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<tr>
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<td>14</td>
<td>Mon., Orientation and Registration, 8 a.m. to 4 p.m.</td>
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<tr>
<td>Jan.</td>
<td>15</td>
<td>Tue., Instruction begins, 8 a.m.</td>
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<td>March</td>
<td>8</td>
<td>Sat., End of first half semester, 12 noon.</td>
</tr>
<tr>
<td>March</td>
<td>22</td>
<td>Sat., Spring vacation begins, 12 noon.</td>
</tr>
<tr>
<td>March</td>
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<th>Event</th>
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<tr>
<td>Dec.</td>
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The University and Its Program

The University of Northern Iowa is a member of 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 in Industrial Technology (DIT) by the North Central Association of Colleges and Secondary Schools (NCA) and by the National Council for Accreditation of Teacher Education (NCATE). The university's programs are accredited by the following professional accrediting agencies: the National Association of Schools of Music, the National Council of Social Work Education, the American Hearing and Speech Association, and the American Home Economics Association. Programs are also approved by the Iowa State Department of Public Instruction, the National University Extension Association, and the American Chemical Society. In addition, the University Museum is accredited by the American Association of Museums.

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 now 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 Technology. 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, seven degrees are offered: the Master of Arts, the Master of Arts in Education, the Master of Business Administration, the Master of Music, the sixth-year Specialist and Specialist in Education degrees, and the Doctor of Industrial Technology degree.

The university's academic structure continues to reflect the changes in higher education and its endeavor to meet the educational needs and demands of an ever-changing society. Principal academic units are the four instructional Colleges, the School of Business, and the Graduate College; their purposes, functions, and philosophies are summarized in the pages which follow. The instructional groups, which include both schools and departments, are:

College of Education —
   Curriculum and Instruction
   Educational Psychology and Foundations
   Library Science
   School of Health, Physical Education, and Recreation
   School Administration and Personnel Services
   Special Education
   Teaching

College of Humanities and Fine Arts —
   Art
   English Language and Literature
   Modern Languages
   School of Music
   Philosophy and Religion
   Speech
   Speech Pathology and Audiology
Following its initial years as Iowa State Normal School, in 1909 the institution was renamed Iowa State Teachers College and under this title attained a national reputation and status as a leading institution in the field of teacher education. On July 5, 1961, by enactment of the Iowa General Assembly, the name of the school 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 an enactment by the Iowa General Assembly on the recommendation of the State Board of Regents. With university status, the mission of the institution has expanded:

"The University of Northern Iowa at Cedar Falls is recognized as having a mission of sufficient scope to enable it to be a distinguished arts and sciences university with an outstanding teacher education program. It provides leadership in the development of programs for the pre-service and in-service preparation of teachers and other educational personnel for schools, colleges, and universities. The institution offers undergraduate and graduate programs and degrees in the liberal and practical arts and sciences, including selected areas of technology. It offers pre-professional programs and conducts research and extension programs to strengthen the educational, social, cultural, and economic development of Iowa and the larger community. Evolution from a state college to a university entailed a broadening of offerings, development of more specialized undergraduate and graduate programs, and greater emphasis on research and public professional services.

"It is imperative that the quality of the University’s instruction be maintained and enhanced through increasingly strong emphasis on: 1) general or liberal education as the most essential ingredient for the undergraduate student, 2) the central importance and complementary relationship of teaching and research, 3) enrichment of instruction through extensive clinical, laboratory and field experiences, and independent study, and 4) development of the life of the University community itself as an effective educational force. In order to serve students of all ages and to be responsive to their needs and preferences and to the needs of society, it is imperative that the University offer a variety of programs in such areas as liberal arts, arts, business, social work, and technology. It will offer no major programs in agriculture, architecture, dentistry, engineering, forestry, hospital administration, law, pharmacy, medicine, or veterinary medicine.

"In the area of teacher preparation the University must remain at the forefront of developments in the field of education and be prepared to offer instruction in new areas required by society. Furthermore, UNI should be more than merely responsive to changing needs and interests of its students and society. It must provide leadership in educational innovations, programs, and research."
"Future programs will be determined by the continuing study of existing programs and of developing needs. Programs will be curtailed or eliminated when the assessment of need and resources indicates that resources could better be devoted to other programs. The University approaches the addition of new programs with considerable caution. Generally, new programs are fashioned out of existing programs in response to developing needs. However, if the University is to remain vital, it must consider at the appropriate time the development of some new programs that fall within its general mission and meet the new needs of students and of society."

University status brought increasing attention to research and services, particularly in the field of education, as well as the offering of a broader curriculum on both the graduate and undergraduate levels. To complement the initial Bachelor of Arts programs, the Bachelor of Technology was added in 1968, the Bachelor of Music in 1969, and the Bachelor of Fine Arts in 1976. The expansion of the graduate-level degree programs reflects the university's continuing efforts to meet the needs of higher education; seven degrees are now offered: the Master of Arts in Education, the Master of Arts, the Master of Business Administration, the Master of Music, the Specialist and the Specialist in Education, and the Doctor of Industrial Technology. The graduate program is given in detail beginning on page 251.

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 720 acres, with a faculty of about 580 members and a total enrollment of about 12,000. In addition to its physical growth, the university continues to support programs that reach into the wider community, including the unique 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.

The university is located in Cedar Falls, Iowa, north and east of the geographic center of Iowa, on the Cedar River. Cedar Falls has a population of approximately 32,000 with the Cedar Falls-Waterloo greater metropolitan area having a population of more than 106,000. Together with the State University of Iowa and Iowa State University of Science and Technology, the University of Northern Iowa is governed by the State Board of Regents.
The College of Education

The College of Education includes seven instructional units and several special units, each concerned with some aspect of professional education, and most include more than one field of study and/or service. The various academic divisions and a summary of their functions follows.

**Curriculum and Instruction** — (1) Early Childhood Education, Elementary Education, and Middle School/Junior High School Education, (2) Reading and Language Arts, (3) Safety Education, (4) Educational Media and Communication Media, and (5) Education of the Gifted. The department also operates a Reading Clinic and a Day Care Center.

**Educational Psychology and Foundations** — (1) Educational Psychology, (2) Measurement and Evaluation, and (3) Social Foundations of Education. The department is responsible for the Common Professional Sequence required of all prospective teachers, and operates the Educational Clinic in conjunction with its program certification in school psychology. The department has two master's and two specialist's graduate degree programs.

**School of Health, Physical Education, and Recreation** — (1) Health, (2) Physical Education, (3) Recreation, (4) Graduate Studies, (5) General Education, and (6) Leisure Services. The school is also responsible for instructional programs in athletic training, coaching, and dance, and operates a cardiac rehabilitation program, sports medicine program, and extensive intramural and club sports programs within the Leisure Services division.

**Library Science** — (1) Library Orientation and (2) School Library Media Specialist.

**School Administration and Personnel Services** — (1) School Administration and (2) Personnel Services.

**Special Education** — The department offers an undergraduate emphasis for elementary education majors leading to certification approvals for teaching the mentally and emotionally disabled. Graduate programs are provided with emphasis in severe/profoundly handicapped, elementary mentally and emotionally disabled, and secondary mentally and emotionally disabled.

**Student Field Experiences** — This office now operates directly under the Office of the Dean of the College of Education and is responsible for administering the student teaching component and other field experiences of the teacher education program in a state-wide network of cooperating school centers. Each center includes one or more affiliated urban, suburban, and/or rural school systems to provide quality experiences. In an endeavor to give a breadth of experiences to student teachers, the centers provide differentiated opportunities in terms of level (early childhood, elementary, secondary, and post-secondary), and in terms of teaching field (common branches, academic disciplines, and special subject areas such as art, industrial arts, music, health education, physical education, and speech pathology). Assignments are individualized to meet the needs of student teachers. Each center is staffed with a resident coordinator who is a member of the UNI faculty and who is responsible for administering the student teaching program within the center, supervising student teachers on a regular and continuing basis, and facilitating the "outreach" programs of extension and continuing education. Carefully selected supervising teachers who possess special qualities, teaching skills, and levels of competence provide classroom supervision for the student teachers.

**Teaching** — This department is responsible for the operation of the Malcolm Price Laboratory School which is an integral part of the university's teacher education program and serves three basic functions: (1) it provides a direct-experience laboratory for all undergraduate and graduate teacher education students; (2) it operates as a center for research, experimentation, and curriculum development; (3) 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. It offers a comprehensive instructional program for school pupils in nursery-kindergarten through grade twelve, including programs for special education and talented/gifted students.

Since its establishment in 1876 as the Iowa State Normal School, the University of Northern Iowa has maintained its prime 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. Most of the graduate and undergraduate majors within the college are teaching program majors, but the most widespread influence on teacher education stems from the fact that all students seeking certification take their professional preparation in the College of Education. This professional preparation consists of a required professional sequence common to all majors and a culminating student teaching experience, under university supervision, in one of the schools of the state.

The college is deeply involved in continuing education, working closely with school personnel throughout the state on curriculum projects, surveys, and other types of consultative 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 its service obligations, but the college also recognizes the critical importance of such involvement for insuring the vitality and relevance of its graduate and undergraduate programs of teacher education.

**Learning Skills Center** — The Learning Skills Center is a service unit which makes special assistance available to all university students to develop or improve their reading, writing, or study skills. Students may enroll in non-credit courses, work independently on an individualized program, or combine both. These services, provided by both professional and student instructors, are free. The Center is located in the Auditorium Building.

Departmental faculty members within the College of Education are engaged in writing and research activities along with their classroom instruction. The Malcolm 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. Other research activities are also carried on by faculty and students.

