinquents, causes of delinquent behavior, social institutions and their effect upon delinquency, prevention, and control of delinquent behavior. Prerequisite: 980:022 or 980:060.

980:128(g). The Sociology of Law — 3 hrs.

Sociological analysis of judicial and jury decision making, legal structures, legislation, power, beliefs, conflict, and social change. Examination of criminal, civil, and public law. Prerequisites: 980:058; junior standing.

980:129(g). Comparative Criminology — 3 hrs.

Examination of criminology theory and practice in cross-cultural perspective. Prerequisites: 980:080; 980:123 or 980:127; junior standing.

980:130(g). Minority Group Relations — 3 hrs.

Study of interpersonal and social relations of minority groups within the larger American society, with special reference to Black-White relations. Prerequisites: 980:058; junior standing. (Same as 450:163g.)

980:131(g). Women and the Criminal Justice System — 3 hrs.

Sociological analysis of women as victims, offenders, practitioners, and professionals in the criminal justice system. Examination of changing perceptions and behaviors of women in United States and other countries in relation to role expectations of women in criminal justice system. Prerequisites: 980:022; junior standing.

980:132(g). Juvenile Justice — 3 hrs.

Examination of history, philosophies, and structure of juvenile justice system. Discussion of issues confronting legislators, the judiciary, and juvenile justice personnel in context of the need to provide treatment and protection of individual rights and liberty. Prerequisites: 980:022; 980:127; or consent of instructor; junior standing.

980:135(g). Social Stratification — 3 hrs.

Origin, development and characteristics of social class and caste systems. Indices of class position, interaction between classes, social mobility, and theories of stratification. Prerequisites: 980:058; junior standing.

980:138(g). Sociology of the Mass Media and Popular Culture — 3 hrs.

Social and economic constraints affecting production of variety of media and types of popular culture. Social use patterns and media effects on individuals and their social worlds. Special attention to portrayals of deviance. Prerequisites: 980:058 or 990:011; junior standing.

980:144(g). Population Studies — 3 hrs.

Comparative study of population composition, growth, and major trends throughout the world with respect to fertility, migration, and mortality. Introduction to techniques of population analysis, theories of population change, problems of population policies. Prerequisites: 980:058; junior standing.

980:145(g). Research Experience in Sociology — 1-3 hrs.

Research participation and/or independent supervised research. May be repeated for maximum of 6 hours. Prerequisites: 15 hours in sociology including 980:080 and 980:108; junior standing; consent of instructor.

980:148(g). Environmental Sociology — 3 hrs.

Examination of issues of resource depletion and environmental degradation from socio-ecological perspective. Emphasis on interaction between these problems and patterns of social organization, and impacts of these problems on quality of life. Prerequisites: 980:058; junior standing.

980:150(g). Sociology of Conflict — 3 hrs.

Past and current theories of human aggression, competition; rational and non-rational conflict, and mass and individual violence. Special attention to social determinants of conflict. Prerequisites: 980:058; junior standing.

980:151(g). Crime and Social Inequality — 3 hrs.

Introduction and review of major issues and concepts in the study of crime; classical, positivist; discussion of psychological and sociological theories of criminal behavior, and recent empirical research on crime, in relationship to social inequality, particularly issues of social class, and racial/ethnic relations. Prerequisites: 980:058; junior standing.

980:160(g). Social Data Analysis — 3 hrs.

Intermediate methods of analysis using standing computer software program packages; descriptive and inferential statistics with controlled relationships, multivariate analysis, and scale analysis techniques. Primary orientation to survey data in social sciences. Prerequisites: 980:080 or equivalent; junior standing.

980:161(g). Multivariate Techniques for Social and Behavioral Research — 3 hrs.

Principles of path analysis, model testing, problems in path analysis and causal inference; introduction to factor analysis (exploratory and confirmatory), standard operating procedure for interpretation of factors; cluster analysis; discriminant analysis. Prerequisites: 980:160; junior standing.

980:162(g). Politics, Law and Culture: Cross-Cultural Perspectives — 3 hrs.

Comparative approach to study of politics and law in socio-cultural contexts. Consideration of political and legal institutions, systems and processes based on case studies from selected cultures. Focus on traditional cultures. Prerequisites: 980:058 or 990:011; junior standing. (Same as 990:162g.)

980:164(g). Cross-Cultural Perspectives on Education — 3 hrs.

Survey of education in selected cultures. Distinction made between process of education and schooling, and examination and comparison of these processes in pre-industrial, colonial/neocolonial and industrial societies. Prerequisites: 980:058 or 990:011; junior standing. (Same as 990:164g.)

980:165(g). Survey Research Methods — 3 hrs.

Introduction and application of methods used in survey research and public opinion polling. Emphasis on survey sampling, index and scale construction, questionnaire design, pre-testing, and report production. Prerequisites: 980:108; junior standing.

980:167(g). Development of Gender in Cross-Cultural Perspective — 3 hrs.

Evolutionary, biological, psychological, cognitive, social, and cultural theories of gender development. Examples from Western and non-Western societies are reviewed in order to inform and transform theory. Prerequisites: 400:008 or 980:058 or 990:011; junior standing. (Same as 400:167g and 990:167g.)

980:168(g). Culture, Disease, and Healing — 3 hrs.

Cross-cultural consideration of cultural, biological and ecological factors in disease and health; disease and evolution, folk healers, non-Western medical systems and health care systems in the U.S. Prerequisites: 980:058 or 990:011; junior standing. (Same as 990:168g.)

980:169(g). Drug Use and Abuse in Cross-Cultural Perspective — 3 hrs.

Biocultural approach to use of alcohol, hallucinogens, marijuana, opium, and other drugs in selected societies. Topics include relationships between drug-induced states and deviant behavior, socio-cultural factors and addictive states, criminalization of drug use in U.S., and implications of cross-cultural perspective for prevention and treatment of drug abuse. Prerequisites: 980:058 or 990:011; junior standing. (Same as 990:169g.)

980:170(g). The Development of Social Theories — 3 hrs.

Summary and critical appraisal of growth of sociological thought; historical consideration of social philosophy; introduction of leading sociological thinkers and their theories of society. Prerequisites: 980:058; junior standing.

980:171(g). Theories of Sex and Gender — 3 hrs.

Survey of theoretical approaches to study of sex and gender. Classical, structural, neo-Freudian, Marxist feminist, and radical approaches. Topics include work, family, religion, and sexuality. Prerequisites: 900:020 or 980:058 or 990:011; junior standing.

980:172(g). Sociology of Religion — 3 hrs.

Examination of social bases of religious institutions; factors in religious evolution and change; comparative analysis of religious organizations and religious behavior; functions of religion in the social structure. Prerequisites: 980:058; junior standing.

980:173(g). Alienation — 3 hrs.

Exegesis of concept of alienation as conceived by Hegel, Marx, and current sociologists; emphasis on industrialism, division of labor and its relationship to social reification, mystification, and objectification. Prerequisites: 980:058; junior standing.

980:175(g). Theory and Criminal Justice — 3 hrs.

Analysis of crime and its effect upon society; examination of theoretical models undergirding prevention and control of criminal behavior; model-building exercises on justice system. Prerequisites: 980:127; senior standing or consent of instructor.

980:176(g). Social Change — 3 hrs.

Nature of social change and its implications for personality and society. Prerequisites: 980:058; junior standing.

980:177. Language, Culture and the Individual — 3 hrs.

Examination of relationships that exist among language, socio-cultural systems and the individual. Topics include the relationship between linguistic, cultural and social theories; comparative and historical studies of language and culture; the evolutionary and biological basis of language; language, culture, and world view; and the ways in which language relates to ethnicity (such as African American or Chinese), social class, and gender. Prerequisite: 400:008 or 980:058 or 990:011. (Same as 400:177 and 990:177.)

980:178(g). Qualitative Research Methods — 3 hrs.

Development and application of qualitative descriptive and analytic methods used in social science research. Prerequisites: 980:058 or 990:011; junior standing. (Same as 990:178g.)

980:180(g). Seminar in Sociology — 1-3 hrs.

Selected topics; opportunity to correlate previous course work and knowledge in field of sociology. Topic indicated in Schedule of Classes. May be repeated for maximum of 6 hours. Prerequisites: 15 hours in sociology or consent of instructor; junior standing.

980:181(g). Seminar in Criminology — 3 hrs.

Selected topics; opportunity to focus previous course work and knowledge on a special issue in criminology. Topic indicated in Schedule of Classes. May be repeated for maximum of 6 hours. Prerequisites: 15 hours in criminology; junior standing.

980:184(g). Theory and Practice in Applied Settings — 1-6 hrs.

Experiential learning in sociology or criminology. Requires prior consultation with instructor. Offered on credit/no credit basis only. Prerequisites: 12 hours in sociology or criminology; junior standing.

980:189(g). Readings in Sociology — 1-3 hrs.

May be repeated only with consent of department. Prerequisites: 9 hours in sociology; junior standing; consent of department.

980:198. Independent Study**980:200. Contemporary Sociology Theory — 3 hrs.**

Description and analysis of main currents in contemporary sociological thought; principal sociological theorists; major themes, schools, trends, issues, and debates in theory. Prerequisite: 980:170. Open to seniors with consent of department head.

980:201. Advanced Research Methodology — 3 hrs.

Relationship between theory and research, grand methodology; logic and philosophy of sociology; science and sociology; theory construction, formal models, explanation, prediction and cause; value freedom, objectivity, and ideology. Prerequisite: 980:108. Open to seniors with consent of department head.

980:280. Seminar in Sociology — 3 hrs.

Topics include: Sociological Theory, Deviant Behavior, Social Psychology, Social Stratification, Population, Sociological Research, Sociology of Religion, and others. Topic indicated in Schedule of Classes. Advanced course in specific scheduled area will be considered a prerequisite to that seminar. Enrollment in different topics is not limited, but student should not enroll in two seminars on same topic.

980:285. Individual Readings — 1-3 hrs.**980:297. Practicum.****980:299. Research.**

990 Anthropology

990:010. Human Origins — 3 hrs.

Introduction to physical and prehistoric development of humankind, including primate and human evolution, modern races, and the archaeological cultures of the world.

990:011. Culture, Nature, and Society — 3 hrs.

Introduction to cross-cultural perspective on human behavior. Consideration of the nature of society and culture among diverse human groups, from hunter-gatherers to industrialized city dwellers, by examination of their technological-economic systems, family life, political structures, art, languages, and religious beliefs and practices. Emphasis on non-Western societies.

990:102. Conflict Resolution — 3 hrs.

Survey of social science theory and research in conflict resolution with emphasis on development of less destructive modes of problem solving in social formations. (Same as 450:102 and 980:102.)

990:125(g). Introduction to Museum Studies — 3 hrs.

Exploration of history, public mission, working environment, and ethical issues of museums. Discussion of practical skills and theoretical issues of museum studies, exposing students to broad range of museum types and career opportunities. Prerequisite: junior standing. (Same as 960:125g.)

990:132. Native North America — 3 hrs.

Ethnographic survey of socio-cultural systems developed by Native Americans north of Mexico; emphasis on relationships that exist among ecological factors, subsistence techniques, social organizations, and belief systems, and the impact interactions with European and U.S. societies had on Indian lifestyles. Prerequisites: 680:021; 680:022. (Same as 680:132.)

990:137. Native Central and South America — 3 hrs.

Ethnographic survey of socio-cultural systems developed by foraging and horticultural peoples of South America; emphasis on relationships that exist among ecological factors, subsistence techniques, social organizations, and belief systems from holistic, comparative and cross-cultural perspectives. Prerequisites: 680:021; 680:022. (Same as 680:137.)

990:141. Mesoamerica and the Near East — 3 hrs.

Beginnings of food production, rise of complex culture and collapse of cultural systems as interpreted through archaeological data. Comparative approach focusing on Mesoamerica and the Near East. Prerequisites: 990:010; junior standing or consent of instructor.

990:142. Archaeology of the New World — 3 hrs.

Prehistory of North American Indians and major prehistoric cultures in Central and South America, including the Aztec, Maya, and Inca, traced from earliest arrival of peoples in the New World to time of European contact. Prerequisites: 990:010; junior standing or consent of instructor.

990:143. Archaeology of the Old World — 3 hrs.

Prehistory of Africa, Asia, Europe, and Australia from dawn of humanity to civilizations of Egypt, Indus Valley, Mesopotamia, and China. Emphasis also on prehistory of simple hunter-gatherer cultures in the Old World. Prerequisite: 990:010; junior standing or consent of instructor.

990:144. Prehistory of the American Southwest — 3 hrs.

Archaeological record of the American Indians of New Mexico, Arizona, southern Colorado and southern Utah from earliest big-game hunters of the region, through development of agriculture, rise of large pueblos and cliff dwellings, and enigmatic abandonments prior to conquest by the Spaniards. Prerequisites: 990:010 or 990:011; junior standing.

990:145. Research Experience in Anthropology — 1-3 hrs.

Research participation and/or independent supervised research in anthropology. May be repeated for maximum of 6 hours. Prerequisites: 15 hours in anthropology; consent of instructor.

990:148(g). Applied Anthropology — 3 hrs.

Consideration of application of anthropology in analyzing and addressing contemporary social problems. Topics include economic development, public health, ethnic relations, and education. Prerequisites: 980:058 or 990:011; junior standing.

990:152(g). Human Adaptation, Variability and Disease Patterns — 3 hrs.

Methods of determining similarities and differences in human populations. Anthropometric techniques to analyze blood groups, gene markers, osteology, dental patterns, and dermatoglyphics. Presentation of implications for evolution, adaptation and disease. Prerequisites: 990:010; junior standing; consent of instructor.

990:153. Primate Behavior — 3 hrs.

Introduction to social behavior and ecology of prosimians, monkeys and apes. Laboratory and zoo studies included, with emphasis on primate behavior in natural settings. Prerequisites: 990:010; junior standing or consent of instructor.

990:154(g). Sociobiology — 3 hrs.

Potential genetic advantages of different human behavior patterns. Seminar discussions and presentations on potential biological advantages to individuals with such traits as altruism, courtship, and rituals. Prerequisites: 990:010; junior standing; consent of instructor.

990:157(g). Ritual and Symbolism — 3 hrs.

Comparative approach to study of ritual in socio-cultural contexts. Consideration of psychological, sociological, and cultural interpretations of ritual symbolism based on case studies from selected non-Western cultures. Focus on rites of passage, rites of reversal, and rites of healing. Prerequisites: 980:058 or 990:011; junior standing.

990:158(g). Cross-Cultural Perspective on Mental Illness — 3 hrs.

Cross-cultural approach to identification and treatment of mental disorders. Topics focus on (1) concepts of mental disorders and their relations to culture, (2) native and scientific etiologies of mental illness and their influence on diagnosis and treatment of deviant and abnormal behaviors, and (3) interaction of indigenous and Western therapeutic traditions. Prerequisites: 980:058 or 990:011; junior standing.

990:160(g). Psychological Anthropology — 3 hrs.

Psychological dimensions of socio-cultural systems considered from a cross-cultural perspective. Topics include historical development of the field; relationships between culture and personality; cognitive anthropology; cultural variations in conceptions of self, sex roles and sexuality, mental disorders, and therapy; deviance and the socio-cultural context. Prerequisites: 990:011; junior standing.

990:161. Religion, Magic, and Witchcraft — 3 hrs.

Anthropological understanding of behavior dealing with the supernatural; supernatural beliefs, practices, and movements throughout the world. Prerequisite: 990:011 or consent of instructor. (Same as 640:161.)

990:162(g). Politics, Law and Culture: Cross-Cultural Perspectives — 3 hrs.

Comparative approach to study of politics and law in socio-cultural contexts. Consideration of political and legal institutions, systems and processes based on case studies from selected cultures. Focus on traditional cultures. Prerequisites: 980:058 or 990:011; junior standing. (Same as 980:162g.)

990:164(g). Cross-Cultural Perspectives on Education — 3 hrs.

Survey of education in selected cultures. Distinction made between process of education and schooling, and examination and comparison of these processes in pre-industrial, colonial/neocolonial and industrial societies. Prerequisites: 980:058 or 990:011; junior standing. (Same as 980:164g.)

990:167(g). Development of Gender in Cross-Cultural Perspective — 3 hrs.

Evolutionary, biological, psychological, cognitive, social, and cultural theories of gender development. Examples from Western and non-Western societies are reviewed in order to inform and transform theory. Prerequisites: 400:008 or 980:058 or 990:011; junior standing. (Same as 400:167g and 980:167g.)

990:168(g). Culture, Disease, and Healing — 3 hrs.

Cross-cultural consideration of cultural, biological and ecological factors in disease and health; disease and evolution, folk healers and non-Western medical systems and health care systems in the U.S. Prerequisites: 980:058 or 990:011; junior standing. (Same as 980:168g.)

990:169(g). Drug Use and Abuse in Cross-Cultural Perspective — 3 hrs.

Biocultural approach to use of alcohol, hallucinogens, marijuana, opium, and other drugs in selected societies. Topics include relationships between drug-induced states and deviant behavior, socio-cultural factors and addictive states, criminalization of drug use in U.S., and implications of cross-cultural perspective for prevention and treatment of drug abuse. Prerequisites: 980:058 or 990:011; junior standing. (Same as 980:169g.)

990:171(g). Archaeological Theory and Method — 3 hrs.

Theoretical and methodological approaches to archaeological research. Topics include history of archaeological research; formation of archaeological record; current approaches to research design, data collection, artifact analysis, classification, quantitative and qualitative analysis, dating and inference. Prerequisites: 990:010; 990:011; 3 hours of 100-level archaeology or consent of instructor; junior standing.

990:172. Archaeological Fieldwork — 3-8 hrs.

Field school: introduction to field research techniques (survey, excavation, mapping), laboratory processing, and hypothesis testing. Conducted in the field. Prerequisites: 990:010; consent of instructor.

990:176(g). Anthropological Theory — 3 hrs.

Major theoretical developments in anthropology, including both historical and contemporary schools and trends. Prerequisites: 990:011; junior standing.

990:177. Language, Culture and the Individual — 3 hrs.

Examination of relationships that exist among language, socio-cultural systems and the individual. Topics include the relationship between linguistic, cultural and social theories; comparative and historical studies of language and culture; the evolutionary and biological basis of language; language, culture, and world view; and the ways in which language relates to ethnicity (such as African American or Chinese), social class, and gender. Prerequisite: 400:008 or 980:058 or 990:011. (Same as 400:177 and 980:177.)

990:178(g). Qualitative Research Methods — 3 hrs.

Development and application of the qualitative descriptive and analytic methods used in social science research. Prerequisites: 980:058 or 990:011; junior standing. (Same as 980:178g.)

990:180(g). Seminar in Anthropology — 3 hrs.

Selected problems within one subfield of anthropology (cultural, physical, archaeological, or anthropological linguistics). Topic indicated in Schedule of Classes. May be repeated for credit. Prerequisites: junior standing; prerequisites will vary with topic.

990:184. Experience in Applied Anthropology — 1-6 hrs.

Work experience in applied anthropology. Requires prior consultation with instructor. Offered on credit/no credit basis only. Prerequisites: 12 hours in anthropology; consent of instructor.

990:189(g). Readings in Anthropology — 1-3 hrs.

May be repeated only with consent of department. Prerequisites: 9 hours in anthropology; junior standing; consent of department.

990:198. Independent Study.

Board of Regents, State of Iowa

Officers of the Board:

Owen J. Newlin, President
Des Moines

Frank Stork, Executive Director
Des Moines

Members of the Board:

Terms expire June 2001

Ellengray G. Kennedy, Bancroft
Roger Lande, Muscatine
Beverly A. Smith, Waterloo

Terms expire June 2003

Lisa E. Ahrens, Ames
David J. Fisher, Des Moines
Dr. Clarkson L. Kelly, Jr., Charles City

Terms expire June 2005

David G. Neil, La Porte City
Owen J. Newlin, Des Moines
Dr. Deborah A. Turner, Mason City

Administrative Staff

2000-2002

Officers of Administration

Robert D. Koob — B.A., University of Northern Iowa; Ph.D., University of Kansas

President of the University

Professor of Chemistry — 1995*

***Aaron Mayer Podolefsky** — B.A., California State University-San Jose; M.A., M.A., Ph.D., State University of New York-Stony Brook

Provost and Vice President — 1999

Professor of Anthropology — 1990

Renee C. Romano — B.A., M.S.Ed., Southern Illinois University-Carbondale; Ph.D., Iowa State University

Vice President for Educational Student Services — 1988 (1999)

John E. Conner — B.S., University of Illinois; M.A., Western Illinois University

Vice President for Administration and Finance — 1984

William D. Calhoun, Jr. — B.A., Hiram College, Ohio; M.A., University of Northern Iowa

Vice President for University Advancement/President, UNI Foundation — 1981 (1999)

***Patricia L. Geadelmann** — B.A., University of Northern Iowa; M.A., University of Iowa; Ed.D., University of North Carolina-Greensboro
Executive Assistant to the President/Director of External Relations — 1996
Professor of Physical Education — 1972 (1984)

Office of the President

Robert D. Koob — B.A., University of Northern Iowa; Ph.D., University of Kansas

President of the University

Professor of Chemistry — 1995*

Doris L. Miller — B.A., University of Northern Iowa

Administrative Assistant — 1949 (1965)

Executive Assistant to the President

***Patricia L. Geadelmann** — B.A., University of Northern Iowa; M.A., University of Iowa; Ed.D., University of North Carolina-Greensboro
Executive Assistant to the President/Director of External Relations — 1996
Professor of Physical Education — 1972 (1984)

Keith D. Saunders — B.A., University of Northern Iowa; J.D., University of Iowa

Associate Director of Governmental Relations — 1996 (2000)

Jane E. Larson — B.A., University of Northern Iowa

Administrative Assistant — 1982 (1991)

Office of Compliance and Equity Management

Winston Burt — B.A., Inter-American University, Puerto Rico; M.S., Ed.S., Ph.C., Ph.D., University of Michigan

Assistant to the President and Director of Office of Compliance and Equity Management — 1999

Adjunct Professor of Social Work — 1988

Office of Operations Auditor

Timothy J. McKenna — B.A., St. John's University, Collegeville, Minnesota; J.D., University of Minnesota Law School

Operations Auditor — 1988

Carla S. Maletta — B.B.A., Iowa State University

Internal Auditor — 1992 (1997)

*A single date following the title indicates the beginning of service at this university. If two dates are given, the first indicates the incumbent's first appointment to a position and the second (in parentheses) the beginning of service in the present capacity.