In addition to programs leading to the Bachelor of Arts degree, graduate programs are available for the Master of Arts, the Master of Arts in Education, and the Specialist in Education degrees. All of the programs offered in the College of Education have a career orientation. Most of the programs are preparatory to a career in education as a teacher, school library media specialist, counselor, administrator, or supervisor; the exceptions are in closely related fields: an undergraduate recreation major, and graduate majors in counseling and in communications media.
College of Humanities and Fine Arts

The College of Humanities and Fine Arts includes the Departments of Art, English Language and Literature, Modern Languages, Philosophy and Religion, Speech, and Speech Pathology and Audiology, the School of Music, and the non-instructional Broadcasting Services unit. The faculty are dedicated to the following goals:

1) To provide a broad, liberal education in the fine arts and humanities;
2) To provide the highest quality professional education possible for the students enrolled in the College;
3) To provide the skills and knowledge necessary for students to pursue advanced degrees in the fine arts and humanities;
4) To provide the educational background necessary for students in other colleges to pursue their educational and professional goals;
5) To engage in research, inquiry, and other scholarly and creative endeavors that will complement the instructional program of the university and make direct contributions to the academic disciplines and to society;
6) To provide cultural opportunities and educational services to the schools, community agencies, and organizations of the metropolitan area, the region and the State of Iowa.

To these ends, the College of Humanities and Fine Arts offers both graduate and undergraduate degree programs and an extensive selection of general education, service, and elective courses.

At the undergraduate level, programs leading to the Bachelor of Arts degree are offered in all departments, the Bachelor of Fine Arts in the Department of Art and the School of Music, and the Bachelor of Music. Students may select major and minor programs with teaching, liberal, or professional emphases. Graduate programs offered in the college lead to the Master of Arts and Master of Music degrees.

Included in the widely diversified major and minor programs offered at both the graduate and undergraduate levels by the departments in the College are: Art, English, English Linguistics, Teaching English as a Foreign Language (TEFL), Journalism, French, German, Spanish, Russian, Music, Philosophy, Religion, Speech, Communications, Public Relations, Radio-TV, Theatre, Speech Pathology and Audiology. In addition there are programs offered cooperatively by the Departments of English Language and Literature and Modern Languages that combine in various ways Comparative Literature, English, Modern Languages and TEFL. The School of Music offers majors in Music Education, Performance, and Theory-Composition leading to the Bachelor of Music and graduate programs in Composition, Music History, Conducting, and Performance which lead to the Master of Music. The Department of Art has a major in Art, and the School of Music a major in Music Theatre available under the Bachelor of Fine Arts degree.

The College of Humanities and Fine Arts also offers interdisciplinary undergraduate programs in Humanities, Russian Area Studies and Women's Studies and shares responsibility for the American Studies and Latin American Studies majors. Faculty from within the college as well as faculty from other divisions of the university administer these programs. The college offers a wide variety of co-curricular opportunities, including forensics, theatre, music theatre, and musical ensembles.

Broadcasting Services maintains two FM-solder radio stations: KUNI, which operates at a power of 100,000 watts on 90.0 mhz., serving eastern Iowa with quality public radio programming, and KHKE which operates at a power of 10,000 watts on 89.5 mhz., and serves the Waterloo-Cedar Falls and Cedar Rapids metropolitan area with public service and fine arts programming.
The College of Humanities and Fine Arts prepares its graduates for challenging, rewarding lives in a rapidly changing society. Because few people remain in the jobs for which they are “trained” in college and many not only change jobs several times but, more and more frequently, careers as well, the faculty of the college believe the best preparation for contemporary living is an education that emphasizes human values and the arts as well as professional skills. Students of the college receive an education that offers self-awareness, self-confidence, intellectual power and flexibility, and an appreciation of the highest achievements of human creativity. The College of Humanities and Fine Arts educates the whole person for a whole life in the finest liberal arts tradition.

College of Natural Sciences

There are six instructional departments in the College of Natural Sciences. These are Biology, Chemistry, Earth Science, Industrial Technology, Mathematics, and Physics.

Majors and minors are available in all departments on both teaching and liberal arts programs leading to the Bachelor of Arts degree. In addition, students may major in science on both programs. This is an interdepartmental major and is offered under the general jurisdiction and supervision of the Dean of the College.

Since science education does involve the cooperation of a number of departments, a Science Education Coordinating Committee functions in promoting this cooperation. There are members on this committee from other colleges as well as from the departments in the College of Natural Sciences.

The degree of Bachelor of Technology may be earned with majors in the Department of Industrial Technology. This degree provides educational experience for those who wish to work as technologists in industry or as teachers in trade and technical schools.

There are graduate majors in all departments and in science and science education for students working for a degree of Master of Arts. A major in science education may be selected for the Specialist degree. One of the majors of the Specialist in Education degree is industrial arts. The university was authorized to offer the new degree, Doctor of Industrial Technology, in 1978.

The College of Natural Sciences, in attempting to perform the basic academic functions of instruction, research, and service, has the following objectives and goals:

1) To prepare students for a variety of career opportunities in fields related to the disciplines of the departments.

2) To provide students with the background they will need to pursue professional goals further in other fields, such as medicine, dentistry, and engineering.

3) To provide students with the background they will need to pursue educational and professional goals further in the field of their major toward the advanced level of the doctorate.

4) To contribute to the general education of all students by relating the sciences, mathematics, and industrial arts and technology, particularly in specially designated courses, to other fields and to conditions and problems of society in general.

5) To engage actively in research, inquiry, and other creative endeavors which complement the instructional program and make direct contributions to the academic disciplines and to society.
6) To provide students and faculty with the opportunity to participate in research and study as a human activity pursued to understand and explain nature, discover and formulate laws which govern it, and experience the aesthetic satisfactions that accompany this activity.

7) To provide service to schools and to other community agencies and organizations in the form of consultations, specially designed courses and conferences, and regular programs of visitation in order that the on-campus expertise of the College will be shared with the off-campus world.

Departments are the essential units in the college organization that determine the above goals, the relative priorities given these goals, and the programs designed to meet them. Faculty members, students, administrators, and non-academic staff members are all involved in the planning and execution of the educational programs.

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

A sampling of careers for which work in the College of Natural Sciences would prepare one might include: engineering assistant, horticulturist, computer programmer, industrial chemist, actuary, park naturalist, petroleum geologist, geophysicist, manufacturing technologist, construction technologist, industrial physicist, analytical chemist, pharmaceutical salesman, food and drug inspector, and statistician. It should be emphasized that these are only representative of many possibilities.

The College of Natural Science is involved in a number of interdepartmental and intercollegiate projects. An annual Science 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. An annual Industrial Education Exposition provides scholarships and awards for high quality projects of Industrial Arts and Trade and Industrial Education. Faculty members participate in a variety of interdisciplinary courses and seminars, many of them concerned with environmental science and ecology.

College of Social and Behavioral Sciences

The College of Social and Behavioral Sciences houses seven instructional units: the Departments of Economics, Geography, History, Home Economics, Political Science, Psychology, and Sociology, Anthropology and Social Work. All units share a concern for understanding individuals and societies in their social, economic, 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 vocational opportunities.

All departments in the college cooperate in the preparation of teachers and all instructional units have programs which lead to a Bachelor of Arts — Teaching degree, the requisite degree for certification in a discipline as a secondary school teacher. Two collegiate interdisciplinary programs in Asian Studies and Social Science also lead to a teaching degree.

The Bachelor of Arts degree is awarded for studies in the liberal and vocational arts. Programs leading to non-teaching degrees are offered in all academic departments. The college
also cooperates in intercollegiate/interdisciplinary programs leading to the Bachelor of Arts degree in American Studies and Latin American Studies.

Graduate education is an important component of the mission and responsibilities of the college. The Master of Arts degree is awarded in geography, history, home economics, political science, psychology, sociology, and social science.

The primary function of the university and the College of Social and Behavioral Sciences is instruction. Every effort is made to provide diverse educational experiences. In addition to regular classroom activities, students receive individualized instruction through field experiences, internship assignments, and individual study projects. The college offers and participates in many off-campus programs.

Research and service are an integral part of the mission of the college. The college has excellent laboratory facilities, and many members of the collegiate faculty have achieved national recognition in their fields.

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

School of Business

The School of Business houses four areas of study: Accounting, Business Education and Office Administration, Management, and Marketing. The B.A. (Bachelor of Arts) degree is offered by all four areas, and teaching certification in accounting, general business, secretarial, office education, and distributive education is offered by Business Education and Office Administration. Strong programs leading to the M.B.A. (Master of Business Administration) and M.A. (Master of Arts) are available to students at the graduate level. In addition, the School of Business serves many other disciplines, throughout the university, whose students desire to enroll in one or more of the professional courses offered by the School.

The primary objective of the School of Business is to provide a high-quality professional education that will enable its graduates to meet effectively the needs of modern society. In order to achieve this objective, much emphasis is placed on high-quality instruction at both the undergraduate and graduate levels. All courses, with only an occasional exception, are taught by full-time faculty members, most 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 of internships, cooperative work programs in industry and government, individual tutorials, and research projects.

Although quality teaching is emphasized, School of Business faculty members engage in a wide array of research, both theoretical and practical, on matters of concern to business and government. Recent studies have focused on such diverse topics as collective bargaining legislation, advances in mathematical modeling, transportation, technology transfer to underdeveloped countries, business law, and environmental education. School of Business faculty members also participate in an Industrial Faculty Fellowship program which provides faculty members an opportunity to spend a summer working in a business firm on problems specific to that firm.

While the provision of a first-class professional education is their major concern, faculty members and administrators in the School of Business 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.
General Information

The University of Northern Iowa has available for its students a wide variety of facilities, services, and activities for educational enrichment beyond the academic work in the classroom and assisting the student in round-the-clock living at UNI. These are described in the following sections:

- Student Housing
- Student Services
- Student Financial Aid
- Student Activities and Honors
- University Facilities and Educational Services

Student Housing

The State Board of Regents requires that all unmarried freshman and sophomore men and women live in university residence halls unless they live in the homes of their parents or legal guardians. Any exceptions to these requirements must be approved by the Housing Office prior to the beginning of any semester.

All other students may live in housing of their choice. Graduate students can be accommodated in university residence halls.

APPLICATION FOR ROOMS IN RESIDENCE HALLS — The housing contract serves as the official application for a room reservation in the residence halls (see p. 47). The Housing Office will process the application upon receipt of both the completed contract and the $30.00 deposit fee. If an applicant for whom a room has been reserved finds it necessary to cancel the contract, the deposit fee is refunded.