*Regular graduate faculty member

Division of Instruction

Division Administration

- *Aaron Mayer Podolefsky** — B.A., California State University-San Jose; M.A., M.A., Ph.D., State University of New York-Stony Brook
Provost and Vice President — 1999
Professor of Anthropology — 1990
- Garrett A. Bozylinsky** — B.A., Elizabethtown College; M.A., George Washington University
Associate Vice President for Information Technology — 1997
- Charles L. Means** — B.S., Southern Illinois University; M.A., Webster College; Ph.D., St. Louis University
Associate Vice President for Academic Affairs
Adjunct Associate Professor of Educational Psychology and Foundations — 1983 (1989)
Director of Ronald E. McNair Program — 2000
- *Susan J. Koch** — B.S., Dakota State College; M.A., Ed.D., University of Northern Iowa
Associate Vice President for Academic Affairs — 1999
Professor of Health Education — 1983 (2000)
- *Timothy E. O'Connor** — B.A., M.A., Creighton University; Ph.D., University of Minnesota
Assistant Vice President of Academic Affairs for International Programs — 1995
Professor of History — 1982 (1992)
- *Willis (Bill) R. Greer** — B.S., M.B.A., Cornell University; Ph.D., University of Michigan
Dean of the College of Business Administration
Professor of Accounting — 1996
- *Joel K. Haack** — B.A., M.S., M.S., Ph.D., University of Iowa
Interim Dean of the College of Natural Sciences — 2000
Professor of Mathematics — 1991
- *Glenn L. Hansen** — B.A., M.A., University of Northern Iowa; Ph.D., Texas A&M University
Dean of the Division of Continuing Education and Special Programs
Associate Professor of Management — 1964 (1982)
- *James F. Lubker** — B.S., Mankato State; M.A., Ph.D., University of Iowa
Dean of the College of Humanities and Fine Arts
Professor of Communicative Disorders — 1995
- *Marilyn Mercado** — B.A., Point Park College; M.L.S., University of Pittsburgh; M.A., University of Northern Iowa
Interim Dean of Library Services — 2000
Associate Professor of Library Science — 1989 (1995)
- *John W. Somervill** — B.A., Rhodes College; M.A., University of Mississippi; Ph.D., University of Arkansas
Dean of the Graduate College (1989)
Professor of Psychology — 1975 (1979)
- *Thomas J. Switzer** — B.A., University of Northern Iowa; Ph.D., University of Michigan
Dean of the College of Education
Professor of Education — 1987
- *Julia E. Wallace** — B.S., State University of New York-Oswego; M.A., State University of New York-Binghamton; M.S., University of Iowa; Ph.D., State University of New York-Binghamton
Dean of the College of Social and Behavioral Sciences — 1999
Professor of Psychology — 1978 (1989)

Office of the Vice President and Provost

- Donna M. Cornils**
Administrative Assistant — 1966 (1974)
- John D. Mixsell, Jr.** — B.S., St. Lawrence University, New York; M.A., Webster University, Missouri
Academic Administrator Services Coordinator — 1979 (1998)

College of Business Administration

- *Willis (Bill) R. Greer** — B.S., M.B.A., Cornell University; Ph.D., University of Michigan
Dean of the College of Business Administration
Professor of Accounting — 1996
- *Farzad Moussavi** — B.A., Institute of Advanced Accounting, Iran; D.A.S., Leeds Polytechnic, England; M.B.A., Roosevelt University; Ph.D., University of Arkansas
Associate Dean of the College of Business Administration — 2000
Professor of Management (Organizational Behavior and Strategic Management) — 1985 (1997)
- Cindy S. Angel** — B.A., M.B.A., University of Northern Iowa
Research Manager, Institute for Decision Making, Business and Community Services — 1984 (1990)
- Christy L. Bauer** — B.A., University of Northern Iowa
Program Associate, Strategic Marketing Services, Business and Community Services — 1998
- LaDene Bowen** — B.A., Metropolitan State College-Denver, Colorado
Project Manager, Institute for Decision Making, Business and Community Services — 1990
- Lyle Bowlin** — B.L.S., M.A., University of Iowa
Assistant Director, John Poppajohn Entrepreneurial Center — 1987 (1999)
- Donald G. Chaplain** — B.A., Drake University
Program Manager, Institute for Decision Making, Business and Community Services — 1992
- Andrew P. Conrad** — B.A., Marycrest College; M.P.P., University of Northern Iowa
Program Manager, Institute for Decision Making, Business and Community Services - 1993 (1999)
- Linda A. Corbin** — B.A., University of Northern Iowa
Coordinator of Undergraduate Programs for the College of Business Administration — 1981 (1984)
- Jonathan Cox** — B.A., University of Northern Iowa
Coordinator of Minority and Student Diversity Program for the College of Business Administration — 1995 (1998)
- Kim Frost** — B.A., University of Utah
Academic Advisor for the College of Business Administration — 1984 (1996)
- Gregory P. Gerjerts** — B.A., M.A., University of Northern Iowa
Program Manager, Marketing/Market Research and Analysis, Strategic Marketing Services, Business and Community Services — 1993 (1994)
- Kevin Hall** — B.A., Ripon College
Systems Integrator, Business and Community Services — 1999
- Kent Hansen** — B.S., Brigham Young University; M.B.A., University of California-Los Angeles
Program Manager, Market Research, Strategic Marketing Services, Business and Community Services — 1991 (1994)
- Bret Jacobsen** — B.S., Buena Vista University
Computer Support Specialist for the College of Business Administration — 1997
- Kathryn B. Luze** — B.A., Iowa State University
Program Associate, Management and Professional Development, Business and Community Services — 1999
- Susan L. Meyeraan** — B.B.A., University of Iowa; M.B.A., University of Northern Iowa; M.A., University of Iowa
Assistant Director, Management and Professional Development Center, Business and Community Services — 1997 (1999)
- Lowell Norland**
Director of Iowa Training Opportunities Program, Business and Community Services — 1987
- Ronald A. Padavich** — B.A., Northeast Missouri State University
Director of Strategic Marketing Services, Business and Community Services — 1988 (1991)
Director of Management and Professional Development
- Randal R. Pilkington** — B.A., University of Northern Iowa
Director of the Institute for Decision Making, Business and Community Services — 1987 (1990)
Executive Director of Business and Community Services — 1999
- *William C. Wood II** — A.B., Lenoir-Rhyne College; M.Div., Lutheran Theological Southern Seminary; M.E., Ph.D., University of Virginia
Program Manager, Institute for Decision Making, Business and Community Services — 1987 (1995)

College of Education

***Thomas J. Switzer** — B.A., University of Northern Iowa; Ph.D., University of Michigan

Dean of the College of Education

Professor of Education — 1987

***William P. Callahan II** — B.A., University of Southern Florida; M.A.T., Rollins College; Ed.D., University of Florida

Associate Dean of the College of Education — 1988

Professor of Special Education — 1979 (1989)

Child Development Center

Jill M. Uhlenberg — B.A., M.A.E., M.A.E., University of Northern Iowa

Coordinator/Head Teacher, Instructor — 1989 (1995)

Sheri J. Hoffman — B.A., M.A.E., University of Northern Iowa

Child Care Specialist — 1996

Lynda L. Loy — B.A., Morningside College

Child Care Specialist — 1989 (1996)

Mary L. McCarty — B.A., University of Northern Iowa

Child Care Specialist — 1993

Christy H. Olson — B.A., M.Ed., University of San Diego

Child Care Specialist — 1999

Sheryl Pavelec — B.A., University of Northern Iowa

Child Care Specialist — 2000

Candice L. York — B.A., University of Northern Iowa

Child Care Specialist — 1997

College of Education Advising Center

Kay E. Davis — B.A., M.A.E., University of Northern Iowa

Director and Academic Advisor — 1985

Debra Keller — B.A., University of Northern Iowa

Academic Advisor — 1999

Karen Silverson — B.A., M.A.E., University of Northern Iowa

Academic Advisor — 1988

***Katharine A. Weaver** — B.A., University of Northern Iowa

Academic Advisor — 1999

Instructional Resources and Technology Services

Matthew A. Kollasch — B.A., M.A., University of Northern Iowa

Director — 1993

Neil Clopton — B.A., University of Northern Iowa

Information Technology Specialist — 1997 (1999)

Maxine Davis — B.A., Wartburg College

Resource Center Coordinator — 1989 (1991)

School of Health, Physical Education, and Leisure Services

***Christopher R. Edginton** — B.A., San Jose State University; M.S., University of Illinois; Ph.D., University of Iowa

Director of the School of Health, Physical Education and Leisure Services — 1991

Professor of Leisure Services

David C. Edginton — B.S., University of Oregon

Program Assistant, *Camp Adventure* — 1995

Susan R. Edginton — B.A., Laurier University; M.A., University of Oregon

Program Development Coordinator, *Camp Adventure* — 1991

Walter R. Heinecke — B.A., University of Redlands; M.A., George Washington University

Coordinator of International Marketing, *Camp Adventure* — 1992

Gordon H. Mack — B.A., Southern University; M.A., New York University

Director, American Humanics — 1994

Joseph Kwesi Ogah — B.Ed., University of Cape Coast, Ghana; M.A., University of Northern Iowa

Logistics Coordinator/African Operations, Global Health Corps — 1998 (2000)

Guy Yehiell

Coordinator/Security and Personal Safety Operations

Logistics Coordinator/Middle Eastern Operations, Global Health Corps — 2000

Department of Special Education

***Sandra K. Alper** — B.S., M.A., Ph.D., University of Iowa

Head of the Department of Special Education — 1994

Professor of Special Education

Candace Sawyer — B.A., University of Nebraska; M.A.E., University of Northern Iowa

Administrator, Northern Iowa Instructional Clinic — 1991

Lora Hickman — B.A., University of Northern Iowa

Assistant to Administrator of Northern Iowa Instructional Clinic — 1995

Department of Teaching

***Roger A. Kueter** — B.A., Loras College; M.A., Ed.D., Indiana University

Head of the Department of Teaching — 1990

Professor of Education: Curriculum & Instruction — 1970 (1988)

Dorothea D. (Dody) Olson — B.S.N., Upper Iowa University; M.S.N., University of Minnesota

School Nurse, Price Laboratory School — 1987

Judith D. McConnaha — B.A., B.S., Ohio State University

International Field and Educational Experiences Coordinator — 1997 (1999)

Mary L. Weber — B.A., University of Maryland; M.A., University of Northern Iowa

Librarian, Price Laboratory School — 1999

College of Humanities and Fine Arts

***James F. Lubker** — B.S., Mankato State; M.A., Ph.D., University of Iowa

Dean of the College of Humanities and Fine Arts

Professor of Communicative Disorders — 1995

***Reinhold K. Bubser** — Abitur, Ziehen-Realgymnasium (Frankfurt); B.A., Western Michigan University; M.A., Ph.D., Michigan State University

Associate Dean of the College of Humanities and Fine Arts — 1996

Professor of German — 1982 (1984)

Sean Kinlin — B.S., University of Michigan

Technology Engineer — 1998

Steven C. Larson — B.S., Iowa State University

Information Technology Coordinator for the College of Humanities and Fine Arts — 1997

Bruce C. Marquis — B.F.A., M.F.A., Ohio University

Director of Gallagher-Bluedorn Performing Arts Center — 1997

Department of Art

***Mary Frisbee Johnson** — B.A., Montana State University; M.F.A., University of Cincinnati

Head of the Department of Art — 1999

Professor of Art

Shawn F. Holz — B.F.A., University of North Dakota; M.F.A., Texas Tech University

Director of the Gallery of Art — 1997

Marc E. Moulton — B.A., Weber State College; M.F.A., Ohio State University

Shop Technician — 1989

Broadcasting Services

Douglas L. Vernier — B.A., M.A., University of Michigan

Director of Broadcasting Services

Assistant Professor of Radio/Television — 1972

Jeneane Brewer — B.A., Iowa State University

Des Moines Bureau Chief — 1999

Robert K. Dorr — B.A., University of Northern Iowa

Announcer — 1974 (1986)

Jacqueline C. Halbloom — B.M., Cornell College; M.M., University of Oregon

Senior Producer/Fine Arts — 1999

David E. Hays — A.A., North Iowa Area Community College; A.A.S., Iowa Central Community College

Public Information Coordinator — 1979 (1985)

Karen L. Impola — B.A., Swarthmore College

Senior Producer, Folk — 1990

Wayne N. Jarvis — B.A., University of Northern Iowa

Senior Producer/Program Coordinator — 1973 (1993)

Carl R. Jenkins — B.A., M.A., University of Northern Iowa

Assistant Director of Broadcasting/Programming — 1962 (1976)

Phil Maass — B.A., Oberlin College

Radio Events Producer — 1995

Jons C. Olsson — B.A., Thiel College, Pennsylvania
Assistant Director of Broadcasting/Development — 1978

Patricia Olthoff-Blank — A.A., Iowa Lakes Community College; B.A.,
University of Northern Iowa
Producer/Announcer, News — 1986 (1995)

Catherine Orth — B.A., University of Northern Iowa
Development Associate — 1997

Allen T. Schares — B.A., University of Northern Iowa
Music Coordinator/Producer — 1983 (1990)

Steven L. Schoon — A.A.S., Cleveland Institute of Technology
Assistant Director/Technical Operations — 1986 (1997)

Gregory B. Shanley — B.S., Ohio University
Senior Producer/News Director — 1986 (1990)

Mark A. Simmet — B.A., St. John's University
Announcer — 1987

Diane S. Thompson — B.A., M.A., University of Northern Iowa
Program Assistant — 1980 (1993)

Leonard R. Tomkins — A.A.S., Hawkeye Institute of Technology
Broadcast Engineer — 1998

Department of Communicative Disorders

Theresa A. Kouri — B.A., M.A., University of Northern Iowa; Ph.D., Kent State
University
Instructor and Speech Language Hearing Clinician Coordinator — 1991

Darla L. Sharar — B.A., M.A., University of Northern Iowa
Instructor and Speech-Language Pathologist — 1999

School of Music

***John F. Vallentine** — B.M.E., Southeast Missouri State University; M.M.,
University of Northern Iowa; Ph.D., University of Kentucky
Director of the School of Music — 1999
Associate Professor of Bands — 1991 (1999)

Robert Byrnes — B.A., M.A., University of Northern Iowa
Administrative Assistant
University Carillonneur
Adjunct Instructor of Choral Music — 1974 (1981)

Department of Theatre

Stephen W. Taft — B.S.E., Central Missouri State University; M.A., Southwest
Missouri State University; Ph.D., Texas Tech University
Head of the Department of Theatre — 2000
Associate Professor of Theatre and Dance

Jascenna Haislet-Carlson — B.F.A., M.F.A., Wayne State
Publicist/Marketing Director — 1995 (1997)

Mark A. Parrott — B.A., Graceland College; M.S., Central Missouri State
University; M.F.A., Southern Illinois University-Carbondale
Designer/Instructor — 1997

College of Natural Sciences

***Joel K. Haack** — B.A., M.S., M.S., Ph.D., University of Iowa
Interim Dean of the College of Natural Sciences — 2000
Professor of Mathematics — 1991

***Barton L. Bergquist** — B.S., North Park College; M.S., Northeastern Illinois
University; Ph.D., University of Kansas
Associate Dean of the College of Natural Sciences — 1995
Professor of Biology — 1978 (1992)

Amy E. Davis — B.A., Clarke College
Director of Development/College of Natural Sciences and College of Social and
Behavioral Sciences — 1997

Cameron D. Miller — B.S., Adams State College
UNIX System Administrator — 2000

Cheryl R. Smith — B.A., University of Wisconsin-Madison
Associate Coordinator, UNI Iowa Space Grant Consortium — 1992

Department of Biology

***Barbara A. Hetrick** — B.A., Ohio Wesleyan University; M.S., Washington
State University; Ph.D., Oregon State University
Head of the Department of Biology — 1994
Professor of Biology

Ron D. Camarata
Biology Greenhouse and Preserves Manager — 1968 (1985)

Billie A. Hemmer-Callahan
Biology Greenhouse and Preserves Assistant — 1997

Sherry L. Nuss
Biology Academic Advisor — 1998

Iowa Waste Reduction Center

John L. Konefes — B.S., Iowa State University; M.S., University of
Massachusetts; M.S., University of Iowa
Director of the Iowa Waste Reduction Center — 1988

Diane J. Albertson — B.A., University of Northern Iowa
Information Technology Specialist — 1990 (1999)

Sue K. Behrns — B.A., University of Northern Iowa
Waste Reduction Specialist — 1991

Ana Maria Borts — B.S., University of Northern Iowa
Waste Reduction Research Specialist — 1998 (1999)

Marci S. Carter — B.S., University of California-Los Angeles
Waste Reduction Specialist — 1994

Somnath Dasgupta — B.S., University of Roorkee, India; M.S., University of
Illinois- Chicago
Waste Reduction Specialist — 1993

Jennifer L. Drenner — B.A., University of Northern Iowa
Waste Reduction Specialist — 1996

Jeff England — B.S., University of Northern Iowa
Waste Reduction Research Assistant — 1998 (1999)

Brian L. Gedlinske — B.S., Iowa State University; B.A., University of Northern
Iowa
Environmental Specialist — 1994

Christopher M. Horan — B.S., M.S., University of Northern Iowa
Waste Reduction Specialist — 1995

Lisa Hurban — B.S., B.S., Rutgers University
Waste Reduction Specialist — 1992

Chris Lampe — B.A., University of Northern Iowa
Waste Reduction Research Assistant — 1999

Daniel J. Nickey — B.S., Wesley College
Waste Reduction Specialist — 1994

James Olson — B.A., University of Northern Iowa; M.S., Southern Illinois
University- Carbondale
Waste Management Specialist — 1988

Susan K. Sommerfelt — B.A., University of Northern Iowa
Waste Reduction Specialist — 1997

Tim Trumbull — B.S., College of Charleston
Waste Reduction Research Assistant — 1998 (1999)

Christine K. Twalt — B.A., University of Northern Iowa; M.P.A., Iowa State
University
Program Manager — 1996 (1998)

Bill Zimmerle — B.A., University of Northern Iowa
Waste Reduction Specialist — 1997 (1998)

College of Social and Behavioral Sciences

***Julia E. Wallace** — B.S., State University of New York-Oswego; M.A., State
University of New York-Binghamton; M.S., University of Iowa; Ph.D., State
University of New York-Binghamton
Dean of the College of Social and Behavioral Sciences — 1999
Professor of Psychology — 1978 (1989)

***Phyllis L. Baker** — B.A., San Diego State University; M.A., Ph.D., University
of California-San Diego
Associate Dean of the College of Social and Behavioral Sciences — 1999
Associate Professor of Sociology — 1990 (1997)
Director of Graduate Women's Studies Program — 1998

Amy E. Davis — B.A., Clarke College
Director of Development/College of Social and Behavioral Sciences and College
of Natural Sciences — 1997

Mark A. Doble — B.A., University of Northern Iowa
PC Support Specialist — 1999

Jessica L. Moon — B.A., University of Northern Iowa
Assistant Coordinator of Scholarship Programs and Development — 1998

Thomas M. Turner — B.A., University of Northern Iowa
Information Technology Specialist — 1995 (1996)

Continuing Education and Special Programs

***Glenn L. Hansen** — B.A., M.A., University of Northern Iowa; Ph.D., Texas A&M University
Dean of the Division of Continuing Education and Special Programs
Associate Professor of Management — 1964 (1982)
Michael L. Savage — B.A., Baldwin-Wallace College; B.A., University of Northern Iowa
Information Technology Specialist — 1995

Credit Programs

James E. Bodensteiner — B.A., Loras College; M.A., Ed.S., University of Northern Iowa; Ed.D., Drake University
Director of Credit Programs — 1983
Kent M. Johnson — B.A., M.A., University of Northern Iowa
Associate Director of Credit Programs — 1993
Michelle Clark — B.A., M.A.E., University of Northern Iowa
Continuing Education Advisor
Isabelle D. Cowden — B.S., University of Wisconsin-Platteville; B.A., Coe College; M.A., University of Northern Iowa
Instructional Developer, Credit Programs — 1998

Individual Studies Program

Nancy Bramhall — B.A., M.A., University of Northern Iowa
Administrator of Individual Studies Program — 1978 (1981)
Karen Cunningham — B.A., M.A., University of Northern Iowa
Special Programs Advisor — 1999

Non-Credit Programs

Aurelia L. Klink — B.A., M.A., University of Northern Iowa
Director of Non-Credit Programs
Assistant Professor of Management — 1966 (1985)
Joan E. Ketels — B.A., Loras College; M.A., University of Northern Iowa
Associate Director of Contract Training, Non-Credit Programs — 1997 (1999)
Elizabeth S. Wilson — B.A., Kansas Wesleyan University; M.A., University of North Carolina-Chapel Hill; M.Ed., Wichita State University
Associate Director of Educational Event Management, Non-Credit Programs — 1993 (1999)
Kathleen E. Brown — B.S., University of Wisconsin-LaCrosse
Program Assistant/Educational Event Management, Non-Credit Programs — 1999
Jennifer L. Colsch — B.A., University of Northern Iowa
Program Assistant/Marketing and Promotions, Non-Credit Programs — 1999
Michaela L. Rich — B.S., M.A., University of Northern Iowa
Coordinator of Contract Training, Non-Credit Programs — 1998 (1999)

Southwest Iowa Regents Resource Center

Jeanne M. Trachta — B.S., M.S., Iowa State University
Director of Southwest Iowa Regents Resource Center — 1996

Graduate College

***John W. Somerville** — B.A., Rhodes College; M.A., University of Mississippi; Ph.D., University of Arkansas
Dean of the Graduate College
Professor of Psychology — 1975 (1988)
Vivian R. Jackson — B.A., Rosary College; M.Ed., DePaul University; Ph.D., Northwestern University
Associate Dean for Student Services, Graduate College
Associate Professor of Educational Leadership, Counseling, and Postsecondary Education — 1990
David A. Walker — B.S., Missouri Valley College; M.A., Louisiana State University; Ph.D., University of Wisconsin-Madison
Associate Dean for Faculty and Grant Services, Graduate College
Professor of History — 1975 (1989)
Edward M. Ebert — B.A., M.A., University of Northern Iowa
Grants and Contracts Administrator — 1977 (1985)
Barbara A. Kueter — B.A., Mount Mercy College
Thesis/Dissertation Reviewer — 1988 (1996)

Center for the Enhancement of Teaching

***G. Roger Sell** — B.A., University of Denver; Ph.D., University of California-Santa Barbara
Associate Professor of Education — 1993 (1994)
Director of Center for Enhancement of Teaching — 1993

Educational Opportunity Programs and Special Community Services

Charles L. Means — B.S., Southern Illinois University; M.A., Webster College; Ph.D., St. Louis University
Associate Vice President for Academic Affairs
Adjunct Associate Professor of Educational Psychology and Foundations — 1983 (1989)
Director of Ronald E. McNair Program — 2000
Dennis M. Irons — B.A., Wittenberg University; M.A., Ph.D., Texas Christian University
Research Analyst for Educational Opportunity Programs — 1996

Center for Academic Achievement

Kathleen M. Peters — B.A., M.A.E., University of Northern Iowa
Director, Center for Academic Achievement — 1982 (1994)
Dorla D. Dutcher — B.A., University of Northern Iowa
Mathematics Specialist, Center for Academic Achievement — 1988
Deanne S. Gute — B.A., M.A., University of Northern Iowa
Writing Specialist, Center for Academic Achievement — 1997
Lori A. VanHooreweghe — B.A., M.A.E., University of Northern Iowa
Academic Support Specialist, Center for Academic Achievement

Classic Upward Bound Program

Wilfred M. Johnson — B.A., M.A.E., University of Northern Iowa
Director, Classic Upward Bound — 1989 (1994)
Rhonda L. McRina — B.A., M.Ed., University of Montevallo
Assistant Director, Classic Upward Bound
Nancy J. LeMont — B.A., University of Northern Iowa
Academic Coordinator/Counselor, Classic Upward Bound — 1995 (1999)

Educational Opportunity Center

Robert L. Smith, Jr. — B.A., University of Iowa
Director, Educational Opportunity Center — 1988 (1991)
Rachel L. Phillips — B.S., Drake University
Assistant Director, Educational Opportunity Center — 1990 (1991)
Boni K. Cole — B.A., University of Iowa
Educational Counselor, Educational Opportunity Center — 1995
Gisella C. Lukensmeyer — A.A., B.A., Black Hills State University
Educational Counselor, Educational Opportunity Center
Kay L. Maher-Sharp — B.A., University of Northern Iowa
Educational Counselor, Educational Opportunity Center — 1998
Kathy S. Martin — B.A., University of Northern Iowa
Educational Counselor, Educational Opportunity Center — 1996