In the assignment of residence hall rooms, an effort is made to give returning students prior consideration in room preferences. Definite assignments for new students are made only after they have been admitted to the university. Notices of assignment are mailed before the opening of a semester.

OCCUPANCY — The residence period for new students commences one day prior to the beginning of the Orientation program; for returning students, occupancy may begin one day prior to the last day of registration for former students. If a reserved room is not occupied on the opening day of classes and arrangements which are acceptable to the Housing Office have not been made for later occupancy, the reservation may be cancelled. All students must vacate the halls by noon on the day following the end of the final examination period for the semester or term for which they were registered.

RATES — Residents of all halls pay a fee of $674 per academic semester for a double room with full board. These rates will vary with single/triple room occupancy or the board option selected. Charges include a $4 activity fee and a telephone in each room.

A “no board” option is available to residents of Bartlett at a cost of $306 per semester of double occupancy.

A double room with full board for the 8-week summer session is $336. The residence halls to be used during the summer are announced prior to the beginning of that particular summer session.

The housing contract is for the entire academic year, or summer session. If the contract is terminated before the expiration date, the refund plan as stated in the contract will apply;
however, the student is responsible for any financial liabilities incurred prior to the date of termination.

The above rates are subject to change.

Residence Halls

The Housing Department provides a design capacity of 4,775 spaces in nine residence halls. In addition to student rooms, each hall contains lounges, study rooms, recreational areas, laundry rooms, and other facilities for the comfort and convenience of the students.

Within each hall, areas or wings which accommodate approximately 50 students are designated as houses. Each house elects its own officers and sponsors its own social, cultural, and recreational activities. An upperclass-student staff member (Resident Assistant) lives in each house to serve as an information resource to all students.

Women's halls include Campbell, Hagemann and Lawther. Men are housed in Rider and Shull Halls. Coeducational housing includes Bartlett, Bender, Dancer, and Noehren halls.

Family Housing

One- and two-bedroom apartments, furnished and unfurnished, are available to married students. College Courts and South Courts provide units for 96 student families. Hillside Courts houses 317 families. Assignments are made on a date-of-deposit priority basis. Applications and all inquiries should be directed to:

Family Housing Office
3900 Jennings Drive
Hillside Courts
Cedar Falls, Iowa 50613

Dining Service

Dining service is included in the residence hall fee and, with the exception of residents of Bartlett Hall, students living in university residence halls are required to eat in the university dining centers.

The customary "full board" contract is for twenty meals per week; no Sunday evening meal is served. Three other board options are available: "no breakfast," "no weekend," and "no breakfast and no weekend." A student who lives off campus may contract to eat some or all meals in a university dining center.

Student Costs

The over-all cost for undergraduate students who are residents of Iowa is approximately $3,125 for the academic year.

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
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<tr>
<td>Basic fee</td>
<td>$774</td>
</tr>
<tr>
<td>Board and room</td>
<td>1348</td>
</tr>
<tr>
<td>Books, supplies, and incidentals</td>
<td>1000</td>
</tr>
</tbody>
</table>

Non-resident students are charged an additional $686 basic fee. For a full statement of fees (summer session, applied music, etc.) for both undergraduate and graduate students, see pages 59 and 60.

Students are required to provide their own books. Ordinarily the cost for these books will be $90 to $125 a semester. Students may buy their texts from any source. Student organizations operate a book exchange at the beginning of each semester.
Student Services

ACADEMIC ADVISING SERVICES — Academic Advising Services are designed to assist students to plan their educational programs and to use the resources of the University of Northern Iowa to meet their special educational needs and aspirations. The Academic Advising Center is located in Baker Hall, Room 161. Through a staff of professional and peer advisers, the following student services are provided:

1. Individual advising is available in areas such as career and educational planning, selecting courses and scheduling, understanding credit by examination and other credit options, and helping students identify and resolve academic difficulties.

2. Examination Services are available to undergraduate and graduate students in a variety of areas. The graduate testing program includes: Graduate Record Examination, UP Field Tests, Miller Analogy Test, Graduate Management Admissions Test, Medical College Admissions Test, etc. Undergraduate testing includes: American College Test, College Level Examination Program, and a variety of interest and ability assessment programs.

3. Information about curriculum opportunities and requirements, careers course descriptions, testing information, and aids that will help students select majors and develop appropriate study skills.

4. Group advising is available on topics such as educational planning, curriculum opportunities, and decision making.

5. Assistance is available in helping students identify their special learning needs and utilizing the special resources on campus. The focus is upon helping the new student become involved in academic and co-curricular activities that will help them meet their educational goals. The IMPACT program provides opportunities for new freshmen to participate in a structured orientation program their first semester.

Academic Advising Services coordinates a university-wide advising system which involves faculty advising as well as a variety of student services. Freshmen are assigned to a faculty adviser in an area of their preference; freshmen having no preference are assigned to a general adviser in the Advising Center.

Advisement and registration of all new students are the responsibility of this office. Questions related to new student advisement and undergraduate advising should be directed to the Academic Advising Center.

Services of the Advising Center staff are available to all enrolled students at UNI.

ORIENTATION — For the entering students there are orientation programs specifically designed for freshman students just entering college as well as programs designed for new transfers. New freshmen who begin in the fall semester are invited to two-day orientation programs during the months of June and July. Those students who begin during the spring and summer terms are invited to attend orientation immediately before classes begin. New transfers are invited to special registration programs throughout the spring and summer. These orientation programs include placement testing, advising, registration, academic and social activities for students, and information sessions. The programs also provide opportunities for parents to meet informally with university faculty and staff.

Campus tours are offered through the orientation program in the summer and throughout the year to prospective students by the Admissions Office.
STUDENT HEALTH SERVICE — The Student Health Center provides medical care for all students currently enrolled at the university. The spouse of a student is also eligible for medical services upon payment of the optional Spouse Activity Fee at the Business Office in Gilchrist Hall. The services at the Student Health Center are provided by a well qualified staff of physicians, nurses, pharmacist, technicians, and administrative personnel. The medical services include advice and treatment for current illnesses, preventive medicine, as well as mental and physical health care. Although major and dental services are not available, the staff will gladly furnish supervision and aid in obtaining these services when needed.

The Student Health Center is located on the campus at the corner of 23rd and Minnesota streets, just north of the Education Center and west of Lawther Hall. The facility includes an out-patient clinic, laboratory, X-ray, and pharmacy. Nominal charges are made for these services.

The Health Center is open Monday through Friday from 8 a.m. to 5 p.m. during the Fall and Spring Semesters, and from 8 a.m. to 4 p.m. during the Summer Session. The Health Center is closed Saturdays, Sundays, holidays, and whenever university classes are not in session. When the Health Center is closed, health problems should be discussed with a Health Aide. All hall coordinators and resident assistants have been trained as health aides to provide first aid and to handle minor medical problems. They can suggest appropriate arrangements to students who are ill or injured. Each works under the supervision of the Health Center Staff and functions on a health-educated layman's level of competence. Emergency coverage is available at the Hospital Emergency Rooms in Cedar Falls and Waterloo.

It is recommended that all students have current immunizations. In some cases of illness it may be necessary to have a complete medical history and physical examination before treatment can be carried out. If necessary, this examination will be completed at the Health Center.

Many health and accident insurance policies cover members of a family who are full-time students or until they reach a specific age. A group insurance plan is available to all UNI students through the university on a voluntary basis for those who are not covered by health and accident insurance. Information on the cost of this insurance is available from the Health Center. For your own protection, no student should be without insurance coverage.
COUNSELING AND CAREER SERVICES — The services of the Counseling Center at the University of Northern Iowa are designed to assist students in becoming more effective as students and as persons, as well as to grow in self-understanding and thereby cope more effectively with immediate situations and with future decisions. The Career Center offers assistance to students in examining interests, values, skills, and the world of work before making career decisions. The UNI Counseling Center and the Career Center are located in the Student Counseling and Health Center building, and are staffed with professional counselors and psychologists who provide the following services:

1. Individual and group counseling in the areas of career planning, personal-social growth, interpersonal relationships, marital and pre-marital counseling, and human sexuality.
2. Career information files which include vocational trends, job qualifications, and training courses for hundreds of occupations.
3. Educational information files including requirements for all majors and minor areas of study at UNI and catalogs for many colleges and universities.
4. Study skills seminars which provide efficient and practical study methods and test-taking techniques.
5. Referral services to other areas and agencies. A close relationship is maintained with the UNI Health Service for students who request medication.
6. Coordination with faculty provides the services of the counseling staff as resource individuals in instructional classes or as consultants to individual staff members, departments, and residence hall staff.

The services of the Counseling and Career Services staff are available to all currently enrolled students without charge and to students' spouses who have purchased the spouse activity ticket. Limited services are available on a fee basis to former students, faculty, staff, and nonstudents. Interviews are confidential.

Appointments at the Counseling and Career Services Center may be made directly at the Center, by a telephone call, or with a referral form. As a general rule, emergency appointments are available immediately and other appointments within a short time.

SPEECH AND HEARING CLINIC — The Speech and Hearing Clinic provides diagnostic and remedial services for students possessing voice, rhythm, articulation, or hearing problems. Any student who feels the need of help concerning a speech or hearing problem is encouraged to visit the clinic at any time. Students are occasionally referred for remedial services by classroom professors, especially if, in the opinion of the professor, the problem may interfere with a student's chosen profession.

STUDENT SPOUSE ACTIVITY PROGRAM — The spouses of full-time UNI students may, by paying a fee equal to one-half of the Student Activity Fee, entitle themselves to the university services and benefits which are available to students, e.g., health services, counseling and career services, part-time employment services, and reduced rates for many university cultural, social, and athletic events. This program is designed to encourage spouses to participate as citizens of the UNI community.

Spouses who wish to procure an Identification Card should pay the appropriate fee at the Cashier's Window, UNI Business Office, 256 Gilchrist Hall. Spouses must be accompanied by their student husband/wife. The Identification Card is issued by the Scheduling Office, 244 Gilchrist Hall, upon presentation of the fee receipt.
PLACEMENT SERVICES — The Placement Center assists prospective graduates and alumni to secure positions in accordance with their qualifications and personal interests. The center maintains placement files for registrants, distributes job vacancies to registrants through the use of a computerized vacancy notice system, invites representatives from school systems and companies to interview candidates on campus, and counsels with individuals regarding placement concerns.

Individuals will be allowed to register for placement services if they are in their final academic year and will complete a minimum of 30 undergraduate hours or 10 graduate hours at UNI.

There is no charge for consulting with staff regarding placement concerns. Students or alumni who wish to register with the center and establish a set of credentials must pay a $7 fee. Students who have more than 15 sets of credentials mailed to employers will be asked to pay $7 for each additional 15 sets or pay $1 per set of credentials.

COOPERATIVE EDUCATION — Cooperative Education is an educational plan which integrates academic study with work experience. While involved in the co-op program, students alternate periods of classroom study at UNI with paid work in business, industry, or a government agency. All placements are credit bearing.

Cooperative Education benefits students by:
1. Providing relevant work experience to test career interests.
2. Supplementing theoretical knowledge learned on campus.
3. Improving prospects for employment after graduation.

Eligibility. Participation in the co-op program is optional on the part of students and selective on the part of the university. To be eligible for participation, the student must:
1. Have completed the freshman year at UNI. Transfer students must have been on campus at least one semester.
2. Be in acceptable academic standing.
3. Receive endorsement from an appropriate faculty member.

The Cooperative Education program is available to students in most academic majors. Placements can occur during the fall, spring, or summer terms. Students entering the program should normally expect to be placed two different times. In order to insure proper class scheduling, students are encouraged to contact the Co-op Office in Gilchrist Hall during their freshman year.
Student Financial Aid

Student employment and financial aid at the University of Northern Iowa are handled by the Director of Financial Aids. A brochure on financial aids, which includes information on employment, loans, grants, and scholarships, may be obtained from the Director of Financial Aids, University of Northern Iowa, Cedar Falls, Iowa 50613.

Employment

Many students earn a part of their expenses while attending the university. All possible help will be given to students who need to secure part-time employment. However, until the class schedule has been arranged on registration day and the hours which the student will have available for work are known, definite employment arrangements cannot be made. No fee is charged for this service, but the student is required to maintain the university standards as to health and scholarship. Appointments to work on campus are made for one semester and must have the approval of the department supervisors for renewal.

A student is cautioned not to attempt much outside work during the first semester of residence. Full-time is needed to make adjustment to the new environment, to engage in extracurricular activities, and to attain excellence in scholarship. Fifteen hours a week of outside work is considered maximum. If outside work in excess of fifteen hours a week must be done, the number of credit hours carried should ordinarily be reduced accordingly. A student should inform his or her adviser of any outside work since this information will help in arranging a suitable schedule.

The College Work-Study Program has helped secure jobs, both on and off campus, for students from low-income families. To be eligible to participate in the College Work-Study program, a student should be from a family that is unable to contribute a significant amount to the student's expenses. The Work-Study jobs are handled in the same way as other campus jobs. The Director of Financial Aids selects eligible students for this program.

Loans and Grants

National Direct Student Loans are available to students who are on a continuous program and who meet certain standards of need. These loans are made as funds are made available. Students may borrow a combined total of not more than $2,500 during the first two complete years and an aggregate of $5,000 as undergraduates. This loan fund has some advantages for those entering teaching because cancellation can be earned under certain circumstances.

Federally Insured Student Loan — Under the Federally Insured Student Loan Program a student may borrow from a lending agency up to $2,500 per year. Federally Insured Loans are interest free to students who can show they used the loan to attend a university. Repayment begins after the student leaves college with up to ten years allowed for repayment. The major objective of this program is to make loans available to any student who desires a loan. Interested students should write to the Director of Financial Aids.

Supplementary Educational Opportunity Grants — Supplemental Educational Opportunity Grants (which do not need to be repaid) are available, within the limitations of the funds available, to undergraduate students with exceptional need. Eligible students enrolled on a full-time basis may receive a Supplementary Educational Opportunity Grant for each year of college for a maximum of four years. Grants range from $200 to $1,500 per year, but cannot be more than one-half of the student's need.
BASIC EDUCATIONAL OPPORTUNITY GRANTS — This program is designed to provide financial assistance to those who need it to attend the university. The maximum award available is $1,800. Application is made directly to a central processing agency, known to high school counselors. Questions may also be directed to the Director of Financial Aid, University of Northern Iowa.

Scholarships

STUDENT AID SCHOLARSHIPS are available each year to approximately 600 students. All applicants must be legal residents of Iowa, possess those qualities of character, personality, and academic ability essential for success at the university and need aid in financing their education.

The Student Aid Scholarships are in the form of partial remission of fees and are authorized by the Iowa State Board of Regents. There is no limitation on the number of awards that may be made to graduates of a particular high school or to students of any county.

To aid in determining academic ability, scores on the American College Tests are required of each applicant. These tests are administered at various times and places throughout Iowa. Notices of the dates and places where these examinations will be given are available from high school principals and counselors.

To aid in determining the financial status of the student and his or her family, the parents of every applicant for a Student Aid Scholarship are required to complete a form giving specific information concerning the family's economic position, including assets, liabilities, and income (Financial Aid Form which is part of the scholarship service of the Education Testing Service, or Family Financial Statement).

MERIT AWARDS — A number of merit awards are available each year for new students coming directly from high school and those transferring from two-year colleges who have maintained excellent academic records. Students are selected without reference to financial
need. There is no special application necessary. All admitted students who meet the general selection criteria are considered.

**ART DEPARTMENT SCHOLARSHIPS** are awarded annually to high school seniors interested in becoming art teachers. Their value is the same as that of the Student Aid Scholarships. Interested students should contact the Department of Art.

**IOWA INDUSTRIAL EDUCATION EXPOSITION SCHOLARSHIPS** are awarded annually to high school seniors or Iowa area school or community college students interested in majoring in one of the five major programs offered in the Industrial Technology Department at the University of Northern Iowa. These grants are made on the basis of the student's academic record, potential for success in industrial or industrial education positions, and an entry submitted at the Iowa Industrial Education Exposition held each spring on this campus. These grants provide a Student Aid Scholarship for four years. The value and regulations governing these awards are the same as for Student Aid Scholarships.

**HOME ECONOMICS scholarships** are awarded to two high school seniors interested in becoming home economics teachers and attending the University of Northern Iowa to prepare for such a career. Further details concerning these scholarships may be obtained by writing to the head of the Department of Home Economics.

**UNI ATHLETIC GRANTS-IN-AID AWARDS** are provided by contributions from alumni, gate receipts, businessmen in Waterloo and Cedar Falls, and other friends of the university. To be considered for this award, the student must be eligible for admission and must be recommended by the university coach of his sport and the athletic director.

**SCIENCE SYMPOSIUM AWARDS** are made to high school seniors ranking highest on examinations in the areas of biology, chemistry, 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.

**OTHER FRESHMAN SCHOLARSHIPS** — A number of other scholarships are awarded to entering freshmen. These include the University Book and Supply Scholarships, the C.A. Boehmler and Katherine S. Boehmler Memorial Scholarship, the Viking Scholarship, the McDonald Scholarship and Loan, the Alison E. Aitchison Scholarship, the Dickey Memorial Scholarship, the Anton Nielsen Scholarship and the Kappa Delta Pi Scholarship. Applications for these awards are made on the same forms as for a Student Aid Scholarship.

**SCHOLARSHIPS AND AWARDS** are also available to students who have been in attendance at the University of Northern Iowa. These include the Bartlett-Freeland Debate Award. The Alpha Delta Kappa Scholarship, the Mr. and Mrs. W. Anthony Scholarship, the James Clark Memorial Scholarship, the William P. Davidson Memorial Scholarship, the Arthur D. Dickinson Memorial Scholarship, the Martin J. and Cora G. Nelson Scholarship, the Alice O. Gordon Bequest, the Ida M. Wilson Scholarship, the Louis E. Begeman Memorial Scholarship, the Faculty Memorial Scholarship, the Faculty Men's Club Scholarship, the University of Northern Iowa Foundation Founders Award, the Mary Wheat Graves Award, the Kenneth L. Hansen Memorial Scholarship, the T.C. Holy Award, the Charles T. Leavitt Economics Scholarship, the Michel Scholarship, the Furniss and Mary W. Lambert Scholarship, the Bertha Martin Memorial Scholarships, the Cora G. Nelson Memorial Art Scholarship, the Anna M. Nielsen Music Scholarship, the Ann Moline Organ Scholarship, the May Smith-Arey Kindergarten-Primary Award, the Pi Tau Pi Memorial Scholarship, the James Scott Memorial Scholarship, the Hazel Strayer Memorial Scholarship, the Student ISEA Scholarship, the Irene M. Thompson Scholarship, the Sigma Alpha Iota Awards, the Theta Alpha Phi Alumni Award, the Pi Gamma Mu Award, the Phi Mu Alpha Sinfonia Scholastic Award, and the Purple and Old Gold Awards.

The **WILD AND WHITE AWARDS** are made to an upperclass student majoring in the School of Health, Physical Education, and Recreation.
SCHOOL OF BUSINESS — Several scholarships and educational grants are available to students enrolled in the School of Business; these include: The Mosebach, Griffith, Simmer & Co. Scholarship, available to junior accounting students from Iowa and is based on need, academic achievement, and desire for the public accounting profession. Each scholarship is for $250 and two scholarships are awarded annually. The I.B. McGladrey Education Award, available to senior accounting students, is based on academic excellence, and an award of $150 is presented each fall. The Ernst & Ernst Accountancy Scholarship, available to junior accounting students from Iowa, is based on need, academic achievements, and desire for the public accounting profession; each scholarship is for $250 and two scholarships are awarded annually. The Jerry B. Paterson Educational Grant is available to senior accounting students, and is based on academic excellence and a desire for a career in public accounting. The award is made in the fall. Selection of the recipients for all of these is made by the School of Business.