Educational Talent Search Program

Lawanda Brown — B.S., Southern University at New Orleans; M.A., University of Northern Iowa
Recruiter/Advisor Educational Talent Search — 1997
Clifford E. Coney — B.A., University of Northern Iowa
Senior Counselor, Educational Talent Search — 1987 (1993)
Anthony Stevens — B.A., Wartburg College; M.A., University of Northern Iowa
Director, Educational Talent Search — 1972 (1985)
Jason E. Streed — B.A., University of Northern Iowa
Recruiter/Advisor, Educational Talent Search — 1995
Angela Weekley — B.A., Wartburg College
Recruiter/Advisor, Educational Talent Search — 1999

Ronald E. McNair Program

Reygan M. Freaney — B.S., M.A., University of Northern Iowa
Assistant Director for the Ronald E. McNair Program — 1999 (2000)

Student Support Services

JoAnn Anderson-Wright — B.A., Luther College
Academic Support Specialist, Student Support Services — 1979 (1999)
Inez M. Murtha — B.A., M.A., University of Northern Iowa
Director, Student Support Services — 1969 (1994)
Barbara M. Poe — B.A., University of Northern Iowa
Coordinator of Tutorial Services/Supplemental Instruction, Student Support Services — 1988 (1991)

UNI Center for Urban Education (UNI-CUE)

Karen K. McNeil — B.S.Ed., Lincoln University; M.A., University of Northern Iowa
Director, UNI-CUE — 1981 (1996)

Upward Bound Math and Science Center

Michele A. Mullings-Shand — B.S., University of the West Indies; M.S., Purdue University
Director, Upward Bound Math and Science Center — 1994 (1995)
Nicholas D. Sullivan — B.A., University of Northern Iowa
Academic Advisor, Upward Bound Math and Science Center — 1996

Information Technology Services

Administration

Garrett A. Bozylinsky — B.A., Elizabethtown College; M.A., George Washington University
Associate Vice President for Information Technology — 1997

ITS Educational Technology

Marilyn Drury — B.A., University of Northern Iowa; M.A., Truman State University
Director, Educational Technology — 1999
Terry D. Goro — B.A., M.S., Southern Illinois University; D.I.T., University of Northern Iowa
Coordinator of Instructional Technology Services — 1973 (1993)
Doreen Hayek — B.A., M.B.A., University of Northern Iowa
Special Projects Administrator — 1984 (1995)
Todd Hayungs — A.A., Hawkeye Community College
Educational Technology Engineer — 1994
Sandra J. Hendrickson — B.A., M.A., University of Northern Iowa
Coordinator of Graphics and Courseware Production — 1984 (1993)
Phillip Hibbard — A.A., North Iowa Area Community College; B.S., Iowa State University; M.S., University of Northern Colorado; Ed.D., University of Northern Iowa
Educational Technology Specialist — 1991 (1994)
Joseph J. Marchesani — B.A., Fordham University; M.S., Brooklyn College; M.Ed., Temple University
Coordinator of Audio and Video Services — 1972
Assistant Professor of Education
TyAnn Morehead — B.S., Concordia University; M.A., University of Northern Iowa
Instructional Design and Development Specialist — 1997
Emrys L. Pugh — Electronics, DeVry Technical Institute
Senior Television Engineer — 1979
Dennis B. Reimer — B.A., M.A., University of Northern Iowa
Coordinator of Multimedia Distribution — 1967 (1993)
Lori Seawel — B.A., M.A., M.A., University of Northern Iowa
Educational Technology Specialist — 2000
Rick Seeley — B.A., University of Northern Iowa
Coordinator of Multimedia Conferencing — 1995 (1997)
Charles Sengstock — B.A., Iowa Wesleyan College; M.A., University of Northern Iowa
Coordinator of Multimedia Production — 2000
Boyd Sherbet — B.A., Vennart College; M.A.E., University of Northern Iowa
ICN Scheduler — 1995 (1997)
Jason Vetter — B.A., Luther College; M.A.E., University of Northern Iowa
Educational Technology Specialist — 1999

ITS Information Systems

Dennis R. Lindner — B.A., Wartburg College
Director, Information Systems — 1978 (1989)
Troy Bull — B.S., Iowa State University
Senior Programmer Analyst — 1996
Maureen F. Daley — A.A., Eastern Iowa Community College; B.S., Iowa State University
Systems Analyst — 1985 (1987)
Regeana Fisher — A.A.S., Kirkwood Community College
Senior Programmer Analyst — 1993 (1995)
Kevan E. Forest — B.A., Clarke College
Data Base Administrator — 1998
Roberta L. Fox — B.A., University of Northern Iowa
Senior Programmer Analyst — 1976 (1991)
Mary Ann Hausmann — B.S., Bradley University; M.S., University of Iowa
Programmer Analyst — 1995
Julie Heiple — B.A., University of Northern Iowa
Data Access Administrator — 1979 (1996)
Dennis Johnson — B.M., B.A., University of Northern Iowa
Senior Programmer Analyst — 1994
Holly Jongedyk — B.S., University of Iowa
Programmer Analyst — 1999
Connie Ketterer — B.A., University of Northern Iowa
Systems Analyst — 1992 (1995)
Galina Lerner — B.S., University of Moscow, U.S.S.R.
Programmer Analyst — 1997
Monica Mundhenke — A.S., Southeastern Iowa Community College; B.A., University of Northern Iowa
Information Systems Manager — 1986 (1997)
Patricia J. Palmersheim
Data Base Analyst — 1971 (1989)
Kevin R. Quarnstrom — A.A., Boone Junior College; B.A., M.B.A., University of Northern Iowa
Information Systems Manager — 1979 (1985)
Lyle A. Rasmussen — B.S., Iowa State University
Information Systems Coordinator — 1978 (1981)
Laura Richter — B.A., University of Northern Iowa
Systems Analyst — 1993
Patricia L. Roofff — B.A., Regis College
Programmer Analyst — 1999
Mark Schauls — B.A., University of Northern Iowa
Senior Programmer Analyst — 1996
Judy Schultz — Diploma, Kirkwood Community College; B.A., Wartburg College
Senior Programmer Analyst — 1996
Yayoi Teramoto — B.A., Coe College
Programmer Analyst — 1998
Dariene Van Pelt — B.A., University of Iowa
Programmer Analyst — 1998
Mary C. Westendorf — B.A., University of Northern Iowa
Systems Analyst — 1988 (1995)

ITS Network Services

Steven Y. Moon — B.A., University of Northern Iowa; M.S., University of Iowa
Director, Network Services — 1979 (1989)
Douglas Case — B.S., University of Northern Iowa
Local Area Network Specialist — 1994
Kenneth D. Connelly — B.A., B.A., University of Northern Iowa
Systems/Operations Manager — 1983 (1989)
Sharon Drachenberg
Telecommunications Specialist — 1990 (1998)
Randy Hayes
Voice Service Manager — 1996
Robert W. Hetrick — A.A., Pennsylvania State University; B.S., University of Wyoming
Wide Area Network Specialist — 1994
Gene Lawin — B.A., University of Northern Iowa
Computer Network Systems Manager — 1990
Clyde B. Luck, Sr.
Data Control Coordinator — 1969 (1989)

*Regular graduate faculty member

Administrative Staff

Randall A. Maas — B.S., Iowa State University
Senior Systems Coordinator — 1985
Dan Nelson — B.A., University of Northern Iowa
Residential Network Specialist — 1998
Jon R. Wolter — A.A.S., Hawkeye Institute of Technology
Field Service Manager — 1984 (1989)
Peter Yezek-Thompson — A.A., North Iowa Area Community College; B.A.,
University of Northern Iowa
Web Tools Specialist — 1992
Keith Young — B.A., University of Northern Iowa
YNIX Programmer — 1997

ITS User Services

Thomas C. Peterson — A.A., Boone Junior College; B.S., Iowa State University
Director, User Services — 1982 (1989)
Sandra Brasch — B.A., M.A., University of Northern Iowa
Support Services Coordinator — 1998
Jordan Dierks — B.S., Upper Iowa University
Workstation Resource Specialist — 1999
Jack Miller — B.S., Belknap College, New Hampshire; M.A., Webster
University
Consulting Center Manager — 1992
Dana L. Peiffer — A.A., DeVry Institute of Technology
PC Support Coordinator — 1999
Diane C. Sullivan — B.A., University of Northern Iowa
Support Services Manager — 1980 (1994)

Office of Information Management and Analysis

C. R. Thulasi Kumar — B.Tech., S. V. University, India; M.E., Anna University,
India; Ph.D., University of Delaware
Director of Information Management and Analysis — 2000

Office of International Programs

***Timothy E. O'Connor** — B.A., M.A., Creighton University; Ph.D., University
of Minnesota
Assistant Vice President of Academic Affairs for International Programs — 1995
Professor of History — 1982 (1992)
Holly J. Crandall — A.B., University of Rochester, New York; M.A., University
of Northern Iowa
Russian Program Administrator — 1997
Robert Pesek — B.A., Miami University, Ohio; M.S., Indiana University;
Ph.D., University of Toledo
Director of Culture and Intensive English Program — 2000
Ella A. Sweigert — B.A., Janus Pannonius University, Hungary; M.A.,
University of Northern Iowa
Study Abroad Program Coordinator — 1999

University Library

***Marilyn Mercado** — B.A., Point Park College; M.L.S., University of
Pittsburgh; M.A., University of Northern Iowa
Interim Dean of Library Services — 2000
Associate Professor of Library Science — 1989 (1995)
Ken A. H. Bauer — B.A., University of Northern Iowa
Computer Systems Specialist, Library — 1976 (1989)
Nancy J. Hasenwinkel — B.A., M.A., University of Northern Iowa
Library Associate, Acquisitions — 1993
David Hoing — B.A., University of Northern Iowa
Library Associate, Access Services — 1986
Rosemary R. Meany — B.A., University of Northern Iowa
Library Associate, Access Services — 1980 (1994)
Timothy E. Pieper — B.A., University of Northern Iowa
Computer Specialist, Library — 1975 (1999)
Sandra R. Warner — B.A., Western Illinois University
Library Associate, Acquisitions — 1981

Department of Military Science

Michael P. DePuglio — B.S., University of Nebraska-Omaha; M.S., University
of North Dakota-Grand Forks
Lieutenant Colonel and Head of the Department of Military Science — 1999
David A. Combs — B.S., Northeast Missouri State
Captain and Assistant Professor of Military Science — 1997
Anthony W. Cornelius — B.S., Embry-Riddle Aeronautical University
Major and Assistant Professor of Military Science — 1996

Museum

Sue E. Grosboll — B.A., University of Illinois-Urbana; M.A., Ph.D., University
of Wisconsin-Madison
Director/Curator, Museum — 1992
Adjunct Professor of Anthropology
Kay Thuesen — B.S., Western Illinois University
Public Affairs Coordinator — 1997
Terence Q. Vidal — B.A., University of Delaware-Newark; M.S., University of
Nebraska-Lincoln
Collections Manager — 1993

North American Review

***Vince F. Gotera** — B.A., Stanford University; M.A., San Francisco State
University; M.F.A., Ph.D., Indiana University
Associate Professor of English — 1995 (1997)
Co-editor, *North American Review* — 2000
***Grant A. G. Tracey** — B.A., Trent University, Ontario; M.A., Kansas State
University; Ph.D., University of Illinois, Urbana-Champaign
Assistant Professor of English — 1996
Co-editor, *North American Review* — 2000

Women's Studies Program

***Phyllis L. Baker** — B.A., San Diego State University; M.A., Ph.D., University
of California-San Diego
Associate Dean of the College of Social and Behavioral Sciences — 1999
Associate Professor of Sociology — 1990 (1997)
Director of Graduate Women's Studies Program — 1998
***Annette F. Lynch** — B.A., M.A., University of Iowa; Ph.D., University of
Minnesota
Associate Professor of Design, Family and Consumer Sciences: Textiles and
Apparel — 1991 (1999)
Director of Undergraduate Women's Studies Program — 1998

Division of Educational and Student Services

Division Administration

Renee C. Romano — B.A., M.S.Ed., Southern Illinois University-Carbondale;
Ph.D., Iowa State University
Vice President for Educational Student Services — 1988 (1999)
Thomas P. Romanin — B.S., M.A., Kent State University; Ph.D., St. Louis
University
Associate Vice President for Educational and Student Services — 1976 (1980)

Office of the Vice President for Educational and Student Services

Samuel L. Barr — B.A., Simpson College; M.A., University of Northern Iowa
Information Technology Coordinator for Educational Student Services Division
— 1985 (2000)
Carol A. Geiger — B.A., University of Northern Iowa
Administrative Assistant — 1985 (1991)
Geraldine Perreault — B.A., University of Minnesota; M.S., Mankato State
University; Ph.D., University of Minnesota
Director of Leadership Studies Program and Assistant Professor — 1991

Academic Advising Services

- Reginald J. Green** — B.A., Luther College; M.A., M.A., University of Northern Iowa
Director of Academic Advising Services — 1974 (1993)
- Jean M. Nelbauer** — B.A., Mercy College of Detroit; M.A., University of Northern Iowa
Assistant Director of Academic Advising Services — 1983 (1999)
- Karen S. Agee** — A.B., A.M., Indiana University; Ph.D., New Mexico State University
Reading/Learning Strategies Coordinator — 1984
- Michael Broshears** — B.A., Indiana University; M.S., Miami University
Academic Advisor for Academic Advising Services — 1995 (1998)
- David M. Marchesani** — B.A., M.A.E., University of Northern Iowa
Academic Advisor for Academic Advising Services — 1999
- Vicki Melnick** — B.A., Michigan State University; M.S., Western Illinois University
Athletic Academic Advisor for Academic Advising Services — 1997
- Michele Peck** — B.A., M.S., University of Nebraska-Kearney
Academic Advisor for Academic Advising Services — 1996 (1999)

Office of Admissions

- Clark K. Elmer** — B.A., University of Michigan; M.A., Michigan State University
Director of Enrollment Management and Admissions — 1972 (1993)
- Jon D. Buse** — B.A., M.A.E., University of Northern Iowa
Senior Admissions Counselor — 1992 (1999)
- Kelly P. Christensen** — B.A., University of Northern Iowa
Transfer Admissions Counselor — 1997
- Ronald E. Green** — B.A., University of Northern Iowa
Admissions Counselor — 1989
- Constance C. Hansen** — B.A., University of Northern Iowa
Student Outreach Coordinator — 1989 (1999)
- Dennis L. Hendrickson** — B.A., M.A., University of Northern Iowa
Associate Director of Admissions — 1971 (1974)
- Joanne K. Loonan** — B.A., M.A., University of Northern Iowa
Assistant Director of Admissions/Transfer Relations — 1994 (1997)
- Kristi T. Marchesani** — B.A., University of Northern Iowa
International Admissions Counselor — 1999
- Shelley L. Milks** — B.A., University of Northern Iowa
Campus Visit Coordinator — 1989 (1999)
- Germana Nijim** — B.A., College of Saint Catherine
International Services Director — 1970 (1991)
- Mark E. Renner** — B.A., University of Colorado; M.S., University of Arizona
Admissions Systems Coordinator — 1997
- Tyann S. Rouw** — B.A., University of Northern Iowa
Admissions Counselor/Scholarship Coordinator — 1997
- Daniel J. Schofield** — B.A., M.A., University of Northern Iowa
Assistant Director of Admissions/High School Relations — 1985 (1990)
- Tyann R. Sheldon** — B.A., University of Northern Iowa
Admissions Counselor — 1997
- Juanita P. Wright** — B.A., University of Northern Iowa
Assistant Director of Admissions/Minority Recruitment — 1975 (1987)

Center for Multicultural Education

- Michael D. Blackwell** — B.A., Wesleyan University; M.Div., Yale Divinity School; Ph.D., Boston University
Director for Multicultural Education — 1995

Financial Aid

- Roland Carrillo** — B.B.A., St. Mary's University-San Antonio; M.A., University of Texas-San Antonio
Director of Financial Aid — 1987
- Adelmo A. Jaramillo** — B.S., University of Upper Iowa
Loan Coordinator — 1988 (1999)
- Joyce M. Morrow** — B.A., M.A.E., University of Northern Iowa
Assistant Director, Scholarships — 1996 (1997)
- Brian S. Will** — B.A., M.A.E., University of Northern Iowa
Assistant Director, Student Employment and Customer Service — 1982 (1992)
- Evelyn D. Waack** — B.A., Luther College; M.A.T., University of Iowa
Financial Aid Specialist — 1984 (1991)
- Ryan J. Williamson** — B.A., University of Northern Iowa
Customer Service Specialist — 1998

Maucker University Union

- Janice M. Hanish** — B.A., M.A., University of Northern Iowa; Ph.D., University of Iowa
Director of Maucker Union and Student Activities — 1977 (1998)
- Bryan L. Beardsley** — A.A., Kirkwood Community College; B.A., University of Northern Iowa
Operations Manager — 1988 (1996)
- James Egli** — B.A., Buena Vista University
Program Coordinator — 1988 (1998)
- Shelley R. Pruess** — B.A., University of Northern Iowa
Business and Retail Manager — 1995 (1998)
- Guy A. Sims** — B.S., Lincoln University, Pennsylvania; M.Ed., Beaver College; M.A., National University
Assistant Director for Student Activities — 1996
- Megan Vadnais** — B.S., Buena Vista University; M.S., Minnesota State University-Mankato
Coordinator Student Organizations and Activities — 1998

The Career Center

- Muriel B. Stone** — B.M.E., Morningside College; M.A., Governor's State University
Director of The Career Center — 1988
- Jessica Cook** — B.A., University of Northern Iowa
Employer Relations Coordinator — 1999
- Phil Jordan** — B.A., University of Illinois; M.A., Upper Iowa University
Cooperative Education Coordinator — 1998
- Mark McGulre** — B.A., University of Northern Iowa; M.S., Southern Illinois University
Assistant Director of Placement — 1998
- Laura Praglin** — B.A., Connecticut College; M.A.R., Yale University; M.A., Ph.D., University of Chicago
Career Development Coordinator — 1999
- Tracey Roling** — B.A., Cornell College; M.A.E., University of Northern Iowa
Assistant Director of Education Placement — 1996
- Susan M. Schwieger** — B.S., M.S., Illinois State University; M.A., University of Northern Iowa
Associate Director of General Placement — 1989 (1996)
- C. Sue Sherbet** — B.A., Vennard College; M.A., Northeast Missouri State University
Associate Director of Education Placement — 1993 (1996)
- Allan J. Stamberg** — B.S., Western Michigan University; M.A., Appalachian State University; M.A., U.S. Naval War College
Cooperative Education Director — 1976
- Elizabeth T. Vanderwall** — B.F.A., Drake University
Placement Fair Coordinator — 1988 (1991)
- D. Isabela Varela** — B.A., University of Minnesota; M.A., University of Iowa; M.A., University of Northern Iowa
Career Information Specialist — 1991 (1996)
- Donna E. Vinton** — B.A., University of Northern Iowa; Ph.D., University of Iowa
Associate Director of Career Services — 1989 (1996)

Office of the Registrar

- Philip L. Patton** — B.A., M.A., University of Northern Iowa
Registrar — 1972 (1991)
- Douglas D. Koschmeder** — B.A., M.A.E., University of Northern Iowa
Associate Registrar — 1986 (1995)
- Patti J. Rust** — B.A., M.B.A., University of Northern Iowa
Associate Registrar, Student Systems and Services — 1988 (1998)

Department of Residence

- Robert A. Hartman** — B.S., M.A., Ball State University
Director of Residence — 1977 (1994)
- Troy Alfson** — B.S., Bemidji State University; M.S., University of Wisconsin-Platteville
Hall Coordinator — 1997
- Ryan Barthman** — B.A., University of Northern Iowa
Assistant Dining Unit Manager — 1999
- Patricia Beck** — B.S., Iowa State University; M.B.A., University of Northern Iowa
Assistant Director of Residence/Marketing — 1999

Administrative Staff

Robert Coyle — B.F.A., Wayne State University
Assistant Dining Unit Manager — 1999

Treva Crawford — B.A., University of Northern Iowa
Assistant Manager, Catering — 1998

Gary C. Daters — B.A., University of Northern Iowa
Residence Business Manager — 1973 (1978)

Margaret J. Emple — B.S., University of Wisconsin-Stout; M.B.A., University of Northern Iowa
Assistant Director of Residence/Dining Catering Manager — 1980 (1989)

Bradley Fletcher — B.A., University of Northern Iowa
Assistant Manager — 1998

Carol L. Fletcher — B.A., University of Northern Iowa
Assistant Director of Residence/Residential Dining — 1988 (1999)

Elise Frohn
Dining Unit Manager — 1999

Daniel J. Gleissner — B.S., University of Wisconsin-Stevens Point; M.A., Ball State University
Assistant Director of Residence/Facilities — 1980

Jacqueline Grieger
Manager, Custodial Services — 1995

Elisabeth J. Hageman — B.A., University of Northern Iowa
Assistant Dining Unit Manager — 1985

Regina Jorgensen — B.S., Iowa State University
Assistant Dining Manager — 1996

Jeanne Keyser — B.A., M.S., University of Nebraska-Kearney
Hall Coordinator — 1997

Lisa Krausman — B.S., University of Northern Iowa
Administrative Dietitian — 1999

W. Anthony Lake — B.A., Central Michigan University; M.S. Central Missouri State University
Hall Coordinator — 1997

Rosanne L. Lang — B.A., University of Northern Iowa
Dining Unit Manager — 1985 (1993)

Barbara LaPlume — B.S., Upper Iowa University
Assistant Manager, Catering — 1998

Matthew Laurich — B.A., University of Northern Iowa
Assistant Manager, Catering — 1998

Nancy Lindgard — B.A., Buena Vista University
Office/Technology Coordinator — 1989 (1998)

Drake E. Martin — B.J., University of Texas-Austin; M.A., Bowling Green State University
Assistant Director of Residence Education — 1981

Deb McConahie — B.A., Augustana College; M.A., University of Nebraska-Lincoln
Hall Coordinator — 1998

Ramona K. Millus — B.A., M.B.A., University of Northern Iowa
Associate Director of Residence/Dining — 1980 (1987)

Julle Miller — B.A., University of Northern Iowa
Assistant Dining Unit Manager — 1998

Sarah Miller — B.A., University of Northern Iowa
Catering and Conference Coordinator — 1993 (1998)

Jane E. Moen — B.M., B.S., University of South Dakota-Vermillion; M.S., Iowa State University
Complex Coordinator — 1986 (1993)

Michael Moore — B.S., Truman State University
Catering Manager — 1999

Lisa Mueller — B.A., Gustavus Adolphus College; M.S., Minnesota State University-Mankato
Hall Coordinator — 1999

David Peerman — B.T., University of Northern Iowa
Assistant Manager/Plant Services — 1997

Lynn S. Perigo — B.A., M.A., University of Northern Iowa
Manager/University Apartments — 1989

Krista Prather — B.A., M.A.E., University of Northern Iowa
Hall Coordinator — 1999

Lyn Redington — B.S., M.S., Iowa State University
Associate Director of Residence/Housing — 1994

Wendy Rezab — B.A., University of Northern Iowa
Assistant Manager, Catering — 1999

Russell R. Rolinger — B.S., Florida State University
Assistant Dining Unit Manager — 1989

R. Kent Ruby — B.S., Northwest Missouri State University
Technology Coordinator, Dining — 1967 (1980)

Angela Sadler — B.A., University of Northern Iowa
Dining Unit Manager — 1997 (1999)

David Schmid — B.B.A., University of Wisconsin-Whitewater; M.S., Oklahoma State University
Hall Coordinator — 1998

Gale K. Secor — B.A., University of Northern Iowa
Food Stores Manager — 1990 (1996)

Mary T. Urbanski — B.A., College of St. Scholastica-Duluth
Bakery and Retail Sales Manager — 1989 (1993)