GRADUATE SCHOLARSHIPS AND AWARDS — Several scholarships and awards are available for graduate students at UNI, and information on these may be obtained from the Graduate College office and the office of Financial Aids. Among these scholarships and awards are: the Wray D. Silvey Award in public school personnel work, the Ida Mae Wilson Scholarship for future teachers, a Martin J. and Cora G. Nelson Scholarship, and the Mary Jensen Shackelford Award. For the Silvey Award, inquiries also should be directed to the head of the department of School Administration and Personnel Services.

In addition to the above, the MERCHANT SCHOLARSHIP is available to a graduate of the University of Northern Iowa who plans to enter graduate school with the intention of obtaining a graduate degree. Ordinarily the award is made to a student who has been enrolled in a graduate school and has done superior work at the graduate level.

Note: Explanatory materials and application forms for the above scholarships are available in the Office of the Director of Financial Aids at the university. The preferred deadline for making applications is March 1. Students are encouraged to make application for the awards any time after the start of the first semester of their senior year if they are high school students, or the start of their sophomore year if they are junior college students. By filling out either the Financial Aid Form or the Family Financial Statement every applicant will be considered for every award for which he might be eligible. Applications received after March 1 will be considered only if all the scholarships have not been awarded to applicants applying before March 1. Additional forms and information may be secured from the Director of Financial Aids. For further information, please request the bulletin Financing an Education at UNI by writing to the Financial Aids Office, UNI.
Student Activities and Honors

Extracurricular activities are planned and fostered at the University of Northern Iowa because of the significant contribution these activities make to the education of the student. The university maintains an extensive program of extracurricular activities including athletics, dramatics, publications, forensics, music, social life, artists series, student organizations and interest groups, intramural sports and recreational activities, and sports clubs.

MUSIC — Music organizations and ensembles are open to all students by audition. Participation by non-music majors is encouraged. Groups available are: University Chorus, Concert Chorale, Women’s Chorus, Varsity Men’s Glee Club, Marching Band, Wind Ensemble, Symphonic Band, Jazz Bands, University Orchestra, Opera/Music Theatre, plus various instrumental ensembles.

THEATRE — During the academic year five major productions, including a show for young people, are presented by Theatre UNI. Moreover, eight to a dozen student-directed experimental productions are also presented in the Studio Theatre series. Any enrolled student is eligible to participate in any phase of Theatre UNI’s program. All productions take place in the Strayer-Wood Theatre or the Bertha Martin Memorial Studio Theatre located in the Speech/Art Complex.

FORENSICS — The forensics program, under the auspices of the Department of Speech, welcomes the participation of all interested students, regardless of major. The forensics squad participates in some ten to fifteen intercollegiate forensic meets per year on a regional and national basis. Participants may choose to enter debate or individual events, the latter includes extemporaneous speaking, oratory, and oral interpretation.

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, ten for men and nine for women. Men may participate in football, baseball, track, cross country, wrestling, tennis, golf, gymnastics, and swimming. Women also compete in basketball, track, tennis, golf, gymnastics, and swimming, as well as in softball, field hockey, and volleyball.

LEISURE SERVICES — The Division of Leisure Services, under the auspices of the School of Health, Physical Education, and Recreation, has a variety of intramural sports activities, recreational activities, and sports clubs during the academic year. These programs are designed to provide the opportunity for satisfying and enjoyable participation in an activity for each student and a program for every organization. These activities are held in the Physical Education Center, East Gym, West Gym, or on playing fields west of the Physical Education Center.

SOCIAL LIFE — The social life at the University of Northern Iowa is a flexible program designed to meet the current interests and needs of the student body and the university community. Opportunities for social life are offered in many forms including dances, community service projects, films, art shows, coffees, forums, and travel shows. Many of these activities take place in the Maucker Union which is the center of campus social life.

STUDENT GOVERNMENT — The student government associations include the UNI Student Association, the Residence Halls Association, the Interfraternity Council, Pan Hellenic, and the Union Policy Board.

THE UNISA SENATE — The Senate is the legislative branch of UNISA. The executive members include the president, administrative vice-president, academic vice-president, program vice-president, finance vice-president, and secretary. Elected senators are chosen on a
population basis from university housing, off-campus housing, and the student body at large. Non-voting members include one representative of the Residence Hall Association, Family Housing, Graduate Students, and the UNISA president. The UNISA Senate endeavors to promote cooperation between students and faculty, seek solutions to student problems, and to represent the entire student body in matters affecting student interests. The Student Senate sponsors the selection of outstanding seniors for the Purple Key honor awards.

UNION POLICY BOARD — The Union Policy Board of Maucker Union is composed of ten students and eight nonstudents. The Board recommends policy and regulations for the operation of the Union, and coordinates the programming events which are sponsored by the Union. In addition, it reviews fiscal matters and makes recommendations pertaining to the budget. Its officers are a president, vice-president, and secretary. The president and vice-president must be students. The student membership of the Board is elected in all-campus elections, appointed by the UNISA, and appointed by the Policy Board.

Throughout the academic year, the Union Policy Board may discuss and decide on issues ranging from building hours to a review of programs in the Coffee House. During the summer months, a committee is usually appointed to oversee the operation of the Union.

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 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.
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 Office of the Vice-President for Student Services, Gilchrist Hall.

SOCIAL ORGANIZATIONS — There are six sororities and six fraternities on the campus; all have national affiliations. Although membership in these organizations is by invitation, all of the social fraternities and sororities at UNI retain local autonomy in the selection of new members. Sororities and fraternities strive for the social and personal development of their members and for their growth as responsible scholars and citizens in the university community. The activities of the sororities are coordinated through Pan Hellenic; those of the fraternities, through the Interfraternity Council.

RELIGION — There are numerous opportunities for the nurture and maturing of the religious life of the student at UNI. There are planned religious activities, lectures, seminars, student religious foundations and organizations, and the factual study of religion by way of courses in the curriculum. In addition, there are opportunities for religious counsel and worship in the churches and centers in the campus area.

STATION KCRS — Station KCRS, a student owned and managed AM carrier current radio station which broadcasts at 970 KHz and serves students living on campus. KCRS broadcasts music, national and campus news, student programs, and UNI sporting events. Station studios and offices are in Maucker Union.

STUDENT PUBLICATIONS — The Northern Iowan, a semi-weekly newspaper, is the principal student publication on the UNI campus. The Northern Iowan and other designated student publications are governed by the Board of Student Publications, a committee consisting of five students and four faculty members. Publication editors and advisers are appointed by the Board.

CAMPUS APPEARANCES BY PROFESSIONAL PERFORMERS — Each year the university brings to the campus a number of nationally recognized performers from various fields of entertainment. Student-faculty committees are appointed to select the performers invited to appear and, in planning the programs, the interests of the students and their educational and recreational needs are kept in mind.

The five or six programs which comprise the annual Artists Series typically represent soloists, orchestras, or companies from the fine arts of serious music, the theatre, and dance. The Chamber Music Series usually offers concerts by four chamber music ensembles throughout the year. From time to time during the year, vocalists and instrumentalists from the popular music field are presented on campus. Students may obtain tickets to the series and to individual concerts at a reduced price.
University Facilities and Educational Services

THE LIBRARY — The University Library, located in the central area of the campus, has a capacity of about 700,000 volumes and provides seating for about 1,600 persons. A major expansion of the building was completed in early 1975, doubling the size of the original building which was first occupied in 1964. Among the facilities and services available to library users are a variety of study spaces which include lounges and individual carrels, group studies, rental typewriters, photocopy service, rental lockers, a Graduate Study Room, faculty studies, calculators, video cassette players, a room for blind students, and terminals connected to the computers in Academic Computing Services.

During the Spring of 1979 the book collections of the UNI Library reached the half-million level and on July 1, 1979, the official count was 502,831 volumes. Included in this general total is a non-circulating Reference Collection of 15,264 volumes and the Youth Collection, a representative collection of elementary and secondary school library material currently consisting of 14,852 volumes. The Library has current subscriptions to 3,102 periodicals and 60 newspapers, with extensive back files of most periodicals and a few newspapers. Microforms are of increasing importance and the Library currently has 16,871 reels of microfilm, 260,679 sheets of microfiche, and 11,126 microcards. The Documents and Maps area houses collections of 31,148 maps and 173,793 documents. The Documents Collection consists of publications of the United States government received by the UNI Library on a depository basis. The Art and Music area includes an audio collection of 6,338 disc recordings and 202 cassettes and equipment for both individual and group listening. Other significant library resources are Special Collections including rare books and the University Archives, the Career Collection, the Browsing Collection, Iowa and General Information Files, and Corporation Annual Reports.

The Library is open 101 hours per week during fall and spring semesters and slightly fewer hours during the summer session. During interims and vacations the Library is open Monday through Friday during regular daytime hours. Variations from regular schedules are posted in the main lobby in the Library and are published in the Northern Iowan.

MAUCKER UNION — The Maucker Union, located east of the UNI Library, serves as an informal meeting place for students, 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, ticket sales for campus events, meeting rooms, and dining services which range from coffee service to formal banquets. Recreational facilities include a billiards room and a crafts center. Informal instruction is also provided in the crafts area. Canoes are available for rent through the Union's Program Office. The building houses the offices of the campus newspaper and student government groups.

Social and cultural activities include art exhibits on a regular basis, weekly movies, a series of informal "mini courses" and a comprehensive program of outdoor recreation activities. The Union is financed through fee monies and income-producing services within the building.

THE COMMONS — The Commons serves the university community in a variety of ways. The primary function of the building is to provide a food service for the residents of Bartlett and Lawther halls; however, facilities are available for movies, dances, and forums which may be scheduled from time to time.

The Georgian Lounge (on the main floor) is used for teas and receptions, and is a place where students can relax during the day or evening. Across the Georgian Lounge is the ballroom, a multi-purpose room with facilities for banquets, movies, dances, and lectures. The general dining areas and kitchen are located on the ground floor.