Dorothy M. Van Halten — B.S., Iowa State University
Assistant Dining Unit Manager — 1982

Kate Winne — B.S., Ball State University; M.S., University of Nebraska-Kearney
Hall Coordinator — 1999

Douglas Woodley — B.A., University of Iowa; MHRD, Clemson University
Hall Coordinator — 1997

Catherine E. Wylam — B.S., University of Northern Iowa
Technology Coordinator/Dining — 1989 (1997)

Carolyn M. Young — B.A., University of Northern Iowa
Dining Unit Manager — 1984 (1987)

Rebecca Young — B.A., University of Northern Iowa
Assistant Dining Unit Manager — 1997

University Health Services

Kathleen M. Gulick — B.A., M.A., University of Northern Iowa
University Health Services Director — 1989 (2000)

Shannon D. Bennett — B.S., University of Osteopathic Medicine
Physician Assistant — 1997

Nancy A. Clark — B.A., M.A., Washington State University
Personal Fitness Coordinator — 1997

Jergene M. Delaney — R.N., Hawkeye Institute of Technology; B.A., University of Northern Iowa
Staff Nurse — 1991

Christopher B. Denison — B.A., University of Oregon; M.A., University of Northern Iowa
Informal Recreation and Aquatics Coordinator — 1997

Gina I. Ellingson — B.S., University of Iowa College of Medicine
Physician Assistant — 1995

Karla J. Fogley — B.S., Drake University
Pharmacist — 1982

Bruce E. Forystek — B.A., St. Cloud State University; M.D., University of Minnesota
Staff Physician — 1982

Dana A. Foster — B.A., University of Northern Iowa
Instructional Program Coordinator — 1993 (1997)

Paula J. Gilroy — B.S., M.S., Shippensburg University; Ed.D., West Virginia University
Psychologist — 1988 (1995)

Lewis B. Harden — D.M.D., Harvard School of Dental Medicine; M.D., University of Iowa Medical School
Staff Physician — 1994 (2000)

Kenneth E. Jacobsen — B.A., Dana College; M.C., Arizona State University; Ph.D., University of Missouri-Columbia
Wellness Consultant/Counselor — 1979 (1995)

Kristine M. Jorgensen — R.N., Allen School of Nursing
Staff Nurse — 1997

Cynthia L. Klatt — B.A., Central College
Intramural Sports Coordinator — 1993 (1997)

Timothy H. Klatt — B.A., Central College; M.A., University of Northern Iowa
Associate Director, Recreation and Sport Club Coordinator — 1983 (2000)

James A. Langel — B.A., University of Iowa; M.A., University of South Dakota
Associate Director, Facilities and Operations — 1997 (2000)

Andrew K. Martin — B.A., Sam Houston State; M.A., Middle Tennessee State
Outdoor Recreation Coordinator — 1997

Ann H. McRae — R.N., Lynn Hospital School of Nursing; B.A., University of Northern Iowa
Nursing Coordinator — 1988 (1997)

Linda K. Miller — L.P.N., Hawkeye Community College; B.A., University of Northern Iowa
Wellness Resource Coordinator — 1997

Jennifer K. Murra — B.A., M.A., University of Northern Iowa
Counselor — 1999

Jacqueline J. Stykhuis — B.A., Stephen F. Austin State University; R.N., Allen
School of Nursing
Coordinator Disability Services — 1986 (1996)

Joan A. Thompson — L.P.N., Rochester School of Practical Nursing; B.A.,
University of Northern Iowa
Health Aid Coordinator/Health Educator — 1982

Julie A. Thompson — B.A., University of Northern Iowa; M.A., Stephen F.
Austin State University
Substance/Sexual Abuse Services Coordinator — 1992 (1997)

David C. Towle — B.A., M.A., University of Northern Iowa; Ph.D., University
of Missouri-Columbia
Counseling Director — 1998

Donald G. Williams — B.A., University of South Florida
Health Service Administrator — 1996

Deginesh Worku — B.A., Augsburg College-Minneapolis; M.A., University of
Northern Iowa
Counselor — 1997

Division of Administration and Finance

Division Administration

John E. Conner — B.S., University of Illinois; M.A., Western Illinois University
Vice President for Administration and Finance — 1984

Eunice A. Dell — B.A., M.B.A., University of Northern Iowa
Budget Director and Assistant Vice President — 1977 (1990)

Kelly A. Flege — B.S., Boston College
Operations Improvement Director — 1999

Douglas R. Jensen — B.B.A., University of Iowa
Assistant to the Vice President for Administration and Finance — 1989

Marty Mark — B.A., University of Northern Iowa
Information Technology Coordinator — 1989 (1998)

Cheryl D. Moses
Information Technology Specialist — 1976 (1999)

Mary J. Prenosil — B.A., University of Iowa; M.B.A., University of Northern
Iowa
Budget Analyst — 1982 (1984)

Office of the Vice President for Administration and Finance

Jennifer C. Hansmann
Administrative Assistant — 1986 (1997)

Intercollegiate Athletics and UNI- Dome Administration

Rick Hartzell — B.A., M.A., University of Northern Iowa
Director of Athletics — 1999

Iradge Ahrahi-Fard — B.A., M.A., University of Northern Iowa; Ph.D.,
University of Minnesota
Professor in School of Health, Physical Education and Leisure Services
Head Volleyball Coach — 1972 (1981)

Robert Anderson — B.S., University of Wisconsin-LaCrosse
Assistant Sports Information Director — 1998

Meredith L. Bakley — B.S., Black Hills State College; M.S., Colorado State
University
Instructor in School of Health, Physical Education, and Leisure Services
Head Softball Coach — 1978

Thomas S. Bardal — B.A., Mankato State University
Assistant Men's Basketball Coach — 1998

Steve Beard — B.A., University of Northern Iowa
Assistant Football Coach — 1997

John J. Bermel — B.A., Central College
Head Men's Golf Coach — 1995

Nancy A. Bowers — B.S., Iowa State University; M.S., St. Cloud State
University
Instructor in School of Health, Physical Education, and Leisure Services
Assistant Athletic Trainer — 1993

Julie A. Bright — B.A., University of Northern Iowa
Associate Director of Athletics — 1975 (1985)

Christopher E. Bucknam — B.S., Norwich University; M.A., University of
Northern Iowa
Head Men's/Women's Track and Cross Country Coach — 1979 (1984)

Kevin C. Buisman — B.A., M.B.A., University of Northern Iowa
Associate Director of Athletics — 1989 (1993)

Douglas A. Case — B.A., University of Northern Iowa
Assistant Men's/Women's Track and Cross Country Coach — 1999

Darryl P. Conway — B.S., University of Delaware; M.A., Adolph University
Head Athletic Trainer — 1999

Gregory A. Davies — B.A., University of Northern Iowa; M.S.S., United States
Sports Academy
Ticket Manager — 1999 (2000)

Anthony B. DiCecco — B.S., Upper Iowa University
Head Women's Basketball Coach — 1995

Michael L. Dunbar — B.S., University of Washington; M.A., Pacific Lutheran
University
Head Football Coach — 1997

Todd Eagen — B.A., M.A., University of Northern Iowa
Assistant Football Coach — 1997

Matthew J. Gage — B.S., University of Northern Iowa; M.S., Eastern Kentucky
University
Assistant Athletic Trainer
Instructor in School of Health, Physical Education, and Leisure Services — 1999

Luster Goodwin — B.A., University of Texas-El Paso
Assistant Men's Basketball Coach — 2000

Steven J. Hamilton — B.S., Iowa State University
Assistant Wrestling Coach — 1997

Christopher Hedden — B.A., Heidelberg University
Assistant Football Coach — 1997

Colleen A. Heimstead — B.A., Southern Illinois University
Assistant Women's Basketball Coach — 1992 (1994)

Rick D. Heller — B.S., Upper Iowa University
Head Baseball Coach — 1999

Nancy A. Justis — B.A., University of Iowa
Director of Sports Information — 1974 (1984)

Jayson P. Kaiser — B.A., Bethany College; M.S.Ed., Northwest Missouri State
University
Assistant Football Coach — 1999

Kevin C. Kane — B.A., University of Northern Iowa
Assistant Director of Sports Information — 1988
Head Women's Golf Coach — 1994

David A. Kohrs
UNI-Dome Facilities Coordinator — 1977 (1989)

James B. Kramer — B.S., University of Wisconsin-LaCrosse; M.S.,
Appalachian State University
Head Strength and Conditioning Coach — 1997

Daniel P. May — B.A., M.A., Brigham Young University
Head Men's/Women's Swimming Coach — 1999

Vicki R. Melnick — B.A., Michigan State University; M.S., Western Illinois
University
Athletic Academic Advisor for Academic Advising Services — 1997

Rick Nelson — B.A., University of Northern Iowa
Assistant Football Coach — 2000

Jay Niemann — B.S., Iowa State University; M.A., Western Washington
University
Assistant Football Coach — 1997

Steven P. Nurse — B.A., University of Northern Iowa
Equipment Manager — 1993

Brad Penrith — B.S., University of Iowa
Assistant Wrestling Coach — 1997

Roberta J. Petersen — B.A., M.A., University of Northern Iowa
Assistant Volleyball Coach — 1995

Eric F. Rebhuhn — B.A., Concordia College
Head Men's/Women's Tennis Coach — 1997 (1998)

Administrative Staff

Todd M. Rima — B.A., University of Northern Iowa
Assistant Baseball Coach and UNI-Dome Administrative Assistant — 1998

Ronald W. Smith — B.S., Illinois State University; M.S., Southern Illinois University
Assistant Men's Basketball Coach — 1998

Eric B. Tyler — B.A., University of Richmond
Director of Marketing and Promotions — 1998

Sloane R. Tyler — B.A., Morningside College; M.S.Ed., Old Dominion University
Director of Athletic Development — 1998 (2000)

Tanya E. Warren — B.S.W., Creighton University
Assistant Women's Basketball Coach — 1995

Sam Weaver — A.A., Three Rivers Community College; B.S., Henderson State University; M.S., Southeast Missouri State
Head Men's Basketball Coach — 1998

Kelley L. Westhoff — B.A., University of Northern Iowa
Assistant Women's Basketball Coach — 1997 (1999)

Christopher Whitmore — B.S., Montana Tech
Assistant Football Coach — 1999

Sandra C. Williamson — B.S., M.S., Eastern New Mexico University; Ed.D., University of Northern Colorado
Associate Director of Athletics — 1978 (1980)

Heather Woody — B.A., University of Northern Iowa
Athletic Development Coordinator — 1998 (1999)

Paul Zakowski — B.A., University of Wisconsin-Eau Claire; M.S., Western Illinois University
Athletic Sales Coordinator — 1996

Jeffery Zenisek — B.A., M.A., Central Washington University
Assistant Football Coach — 1997

Controller's Office

Gary B. Shontz — B.B.A., University of Iowa; M.A.E., Ed.S., University of Northern Iowa
Controller and University Secretary — 1974 (1976)

Denise H. Bouska — B.A., University of Northern Iowa
Accountant — 1993 (1997)

Linda K. Gruetzmacher — B.S., University of Illinois; B.S., University of Washington
Payroll Manager — 1988 (1991)

Brian T. Looby — B.B.A., University of Wisconsin-Eau Claire
Bursar — 1988

Bruce A. Rieks — B.A., University of Northern Iowa
Assistant Controller and Chief Accountant — 1979 (1985)

Bryan M. Segerstrom — B.A., Cedarville College
Accounting Manager — 1988

Facilities Planning

Morris E. Mikkelsen — B.Architecture, B.S., M.S., Iowa State University
Director of Facilities Planning, and University Architect — 1983 (1991)

Brent A. Ascher — B.T., University of Northern Iowa
Project Coordinator/Inspector — 1998

Bill Bonwell — B.S., Colorado State University
Project Manager/Inspector — 1993 (1997)

Carol Christopher — B.S., University of Northern Iowa
Planner/Interior Design Services — 1999

Douglas G. Lovejoy
Project Manager/Engineering Planner — 1977 (1996)

John Mirchich — B.S., Pennsylvania State University
Associate Director of Construction Administration — 1999

William D. Nelson — B.A., B.S., Iowa State University
Associate Director of Architectural and Engineering Services — 1999

Steven E. Pavelec
Project Coordinator/Inspector — 1998

C. George Pavelonis — B.S., Southern Illinois University
Coordinator of Interior Design Services — 1985

John Streicher — B.S., University of Iowa
Senior Facilities Engineer — 1999

Glenn Swanson — B.A., Iowa State University
Architect — 1999

Douglas VanCamp — B.M., Indiana University; M.M., DePaul University; M.B.A., University of South Florida
Facilities Information Manager — 1992 (1997)

Michael W. Zwanziger — B.A., B.T., University of Northern Iowa
Facilities Planner Coordinator — 1998

Human Resource Services

Nick Bambach — B.S., Central Michigan University; M.A., Ball State University
Director of Human Resource Services — 1999

June Watkins — B.S., M.A., Upper Iowa University
Associate Director of Human Resource Services — 2000

Liz Cook — B.A., University of Northern Iowa
Human Resource Services Benefits Coordinator — 1989 (1997)

Eileen F. Dams — B.A., University of Northern Iowa
Human Resource Information System Coordinator — 1982 (1995)

Jan Flick — B.S., Iowa State University
Human Resource Services Benefits Coordinator — 1998

Kim Schares — B.A., University of Northern Iowa
Human Resource Coordinator/Professional and Scientific — 1998

Regina Smith — B.S., Southern Illinois University
Human Resource Services Generalist — 1999

Michelle Whitehill — B.A., University of Northern Iowa
Human Resource Services Generalist — 1999

Physical Plant

Administration

Dean A. Shoars — B.A., Parsons College; M.A., University of Northern Iowa
Director, Physical Plant and Director, Public Safety — 1987 (1997)

Dennis Hayes — B.A., Upper Iowa University
Operations Administrator — 1997

Cynthia S. Houlson — B.A., M.A., University of Northern Iowa
Plant Safety/Human Resources Coordinator — 1998

Campus Services

William T. McKinley — B.A., University of Northern Iowa
Manager, Campus Services — 1982 (1985)

Roger W. Baumann
Assistant Manager, Building Services — 1985 (1988)

Dorothy L. Corwin
Assistant Manager, Building Services — 1978 (1989)

John R. Geary
Assistant Manager, Building Services — 1982 (1988)

Alvin J. Kyhl
Manager, Transportation Services — 1971 (1985)

Jack H. Shafer
Assistant Manager, Building Services — 1987 (1997)

Terry L. Sheerer
Manager, Grounds/Landscaping — 1982 (1997)

Energy Conservation

Thomas J. Richtsmeier — B.S.M.E., Iowa State University
Utility/Energy Engineer — 1982 (1989)

Operations and Maintenance

Paul E. Meyermann — B.S., Iowa State University
Manager, Operations and Maintenance — 1985 (1995)

David M. Andersen — A.A.S., Hawkeye Institute of Technology
Manager, Architectural and Electrical Maintenance — 1979 (1989)

Scott J. Hall — A.S., North Iowa Area Community College
Manager, Plumbing and Steam Maintenance — 1977 (1985)

Darrell R. Hansen
Maintenance Contract Coordinator — 1982 (1993)

John J. Perry
Manager, HVAC and Area Maintenance — 1980 (1989)

Delmar J. Sherwood
Maintenance Support Coordinator — 1967 (1993)

Utility and Power Plant

Charles F. Fosselman — B.S., Upper Iowa University
Manager, Power Plant Maintenance — 1972 (1998)

Public Safety

Dean A. Shoars — B.A., Parsons College; M.A., University of Northern Iowa
Director, Physical Plant and Director, Public Safety — 1987 (1997)

David J. Zarifis — A.A.S., Hawkeye Institute of Technology; B.A., M.A.,
University of Northern Iowa

Associate Director of Public Safety — 1988 (1997)

Ronald K. Bigelow

Safety Coordinator — 1998

Erwin W. Richter — B.A., Northern Michigan University; M.A., University of
Northern Iowa; Ph.D., University of Iowa

Radiation/Chemical Safety Officer — 1998

Purchasing

Roxanne Conrad

Director of Purchasing Services — 1968 (1986)

Steven W. Cutsforth — B.A., University of Northern Iowa

Purchasing Agent — 1974 (1989)

Charles L. Neil — B.B.A., Western Illinois University

Purchasing Agent — 1991

Division of University Advancement

Division Administration

William D. Calhoun, Jr. — B.A., Hiram College, Ohio; M.A., University of
Northern Iowa

Vice President for University Advancement/President, UNI Foundation — 1981
(1999)

Jean A. Carlisle — B.A., M.A., University of Northern Iowa

Administrative Assistant — 1984 (1989)

Secretary, UNI Foundation (1999)

Office of Alumni Relations

Noreen M. Hermansen — B.S., Oklahoma College of Liberal Arts; M.A.E.,
University of Northern Iowa

Director of Alumni Relations

Secretary of Alumni Board

Executive Director of Northern Iowa Alumni Association — 1968 (1988)

Office of Conferences and Visitor Services

Duane H. McDonald — B.A., University of Missouri-Kansas City; M.Ed.,
University of Missouri-Columbia

Director of Conferences and Visitor Services — 1986

Mead V. Hardy — B.S., Winona State University

Athletic Camp Coordinator — 1999

Jennifer S. Yarrow — B.A., University of Northern Iowa

Conference Coordinator — 1997

Office of Development

Susan Bettis — B.A., University of Northern Iowa

Foundation Accountant — 1998

Vicki L. Collum — B.A., Upper Iowa University

Grantwriter/Facilitator — 1998

Diane C. Curtis — B.A., Malone College; M.A., University of Iowa

Director of Development, College of Humanities and Fine Arts — 1997

Amy E. Davis — B.A., Clarke College

Director of Development, College of Natural Sciences and College of Social and
Behavioral Sciences — 1997

Ann Dolphin — B.A., Wartburg College

Foundation Accountant — 1999

Linda Emery — B.A., University of Northern Iowa

Assistant Director of Annual Giving — 1999

Frank L. Esser — B.A., M.A., University of Northern Iowa

Director of Collegiate Development — 1995 (1999)

Kristi J. Even — B.A., University of Northern Iowa, C.P.A.

Director of Accounting — 1994 (1997)

Co-Treasurer of the UNI Foundation — 1999

Ronald E. Giddings Jr. — B.A., University of Northern Iowa

Researcher — 1997

Michael B. Hoy — B.A., University of Northern Iowa

Advancement Systems Administrator — 1997

John A. McCarty — B.A., William Penn College

Director of Gift Planning — 1996

Sara E. Mehlin — B.A., University of Iowa

Director of Development, College of Business Administration — 1997

Eldon Miller — B.S., M.A., Wittenberg University

Special Assistant to the Vice President — 1986 (1998)

Julie M. Pontasch — B.S., Bowling Green State University

Director of Development, College of Education — 1996 (1997)

Ruth E. Ratliff — B.A., St. Olaf College; M.A., Ph.D., University of Iowa

Director of Central Development/Vice President of the UNI Foundation — 1976
(1999)

Susan J. Reinart — B.A., University of Northern Iowa

Stewardship Coordinator — 1999

Keevan Sweeney — B.A., University of Iowa

Director of Special Gifts — 1997 (1999)

Sloane R. Tyler — B.A., Morningside College; M.S.Ed., Old Dominion

University

Director of Athletic Development — 1998 (2000)

Office of Public Relations

Gerald V. Anglum — B.A., University of Northern Iowa

Interim Director of Public Relations — 1989 (1999)

Stacey Christensen — A.A. Rochester Community College; B.A., Wartburg
College

Community Relations Manager — 1999

Gwennette Culpepper — B.A., Iowa State University

News and Editorial Services Manager — 1992 (1999)

Barbara J. Erickson — B.A., M.A., University of Northern Iowa

Marketing and Operations Coordinator, Teleproduction Center — 1992 (1996)

Vicki S. Grimes — B.A., University of Iowa

News and Information Coordinator — 1970 (1999)

Paul C. Kaufmann — B.A., Iowa State University

Producer/Director, Teleproduction Center — 1991 (1996)

Denton Ketels — B.A., University of Northern Iowa

Publications Editor — 1999

Elizabeth Conrad LaVelle — B.A., Lawrence University, Wisconsin; M.A.,
Western Michigan University

Art Director/Designer — 1977 (1990)

James E. O'Connor — A.A.S., Community College of the Air Force; B.A.,

University of Northern Iowa

Media Relations Director — 1999

DeWayne D. Purdy — B.S., Upper Iowa University

Electronic Communications Manager — 1996 (1999)

Audrey L. Stickrod — B.F.A., East Texas State University

Graphic Designer — 1997

Lyle G. VandenHull — B.A., University of Northern Iowa

Manager of Printing and Mailing Services — 1990 (1992)

William G. Witt — B.A., University of Northern Iowa

Photo Journalist — 1980 (1986)

Emeritus Faculty

Janice F. Abel — B.M.E., M.M.E., Drake University; Ed.D., Indiana University
Director of Academic Advising Services — 1972 (1992)

James E. Albrecht — B.A., M.A., Ed.S., University of Northern Iowa; Ed.D.,
Indiana University

Professor of Educational Administration and Counseling — 1965 (1990)

John F. Aldrich — B.S., University of Rhode Island; M.Ed., Boston University
Professor of Teaching — 1955 (1986)

Mary Nan Koen Aldridge — B.S., M.S., Texas A & I University; Ed.S.,
University of Northern Iowa; Ph.D., Iowa State University

Professor of Education: Elementary, Middle School/Jr High School Education
— 1967 (1990)

H. Wendell Alford — B.A., John B. Stetson University; B.D., Southwestern
Baptist Theological Seminary; B.S.L.S., North Texas State University
Associate Professor of Library — 1959 (1986)

Assistant Director of Technical Services of the Library — 1959 (1986)

Edward W. Amend — B.A., Midland Lutheran College; M.Div., S.T.M.,
Lutheran School of Theology-Chicago; Ph.D., University of Chicago

Professor of Religion and Humanities — 1967 (1997)

Head of the Department of Philosophy and Religion — 1993-1997

B. Wylie Anderson — B.A., M.A., University of Northern Colorado; M.A.,
University of Denver; Ph.D., University of Iowa

Professor of Economics — 1966 (1999)

James D. Anderson — B.S., M.S., Eastern Illinois University
Assistant Professor of Physical Education — 1965 (1992)

Ruth B. Anderson — B.A., University of California-Berkeley; M.S.W.,
Columbia University

Professor of Social Work — 1969 (1990)

Wayne I. Anderson — B.A., M.S., Ph.D., University of Iowa

Professor of Geology — 1963 (2000)

George G. Ball — B.S., M.A., Kent State University; Ed.D., University of
Wyoming

Professor of Education and Psychology — 1958 (1978)

Jackson N. Baty — B.A., Stanford University; M.A., Ed.S., University of
Northern Iowa; Ed.D., Drake University

Assistant Professor of Educational Psychology and Foundations — 1971 (1987)

Diane L. Baum — B.A., M.A., University of Northern Iowa

Assistant Professor of Mathematics — 1964 (1997)

Russell N. Baum — B.M., M.M., Eastman School of Music, University of
Rochester

Professor of Piano — 1938 (1981)

James Edward Becker — B.A., Cornell College; M.A., University of Paris-
Sorbonne

Associate Professor of Teaching: Foreign Language — 1970 (1999)

Mary Green Beckman — B.M., Oberlin Conservatory of Music; M.M.,
Cleveland Institute of Music

Professor of Harp and Theory — 1947 (1990)

Harold E. Bernhard — B.A., Carthage College, Illinois; B.D., Chicago Lutheran
Theological Seminary; Ph.D., University of Chicago

Director of the Bureau of Religious Activities

Professor of Religion — 1949 (1974)

Hugo L. Beykirch — B.A., M.A., Ph.D., Wayne State University

Associate Professor of Audiology — 1974 (1999)

Gerald D. Blisbey — B.A., University of Northern Iowa; M.S., Iowa State
University; Ph.D., University of Iowa

Coordinator of Institutional Studies — 1964 (1992)

Mary E. Blanford — B.A., Central Normal College, Indiana; M.S., Indiana
University

Assistant Professor of Business Education and Administrative Management —
1961 (1982)

David R. Bluhm — B.A., Princeton University; B.Th., Princeton Theological
Seminary; M.A., Ph.D., University of Pittsburgh

Professor of Philosophy and Religion — 1954 (1977)

Emil W. Bock — B.M., M.M., Northwestern University; Ph.D., University of
Iowa

Professor of Music History — 1939 (1984)

Myra R. Boots — B.A., Grinnell College; M.A., University of Northern Iowa
Assistant Professor of Speech-Language Pathology — 1965 (1995)

Ronald D. Bro — B.A., M.A., University of Northern Iowa; Ed.D., University of
Nebraska

Professor of Industrial Technology — 1967 (1992)

Emily Clara Brown — A.B., Ohio State University; M.A. in Ed., Arizona State
University; Ph.D., University of Arizona

Professor of History — 1966 (1976)

John E. Bruha — B.S., University of Wisconsin-Stevens Point; M.S., University
of Wisconsin-Madison

Assistant Professor of Mathematics — 1959 (1997)

Kenneth G. Butzier — B.A., University of Northern Iowa; M.S., University of
Wisconsin

Associate Professor of Teaching: Speech and Drama — 1960 (1992)

Marjorie D. Campbell — B.Sc.Ed., M.A., Ohio State University

Associate Professor of Art — 1949 (1979)

Henri L. Chabert — Lic. en Droit, Institut des Sciences Politiques; Bar ex
(Paris) Lic. es Lettres, Competitive exam du C.A. (Sorbonne) and of the
U.N.; Doctorate de l'Université de Paris (Sorbonne)

Professor of French — 1961 (1983)

James C. Chang — B.S., Mount Union College, Ohio; Ph.D., University of
California-Los Angeles

Professor of Chemistry — 1964 (1995)

Hsi-Ling Cheng — B.Law., National Chengchi University, China; M.A.,
Columbia University

Assistant Professor of History — 1966 (1995)

Bruce A. Childester — B.M., Augustana College, Illinois; M.M., Northern
Illinois University

Assistant Professor of Music in General Studies — 1969 (1999)

Tieh-Cheng Chin — B.A., National Northeastern University, China; M.A.,
M.L.S., University of Washington; A.M.L.S., Florida State University

Associate Professor of Library Science and Bibliographer — 1971 (1985)

Ronald A. Chung — B.S., Holy Cross College; M.S., Ph.D., Purdue University
Professor of Design, Family and Consumer Sciences: Nutrition and Food
Science — 1986 (1999)

Roy Chung — B.A., M.A., University of Wisconsin-Madison

Associate Professor of Geography and Demography — 1958 (2000)

Robert E. Clark — B.A., Oklahoma State University; M.A., University of
Oklahoma; Ph.D., University of Nebraska

Assistant Professor of Geography — 1965 (1999)

Robert E. Claus — B.A., University of Northern Iowa; M.A., Ph.D., University
of Iowa

Professor of Sociology — 1959 (1992)

Bernard L. Clausen — B.A., Colgate University; M.S., University of Michigan
Associate Professor of Biology — 1959 (1992)

Phyllis B. Conklin — B.S., Carson-Newman College, Tennessee; M.S., Ohio
University; Ph.D., University of Tennessee-Knoxville

Assistant Professor of Design, Family and Consumer Sciences: Nutrition and
Food Science — 1968 (1997)

R. Forrest Conklin — B.A., Howard Payne College; M.A., Baylor University;
Ph.D., Ohio University

Professor of Communication Studies — 1968 (1997)

Lee E. Courtnege — B.A., Nebraska State Teachers College; M.A., Colorado
State College; Ed.D., University of Northern Colorado

Professor of Special Education — 1968 (1994)

Ellnor Ann Crawford — B.A., M.A., University of California-Berkeley; Ph.D.,
University of Oregon

Professor of Physical Education for Women

Head of the Department of Physical Education for Women — 1949 (1979)

John S. Cross — B.S., M.S., University of Illinois-Urbana

Assistant Professor of Mathematics — 1963 (1999)

David R. Crownfield — A.B., Harvard University; B.D., Yale University; Th.M.,
Th.D., Harvard University

Professor of Philosophy and Religion — 1964 (1998)

Eleanor B. Crownfield — B.A., Smith College; M.S.L.S., Simmons College
Assistant Professor and Catalog Librarian — 1964 (1996)

Donald G. Cummings — B.A., Coe College; Ph.D., Tulane University

Assistant Professor of Economics — 1963 (1998)

Barbara J. Darling — B.A., University of Northern Iowa; M.A., University of
Northern Colorado

Associate Professor of Physical Education — 1958 (1985)

George F. Day — B.A., Dartmouth College; M.A.T., Harvard University; Ph.D.,
University of Colorado

Professor of English — 1967 (1994)

- Charles V. Dedrick** — B.A., Brown University; M.A.T., Rollins College; M.Ed., Ed.D., University of Florida
Professor of Educational Psychology and Foundations — 1971 (1999)
- Walter E. DeKock** — B.A., Central College; M.A., University of Northern Iowa; Ph.D., Ohio State University
Associate Professor of Science Education — 1964 (1992)
- David D. Delafield** — B.F.A., M.A., Ph.D., Ohio State University
Professor of Art — 1951 (1982)
- Ervin A. Dennis** — B.A., M.A., University of Northern Colorado; Ed.D., Texas A&M University
Professor of Industrial Technology — 1973 (1998)
- Gordon B. Denton** — B.B.A., University of Texas; M.B.A., University of Iowa
Associate Professor of Marketing — 1965 (1980)
- Joan E. Diamond** — B.A., Knox College; M.S., University of Illinois
Associate Professor of Teaching: Educational Media — 1957 (1990)
- Saul L. Diamond** — B.S., Syracuse University; M.B.A., Wharton School of Business, University of Pennsylvania
Associate Professor of Marketing — 1967 (1991)
Director of the Small Business Institute
- Douglas D. Doerzman** — B.A., M.A., University of Northern Iowa
Assistant Professor of Teaching
Coordinator of Student Teaching — 1967 (1992)
- Henry T. Dohrman** — A.B., Nebraska State College; S.T.B., Ph.D., Harvard University
Professor of Sociology, Anthropology and Social Work — 1949 (1982)
- Susann G. Doody** — B.S., Northern Illinois University; M.S., University of Wisconsin; Ph.D., University of Southern California
Professor of Physical Education — 1977 (2000)
- Richard S. Douglas** — A.B., J.D., Duke University; Ed.S., Rutgers University Graduate School of Education
University Risk Manager — 1976 (1990)
- Virgil E. Dowell** — B.S., M.S., Kansas State Teachers College; Ph.D., University of Oklahoma
Professor of Biology — 1956 (1988)
- John C. Downey** — B.S., M.S., University of Utah; Ph.D., University of California-Davis
Professor of Biology
Dean of the Graduate College — 1968 (1988)
- William H. Dreier** — B.S., Iowa State University; M.A., Ph.D., University of Minnesota
Professor of Educational Psychology and Foundations — 1949 (1985)
- Darlyce A. Drum**
Administrative Assistant, Vice President for Administration and Finance — 1957 (1997)
- Jerry M. Duea** — B.A., M.A., University of Northern Iowa; Ph.D., Iowa State University
Professor of Educational Psychology and Foundations — 1966 (1997)
Coordinator, Research and Evaluation Studies — 1992-1997
- Joan M. Duea** — B.A., M.A., University of Northern Iowa
Professor of Teaching: Elementary Education — 1965 (1997)
- Ann Mary Dunbar** — B.A., Clarke College; M.A., Ed.S., University of Northern Iowa
Associate Professor of Educational Psychology and Foundations — 1962 (1992)
- Mary K. Eakin** — B.A., Drake University; B.L.A., M.A., University of Chicago
Associate Professor of Education — 1958 (1968)
- Charlene M. Eblen** — B.A., University of Wichita; M.A., University of Northern Iowa
Associate Professor of English — 1967 (1992)
- Roy E. Eblen** — B.A., Williams College; M.A., Wichita State University; Ph.D., University of Iowa
Professor of Speech-Language Pathology — 1960 (1985)
- Charlotte Eilers** — B.A., M.A., University of Northern Iowa
Professor of Speech — 1965 (1982)
- Ivan L. Eland** — B.A., University of Northern Iowa; M.A., University of Colorado
Associate Professor of Education: Safety
Director of Safety Education — 1960 (1989)
- Robert Eller** — B.A., M.A., University of Iowa
Assistant Professor of Educational Technology
Coordinator of Audio-Visual Services — 1961 (1991)
- Ralph D. Engardt** — B.S., Ph.D., Iowa State University
Associate Professor of Physics — 1965 (1995)
- Harley E. Erickson** — B.S., Wisconsin State University-LaCrosse; M.S., Ph.D., University of Wisconsin
Professor of Educational Psychology and Foundations — 1963 (1987)
- Donald R. Erusha** — B.A., Coe College; M.A., University of Iowa
Associate Professor of Physical Education — 1963 (2000)
- Russell E. Euchner** — B.A., M.A., University of Northern Iowa
Assistant Professor of Education: Elementary — 1960 (1991)
- Manuel A. Febles** — B.A., B.S., Instituto de Cardenas, Cuba; Doctor in Law, Universidad de la Habana, Cuba; M.A., Ph.D., University of Iowa
Professor of Spanish — 1967 (1984)
- D. Louis Flinsand** — B.S., University of Wisconsin-LaCrosse; M.A., University of Northern Iowa
Professor of Teaching: Science Education — 1964 (1997)
- Louise C. T. Forest** — B.A., M.A., Bryn Mawr College; Ph.D., Yale University
Professor of English — 1948 (1983)
- Adolfo Mariano Franco** — B.A., Instituto de Cardenas, Cuba; Doctor in Law, Universidad de la Habana, Cuba; M.A., Ph.D., University of Iowa
Professor of Spanish — 1967 (1993)
- Mary L. Franken** — B.S., University of Wisconsin-Stout; M.S., University of Wisconsin-Madison; Ed.D., Drake University
Professor of Design, Family and Consumer Sciences: Family Services — 1969 (1998)
- Joseph E. Fratianni** — B.S., Bridgewater State College; M.S., Ph.D., University of Wisconsin-Madison
Assistant Professor of Teaching
Coordinator of Student Teaching — 1971 (1991)
- Arnold J. Freitag** — B.S., Purdue University; M.S., Iowa State University
Assistant Professor of Industrial Technology — 1968 (1991)
- Gail E. Froyen** — B.A., M.A., University of Northern Iowa
Instructor of Teaching: Educational Media — 1990 (1998)
- Len A. Froyen** — B.A., University of Northern Iowa; M.A., Michigan State University; Ed.D., Indiana University
Professor of Educational Psychology & Foundations — 1958 (1994)
- Sarah Frudden** — B.A., M.A., Ed.S., University of Northern Iowa; Ph.D., Iowa State University; Ph.D., University of Wisconsin-Madison
Assistant Professor of Teaching and Coordinator of Student Teaching — 1974 (1992)
- Joyce A. Gault** — B.A., University of Northern Iowa; M.M., D.M., Northwestern University
Professor of Piano — 1957 (1993)
- Charles C. Gillette** — B.S., Iowa State University; M.A., University of Northern Iowa; Ph.D., Oklahoma State University
Associate Professor of Economics — 1966 (1991)
- Robert F. Gish** — B.A., M.A., Ph.D., University of New Mexico
Professor of English — 1967 (1999)
- George David Glenn** — A.B., Shimer College; M.A., Northern Illinois University; Ph.D., University of Illinois
Professor of Theatre — 1966 (2000)
- Walter J. Gohman** — B.A., St. Cloud State College, Minnesota; M.A., University of Minnesota
Associate Professor of Teaching: Science — 1951 (1977)
- Ralph M. Goodman** — B.A., M.A., Ph.D., University of California-Los Angeles
Associate Professor of English — 1964 (1988)
- Robert C. Goss** — B.S., Huntington College; M.S., Ph.D., Purdue University
Professor of Biology — 1961 (1991)
- Donald W. Gray** — A.B., Asbury College; B.D., Emory University; M.A.L.S., University of Minnesota
Associate Professor of Library
Assistant Director of Public Services — 1967 (1990)
- Elton E. Green** — B.S., M.S., Kansas State University; Ed.D., University of Northern Colorado
Professor of Physical Education — 1968 (1990)
- Kenneth N. Green** — B.S., Iowa State University; M.A., University of Northern Iowa; Ed.D., University of Arkansas
Associate Professor of Physical Education — 1967 (2000)
- Wanda K. Green** — B.A., M.A., Ed.D., University of Northern Colorado
Assistant Professor of Physical Education — 1967 (1998)

Mitchell A. Green, Jr. — B.A., Dillard University; M.S., Case Western University; Ph.D., University of Iowa
 Assistant Professor of Social Work — 1972 (1993)

Leslie W. Hale — B.M.E., M.M.E., Drake University; M.A., University of Missouri- Kansas City; D.M.A., University of Missouri
 Professor of Teaching — 1960 (1988)

Fred W. Hallberg — B.A., M.A., University of Minnesota; M.S., Iowa State University; Ph.D., University of Minnesota
 Associate Professor of Philosophy — 1967 (1998)

Gaylon L. Halverson — B.A., Luther College; M.A., University of Northern Iowa; D.B.A., Indiana University; CPA
 Professor of Accounting — 1963 (1997)

Albert C. Haman — B.A., University of Iowa; M.A., Michigan State University
 Associate Professor of Biology — 1961 (1988)

Nellie D. Hampton — B.S., Central Missouri State University; M.A., State University of Iowa; Ph.D., University of Wisconsin
 Professor of Education — 1945 (1981)

James L. Handorf — B.A., University of Northern Iowa; M.A., Ph.D., University of Northern Colorado
 Associate Professor of Business Education — 1966 (1990)

Jon Edward Hansen — B.A., M.A., University of Northern Iowa
 Associate Professor of Trombone — 1969 (1993)

Thomas W. Hansmeier — B.A., M.A., University of Northern Iowa; Ed.D., Michigan State University
 Professor of Educational Administration and Counseling
 Coordinator of Continuing Education, College of Education — 1971 (1991)

Alden B. Hanson — B.A., St. Olaf College; M.Ph., University of Wisconsin
 Associate Professor of English
 Foreign Student Advisor — 1946 (1975)

Donald L. Hanson — B.A., M.A., University of Northern Iowa; Ed.D., University of Wyoming
 Professor of Educational Administration and Counseling — 1966 (1986)

Roger J. Hanson — B.S., Gustavus Adolphus College; M.A., Ph.D., University of Nebraska
 Professor of Physics — 1969 (1997)

James N. Hantula — B.A., M.A., University of Michigan
 Associate Professor of Teaching: Social Studies — 1965 (1998)

Robert R. Hardman — B.S., Maryland State Teachers College; M.S., Ed.D., Indiana University
 Professor of Educational Technology
 Director of Training Services, Information Technology Services — 1970 (1999)

Jeanne McLain Harms — B.A., M.A.E., Ed.S., University of Northern Iowa; Ph.D., Ohio State University;
 Professor of Education: Elementary Reading and Language Arts — 1961 (1999)

Gordon M. Harrington — B.E.E., Georgia Institute of Technology; Ph.D., Yale University
 Professor of Psychology — 1963 (1992)

Edwin H. Harris — B.A., M.A., University of Northern Iowa
 Associate Professor of Teaching: Art — 1982 (1992)

Virginia R. Hash — B.S., Iowa State University; M.A., Ed.S., University of Northern Iowa; Ph.D., Iowa State University
 Director of Culture and Intensive English Program
 Director of International Program Development — 1966 (1999)

Argella C. Hawley — B.S., Kearney State College
 Instructor of Teaching: Elementary Foreign Language — 1983 (1997)

D. C. Hawley — B.A.Ed., Kearney State College; M.A., Ph.D., University of Iowa
 Professor of Spanish — 1966 (1998)

Marvin O. Heller — B.S., M.E., University of Nebraska; Ed.D., University of Northern Colorado
 Professor of Education: Elementary Education — 1970 (1997)

Louis R. Hellwig — B.A., M.A., New Mexico State University; Ph.D., University of Missouri-Columbia
 Assistant Professor of Psychology — 1964 (1997)

Clifford H. Herrold — B.A., Central State University, Oklahoma; M.A., Colorado State University; Ed.D., Stanford University
 Professor of Art — 1947 (1978)

Douglas M. Hieber — A.B., Cornell College; M.S.L.S., University of Illinois
 Associate Professor and Head of Circulation — 1967 (1992)

Leah F. Hiland — B.S., M.A.L.S., Ph.D., Indiana University
 Assistant Professor of Library Science — 1972 (1994)

Joseph F. Hohlfeld — B.A., Hastings College; M.B.S., University of Colorado; Ed.D., Indiana University
 Associate Professor of Teaching: Mathematics — 1978 (1988)

Olive J. Holliday — B.A., University of Northern Iowa; M.A., University of Illinois
 Associate Professor of Home Economics — 1949 (1974)

A. John Holstad — B.S., Northern State College, South Dakota; M.M., D.M., Northwestern University
 Associate Professor of Piano — 1962 (1999)

Karl M. Holvik — B.A., Concordia College; M.A., Eastman School of Music, University of Rochester; Ph.D., University of Iowa
 Professor of Instrumental Conducting — 1947 (1984)

Joyce J. Hornby — B.A., Northwestern College-Minneapolis; B.A., University of Minnesota-Duluth; M.A., University of Northern Colorado; Ed.S., University of Wyoming
 Assistant Professor of Teaching: Elementary Education — 1973 (1991)

Max M. Hosler — B.A., Nebraska State Teachers College, Peru; M.A., Ed.D., University of Northern Colorado
 Professor of Education: Reading — 1951 (1988)

Grace Ann Hovet — B.A., College of St. Catherine; M.A., University of Minnesota; Ph.D., University of Kansas
 Professor of English — 1969 (1999)

Theodore R. Hovet — B.S., North Dakota State College; M.A., University of Minnesota; Ph.D., University of Kansas
 Professor of English — 1969 (1999)

Gerald W. Intemann — B.S., M.S., Ph.D., Stevens Institute of Technology
 Professor of Physics — 1980 (2000)
 Dean of the College of Natural Sciences — (1991-2000)

Margaret F. Ishler — B.A., M.A., Pennsylvania State University; Ed.D., University of Toledo
 Professor of Education: Elementary — 1990 (2000)

Mary Ann Jackson — B.S., M.S., University of Arkansas
 Assistant Professor of Teaching — 1953 (1981)

Edward Jamosky — B.A., M.A., M.A., University of Wisconsin
 Assistant Professor of Russian — 1965 (1994)

John H. Jennett — B.S., M.A., Drake University
 Associate Professor of Physical Education for Men — 1962 (1976)

Verner Jensen — B.S., University of Nebraska; M.S., Iowa State University
 Professor of Physics — 1956 (1991)

Valdon L. Johnson — B.A., M.A., University of Northern Iowa
 Assistant Professor of English — 1968 (1994)

Howard V. Jones — B.A., M.A., Ph.D., Harvard University
 Professor of History — 1954 (1991)

Elaine B. Kalmar — B.A., M.A., Ph.D., University of New Mexico
 Associate Professor of English — 1971 (1999)

John J. Kamerick — B.A., St. Ambrose; M.A., Ph.D., University of Iowa
 Professor of History — 1970 (1986)
 President (1970-1983)

Lawrence L. Kavich — B.S., M.S., Ed.D., University of California-Los Angeles
 Professor of Educational Psychology and Foundations — 1977 (1994)

Lawrence W. Kieffer — B.A., M.A., University of Minnesota
 Associate Professor and Head of Reference Department — 1969 (1996)

Jack F. Kimball — B.A., University of Kansas City; M.A., Syracuse University; Ed.D., Columbia University
 Associate Professor of Educational Administration and Counseling — 1967 (1988)

Howard T. Knutson — B.A., Luther College; M.A., Ed.D., University of Wyoming
 Professor of Educational Administration and Counseling — 1953 (1981)
 Director of Teacher Education
 Dean of the College of Education — (1968-1976)

Robert E. Kramer — B.A., M.A., University of North Dakota
 Assistant Professor of Sociology — 1965 (1998)

Marian E. Krogmann — B.S., South Dakota State University; M.A., Ph.D., University of Iowa
 Associate Professor of Political Science — 1967 (1995)

Raymond Kuehl — B.A., Upper Iowa University; M.A., University of Iowa; Ed.S., Drake University; Ph.D., University of Iowa
 Professor of Teaching and Coordinator of Student Teaching — 1966 (1988)