The facilities of The Commons are open to students, staff, and campus guests.
GALLERY OF ART — Among the facilities offering cultural enrichment to the UNI student is the Gallery of Art operated under the auspices of the Department of Art and occupying the west end of the Communication Arts Complex. A large main gallery is devoted to changing exhibitions that represent a wide range of international art interests. Each academic year there are six to eight major exhibitions in the first-floor, main gallery, complemented by smaller, upstairs galleries featuring selections from UNI’s permanent collection as well as faculty and student work.

Numerous activities are sponsored by the Gallery including lecture programs, concerts, seminars, and discussions. A volunteer docent program affords students the opportunity to work with children and community groups within the exhibition setting. Along with volunteer experiences in gallery management and museology, UNI students may arrange various types of individual study programs through the Gallery.

The Gallery of Art is an educational resource center where there is ample opportunity for broadening cultural vision or exploring the intricacies of art. The Gallery is open six days a week, and students and members of the university community are encouraged to make frequent visits.

UNIVERSITY MUSEUM — The University Museum, which is accredited by the American Association of Museums, is used extensively as an educational resource by both university classes and area schools and as a cultural facility by local clubs and individual visitors.

The collections of the Museum embrace four 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. American, Iowa, and local history are represented from colonial times to the present by a wide variety of artifacts and printed documents. The anthropology area, which began with a collection of Indian arrowheads, axes, mauls, and Pueblo pottery, is at present time the most rapidly expanding area at the Museum and includes important collections from Africa, Asia, the Pacific Islands, and South America.

Museum services include a series of public, Sunday afternoon, illustrated lectures. These family-type programs, appealing to a broad range of ages and interests, are presented as a community service by local residents at no cost to the Museum or visitors.

Located in the Plant Services Building on 31st Street west of Hudson Road, the Museum is open, free of charge, daily from 9 a.m. to noon and from 1 to 4:15 p.m. during the school week, as well as two Sunday afternoons a month during the academic year and one Sunday afternoon a month in summer. It is closed on legal and university holidays. 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.

CURRICULUM LABORATORY — The UNI Curriculum Laboratory is a facility where students and faculty, as well as in-service teachers and administrators, may pursue educational studies and projects related to curriculum and instructional development. The Curriculum Laboratory is located in Room 222 of the Education Center, near the main entrance to the building.

Materials displayed in the Curriculum Laboratory include textbooks, curriculum guides and resource units, research monographs, free materials, sample classroom periodicals, education journals, pictures, professional books, enrichment reading, standard references, kits, and games.

Services provided by the Curriculum Laboratory include large and small group orientations,
consultative services, bibliography preparations for faculty, photocopying, special displays, as well as numerous other services.

The Curriculum Laboratory is open during fall and spring semesters from 7:45 a.m. to 10 p.m. Monday through Thursday, 7:45 a.m. to 4 p.m. on Friday, 1 to 5 p.m. on Saturday, and 1 to 9 p.m. on Sunday. Hours for the summer session are announced at the beginning of each session.

THE EDUCATIONAL MEDIA CENTER — The primary function of the Educational Media Center is to provide a variety of media, equipment, and services for the total university. The Educational Media Center consists of seven, closely related areas — the Audio Production Services, the Audio-Visual Services (including the Audio Listening Center), the Communication Center, Graphics and Photographic Services, the Media Laboratories, Motion Picture Production Services, and Television Services.

Audio Production Services provides opportunities for professional sound recording, mixing, and editing in studio or on location. Located in the Education Center, this service is equipped to produce high quality master tapes in both reel-to-reel and cassette formats.

Audio-Visual Services, located in the Commons Building, is the university-wide service agency charged with the responsibility of obtaining, distributing, and coordinating media software and equipment. The A-V Center provides a complement of audio-visual equipment in each instructional building and also maintains a variety of media equipment which is available for checkout. The Audio-Visual Center maintains a library of media software consisting of 8 and 16mm films, regular and sound filmstrips, audio tapes and records, and slides. Facilities for previewing or examining materials are available in the Center, and a 48-carrel Audio Listening Center is available for individual or group use.

Five large lecture halls in the Education Center are equipped with the latest in multi-media utilization systems. Each lecture hall contains a multi-image rear screen projection system remotely controlled from an electronic podium. This system is capable of projecting 16mm films, slides, and filmstrips in any combination. Media utilization is scheduled through the Audio-Visual Center.

Graphic and Photographic Services, located on the ground floor of the Commons (west), provides consultation, design, and the production of media materials. Almost any type of audio-visual material can be produced locally to assist faculty and staff in developing effective and efficient instruction. Examples of such materials include overhead transparencies, posters, charts, reproduction copy for offset, photographs, slides, and programmed slide series.

The Media Laboratories, located on the second floor of the Commons, provide facilities, equipment, and self-instructional programs for all students and faculty who want to produce their own instructional materials or learn the operation of a wide variety of audio-visual equipment. Self-instructional programs and staff assistance is provided for the operation of media equipment. In addition, a media supply room houses materials available for purchase.

Motion Picture Production provides a university-wide service in super 8mm and 16mm filming, including budgeting, production planning, filming, titling, limited animation, and sound recording. Two studios and an editing room have been established in the Commons for on-campus production activities.

Television Services provides numerous capabilities to the university community. A professional television studio is connected to five large classrooms, all equipped with television monitoring facilities. A smaller classroom-studio, with all equipment remotely controlled, can be scheduled for recording of student-teacher performance and other classroom activities. Previewing areas, for both small and large group viewing of prerecorded video tapes, are also available.
The Communication Center, in the basement of the Education Center building, utilizes a unique color television system to distribute all types of audio-visual media to every classroom and laboratory in the building. The Center also contains a color television studio and control room for the origination of professional color television programming.

ACADEMIC COMPUTING SERVICES — Academic Computing Services, located in the ground floor east wing of Baker Hall, provides computing facilities and services to UNI staff and students for research and instructional purposes. Among the full range of services available are custom programming and keypunching, batch computing, timeshared computing, and consulting services as well as workshops and short courses (free, non-credit) which are offered throughout the year to UNI staff and students on computing-related topics.

Batch Computing: UNI is a member of the Regional Computing Center based at the University of Iowa. UNI has a remote job entry (RJE) station linked by dedicated telephone line to SUI's IBM 370/168, to which the academic computers of Iowa State University and the University of Iowa are also linked. This gives UNI access to the computing power, program libraries and other resources of two major computing installations. Programming languages available include FORTRAN, COBOL, PL/1, RPG, SNOBOL, and ASSEMBLER. Program packages for special applications include major statistical packages (SPSS, SAS, OMNITAB, and BMDP), useful mathematical routines (IMSL, SSP), and other more special purpose packages in many disciplines.

Interactive Computing: UNI has its own Hewlett-Packard 2000/ACCESS time-sharing system with 19 public-access terminals. These terminals are located in the Industrial Technology Center, the Science Building, Seerley Hall, Wright Hall, Baker Hall, the Physics Building, the Education Center, Price Laboratory School, and the UNI Library. The terminals are in common areas and are available to all faculty and students with valid ID number and password. Two terminals are also available on a check-out basis from Academic Computing Services. Programming on the HP is usually done in the BASIC language. Two CAI author languages, IDF and CWF, are also available. A library of 800 programs is available to all users and covers many disciplines and applications (e.g., text editing, CAI drill and practice in mathematics and chemistry, and business simulations).

Test Scoring Analysis: UNI has an IBM 1230 Scoring Machine connected to a 534 keypunch on which true-false and multiple choice examinations that use IBM answer sheets (available from Print Stores) can be scored. In addition, several types of test analyses can be performed using standard programs.

Additional information on the facilities and services offered by Academic Computing Services may be obtained from the departmental office, Room 23, Baker Hall, UNI. Services hours during the academic year are:

Consulting: 8 a.m.-5 p.m., Monday through Friday
Test Scoring: 8 a.m.-5 p.m., Monday through Friday.
Operations: 7:30 a.m.-12 noon, Monday through Thursday
7:30 a.m.-6 p.m., Friday
10 a.m.-4 p.m., Saturday
3-11 p.m., Sunday

Summer hours may vary from the above schedule and may be obtained from the departmental office.
THE EDUCATIONAL CLINIC — The Educational Clinic is part of the Department of Educational Psychology and Foundations. Through its interdisciplinary work with individuals and small groups, the clinic performs an important task in the education of regular and special classroom teachers as well as special services personnel such as majors in early childhood education, special education, educational consultants, special learning disability teachers, psychologists, social workers, and counselors. Emphasizing family-school-community collaboration, the clinic maintains a primarily instructional and behavioral modification approach to learning disorders and questions of adaptability.

The clinic is concerned with a wide range of problems related to preschool enrichment, early identification of gifted and handicapped children, intellectual capability, aptitude, academic achievement, motivation, and personality adjustment. The clinic demonstrates, for teachers and service personnel, methods of evaluating a child's educational potential, provides an opportunity for service personnel interested in clinical teaching and special education to work with exceptional children in clinical experiences, translates psychological test findings and recommendations into educational terms and procedures, offers consultative services to the schools of Iowa at the request of school officials, and performs such research as practicable along lines that provide increased understanding of the learning and remedial processes.

THE SPEECH AND HEARING CLINIC — This clinic offers speech and hearing services to students and others (children and adults) in the vicinity of the university. These clinical services form an integral part of the program of professional preparation in speech pathology and audiology. Majors in speech pathology and audiology at both the undergraduate and graduate levels carry out clinical services under the supervision of the instructional staff of the university. Services offered by the clinic include audiological evaluations, speech and language evaluations, and remedial speech and hearing programs.
LEARNING SKILLS CENTER — The Learning Skills Center is a student service organization, with its main function to provide assistance to students in developing and improving the reading, writing, and study skills that are essential to a successful academic career. Non-credit courses are offered every semester in each of the three skill areas (reading, writing, and study skills). Students may enroll in a course, work independently on an individualized program, or combine both. Any student who feels he or she needs to improve an academic skill, regardless of present ability, is encouraged to use the Center. All services are free.

In addition to the primary responsibility of helping students develop academic skills, the Center also serves as a training site for graduate students in appropriate curricula such as English and secondary reading.