- Geraldine E. LaRocque** — B.S., M.A., University of Minnesota; Ph.D., Stanford University
Professor of English
University Liaison for Teacher Education — 1973 (1991)
- James P. LaRue** — B.S., Southeast Missouri State College; M.A., Colorado State College of Education; Ed.D., Pennsylvania State University
Professor of Industrial Technology — 1956 (1986)
- Richard T. Lattin** — B.A., University of Northern Iowa; M.A., Ph.D., University of Iowa
Professor of Education — 1947 (1986)
- Robert D. Leahy** — B.S., Valparaiso University, Indiana; M.A. University of Iowa
Registrar — 1976 (1991)
- Key Ton Lee** — B.A., Union College, Nebraska; M.A., Andrews University, Michigan; Ph.D., University of Oklahoma
Professor of Educational Psychology and Foundations — 1967 (1994)
- Robert T. Lembke** — B.S., M.S., Mankato State College; Ed.D., University of South Dakota
Associate Professor of Educational Administration and Counseling — 1974 (1993)
- William W. Lew** — B.A., Central Washington State College; M.F.A., University of Oregon; Ph.D., Ohio University
Professor of Art
Head of the Department of Art — 1985 (1998)
- John C. Longnecker** — B.A., M.A., University of Northern Iowa
Assistant Professor of Mathematics — 1966 (1999)
- Fred W. Lott** — A.B., B.S., Cedarville College; M.A., Ph.D., University of Michigan
Professor of Mathematics — 1949 (1984)
Assistant Vice President of Academic Affairs — (1971-1984)
- Jonathan J. Lu** — B.Ed., Taiwan Normal University; B.D., Asbury Theological Seminary; M.A., Ohio State University; Ph.D., University of Washington
Professor of Geography — 1973 (1992)
- H. Lewis Lynch** — B.S., M.Ed., University of Nebraska; D.Ed., University of Wyoming
Associate Professor of Teaching
Coordinator of Student Teaching — 1951 (1987)
- Howard W. Lyon** — B.A., M.S., University of Iowa
Assistant Professor of Chemistry — 1956 (1992)
- H. Kent Macomber** — B.S., M.S., University of California-Berkeley; Ph.D., Harvard University
Professor of Physics — 1976 (2000)
- Edna L. Mantor** — B.A., University of Iowa; M.A., Columbia University
Associate Professor of Teaching — 1923 (1968)
- Elizabeth A. Martin** — B.A., Wartburg College; M.A., University of Minnesota
Associate Professor of Library Science
Head of the Department of Library Science — 1962 (1991)
- James G. Martin** — B.A., M.A., Indiana State College; Ph.D., Indiana University
Professor of Sociology — 1971 (1989)
Vice President and Provost — (1971-1989)
- A. Marieta Matheson** — B.M.E., Simpson College; M.M., University of Michigan
Associate Professor of Group Piano and Accompanying — 1964 (1991)
- Charles D. Matheson** — B.M., M.M., University of Michigan
Professor of Voice — 1955 (1982)
- Jvone A. Maxwell** — B.A., University of Northern Iowa; M.M., American Conservatory of Music
Associate Professor of Piano — 1940 (1978)
- H. Kent Macomber** — B.S., M.S., University of California-Berkeley; Ph.D., Harvard University
Professor of Physics — 1976 (2000)
- David V. McCalley** — B.A., M.A., University of Northern Iowa; Ed.D., University of Northern Colorado
Professor of Biology and Science Education — 1966 (1999)
- Clifford G. McCollum** — B.S., M.A., Ed.D., University of Missouri
Professor of Biology — 1949 (1984)
Dean of the College of Natural Sciences — (1968-1984)
- Norman L. McCumsey** — B.S., Oregon College of Education; M.Ed., University of Oregon; Ed.D., Colorado State College
Associate Professor of Educational Administration and Counseling — 1967 (1993)
- G. Douglas McDonald** — B.S., University of Pennsylvania; M.S., University of Minnesota
Assistant Professor of Marketing — 1963 (1973)
- Kent A. McIntyre** — B.A., University of Iowa; M.A., University of Denver
Associate Professor of Teaching: Educational Media — 1968 (1990)
- Keith F. McKean** — A.B., Williams College; M.A., University of Chicago; Ph.D., University of Michigan
Professor of English — 1968 (1980)
- Josephine J. Megjivern** — B.A., M.A., University of Northern Iowa
Assistant Professor of Home Economics — 1967 (1987)
- Jane C. Mertesdorf** — B.S., Mankato State College; M.A., Ball State University; Ph.D., Iowa State University
Assistant Professor of Leisure Services — 1966 (2000)
Coordinator of Leisure Services Division — (1993-2000)
- Hattie M. Middleton** — B.S., Florida A&M University; M.A., University of Northern Iowa; Ph.D., Kansas State University
Assistant Professor of Design, Family and Consumer Sciences: Nutrition, Food Science and Dietetics — 1988 (2000)
- Janice M. Morgan** — B.S., M.Ed., University of Missouri-Columbia; Ph.D., Iowa State University
Associate Professor of Design, Family and Consumer Sciences: Family Services — 1972 (1998)
- Robert E. Morlin** — B.A., M.S., Northwestern University; Ph.D., University of Wisconsin- Madison
Professor of Psychology — 1972 (1986)
Dean of the College of Social and Behavioral Sciences — (1972-1985)
- Raul Munoz** — B.A., M.A., University of Nebraska; M.A., Ph.D., Michigan State University
Professor of Spanish — 1963 (1996)
- Gretchen M. Myers** — B.A., University of Iowa; M.A.L.S., Rosary College
Assistant Professor and Reference Librarian — 1967 (1989)
- Judy L. Myers** — B.A., University of Iowa; M.A., University of Wisconsin
Assistant Professor and Catalog Librarian — 1967 (1996)
- Hyo C. Myung** — B.S., M.S., Seoul National University, Korea; Ph.D., Michigan State University
Professor of Mathematics — 1970 (1998)
- Phillip J. Nelson** — B.S., Augustana College, South Dakota; M.A., University of Nebraska- Omaha
Assistant Professor of Teaching: Social Studies — 1969 (2000)
- Richard S. Newell** — B.A., M.A., University of Washington; Ph.D., University of Pennsylvania
Professor of History — 1967 (1995)
- Ross A. Nielsen** — B.A., Wartburg College; M.S., Ph.D., University of Iowa
Professor of Teaching
Head of Department of Teaching — 1947 (1986)
- Samuel Nodarse** — B.A., Colegio de la Salle (Havana); Doctorate of Social Sciences, Doctorate of Law, Universidad de la Habana, Cuba; Ph.D., University of Illinois- Urbana
Professor of Spanish — 1964 (1988)
- Earl G. Ockenga** — B.S., Augustana; M.S., University of South Dakota
Associate Professor of Teaching: Mathematics — 1988 (1999)
- Karl Edward Odwarka** — Diploma, Akademie fuer Welthandel, Frankfurt; A.B., M.A.T., Wayne State University; Ph.D., University of Michigan
Professor of German — 1964 (1991)
- Alan R. Orr** — B.A., Simpson College; M.S., Ph.D., Purdue University
Professor of Biology — 1965 (1998)
- John H. Page** — B. of Design, University of Michigan; M.F.A., University of Iowa
Professor of Art — 1954 (1987)
- Eugenia G. Parlisho** — B.A., University of Northern Iowa; M.A., University of Chicago
Assistant Professor of Teaching: Elementary Education — 1968 (1989)
- Barbara E. Pershing** — B.S., Western Illinois University; M.A., University of Northern Colorado; Ph.D., Iowa State University
Associate Professor of Design, Family and Consumer Sciences: Management and Consumer Studies and Family Services — 1971 (1996)

Emeritus Faculty

- Rex W. Pershing** — B.S., Western Illinois University; M.A.Ed., University of Northern Iowa; Ed.D., University of Northern Colorado
Associate Professor of Industrial Technology — 1965 (1992)
- Jeannette Rogers Potter Peterson** — B.A., University of Northern Iowa; M.S., University of Wisconsin; Ed.D., University of Oregon
Professor of Physical Education for Women — 1955 (1975)
- Cecil K. Phillips** — B.S., Southwest Missouri State College; M.Ed., Ed.D., University of Missouri
Professor of Teaching — 1948 (1982)
Coordinator of Student Teaching
- Warren E. Picklum** — B.A., Colorado State University; M.S., Ph.D., Iowa State University
Associate Professor of Biology — 1957 (1987)
- Douglas T. Pine** — B.S., State University of New York-Oswego; M.A., Trenton State College; Ph.D., Ohio State University
Associate Professor of Industrial Technology — 1973 (2000)
- Paul J. Porter** — B.A., M.A., Ed.S., University of Northern Iowa; Ed.D., Drake University
Associate Professor of Educational Psychology and Foundations — 1967 (1997)
- James Price** — B.S.Ed., A.B., University of Missouri; M.A.Ed., University of Northern Iowa
Assistant Professor of Teaching: Foreign Language — 1963 (1983)
- Joseph Przychodzin** — B.Ed., Southern Illinois University; M.A., University of Illinois; Ed.D., University of Missouri
Professor of Educational Psychology and Foundations — 1947 (1980)
- Lora Lee Rackstraw** — B.A., Grinnell College; M.F.A., University of Iowa
Associate Professor of English — 1966 (1996)
- Ned H. Ratekin** — B.A., Parsons College; M.A., Ph.D., University of Iowa
Professor of Education: Reading — 1965 (1992)
- Jack C. Reed** — B.A., M.A., University of Northern Iowa; Ed.D., University of Nebraska-Lincoln
Associate Professor of Business Education — 1965 (1990)
- Erwin W. Richter** — B.S., Northern Michigan University; M.A., University of Northern Iowa; Ph.D., University of Iowa
Professor of Chemistry — 1963 (1996)
- Dixon L. Riggs** — B.A., Marietta College; M.S., University of Michigan
Associate Professor of Biology — 1958 (1987)
- Verna F. Ritchie** — B.A., Hunter College; M.A., McGill University; M.A.L.S., University of Michigan
Professor and Art and Music Librarian — 1966 (1991)
- James B. Roberson** — B.S., Middle Tennessee State Teachers College; M.A., George Peabody College for Teachers
Associate Professor of Teaching — 1964 (1984)
Coordinator of Student Teaching
- Donald O. Rod** — A.B., Luther College; A.B.L.S., University of Michigan
Professor
Director of Library Services — 1953 (1986)
- Mary H. Rohrberger** — B.A., Newcomb College; M.A., Ph.D., Tulane University
Professor of English — 1990 (1997)
- Robert L. Ross** — B.A., University of Northern Iowa; M.A., Columbia University; Ph.D., Michigan State University
Professor of Political Science — 1928 (1996)
- Betts A. Roth** — B.S., George Peabody College for Teachers; M.A., Columbia University
Associate Professor of Teaching: Early Childhood Education — 1951 (1976)
- Clair D. Rowe** — B.A., M.A., University of Northern Iowa; Ph.D., University of Iowa
Professor of Marketing — 1986 (1991)
- Julia J. Rozendaal** — B.A., M.A., Ed.S., University of Northern Iowa
Assistant Professor of Educational Psychology and Foundations — 1966 (1988)
- Robert L. Rule** — B.S., M.S., Ph.D., Iowa State University
Assistant Professor of Mathematics — 1966 (1998)
- Edward Rutkowski** — B.S., Marquette University; M.A., Ph.D., Michigan State University
Professor of Educational Psychology and Foundations — 1963 (1990)
- Thomas G. Ryan** — B.S.C., M.A., University of Iowa
Associate Professor of History — 1960 (1993)
- Otis R. Schmidt** — B.J., M.J., University of Texas-Austin; M.A., Sam Houston State College
Assistant Professor of English Language and Literature — 1965 (1988)
- N. Marshall Schools** — B.S., Mary Washington College; M.A., George Peabody College for Teachers
Associate Professor of Teaching: Physical Education — 1949 (1976)
- Augusta Schurrer** — B.A., Hunter College; M.A., Ph.D., University of Wisconsin-Madison
Professor of Mathematics — 1950 (1997)
- Lynn C. Schwandt** — B.A., Coe College; M.A., University of Northern Iowa; M.A., Stanford University
Professor of Teaching: Mathematics — 1964 (1992)
- Jane K. Sherwin Schwartz** — B.A., Rockford College; M.A., Middlebury College; Ph.D., University of Michigan
Professor of French — 1962 (1991)
- Ralph J. Schwartz** — B.S., Northwestern University; M.A., Marquette University; Ph.D., Purdue University
Associate Professor of Speech-Language Pathology and Audiology — 1963 (1989)
- Allan R. Shickman** — B.F.A., Washington University-St. Louis; M.A., University of Iowa
Associate Professor of Art — 1970 (1999)
- Edna Anderson Shores** — B.S., M.A., Teachers College of Columbia University
Assistant Professor of Home Economics — 1947 (1973)
- Vera Jo Siddens** — B.A., M.A., University of Northern Iowa
Professor of Art — 1968 (1997)
- Robert J. Simpson** — B.A., Houghton College; M.S., Ph.D., University of Illinois
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- Audrey L. Smith** — A.B., Kentucky Wesleyan College; M.A., Northwestern University; M.A.Ed., Ed.D., Ball State University
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- Francis E. Smith** — B.A., University of Massachusetts; M.A., Ph.D., University of Iowa
Professor of English — 1950 (1979)
- M. B. Smith** — B.S., Northern State Teachers College, South Dakota; M.A., Ph.D., University of Minnesota
Professor of Speech — 1947 (1982)
- Eloise P. Soy** — B.A., M.A., University of Northern Iowa
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- Joanne K. Spalde** — B.S., University of Illinois; M.S., Ph.D., University of Iowa
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- Susan B. Stainback** — B.S., Radford College, Virginia; M.Ed., Ed.D., University of Virginia
Professor of Special Education — 1974 (1998)
- Myrtle M. Stone** — B.A., Washington State University; M.B.A., University of Washington; Ed.D., New York University
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- Norman L. Story** — B.A., David Lipscomb College; M.A., Western Michigan University; Ph.D., California School of Professional Psychology
Director of the Counseling Center
Counselor/Psychologist — 1968 (1992)
- Charles T. Strein** — B.A., University of Northern Iowa; M.A.T., Purdue University; M.A., Ph.D., University of Illinois
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Associate Professor of Educational Administration and Counseling — 1964 (1992)
Coordinator of Minority Recruitment — (1989-1992)
- Marguerite May Struble** — B.A., M.A., Ph.D., University of Iowa
Professor of Teaching — 1924 (1969)

- Godfrey (Garf) Stych** — B.S.P.E., M.A., University of Iowa
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- Alvin R. Sunseri** — B.A., Southeastern Louisiana University; M.A., Ph.D., Louisiana State University
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- Betty M. Swanson** — B.S., University of Minnesota; M.S., University of Southern California
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- Alice L. Swensen** — B.A., University of Iowa; M.A., Ph.D., Oklahoma State University
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- Robert D. Talbott** — A.B., A.M., Ph.D., University of Illinois, Urbana-Champaign
Professor of History — 1967 (1996)
- John E. Tarr** — B.S.C., University of Iowa; M.A., University of Northern Iowa; Ph.D., University of Iowa
Professor of Teaching: Mathematics — 1961 (1998)
- Nick E. Telg** — B.A., M.A., University of Northern Iowa; Ed.D., University of Nebraska-Lincoln
Associate Professor of Teaching: Driver Education — 1967 (1999)
Coordinator of Student Teaching
- E. Russell TePaske** — B.A., Westmar College; M.A., University of Northern Iowa; Ph.D., Oklahoma State University
Professor of Biology — 1963 (1989)
- Shivesh C. Thakur** — B.A., M.A., Patna University, India; Ph.D., University of Durham, England; Diploma, University of Oxford, England
Professor of Philosophy — 1984 (1999)
- Leland A. Thompson** — B.A., M.A., University of Northern Iowa; Ed.D., University of Denver
Director of Campus Planning — 1968 (1992)
- Marion R. Thompson** — B.S., M.S., Southern Illinois University; Ed.D., Illinois State University
Professor of Special Education — 1978 (1999)
- Thomas H. Thompson** — B.A., M.A., Ph.D., University of Iowa
Professor of Philosophy — 1952 (1994)
- William R. Thrall** — B.S., Wisconsin State University-LaCrosse; M.S., University of Colorado; Ph.D., University of Iowa
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Director of the School of Health, Physical Education and Leisure Services — 1960 (1991)
- Gordon A. Timpany** — B.Ed., University of Wisconsin-Whitewater; M.A., University of Minnesota
Assistant Professor of Management (Business Education) — 1967 (1997)
- Jean Ann Trout** — B.S.Ed., Wittenberg University; M.A., Ball State University; Ed.D., Indiana University
Associate Professor of Educational Psychology and Foundations — 1970 (1991)
- Howard VanderBeek** — B.A., University of Iowa; M.A., Ed.D., Columbia University
Professor of Teaching — 1948 (1981)
- Marjorie F. Vargas** — B.S., M.S., University of Wisconsin
Assistant Professor of Teaching: Language Arts — 1964 (1998)
- Francis D. Vilmain** — B.A., University of Northern Iowa; M.S., University of Wisconsin
Professor of Physics — 1965 (1988)
- Edward V. Voldseth** — B.A., University of Montana; M.A., Teachers College, Columbia University; Ph.D., University of Iowa
Vice President for University Relations and Development — 1964 (1988)
- William L. Waack** — B.A., University of Northern Iowa; M.A., Ph.D., University of Iowa
Professor of Education
Director of Teacher Education — 1977 (1998)
- Edward F. Wagner** — B.S., University of Wisconsin; B.S., Wisconsin State College, Eau Claire; M.A.L.S., University of Wisconsin
Associate Professor and Interlibrary Loan Librarian — 1958 (1995)
- Willis H. Wagner** — B.S., Central Missouri State University; M.A., University of Missouri
Professor of Industrial Technology — 1945 (1982)
- Robert J. Waller, Jr.** — B.A., M.A., University of Northern Iowa; D.B.A., Indiana University
Professor of Management (Decision Making) — 1968 (1998)
- Stanley J. Walljasper** — B.A., M.S., Ph.D., University of Iowa
Associate Professor of Computer Science — 1975 (1996)
- Andre Walther** — B.A., University of Northern Iowa; M.A., Michigan State University
Assistant Professor of French — 1964 (1996)
- Donald R. Walton** — B.A., St. Ambrose College; M.A., University of Northern Iowa
Recruitment and Classification Specialist/Professional & Scientific — 1966 (1993)
- Robert T. Ward** — B.A., Amherst College; M.A., Ph.D., Harvard University
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- Carl O. Wehner** — B.A., M.A.Ed., University of Northern Iowa
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- Wanda P. Wehner** — B.A., M.A., University of Northern Iowa
Assistant Professor of Chemistry — 1966 (1992)
- Margaret Weiser** — B.A., Douglass College, Rutgers; M.S., Florida State University; Ed.D., University of Illinois
Professor of Education: Early Childhood — 1991 (1993)
- James D. Welch** — B.S., M.Ed., University of Missouri
Associate Professor of Teaching: Music — 1962 (1987)
- Donald B. Wendt** — B.M., Northwestern University; M.A., University of Northern Iowa
Associate Professor of Woodwinds — 1958 (1989)
- Donald R. Whitnah** — A.A., Lincoln College, Illinois; B.A., M.A., Ph.D., University of Illinois, Urbana-Champaign
Professor of History — 1959 (1992)
Head of the Department of History (1968-1988)
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Professor of Teaching: Mathematics — 1958 (1991)
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Student Records and Retention Director — 1959 (1998)
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Professor of Biology — 1969 (1997)
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Instructor of Teaching: Art — 1949 (1982)
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- Ching S. Woo** — B.A., Cornell University, New York; M.S., University of Michigan; Ph.D., University of Kentucky
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 Professor of Psychology — 1979 (1989)
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Coordinator of Student Teaching

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***Roy R. Behrens** — B.A., University of Northern Iowa; M.A., Rhode Island School of Design
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***Feredon (Fred) Behrooz** — B.S., University of Washington-Seattle; Ph.D., University of Pittsburgh
Professor of Physics
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***sarah-marie belcastro** — B.S., Haverford College; M.S., Ph.D., University of Michigan
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***Lisa A. Beltz** — B.A., Malone College; Ph.D., Michigan State University
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***Edward J. Brown** — B.S., University of Minnesota-St. Paul; M.S., Ph.D., University of Wisconsin-Madison
Director of Environmental Programs
Professor of Biology — 1992

***Kenneth H. Brown** — B.S., St. Louis University; M.S., Ph.D., University of Illinois, Urbana-Champaign
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***Leander A. Brown** — B.A., Fisk University; M.A., Roosevelt University; Ph.D., Iowa State University
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***Gregory L. Bruess** — B.A., Augsburg College; M.A., Ph.D., University of Minnesota
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***Reinhold K. Bubser** — Abitur, Ziehen-Realgymnasium (Frankfurt); B.A., Western Michigan University; M.A., Ph.D., Michigan State University
Professor of German — 1982 (1984)
Associate Dean of the College of Humanities and Fine Arts — 1996

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David J. Buch — B.F.A., School of the Art Institute-Chicago; B.A., Northeastern Illinois University; M.M., Ph.D., Northwestern University
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Instructor of Teaching: Mathematics — 1999

***John A. Bumpus** — B.S., M.S., State University of New York-Oswego; M.A., State University of New York-Binghamton; Ph.D., St. Louis University, School of Medicine
Professor of Chemistry — 1995 (1999)

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Assistant Professor of Industrial Technology — 1998

***Rebecca L. Burkhardt** — B.M., Southwestern University; M.M.E., North Texas State University; Ph.D., University of Texas-Austin
Associate Professor of Theory — 1994
Director of the Orchestra — 1988

*Regular graduate faculty member

- *Adam B. Butler** — B.S., University of Iowa; M.A., University of Nebraska-Omaha; Ph.D., University of Nebraska-Lincoln
Assistant Professor of Psychology — 1999
- *Kay Butler-Nalin** — B.A., Central College; M.A., Ph.D., Stanford University
Assistant Professor of English — 1991
- *Jeffrey J. Byrd** — B.F.A., University of Alabama; M.F.A., University of Florida
Associate Professor of Art — 1989 (1994)
- *Mingshui Cai** — B.A., Fujian Teaching College; M.A., Hangzhou University; M.A., University of Akron; Ph.D., Ohio State University
Associate Professor of Education: Reading — 1992 (1997)
- *William P. Callahan II** — B.A., University of Southern Florida; M.A.T., Rollins College; Ed.D., University of Florida
Professor of Special Education — 1979 (1989)
Associate Dean of the College of Education — 1988
- *Russell B. Campbell** — Sc.B., Sc.M., Brown University; M.S., Ph.D., Stanford University
Associate Professor of Mathematics — 1983 (1988)
- *Christine L. Canning** — B.S., Bowling Green State University; M.A., Michigan State University; Ph.D., University of Michigan
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- *Thomas F. Capshew** — B.A., Indiana University-Bloomington; J.D., Indiana University School of Law; M.S.W., Ph.D., Florida State University-Tallahassee
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Professor of Communication Studies — 1976 (1988)
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Director of Teacher Education — 1999
- Jerry V. Caswell** — B.A., Brandeis University; M.A., M.A., Ph.D., University of Wisconsin-Madison
Associate Professor and Head of the Library Information Technologies — 1999
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- *Bruce B. Chamberlain** — B.M.E., M.M., D.M., Indiana University
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- *April D. Chatham-Carpenter** — B.A., University of Central Arkansas; M.A., Ph.D., University of Oklahoma
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- *Zhoujun (Joyce) Chen** — B.S., Quin Hua University; M.A., Ph.D., University of Iowa
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- *Jonathan N. Chenoweth** — B.M., B.A., Oberlin College; M.M., Virginia Commonwealth University; M.M., D.M.A., State University of New York-Stony Brook
Assistant Professor of Cello — 1991 (1992)
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Associate Professor of Marketing — 1975 (1980)
- Anthony W. Cornelius** — B.S., Embry-Riddle Aeronautical University
Major and Assistant Professor of Military Science — 1996
- Karen Couch-Breitbach** — B.A., M.A., University of Northern Iowa
Instructor of Teaching: Science Education — 1985 (1990)
- *Cynthia M. Coulter** — B.S., M.L.S., Kent State University; Ph.D., University of Oklahoma
Associate Professor and Head of Acquisitions — 1989 (1992)
- *Lyn L. Countryman** — B.A., Iowa State University; M.A., Ph.D., University of Iowa
Associate Professor of Teaching: Science Education — 1990 (1997)
- *Arthur T. Cox** — B.B.A., M.A., Ph.D., University of Iowa
Associate Professor of Finance — 1989 (1995)
Director, Real Estate Education Program
- *B. Keith Crew** — B.A., Auburn University-Montgomery; M.A., Ph.D., University of Kentucky
Associate Professor of Sociology — 1985 (1992)
Head of the Department of Sociology, Anthropology and Criminology — 1996
- *Dennis C. Cryer** — B.A., M.A., University of Northern Iowa; Ph.D., University of Utah
Associate Professor of Health Education — 1976 (1989)
Coordinator of Health Education Division — 1995

- James D. Cryer** — B.A., M.A., University of Iowa
Instructor of Teaching: English Education — 2000
- Gall A. Culler** — B.S., James Madison University; M.S.L.S., Catholic University of America; M.M., Baylor University
Assistant Professor and Art and Music Librarian and Bibliographer — 1999
- *Leonard Curtis** — B.A., M.F.A., University of Iowa
Assistant Professor of Theatre — 1993 (1995)
- Barbara Cutter** — B.A., Columbia University; Ph.D., Rutgers University
Associate Professor of History — 2000
- Dale Cyphert** — B.A., San Diego State; M.B.A., University of California-Davis
Instructor of Management and Coordinator of Business Communication — 1997
- *Alan C. Czarnetski** - B.S., M.S., Ph.D., University of Wisconsin-Madison
Associate Professor of Meteorology — 1992 (1998)
- Dale Cyphert** — B.A., San Diego State; M.B.A., University of California-Davis; Ph.D., Penn State University
Instructor of Management
Coordinator of Business Communication — 1997
- *Dennis E. Dahms** — B.J., A.M., University of Missouri; M.A., University of Colorado; Ph.D., University of Kansas
Associate Professor of Geography — 1990 (1996)
- *Donald R. Darrow** — B.A., M.A., University of Northern Iowa; Ph.D., Ohio State University
Associate Professor of Teaching: Industrial Technology — 1973 (1981)
- *Chandrasekhar Das** — B.A., University of Calcutta, India; M.A., University of Delhi, India; M.S., Ph.D., Case Western Reserve University
Professor of Management (Operations Management) — 1986
- Nadene A. Davidson** — B.A., M.A., University of Northern Iowa
Instructor of Teaching: Design, Family and Consumer Sciences — 1981 (1985)
- *Roberta Davilla** — B.A., Monmouth College; M.S., Boston University; Ph.D., Ohio University
Assistant Professor of Communication Studies — 1994
- *Darrel W. Davis** — B.A., M.A., University of Northern Iowa; Ph.D., Oklahoma State University; CPA
Associate Professor of Accounting — 1969 (1977)
- *Suzanne L. Davis** — B.A., Purdue University; M.A., Ph.D., University of Illinois-Chicago
Assistant Professor of Psychology — 1998
- *Thomas M. Davls** — B.A., Central Washington University; M.S., H.S.D., Indiana University
Professor of Health Education — 1979 (1999)
- *Kenneth J. De Nault** — B.S., Stanford University; M.S., University of Wyoming; Ph.D., Stanford University
Associate Professor of Geology — 1973 (1980)
- *Betty A. DeBerg** — B.A., Concordia College; M.Div., Vanderbilt Divinity School; M.A., Ph.D., Vanderbilt University
Professor of Philosophy and Religion
Head of the Department of Philosophy and Religion — 1997
- *Andrea DeBruin-Parecki** — A.B., University of California-Berkeley; M.A., Ph.D., University of Michigan
Assistant Professor of Educational Psychology and Foundations — 1997
- *Robert H. Decker** — B.S., Chicago State University; M.S., Southern Illinois University; Ed.S., Southeast Missouri State University; Ed.D., Illinois State University
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- *Deborah K. Deemer** — B.A., Muskingum College; M.S., Pennsylvania State University; Ph.D., University of Minnesota
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- *Victoria L. DeFrancisco** — B.A., Drake University; M.A., Ohio University; Ph.D., University of Illinois
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- *John J. Deisz** — B.S., North Dakota State University; M.S., University of California-Davis; Ph.D., Ohio State University
Assistant Professor of Physics — 1999
- *James W. Demastes** — B.S., Auburn University; M.S., Ph.D., Louisiana State University
Assistant Professor of Biology — 1998
- *Diane E. Depken** — B.A., Ed.D., Temple University
Assistant Professor of Health Education — 1995
- Michael P. DePuglio** — B.S., University of Nebraska-Omaha; M.S., University of North Dakota-Grand Forks
Lieutenant Colonel and Head of the Department of Military Science — 1999
- Aricia M. DeVries** — B.A., M.A., University of Northern Iowa
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- *Rheta DeVries** — B.A., Baylor University; Ph.D., University of Chicago
Professor of Education: Early Childhood
Director, Regents Center for Early Developmental Education — 1993
- *Kavita R. Dhanwada** — B.S., University of Illinois; Ph.D., Loyola University-Chicago
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- *Amelia Dimitrova** — B.A., M.A., University of Sofia, Bulgaria; Ph.D., University of Missouri-Columbia
Assistant Professor of Journalism — 1997
- *Robert L. Dise** — B.A., University of Virginia; A.M., Ph.D., University of Michigan
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- *Forrest A. Dolgener** — B.S., M.Ed., Ph.D., University of Texas-Austin
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Professor of Social Work
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- *Janet M. Drake** — B.S., St. Cloud University; M.S., Ph.D., University of Minnesota
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Associate Professor of Geography and Public Policy — 1989

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Professor of Physical Education — 1972 (1984)
Executive Assistant to the President/Director of External Relations — 1996

Terri Gebel — B.A., M.A., University of Northern Iowa
Instructor of Teaching: Spanish — 1992

Joan C. Gerbo — B.A., University of Northern Iowa; M.Ed., Eastern University
Adjunct Instructor of Education: Reading — 1999

***Jean M. Gerrath** — B.Sc., University of British Columbia; Ph.D., University of Guelph
Associate Professor of Biology — 1994 (1999)

***Albert R. Gilgen** — B.A., Princeton University; M.A., Kent State University; Ph.D., Michigan State University
Professor of Psychology — 1973

***Andrew R. Gilpin** — B.S., M.A., Ph.D., Michigan State University
Professor of Psychology — 1974 (1986)

Samuel Lyndon Gladden — B.A., University of Texas; M.A., Ph.D., Texas A&M University
Assistant Professor of English — 2000

***Richard P. Glockner** — B.A., New York University; M.F.A., Temple University
Associate Professor of Theatre — 1991

***Cynthia A. Goatley** — B.A., M.A., University of Arkansas; Ph.D., Bowling Green State University
Associate Professor of Theatre — 1991 (1994)

***Joanne A. Goldman** — B.A., M.A., Ph.D., State University of New York-Stony Brook
Associate Professor of History — 1990 (1998)

***Debra G. Gordon** — B.A., University of Iowa; M.A., Ed.D., University of Northern Iowa
Assistant Professor of Music — 1997

***Ronald J. (Joe) Gorton** — B.S., University of Houston-Clear Lake City; M.S.W., University of Houston; Ph.D., Texas A&M University
Assistant Professor of Criminology — 1998

- *Vince F. Gotera** — B.A., Stanford University; M.A., San Francisco State University; M.F.A., Ph.D., Indiana University
Associate Professor of English — 1995 (1997)
Co-editor, *North American Review* — 2000
- Lynda L. Goulet** — B.S., Denison University; M.B.A., University of Northern Iowa
Instructor of Management (Business Policy and Strategy) — 1978
- *Peter G. Goulet** — B.A., Denison University; M.B.A., Ph.D., Ohio State University
Professor of Management (Business Policy and Strategy) — 1974 (1987)
Chair of Entrepreneurial Studies — 1997
- Linda K. Graber** — B.S., Northwest Missouri State University
Instructor of Teaching and Science Education — 1994
- *Randy E. Grabowski** — B.M.E., Indiana University; M.M., University of Nevada-Reno; D.M., Indiana University
Professor of Trumpet — 1986 (1996)
- Jack E. Graham** — B.M.E., Wichita State University; M.M., North Texas State University
Professor of Clarinet — 1967 (1999)
- *Paul A. Gray** — B.S., University of Iowa; Ph.D., Michigan State University
Assistant Professor of Mathematics — 1999
- *Willis (Bill) R. Greer** — B.S., M.B.A., Cornell University; Ph.D., University of Michigan
Professor of Accounting
Dean of the College of Business Administration — 1996
- *Mark A. Grey** — B.A., University of Northern Colorado; M.A., Eastern New Mexico University; Ph.D., University of Colorado-Boulder
Associate Professor of Anthropology — 1990 (1995)
- *Edwin H. Griffith** — B.A., Lake Forest College; M.A., University of Cincinnati; Ed.S., Western Illinois University; Ph.D., University of Iowa
Associate Professor of Educational Leadership, Counseling and Postsecondary Education — 1998
- *John Grinstead** — B.A., M.A., Ph.D., University of California-Los Angeles
Assistant Professor of Spanish — 1999
- Joseph G. Grzywacz** — B.S., M.S., Ph.D., University of Wisconsin
Assistant Professor of Health Promotion and Education — 2000
- Mary F. Guenther** — B.A., M.A., University of Northern Iowa
Instructor of Teaching: Elementary Education — 1992
- *Pola B. Gupta** — B.E., S.V. University; M.B.A., Ph.D., State University of New York- Buffalo
Associate Professor of Marketing — 1991 (1996)
- *Robin D. Guy** — B.M.E., Baldwin-Wallace College Conservatory of Music; M.M., Baylor University; D.M.A., University of Arizona
Associate Professor of Accompanying — 1990 (1995)
- *Joel K. Haack** — B.A., M.S., M.S., Ph.D., University of Iowa
Professor of Mathematics — 1991
Interim Dean of the College of Natural Sciences — 2000
- *Carlin F. Hageman** — B.A., M.A., Ph.D., University of Colorado
Professor of Speech-Language Pathology — 1982 (1999)
- *David R. Hakes** — B.S., Ph.D., Iowa State University
Professor of Economics — 1992 (1997)
- *Frederick W. Halgedahl** — B.M., Eastman School of Music; M.M., Emporia State University
Assistant Professor of Violin — 1986
- *G. Jon Hall** — B.A., Central State College, Oklahoma; M.A., Ph.D., Southern Illinois University
Associate Professor of Communication Studies — 1973
- James G. Hall** — B.S., M.S., Eastern Illinois University
Instructor of Physical Education — 1983
- *Teresa J. K. Hall** — B.A., M.A., University of Northern Iowa; Ph.D., Iowa State University
Assistant Professor of Industrial Technology — 1992 (1997)
- *Jeongwon Ham** — Folkwang Hochschule for Musik, Germany; Hochschule der Künste, Germany; D.M.A., University of Kansas
Assistant Professor of Piano — 1999
- *Nancy P. Hamilton** — B.A., San Jose State University; M.A., California State University- Los Angeles; Ph.D., University of Illinois
Associate Professor of Physical Education — 1987 (1993)
Associate Director of the School of Health, Physical Education and Leisure Services — 1995
- *Glenn L. Hansen** — B.A., M.A., University of Northern Iowa; Ph.D., Texas A&M University
Associate Professor of Management
Dean of the Division of Continuing Education and Special Programs — 1964 (1982)
- Lisa C. Hansen** — A.B.J., M.Ed., University of Georgia
Instructor of Education — 1998
- Stan Hansen** — B.A., B.A., University of Iowa; M. of Tax, Drake University; CPA
Instructor of Accounting — 1997
- *Curtiss D. Hanson** — B.S., University of Nebraska-Omaha; Ph.D., Texas A&M University
Associate Professor of Chemistry — 1989 (1994)
- *James G. Hanson** — B.S., Southwest Missouri State University; M.S.W., University of Georgia; Ph.D., University of Kansas
Associate Professor of Social Work — 1990 (1995)
- *Judith F. Harrington** — B.S., Boston College; M.A., University of Iowa
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- *Mark A. Harris** — B.S., M.S., Brigham Young University; Ph.D., Ohio State University
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- Melanie A. Hart** — B.S., M.Ed., Texas Tech University, Ph.D., Auburn University
Assistant Professor of Physical Education — 2000
- Jennifer L. Hartman** — B.A., M.A., University of Northern Iowa
Director/Parent Coordinator, Regent's Center for Early Developmental Education — 2000
- *Helen C. Harton** — B.A., Wake Forest University; M.A., Ph.D., Florida Atlantic University
Assistant Professor of Psychology — 1997
- Rebecca W. Hawbaker** — B.A., University of Northern Iowa; M.A., University of Iowa
Instructor of Teaching: At Risk and Resource — 1998
- *Richard R. Hawkes** — B.S., Municipal University of Omaha; M.S., University of Nebraska-Omaha; Ph.D., University of Nebraska-Lincoln
Professor of Teaching
Coordinator of Student Teaching — 1969 (1984)
- *Richard Allen Hays, Jr.** — B.A., Johns Hopkins University; M.A., Ph.D., University of North Carolina
Professor of Political Science — 1979 (1994)
Director of Graduate Program in Public Policy — 1994
- Barbara A. Heltzman** — B.F.A., University of Michigan
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- *Bill Henderson** — B.A., Central State College, Oklahoma; M.A., University of Houston; Ph.D., University of Minnesota
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Professor of Social Work — 1989 (1999)
- *John E. Henning** — B.A., Pennsylvania State University; M.Ed., Ph.D., Kent State University
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- Glen F. Henry** — B.S., M.S., Nebraska State College-Chadron
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- *Melissa L. Heston** — B.S., Oklahoma State University; M.S., Ph.D., Indiana University
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- *Wallace A. Hettle** — B.A., Ph.D., Northwestern University
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Professor of Biology
Head of the Department of Biology — 1994
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- *John W. Johnson** — B.A., St. Olaf College; M.A., Ph.D., University of Minnesota
Professor of History
Head of the Department of History — 1988
- *Mary Frisbee Johnson** — B.A., Montana State University; M.F.A., University of Cincinnati
Professor of Art
Head of the Department of Art — 1999
- *Osie Johnson, Jr.** — B.F.A., Art Academy of Cincinnati; M.A., University of Northern Iowa; M.F.A., School of Visual Arts, New York
Assistant Professor of Art — 1995
- *Ronald W. Johnson** — B.M.E., Texas Technical University; M.A., California State University-Northridge; Ed.D., University of Illinois
Professor of Instrumental Music — 1982 (1996)
- *Leslie S. Jones** — A.B., Mount Holyoke College; M.S., University of New Hampshire; M.A., Ph.D., The Ohio State University
Assistant Professor of Biology — 1997
- *Tisch Jones** — B.A., University of Minnesota; M.A., M.F.A., University of Iowa
Associate Professor of Theatre — 1993 (1997)
- *Elana Joram** — B.A., M.A., Ph.D., University of Toronto
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- *Sue A. Joslyn** — B.A., M.A., University of Northern Iowa; Ph.D., University of Iowa
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- *James E. Jurgenson** — B.S., University of Minnesota; M.S., Ph.D., University of Arizona
Associate Professor of Biology — 1992 (1996)
- *Shashidhar Kaparathi** — B.Tech., Indian Institute of Technology; Ph.D., State University of New York-Buffalo
Associate Professor of Management (Management Information Systems) — 1992 (1998)
- *Rex A. Karsten** — B.S., Michigan State University; M.A., Central Michigan University; Ph.D., University of Nebraska-Lincoln
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- *Ali E. Kashef** — B.S., Lincoln University, Jefferson City; M.S., Central Missouri State University; Ph.D., Southern Illinois University
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- *Noel H. Kaylor, Jr.** — B.S., M.A., University of Tennessee-Knoxville; M.A., Monterey Institute; M.A., M.A., Ph.D., Vanderbilt University
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- *Thomas W. Keefe, III** — B.A., University of Colorado; M.S.W., University of Denver; D.S.W., University of Utah
Professor of Social Work — 1973 (1982)
Head of the Department of Social Work — 1990
- *Brian L. Keeley** — B.A., University of Southern Alabama; M.Sc., University of Sussux; M.A., Ph.D., University of California-San Diego
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- Dennis W. Kettner** — B.A., M.A., University of Northern Iowa
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- *Carey H. Kirk** — B.A., Princeton University; M.A., University of Virginia; Ph.D., Vanderbilt University; J.D., University of Iowa
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- *Syed N.U.A. Kirmani** — B.S., M.S., Lucknow University, India; Ph.D., Aligarh Muslim University, India
Professor of Mathematics — 1984 (1991)
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- *Christopher L. Kliever** — B.A., Iowa State University; M.S., Ph.D., Syracuse University
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- Rick L. Knivslund** — B.A., Gustavus Adolphus College; M.A., University of Iowa
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Professor of Health Education — 1983 (2000)
Associate Vice President for Academic Affairs — 1999
- *Frank W. Kohler** — B.A., St. Cloud State University; M.A., Ph.D., University of Kansas
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- *Fritz H. Konig** — B.A., University of Heidelberg; Candidatus Magisterii, University of Oslo; M.A., Ph.D., University of Iowa
Professor of German — 1967 (1975)
- *Jurgen Koppensteiner** — Ph.D., University of Graz, Austria
Professor of German — 1968 (1976)
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- *Kyle L. Kostelecky** — B.A., Washington State University; M.S., Ph.D., Iowa State University
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- Theresa A. Kouri** — B.A., M.A., University of Northern Iowa; Ph.D., Kent State University
Instructor and Speech Language Hearing Clinician Coordinator — 1991
- *Marilou DeWall Kratzenstein** — B.A., Calvin College; M.A., Ohio State University; D.M.A., University of Iowa
Professor of Organ and Music History — 1975 (1983)
- *Randall G. Krieg** — B.A., University of Wisconsin-Madison; M.A., Ph.D., University of Colorado-Boulder
Professor of Economics — 1987 (1997)
- *Dean A. Kruckeberg** — B.A., Wartburg College; M.A., Northern Illinois University-DeKalb; Ph.D., University of Iowa
Professor of Public Relations — 1983 (1994)
- Karla K. Krueger** — B.A., Luther College; M.A., University of Northern Iowa
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- *Robert R. Krueger** — B.A., Ph.D., University of Minnesota
Associate Professor of Spanish and Portuguese — 1984 (1991)
- John A. Krumbholz** — B.A., Coe College; M.A. University of Iowa
Instructor of Teaching
Principal of Price Lab School — 1998
- *Roger A. Kueter** — B.A., Loras College; M.A., Ed.D., Indiana University
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Head of the Department of Teaching — 1990
- *Loretta S. Kuse** — B.S., University of Wisconsin-Stevens Point; M.A., Ph.D., University of Iowa; M.Div., Wartburg Theological Seminary
Assistant Professor of Education: Elementary Education — 1972
- *Que Lan** — B.S., Wuhan University; M.S., Brock University; Ph.D., University of Minnesota
Assistant Professor of Biology — 1998
- *David B. Landis** — B.A., Whitman College; M.E., Montana State University; Ed.D., University of Massachusetts-Amherst
Assistant Professor of Education: Reading — 1995
- Eric R. Lange** — B.A., Trinity University; M.F.A., Temple University
Assistant Professor of Theatre and Technical Director — 1995
- *Cherin A. Lee** — B.A., M.A., University of Northern Iowa; Ph.D., Kansas State University
Assistant Professor of Biology — 1981 (1997)
- *Min H. Lee** — B.S., M.S., Seoul National University, Korea; Ph.D., State University of New York-Stony Brook
Professor of Mathematics — 1986 (1996)
- Robert E. Lee** — B.A., M.A., University of Northern Iowa
Instructor of Teaching: Physical Education — 1981 (1986)
- *Jay T. Lees** — B.A., Gettysburg College; M.A., Ph.D., Tulane University
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- *Michael J. Leiber** — B.A., Marquette University; M.A., Ph.D., State University of New York-Albany
Associate Professor of Sociology — 1988 (1995)
- Amy Leonhart** — B.A., Wartburg College; M.A., University of Northern Iowa
Instructor of Teaching: Elementary Education — 2000
- *Yury S. Lerner** — B.S., M.S., State Polytechnic University-Odessa, Russia; Ph.D., Ukrainian Academy of Sciences-Kiev, Russia
Professor of Industrial Technology — 1995
- Lucille J. Lettow** — B.A., University of Northern Iowa; M.A., University of Missouri-Columbia; M.A., University of Northern Iowa
Professor and Youth Collection Librarian — 1980 (1997)
- *Larry P. Leutzinger** — B.A., M.A., University of Northern Iowa; Ph.D., University of Iowa
Assistant Professor of Mathematics — 1988
- *Timothy Lindquist** — B.S., Northern Michigan University; M.B.A., Michigan State University; Ph.D., University of Colorado-Boulder
Associate Professor of Accounting — 1991 (1997)
- Kirsten D. Linney** — B.S., M.S., Iowa State University
Assistant Professor of Design, Family and Consumer Sciences — 2000
- *Megan E. Lipke** — B.A., University of Vermont; M.F.A., Cornell University
Assistant Professor of Art — 1997
- *Thomas L. Little** — B.A., Macalester College; M.Ed., University of Mississippi; Ed.D., Memphis State University
Associate Professor of Special Education — 1973 (1978)
- *Bonnie H. Litwiller** — B.S.Ed., M.S.Ed., Illinois State University; M.A.T., Ed.D., Indiana University
Professor of Mathematics — 1968 (1976)

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Assistant Professor of Political Science — 1997
- *Mary Losch** — B.S., Murray State University; M.A., Ph.D., University of Iowa
Associate Professor of Psychology — 1998
- Joan K. Loslo** — B.A., Wartburg College; M.A., University of Iowa; M.A., University of Northern Iowa
Assistant Professor and Cataloging Librarian and Bibliographer — 1987 (1993)
- *Barbara S. Lounsberry** — B.A., M.A., University of Northern Iowa; Ph.D., University of Iowa
Professor of English — 1976 (1990)
- *Julie C. Lowell** — B.A., Ohio Wesleyan University; M.Ed., Boston University; M.A., Ph.D., University of Arizona
Associate Professor of Anthropology — 1987 (1995)
- *James F. Lubker** — B.S., Mankato State College; M.A., Ph.D., University of Iowa
Professor of Communicative Disorders
Dean of the College of Humanities and Fine Arts — 1995
- *Gene M. Lutz** — B.S., M.S., Ph.D., Iowa State University
Professor of Sociology — 1973 (1986)
Director of Center for Social and Behavioral Sciences
- Stanley P. Lyle** — B.A., University of Northern Iowa; M.A., University of Iowa; M.B.A., University of Northern Iowa
Associate Professor and Electronic Reference Services Coordinator and Reference Librarian — 1977 (1988)
- *Annette F. Lynch** — B.A., M.A., University of Iowa; Ph.D., University of Minnesota
Associate Professor of Design, Family and Consumer Sciences: Textiles and Apparel — 1991 (1999)
Director of Undergraduate Women's Studies Program — 1998
- *Christine A. Macfarlane** — B.A., Wayne State College; M.S., Ph.D., Utah State University
Associate Professor of Special Education — 1991 (1995)
- *Catherine A.F. MacGillivray** — A.B., Barnard College; M.A., University de Paris VIII; Ph.D., University of California-Berkeley
Associate Professor of English — 1996 (1999)
- Gordon Mack** — B.A., Southern University; M.A., New York University
Director of American Humanities — 1993
- *Kristin Mack** — B.A., Marquette University; M.A., Ph.D., Iowa State University
Assistant Professor of Sociology — 1996 (1998)
- *Mickey G. Mack** — B.A., M.A., University of Northern Iowa; Ph.D., University of Iowa
Assistant Professor of Physical Education
Project Coordinator, National Program for Playground Safety — 1995 (1996)
- *James G. Macmillan** — B.A., Western Washington State College; Ph.D., Ohio State University
Associate Professor of Chemistry — 1972 (1977)
- *Douglas Magnuson** — B.A., Bethel College; M.A., University of Minnesota
Assistant Professor of Leisure, Youth and Human Services — 1998
- *Donna J. Maier** — B.A., College of Wooster; M.A., Ph.D., Northwestern University
Professor of History — 1978 (1986)
- James A. Maltas** — B.A., M.A., University of Northern Iowa
Instructor of Teaching: Mathematics — 1991
- *Kirk P. Manfredi** — B.S., Rocky Mountain College; Ph.D., Montana State University
Associate Professor of Chemistry — 1991 (1997)
- Joseph J. Marchesani** — B.A., Fordham University; M.S., Brooklyn College; M.Ed., Temple University
Assistant Professor of Education: Educational Technology
Coordinator of Audio, Video and Telecommunications — 1972
- Barbara J. Mardis** — B.A., Shimer College; M.B.A., University of Northern Iowa
Instructor of Economics — 1981
- *Jeanette J. Marsh** — B.S., Mankato State College; M.S., University of New Mexico; Ph.D., University of Minnesota
Assistant Professor of Physical Education — 1975
- *Jerilyn Marshall** — B.A., Purdue University; M.L.S., Vanderbilt University; M.A., Northwestern University
Assistant Professor and Head of Reference and Instructional Services — 1998
- *Ripley E. Marston** — B.S., James Madison University; M.S., University of Tennessee-Knoxville; Ph.D., University of Iowa
Associate Professor of Physical Education — 1976 (1987)
- *Christopher Martin** — B.A., Capitol University; M.A., Emerson College; Ph.D., University of Michigan
Assistant Professor of Electronic Media — 1995
- *Katherine F. Martin** — A.B., Douglas College, Rutgers; M.S.L.S., M.A., University of North Carolina-Chapel Hill
Associate Professor of Library Science — 1993
Head of Collection Management and Special Services — 1982 (1988)
- *Robert F. Martin** — B.A., Wofford College, South Carolina; M.A., Ph.D., University of North Carolina-Chapel Hill
Professor of History — 1981 (1990)
- Lori Mason** — B.S., M.S., Ferris State University
Instructor of Accounting — 2000
- Carol Matthews** — B.A., Cornell University; M.A., University of Iowa
Instructor of Teaching: Language Arts — 1998
- *Phillip Mauceri** — B.A., M.A., New York University; Ph.D., Columbia University
Associate Professor of Political Science — 1994 (1998)
- *Charles R. May** — B.S., West Texas State University; M.A., Eastern New Mexico University; Ph.D., Ohio State University; Ed.D., Vanderbilt University
Professor of Education: Early Childhood — 1982
- *David W. May** — B.G.S., University of Kansas; M.A., University of California-Davis; Ph.D., University of Wisconsin-Madison
Associate Professor of Geography — 1985 (1990)
- *Tony N. McAdams** — B.A., University of Northern Iowa; J.D., University of Iowa; M.B.A., Columbia University
Professor of Management — 1982
- Janet E. McClain** — B.S., Northern Illinois University; M.S.Ed., University of Dayton
Instructor of Teaching: Minorities in Teaching Program — 1976
- William P. McClean** — B.A., M.A., Arkansas State University
Assistant Professor of Political Science — 1999
- Judith D. McConaha** — B.A., B.S., Ohio State University
International Field and Educational Experiences Coordinator — 1997 (1999)
- *Wendell McConaha** — B.A., Wayne State College; M.S., M.A., Ed.S., University of Nebraska; Ph.D., Purdue University
Associate Professor and Director of Price Laboratory School — 1997
- John W. McCormick** — B.S., The Pennsylvania State University; Ph.D., University of California-Los Angeles
Professor of Computer Science
Head of the Department of Computer Science — 1996
- *Kenneth J. McCormick** — B.A., University of California-Riverside; Ph.D., Iowa State University
Professor of Economics — 1982 (1991)
- *James G. McCullagh** — B.A., California State College-Chico; M.S.S.W., University of Missouri-Columbia; Ed.D., Northern Illinois University-DeKalb; J.D., University of Iowa
Professor of Social Work — 1981 (1989)
- Mary H. McDade** — B.S., University of West Florida; M.S., Oregon State University
Instructor of Biology — 1995
- *Suzanne McDevitt** — B.A., M.S.W., Ph.D., University of Pittsburgh
Associate Professor of Social Work — 1992 (1997)
- *Daniel L. McDonald** — B.S., M.S., Ed.D., Oklahoma State University
Assistant Professor of Leisure Services — 1985
- *Jean M. McDonald** — B.M., Simpson College; M.A., D.M.A., University of Iowa
Associate Professor of Voice — 1988 (1996)
- Terri L. McDonald** — B.S., M.A., Murray State; M.A., Ed.D., University of Northern Iowa
Assistant Professor of Teaching: Electronic Media — 1990 (1998)
- *LeRoy A. McGrew** — B.A., Knox College, Illinois; M.S., Ph.D., University of Iowa
Professor of Chemistry — 1977