The LSC, located at 37 Auditorium building, is staffed by full-time professionals and part-time student assistants, and is open Monday through Friday from 8 a.m. to 5 p.m. whenever the university is in session.

EDUCATIONAL OPPORTUNITY PROGRAMS — The University of Northern Iowa places a high priority on the higher education of low-income and minority group students. To fulfill this commitment to such students, the university has established the Office of Educational Opportunity Programs and Special Community Services with the Director in the Office of Academic Affairs. Under Educational Opportunity Programs, efforts are coordinated and designed specifically to meet the educational, social, and financial needs of project students, and a primary goal is the successful completion of the student’s college career.

Five working components make up the structure of Educational Opportunity Programs and Special Community Services: UNI-CUE — the Center for Urban Education, Upward Bound, the On-Campus Educational Opportunity Program, the Graduate Educational Opportunity Program, and the Ethnic Minorities Cultural and Educational Center. Each component program is administered by individual program directors.

UNI-CUE (the University of Northern Iowa Center for Urban Education) is located in the heart of the urban area of Waterloo, Iowa, and is designed to increase the educational opportunities of disadvantaged people of all races. It works closely with the various university departments in the training of future teachers for work in urban areas. In addition to offering tutorial assistance to students, the staff counsels with students and provides academic advice. The Center is also the site of college-level classes for members of the community, sewing classes for children and adults, and other community service activities. An innovative Early Childhood Communication Laboratory has been developed; this experimental program is designed to teach young children communication skills to prepare them for elementary school.

Upward Bound is funded by the U.S. Office of Education. This program is designed to motivate the non-college bound student toward undertaking a college career. Students eligible for Upward Bound are those area tenth and eleventh grade, low-income and minority group high school students who are capable of succeeding in higher education but who do not have the educational background which would traditionally indicate college success. The Upward Bound Program has two basic phases to its total program. The initial “summer session” phase, which is held on campus, includes classes structured for college preparation and a variety of recreational, cultural, and enrichment activities. The second phase is the “academic year” while the student is still in high school; this provides a monthly stipend to program students and needed academic and personal counseling. To program graduates, Upward Bound gives its full support and assistance in securing higher educational placement.

The On-Campus E.O.P. program offers counseling, tutoring, and other appropriate supportive services to students who are admitted to the university through the E.O.P. in an effort to assure the educational success of these students. These supportive services include assistance
with specific educational and financial needs of the student along with assisting in the setting up of the academic program of the individual student. E.O.P. counselors also provide advice and direction on social and personal problems which might interfere with the student’s academic progress. All of the academic supportive services available through the On-Campus E.O.P. may be used by any university student; however, only program students may receive financial assistance through the program.

The Graduate Educational Opportunity Program offers supportive services to low-income and minority group graduate students in the areas of counseling, academic advising, and financial assistance. Some graduate assistantships for E.O.P. students are available through cooperation with academic departments of the University. In addition to actively recruiting students for the University of Northern Iowa graduate studies, the program provides information and assistance to E.O.P. graduates of UNI who wish to take higher degrees at other institutions.

The Ethnic Minorities Cultural and Educational Center was established on campus to provide a physical atmosphere for effective analysis of minority cultures and to further cross-cultural and racial understanding through participation in its programs by all segments of the UNI-Cedar Falls-Waterloo communities in a totally minority environment. The Center has a variety of actual instructional and performance methods for displaying various minority cultural and art forms. The Center’s library facilities provide a reference point for those interested in examining literature, records, and tapes of minority cultures.

Inquiries regarding the E.O.P. and Special Community Services should be made to one of the following:

- UNI-CUE, 715 East 4th Street, Waterloo, Iowa 50703
- Upward Bound, 715 East 4th Street, Waterloo, Iowa 50703
- On-Campus E.O.P., Baker Hall, Room 132, University of Northern Iowa, Cedar Falls, Iowa 50613
- Graduate E.O.P., Baker Hall, Room 132, University of Northern Iowa, Cedar Falls, Iowa 50613
- Ethnic Minorities Cultural and Educational Center, University of Northern Iowa, Cedar Falls, Iowa 50613

Inquiries not related to any specific area should be directed to the Director of E.O.P. and Special Community Services, Office of Academic Affairs, University of Northern Iowa, Cedar Falls, Iowa 50613.

MALCOLM 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 a comprehensive educational program for a multiracial student body of 750 pupils 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.

IOWA LAKESIDE LABORATORY — The three Regents universities, the University of Northern Iowa, the University of Iowa, and the Iowa State University, jointly maintain a field biology station at Lake Okoboji. A scientific advisory board made up of representatives from each of the three state institutions has charge of the program. Unusual opportunities for field
studies are available for students and teachers of biology. A variety of courses open to under­
graduates and graduates is offered during the summer in two sessions of five weeks each. The
Lakeside Laboratory Bulletin, available about February 1, lists the courses to be offered the
following summer with detailed directions of enrollment. The courses regularly scheduled at the
Laboratory are listed in the courses of the Department of Biology. Further information may be
secured by writing to the Department of Biology, University of Northern Iowa. Registration is
made through the Registrar's Office, University of Northern Iowa, Cedar Falls, Iowa 50613.

IOWA TEACHERS CONSERVATION CAMP — A field laboratory program in Iowa
conservation problems and environmental education is offered at various locations in Iowa each
summer. Two courses, 84:104 Iowa Conservation Problems I and 84:105 Iowa Conservation
Problems II, may be offered. Each three-week course carries three credit hours and is open to
both undergraduate and graduate students.

The program is jointly sponsored by the Iowa Department of Public Instruction, 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, Iowa 50613.

STUDY ABROAD — The University of Northern Iowa has several programs for study
abroad. These include annual foreign language summer institutes, College of Social and Be­
havioral Sciences study seminars in Europe, and a continuing exchange program with the
Universidad Pedagógica Nacional in Bogotá, Colombia. The foreign language programs are
conducted in France, Germany, Austria, and Spain.

The Summer Institute in Austria (for teachers of German) is an eight-week program
designed for those teachers who (1) need extensive training in understanding and speaking
German, and (2) do not wish to see Austria and Germany as tourists but who would like to live
among the people of those countries and have a personal contact with these people. Each
participant will study and live with an Austrian family for six weeks. Eight semester hours of
graduate credit may be earned. Classes will be held at the Teachers' College in Klagenfurt,
Austria. This institute includes a two-week “Culture and Civilization” tour of Austria.

The Summer Institute in France (for teachers of French) is an eight-week program held in
Angers, France. The institute program provides for eight 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 rather than to see France as a tourist. Each participant will study and live
with a French family in Angers for five weeks. Classes will be held daily at the Universite
Catholique de l'Ouest, along with field trips and study tours. An 11-day period of guided travel
throughout France is also part of the institute, as well as one week of independent study.

The Summer Institute in Spain (for teachers of Spanish) is an eight to nine-week program
held in Soria, Spain. The institute program provides eight semester hours of credit and is
designed for primary and secondary teachers of Spanish who want intensive training in oral skills
and who would like to have personal contact with the Spanish people. Each participant will live
with a Spanish family in Soria for approximately six weeks while studying formal classes. A
two-week study tour of areas of historical and cultural interest will follow the formal course
work, including time to get to know Madrid.

The Regents' German Program in Austria is a nine-week program conducted jointly by the
three Iowa Regents' universities in cooperation with private colleges in Iowa. Classes are held in
the Austrian Alps and at the International Hochschulkurse of the University of Vienna. There
will be approximately eight weeks of instruction on three levels — intermediate, advanced, and
very advanced — followed by a 10-day cultural tour. This program is open to undergraduate and
graduate students. Up to 10 semester hours of credit may be earned. Minimal admissions requirement for German is 12 semester hours of college-level German or the equivalent.

The Regents' Program in France is a nine-week program sponsored jointly by the three Iowa Regents' universities. Students will spend five weeks in Rouen, France, where they will attend courses on the campus of the Université Catholique de l'Ouest. While in Rouen, students will live with French families. This stay will be followed by two weeks in Paris. The program is designed primarily for undergraduates and offers up to nine semester hours of credit, plus one week of independent study and travel.

The Regents' Hispanic Institute is an eight-week institute sponsored jointly by the three Regents' universities of Iowa in cooperation with the Provincial Delegation of the Ministry of Education and Science of Burgos, Spain. Designed primarily for undergraduates, the program offers up to eight semester hours of credit through six weeks of study in Burgos and two weeks of touring other parts of Spain. While in Burgos, the students will live with Spanish families.

Social and Behavioral Sciences Foreign Study Seminars are sponsored by academic units within the College of Social and Behavioral Sciences. Past and planned study tours include both summer and semester-length programs in Europe and the Far East. Programs are conducted in cooperation with foreign universities, institutes, and business firms. Seminars are coordinated by the college Programs Abroad Committee, and may be taken for either undergraduate or graduate credit.

The University of Northern Iowa has a continuing exchange program for students with the Universidad Pedagógica Nacional in Bogotá, Colombia. Special summer programs for undergraduate students are held on the campus of each of the two universities in alternate summers with six to eight weeks of formal study combined with guided travel and activities to acquaint students with the culture and people of both this country and Colombia.

The Coordinated Independent Studies Program in Santiago de Compostela, Spain, provides the student of Spanish with the opportunity to study language and culture independently. The program will be structured to fit the student's needs and interests for a maximum of 16 credit hours per semester.

For additional information on these programs for study abroad, please write the Office of the Registrar, University of Northern Iowa.

FOREIGN STUDENT PROGRAM — Undergraduate and graduate students who come to UNI from countries throughout the world are served by the university's Foreign Student Program. Through the Office of the Foreign Student Adviser, 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 admission processes of international students are monitored by the Foreign Student Adviser who certifies the student's enrollment necessary for entry to this country. Housing arrangements are made in advance; for single students in Bartlett Hall, and in the on-campus Family Housing area for married students who bring their families. Throughout the year, foreign students may seek the assistance of the Foreign Student Adviser to obtain tutorial assistance and other assistance as needs arise.