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Assistant Professor of History — 1989 (1993)

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Associate Vice President for Academic Affairs — 1983 (1989)
Director of Ronald E. McNair Program — 2000

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Interim Dean of Library Services — 2000

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Assistant Professor of Accounting — 1974

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Pre-Student Teaching Field Experience Coordinator

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Professor of French — 1967 (1975)

- Penny J. O'Connor** — B.A., M.A., University of Northern Iowa
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- *Timothy E. O'Connor** — B.A., M.A., Creighton University; Ph.D., University of Minnesota
Professor of History — 1982 (1992)
Assistant Vice President of Academic Affairs for International Programs — 1995
- *Chukwem Odiak** — M.Sc., Tampere University, Finland; Ph.D., University of Toronto
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- Barbara O. O'Donnell** — B.S.Ed., Illinois State University; M.S.Ed., Western Illinois University; Ed.D., University of North Dakota
Assistant Professor of Education: Elementary Education — 1999
- *Christian W. Ogbondah** — B.A., University of Nigeria; M.A., University of Nebraska; Ph.D., Southern Illinois University
Professor of Journalism — 1989 (1998)
- *Chinyelu Okafor** — B.S., University of Ibadon; M.S., Ph.D., University of Wisconsin
Assistant Professor of Health Education — 1998
- *Kevin C. O'Kane** — B.S., Boston College; Ph.D., Pennsylvania State University
Professor of Computer Science — 1992
- *Stephen L. O'Kane** — B.S., M.S., Colorado State University; Ph.D., Washington University-St. Louis
Assistant Professor of Biology — 1996
- Michael D. Oleson** — B.S., M.Acc., Kansas State University; Ph.D., University of Illinois- Urbana-Champaign
Assistant Professor of Accounting — 1999
- Vicki Oleson** — B.A., M.A., University of Northern Iowa
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- *Dale W. Olson** — B.S., Carleton College; Ph.D., University of Rochester
Professor of Physics — 1968 (1992)
- *Augustine Osman** — B.A., M.A., Ph.D., West Virginia University
Professor of Psychology — 1986 (1999)
- *Robert L. Paige** — B.S., M.S., Ph.D., Colorado State University
Assistant Professor of Mathematics — 1999
- *Catherine Palczewski** — B.S., M.A., Ph.D., Northwestern University
Associate Professor of Communication Studies — 1994 (1996)
- Eugene A. Paoline III** — B.S., M.S., Florida State University; M.A., State University of New York-Albany
Instructor of Criminology — 2000
- *Recayl Pecan** — B.S., M.S., Istanbul Technology University; M.S., University of Colorado; Ph.D., University of Wyoming
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- *Gerri Perreault** — B.A., University of Minnesota; M.S., Mankato State University; Ph.D., University of Minnesota
Associate Professor of Educational Leadership, Counseling, and Postsecondary Education — 1997
Director of Leadership Studies — 1991
- Elizabeth J. Peterson** — A.B., M.S.L.S., University of Illinois; M.B.A., University of Northern Iowa
Instructor of Management — 1981 (1983)
- Gerald L. Peterson** — A.B., A.M., M.S.L.S., University of Illinois
Associate Professor and Special Collections Librarian and University Archivist — 1974 (1986)
- *Jean M. Petsch** — B.A., Iowa State University; M.A., University of Northern Iowa; Ph.D., Florida State University
Assistant Professor of Art — 1999
- *Amy J. Phelps** — B.S., Berry College; M.S., Ph.D., Purdue University
Associate Professor of Chemistry — 1993 (1997)
- *Carol L. Phillips** — B.S., Ohio State University; M.A.T., Washington State University; Ed.D., University of Northern Colorado
Assistant Professor of Physical Education — 1975 (1984)
- Nell A. Phipps** — B.A., M.A., University of Northern Iowa
Instructor of Teaching: Physical Education and Student Coordinator — 1990 (1998)
- Miguel F. Pinto** — B.M., M.Sci., Juilliard School of Music
Associate Professor of Vocal Coaching — 1992
- *Bruce L. Plakke** — B.A., M.A., Western Michigan University; Ph.D., Memphis State University
Associate Professor of Audiology — 1978 (1991)
- *Antonio Planells** — B.A., University of LaPlata, Argentina; M.A., Ph.D., Catholic University of America
Professor of Spanish — 1992
- *Aaron Mayer Podolefsky** — B.A., California State University-San Jose; M.A., M.A., Ph.D., State University of New York-Stony Brook
Provost and Vice President — 1999
Professor of Anthropology — 1990
- *Gayle M. Pohl** — B.A., Xavier University; M.A., Ph.D., University of Kentucky
Associate Professor of Public Relations — 1993 (1997)
- Tony Polito** — B.S., Radford University; M.B.A., Drake University
Instructor of Management — 2000
- *Kurt W. Pontasch** — B.S., M.S., University of Idaho; Ph.D., Virginia Polytechnic Institute and State University
Associate Professor of Biology — 1989 (1994)
- *Daniel J. Power** — B.S., M.A., University of Iowa; M.B.A., Ph.D., University of Wisconsin-Madison
Professor of Management (Management Information Systems) — 1989
- *Nancy Price** — B.A., Cornell College; M.A., University of Northern Iowa
Professor of English — 1979
- W. Dean Primrose** — B.A., M.A., University of Northern Iowa
Assistant Professor of Teaching: Business Education — 1973 (1976)
- *Michael P. Prophet** — B.A., Shippensburg University, Pennsylvania; Ph.D., University of California-Riverside
Assistant Professor of Mathematics — 1999
- *Charles E. Quirk** — B.A., Carroll College, Wisconsin; B.Div., McCormick Theological Seminary-Chicago; Ph.D., University of Iowa
Associate Professor of History — 1963 (1969)
- *David J. Rachor** — B.M., B.M.E., Peabody College; M.M., D.M., Indiana University
Professor of Bassoon — 1989 (1999)
- *K. N. Rajendran** — B.S., M.B.M., Banaras Hindu University; Ph.D., University of Iowa
Associate Professor of Marketing — 1988 (1996)
- *Allen Rappaport** — B.S., M.B.A., University of South Carolina; Ph.D., University of Texas-Austin
Professor of Finance — 1982 (1990)
- *Donna B. Raschke** — B.S., Oklahoma State University-Stillwater; M.S., Ph.D., University of Wisconsin-Madison
Professor of Special Education — 1979 (1991)
- *Edward C. Rathmell** — B.A., Central College; Ed.M., Western Washington University; Ph.D., University of Michigan
Professor of Mathematics — 1972 (1982)
- *Mohammed Y.A. Rawwas** — B.A., Lebanese University, Beirut; M.B.A., American University at Beirut; Ph.D., University of Mississippi
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- *Martha J. Reineke** — B.A., Earlham University; M.A., Ph.D., Vanderbilt University
Professor of Religion — 1984 (1999)
- Dennis L. Remmert** — B.A., M.A., University of Northern Iowa
Assistant Professor of Physical Education — 1964 (1969)
Coordinator of General Education — 1997
- *Celia J. Renner** — B.A., University of Colorado-Boulder; M.A., University of Alabama-Birmingham; Ph.D., University of Colorado-Boulder; CPA
Assistant Professor of Accounting — 1995
- *Basil J. Reppas** — B.A., University of Athens, Greece; M.A., American University of Beirut, Lebanon; Ph.D., University of Iowa
Professor of Educational Psychology and Foundations — 1961 (1976)
- *Thomas W. Rice** — B.A., University of Iowa; Ph.D., Iowa State University
Associate Professor of Political Science
Head of the Department of Political Science — 1999
- *Paul E. Rider** — B.A., Drake University; M.S., Iowa State University; Ph.D., Kansas State University
Professor of Chemistry — 1969 (1979)
- *Don Rierson** — B.A., University of North Carolina; Ph.D., M.M., Florida State University
Assistant Professor of Opera — 1997
- Beverly A. Riess** — B.A., University of Northern Colorado; M.A., University of Northern Iowa
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Shoshana Shonfeld Ringel — B.A., M.S.W., Hunter College, New York
Assistant Professor of Social Work — 1999

***Jan C. Robbins** — B.A., Pennsylvania State University; M.A., Ph.D.,
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Professor of English — 1976

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of Iowa
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Education — 1991 (1996)

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1980 (1996)

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Associate Professor of School Library Media Studies — 1990 (1998)

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University
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Darla L. Sharar — B.A., M.A., University of Northern Iowa
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- William J. Shepherd** — B.S.Ed., M.F.A., Ohio University
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- *Carolyn L. Shields** — B.A., Ph.D., University of Texas-Austin
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- *Michael J. Shott** — B.A., University of Massachusetts; M.A., Ph.D., University of Michigan
Associate Professor of Anthropology — 1989 (1994)
- *Paul J. Siddens** — B.A., Indiana University-Purdue University at Indianapolis; M.S., Ph.D., Southern Illinois University-Carbondale
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- *Ira M. Simet** — A.B., Princeton University; Ph.D., University of Notre Dame
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- Diane E. Simmons** — B.A., St. Ambrose University; M.S., Western Illinois University
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- *Patricia L. Sitlington** — B.A., St. Mary's College, Notre Dame; M.Ed., University of Hawaii-Honolulu; Ph.D., University of Kansas-Lawrence
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- *Joseph J. Smaldino** — B.S., Union College, New York; M.A., University of Connecticut; Ph.D., University of Florida
Professor of Audiology — 1984 (1988)
- *Sharon E. Smaldino** — B.A., State University of New York-Albany; M.A., University of Connecticut; Ph.D., Southern Illinois University-Carbondale
Professor of Education: Educational Technology — 1986 (1996)
- *David T. Smalley** — B.M., M.M., University of Michigan
Associate Professor of Voice — 1964 (1977)
- *A. Gerald Smith** — B.S.B.A., University of Southern Mississippi; M.S., Oklahoma State University; Ph.D., University of Oklahoma; CPA; CIA
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Head of the Department of Accounting — 1989
- *Daryl D. Smith** — B.A., University of Iowa; M.S., University of South Dakota; Ph.D., University of Iowa
Professor of Biology and Science Education — 1967 (1978)
- *Gerald F. Smith** — B.A., University of Wisconsin-Madison; M.B.A., Temple University; Ph.D., University of Pennsylvania
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- Jacquelin J. Smith** — B.S., Dana College; M.A., University of Northern Iowa
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- *John K. Smith** — B.S., M.A., Ph.D., University of Wisconsin-Madison
Professor of Educational Psychology and Foundations — 1971 (1985)
- Lori A. Smith** — B.S., Iowa State University; M.A., University of Northern Iowa
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- *Kent E. Snowden** — B.S., M.S.E., Jacksonville State University; M.L.S., University of Alabama
Assistant Professor and Head of Access Services — 1999
- *John W. Somerville** — B.A., Rhodes College; M.A., University of Mississippi; Ph.D., University of Arkansas
Professor of Psychology — 1975 (1979)
Dean of the Graduate College — 1989
- *Jerome P. Soneson** — B.A., North Park College; M.Div., Harvard Divinity School; M.A., Ph.D., Harvard University
Associate Professor of Religion — 1991 (1995)
- *Michael S. Spencer** — B.S., Southern Illinois University-Carbondale; M.B.A., Southern Illinois University-Edwardsville; M.A., University of Northern Iowa; Ph.D., University of Georgia
Associate Professor of Management — 1992 (1997)
- Aaron J. Spurr** — B.A., M.A., University of Northern Iowa
Instructor of Teaching: Science — 1998
- *Richard G. Stahlhut** — B.A. Northern Illinois University; M.A., Western Michigan University; Ph.D., University of Iowa
Associate Professor of Teaching — 1969 (1990)
Coordinator of Student Teaching
- *Thomas R. Stancilffe** — B.S., Illinois State University; M.F.A., Northern Illinois University
Associate Professor of Art — 1988 (1993)
- *Adrienne M. Stanley** — B.S., M.A., Ph.D., University of Kansas
Assistant Professor of Mathematics — 1999
- *Jeannie L. Steele** — B.A., University of North Carolina-Charlotte; M.Ed., James Madison University; Ph.D., University of Virginia
Professor of Education: Reading — 1987 (1998)
Co-Director of Office of Education for Democracy — 1998
- *Gregory P. Stefanich** — B.S., University of Minnesota-Duluth; M.S., University of Minnesota-Minneapolis; Ed.D., University of Montana
Professor of Education: Elementary, Middle Level — 1976 (1981)
- *William M. Stigliani** — B.A., University of Connecticut; M.A., Ph.D., Princeton University
Professor of Chemistry — 1994
- *Jerry D. Stockdale** — B.S., M.S., Ph.D., Iowa State University
Professor of Sociology — 1973 (1980)
- *Jody M. Stone** — B.S., M.A.T., University of Iowa; Ph.D., Southern Illinois University
Associate Professor of Teaching: Science Education — 1978 (1988)
- *Marilyn D. Story** — B.A., Ohio Wesleyan University; M.A., University of Michigan; Ph.D., Michigan State University
Professor of Design, Family and Consumer Sciences: Family Services — 1968 (1983)
- *Mitchell D. Strauss** — B.A., University of North Carolina; B.S., North Carolina State University; M.S., Institute of Textile Technology-Charlottesville; Ed.D., University of Virginia
Associate Professor of Design, Family and Consumer Sciences: Textile and Apparel — 1999
- *Tim R. Strauss** — B.S., University of Wisconsin-Madison; M.S., University of London; Ph.D., University of Washington
Assistant Professor of Geography — 1999
- *Christine (Crit) S. Streed** — B.A., University of Northern Iowa; M.A., M.F.A., University of Iowa
Professor of Art — 1979 (1997)
- *L. Allison Stringer** — B.A., College of William and Mary; M.A., Ph.D., University of Minnesota
Assistant Professor of Leisure, Youth and Human Services — 1998
- Clare A. Struck** — B.A., M.A., University of Northern Iowa
Instructor of Teaching: Counseling — 1983
- *Phillip W. Suckling** — B.Sc., M.Sc., McMaster University; Ph.D., University of British Columbia
Professor of Geography
Head of the Department of Geography — 1991
- *Jesse G. Swan** — B.A., University of Texas-San Antonio; M.A., Ph.D., Arizona State University
Assistant Professor of English — 1998
- *Annette C. Swann** — B.A., Murray State University; M.A., Columbia University; Ed.D., Indiana University
Associate Professor of Teaching: Art — 1983 (1992)
- Michelle H. Swanson** — B.M., M.M., University of Northern Iowa
Instructor of Teaching: Music — 1998
- James W. Sweigert** — B.A., University of Iowa; M.A., University of Southern California
Instructor of Teaching: Foreign Languages — 1991
- *Thomas J. Switzer** — B.A., University of Northern Iowa; Ph.D., University of Michigan
Professor of Education
Dean of the College of Education — 1987
- *John W. Swope** — B.A., Virginia Polytechnic Institute and State University; M.S., Radford College; Ed.D., Virginia Polytechnic Institute and State University
Associate Professor of English — 1987 (1994)
- Stephen W. Taft** — B.S.E., Central Missouri State University; M.A., Southwest Missouri State University; Ph.D., Texas Tech University
Associate Professor of Theatre and Dance
Head of the Department of Theatre — 2000
- Jolene K. Tagtow** — B.A., M.A., University of Northern Iowa
Instructor of Teaching: Language Arts, Theatre — 2000
- David R. Tallakson** — B.A., Arizona State University; M.A., University of Iowa
Instructor of Teaching: Educational Media — 1998
- Denise A. Tallakson** — B.S., Illinois State University; M.Ed., University of Illinois-Urbana
Instructor of Teaching: Elementary Education — 1986
- Rowena N. Tan** — B.A., Wooster College; M.Ed., Ph.D., University of Minnesota
Assistant Professor of Psychology — 1994

- *Darryl Taylor** — B.M., M.M., University of Southern California; D.M.A., University of Michigan-Ann Arbor
Assistant Professor of Voice — 1996
- *Laura A. Terlip** — B.S., M.A., Pittsburgh State University; M.S., London School of Economics; Ph.D., University of Oklahoma
Associate Professor of Communication Studies — 1991
Director of Undergraduate Advising — 1997
- *Diane L. Thlessen** — B.S., South Dakota State University; M.S.Ed., Ph.D., Southern Illinois University-Carbondale
Professor of Mathematics — 1978 (1990)
- *A. Frank Thompson** — B.S., M.S., Illinois State University; M.S., M.A., Ph.D., University of Nebraska-Lincoln
Professor of Finance — 1990
- *Donna J. Thompson** — B.A.Ed., Western Washington University; M.A., Wheaton College; Ph.D., Ohio State University
Professor of Physical Education — 1975 (1998)
- *Michael A. Thoresen** — B.A., Bethel College; M.A., University of Minnesota; Ed.D., University of Northern Colorado
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- *Steven G. Thorpe** — B.A., M.A., Ph.D., University of Colorado-Boulder
Assistant Professor of Economics — 1996
- *Carl L. Thurman** — B.S., University of Houston; M.S., University of West Florida; Ph.D., University of Minnesota
Associate Professor of Biology — 1992 (1998)
- *Deborah L. Tidwell** — B.A., California State University; M.A., Western State College; Ph.D., University of Arizona
Associate Professor of Education: Reading — 1990 (1996)
Director of the Reading Clinic — 1993
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- *Marc A. Timmerman** — B.S.E.E., Santa Clara University; M.Eng.E.E., Rensselaer Polytechnic Institute; Ph.D., Georgia Institute of Technology
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- M. Jane Toerner** — B.S., University of Cincinnati; M.A., University of Northern Iowa
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Co-editor, *North American Review* — 2000
- *Karen K. Tracey** — B.A., M.A., Kansas State University; Ph.D., University of Illinois, Urbana-Champaign
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Professor of Mathematics and Early Childhood — 1991
- *Jill M. Trainer** — B.A., University of California-Berkeley; M.S., Ph.D., University of Michigan
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- *Rick Traw** — B.A., Ottawa University; M.S. Emporia State University; Ed.D., University of South Dakota
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- Kay M. Treiber** — B.A., University of Northern Iowa
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- *Thomas J. Tritle** — B.M., Baldwin Wallace College; Teaching Certificate, South Dakota State University; M.M., New England Conservatory; D.M.A., University of Iowa
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- *J. C. Turner** — B.A., Iowa State University; M.A., Ph.D., University of Texas
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- Cheol-Ho U** — B.A., Louisiana State University
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- JIM M. Uhlenberg** — B.A., M.A.E., University of Northern Iowa
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- *Roy D. Unruh** — B.A., Bethel College; M.A., University of Minnesota; Ed.D., University of Northern Colorado
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- *Leonard M. Upham** — B.A., Luther College; M.A., University of Iowa; Ed.D., University of Northern Iowa
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- *Richard J. Utz** — B.A., M.A., Ph.D., University of Regensburg, Germany
Associate Professor of English — 1991 (1996)
- *Bulent Uyar** — B.A., Robert College, Istanbul; M.A., Ph.D., University of Pittsburgh
Associate Professor of Economics — 1991
- *Dhirendra K. Vajpeyi** — Siddhantalankar; L.L.B., M.A., M.A., Lucknow University; M.A., Ph.D., Michigan State University
Professor of Political Science — 1969 (1979)
- *John F. Valentine** — B.M.E., Southeast Missouri State University; M.M., University of Northern Iowa; Ph.D., University of Kentucky
Associate Professor of Bands — 1991 (1999)
Director of the School of Music — 1999
- *Katherine van Wormer** — B.A., University of North Carolina; M.Ed., Queen's University, Ireland; M.A., Western Kentucky University; MSSW, University of Tennessee; Ph.D., University of Georgia
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- Richard M. Vanderwall** — B.F.A., Drake University; M.A., University of Southern Mississippi
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- *Shahram Varzavand** — B.T., M.A., University of Northern Iowa; Ph.D., Iowa State University
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- *Tamara B. Veenstra** — B.S., University of North Carolina-Chapel Hill; A.M., Ph.D., Dartmouth College
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- *V. Eugene Wallingford** — B.A., Ball State University; M.S., Ph.D., Michigan State University
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- *James C. Walters** — B.A., Grand Valley State University, Michigan; M.Phil., Ph.D., Rutgers University
Professor of Geology — 1975 (1989)
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- *Leah White** — B.A., Concordia College; M.A., Kansas State University; Ph.D., Arizona State University
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