The International Student Association is open to all foreign students. The International Student Center, located across from the campus on the corner of College Street and Seerley Boulevard, provides a setting for students to gather informally for meetings, social activities, studying, and visiting.

For information concerning the Foreign Student Program, contact the Office of the Foreign Student Adviser, 139a Bartlett Hall, University of Northern Iowa.
REGENTS UNIVERSITIES STUDENT EXCHANGE PROGRAM — University of Northern Iowa students may take courses at either of the other two Regents universities for UNI resident credit. Regular, degree-bound students in good standing at any of the three Regents universities may attend another Regents university for a maximum of two semesters (three quarters), and the credits earned at the other university will be counted as resident credit at their home institution. Approval for participation and credit in the exchange program must be obtained well in advance of registration since the department head must approve the acceptance of such credits if these are to apply on the major, and to insure complete processing of the application between the cooperating universities within specified dates for enrollment. Detailed information and application forms for the exchange program are available from the Office of the Registrar, UNI.

NATIONAL STUDENT EXCHANGE — 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 the various campuses of the consortium institutions as visiting students. The purpose of the Exchange is to enable participating students to get better acquainted with different social and educational patterns in other areas of the United States, to broaden their cultural perspectives, and to take advantage of specialized courses or unique programs at other NSE institutions. Among the colleges and universities with which UNI students can exchange are: California State College (Bakersfield), California State University (Chico), New Mexico State University, University of Idaho, University of Montana, Jackson State University in Mississippi, William Paterson College of New Jersey, State University College of Buffalo (New York), University of Maine (Ft. Kent and Portland-Gorham), and the University of Wisconsin-Green Bay.

Students make exchange preparations through the Individual Studies Program. Sophomores and juniors with at least a 2.5 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. Except for transportation expenses, costs are not greatly different from costs for study at UNI, and financial aid benefits can be applied to registration through UNI at another Exchange university.

More information about the National Student Exchange is available at the Individual Studies Office, Baker 59, and students initiate applications there under the advisement of the Director of Individual Studies. Each application should be submitted in the fall semester prior to the academic year in which an exchange is planned.
INDIVIDUAL STUDIES PROGRAM — The Individual Studies Program at the University of Northern Iowa is open to undergraduate students who want to reach beyond the ordinary limits of a classroom course. Through this program academic credit is awarded to several different kinds of independent and small-group study. Students read and work alone, or in small groups, in search of self-expression and self-discovery. Students wishing to take advantage of this program need not have high grade point averages, but they are expected to be creative, self-reliant, and ready to accept challenges and take risks. Among the several options and opportunities available through the Individual Studies office are:

- Independent Study and Reading Projects
- Exploratory Seminars and Interdisciplinary Study
- Individual Honors degrees
- General Studies majors
- Individualized majors
- Bachelor of Liberal Studies
- National Student Exchange

The Individual Studies Program adds flexibility to undergraduate schedules at the university. The program awards academic credit to unique student interests — individual pursuits which lie either between or across several disciplines or in a discipline yet to be defined. Such credit, when appropriate, may be applied to elective hours, the major field, or to general education requirements.

In place of the structure ordinarily supplied by the instructor of a class, or by the staff of a department, the structure is provided by the student involved in a course of individual study, who chooses a consultant for guidance in the best use of this structure, or the student joins other mutually interested students in a self-starting or specialized seminar. The course of study, in either case, is no less rigorous than one employed in an ordinary class or major, yet the projects are tailored specifically to the interests of the student. Each individual program reflects the uniqueness of a student’s own personal development.

Each semester the Individual Studies Program offers a variety of Exploratory Seminars (00:192) — these courses are generally kept small to insure lively and informal discussion. Individual Study Project (00:198) is an opportunity for research, creative work, or experience-oriented study. Interdisciplinary Readings (00:196) enables the student to develop a program of readings on a topic not dealt with by one of the university’s regularly offered courses. Group independent study (students who wish to study in a common area of interest) is possible through the Self-forming Seminar (00:192, Sec. 1) Individual Studies courses are listed each semester and summer session in the first section of the Schedule of Classes for that session. Information about these courses may be obtained from the Individual Studies office at UNI.

Individual Studies also makes possible a larger use of study opportunities at UNI. By taking a series of courses in this program over several semesters, students may be able to graduate "with Individual Honors." The course Undergraduate Thesis (00:197) is part of the requirements for students who wish to graduate with this distinction. Special approval is required to register for this advanced independent study course which culminates the program.

The Individual Studies Program gives support to field trips initiated by students, faculty, or seminar groups. Students are encouraged to attend conferences and discover learning situations away from campus. The Individual Studies office has guide books and maps available for planning tours abroad. Unusual expenses for undergraduate theses and larger independent study projects are often subsidized through the program.

An Individual Studies Major and a General Studies Major, each leading to a baccalaureate degree, are offered by the university under the supervision of the Individual Studies Program. Details and requirements for these majors are given on page 249.
The Individual Studies Program is for the self-starters. Students who desire to work in an independent manner and plan beginning a project should talk with the Director of Individual Studies, Baker Hall, UNI.

GENERAL STUDIES PROGRAM — The General Studies program at UNI is a diversified liberal arts program supervised by the Director of Individual Studies and under the jurisdiction of the Individual Studies Board. The General Studies Major enables students to make a wide and varied use of university offerings which can lead to a well-rounded liberal arts education. Because the 45-hour program requires a minimum of 15 semester hours of 100-level courses from three of the four undergraduate colleges, the stress of this major is on distribution rather than concentration.

For some students the General Studies Major may provide a broad background for later, more specialized, study or training. Each student is encouraged to develop a program of courses according to his or her needs and interests, exploring a wide diversity as, for example, economics, history, art, philosophy, earth science, and mathematics — or a particular connection might be developed among courses in psychology, biology, educational psychology, and physical education. The 100-level courses that apply to the General Studies Major are those that normally involve study beyond the introduction to a discipline; however, lower-level courses which are prerequisite to or prepare for more advanced study may be used for elective credit beyond the 45-hour major requirement and, in some cases, may be applied to the General Education requirement for graduation.

The General Studies Major is not directed toward any particular vocation or for certification to teach, but serves a large need in the area of liberal arts education. Specific details for the program are given on page 249.

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, English, foreign languages, history, mathematics, music, and physics to students who pass examinations with scores of 3, 4, or 5. Details of this program may be obtained from the Director of Admissions, UNI.

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP) — The University of Northern Iowa is a participating institution in the College Level Examination Program (CLEP). Two types of CLEP Examinations are given: General Examinations and Subject Examinations. CLEP Examinations are administered at least once a month throughout the year. Students who plan to attend UNI and who wish further information may write to the Office of Admissions or Academic Advising Services. (Information is also available in most high school counselors’ offices.) Enrolled students interested in earning credit through CLEP should contact Academic Advising Services for information and dates of the examination.

Five General Examinations are given: English Composition with Essay, Humanities, Mathematics, Natural Sciences, and Social Sciences-History. Subject Examinations are end-of-course tests developed for widely taught undergraduate courses. A list of subject courses for which CLEP Examinations may be taken at UNI is available from the Office of Admissions. See page 70 for additional information about CLEP, including fees and amount of credit which may be earned through the program.
DIVISION OF EXTENSION AND CONTINUING EDUCATION — 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 Extension and Continuing Education are consultative services, extension-credit work, non-credit classes, conferences and workshops, and publications. The Continuing Education Unit is also used, and details of this program are available in the division office.

CONSULTATIVE SERVICE — Members of the university faculty can be made available to share their expertise with teachers, administrators, and other educational agencies involved with the improvement of public education.

COUNSELING: ADVISORY SERVICES FOR ADULTS — Increasingly, people of all ages, are becoming more interested in available educational opportunities. For adults wishing to begin, or possibly return to educational pursuits either on a full or part-time basis, the Division offers advisory services. Information is available from either the Continuing Education Office or the University Counseling Center.

CORRESPONDENCE COURSES — For people who find it inconvenient to attend campus classes, opportunities to learn are available through correspondence study courses. One may earn college credit toward a degree, work for teaching certificate renewal credit, or simply study an area of personal interest. Correspondence courses do not follow the regular semester time schedule, permitting a student to enroll any time.

And student fully meeting university admission standards may enroll for correspondence study. Resident students at UNI may enroll for correspondence study provided such concurrent enrollment has been approved by the appropriate college dean (see page 68). Only by special advance permission of the Dean of the Graduate College may one use correspondence study credit to satisfy graduate degree requirements.

Military veterans and Vocational Rehabilitation clients may enroll in correspondence courses and arrange for partial financial assistance from their parent agency.

Currently correspondence courses are offered by fifteen academic departments. A brochure is available upon request to the Division of Extension and Continuing Education.

EXTENSION CLASSES — Credit class work is offered off campus at many locations throughout the state as part of the university’s instructional program. Factors of distance and staff availability are carefully considered in relation to requests for off-campus classes. There is no distinction between campus and off-campus credit in meeting degree requirements; however, not more than one-fourth of the academic hours needed for an Iowa Teachers Certificate or a baccalaureate degree may be earned through non-resident credit. Subject to stated Graduate College regulation, credit from extension offerings may be applied to graduate programs if the offerings are appropriate to the student’s program needs and are approved by the student’s adviser and the department. Two-thirds of the credit required for a graduate degree program must be earned in classes taught by University of Northern Iowa staff.

ADULT EDUCATION CLASSES — As a service to those who are interested in furthering their education, but not in earning university credit, the Division offers a variety of community classes in the metropolitan area. Classes are primarily upon request and are open to any adult regardless of educational background. These classes carry no credit, but if the course offered is listed in the university catalog, it may be possible for a person who completes the community class to receive credit in the course by special examination. Fees for community classes are established on the basis of the length of each class and the number of sessions.
The Division of Extension and Continuing Education is available to assist organizations and clubs in planning "continuing education" programs suitable to their needs and interests.

For a list of extension courses, credit and non-credit, or for information on the establishment of such courses, call or write the Office of Extension and Continuing Education, University of Northern Iowa, Cedar Falls, Iowa 50613.

PUBLICATIONS — Two types of educational service publications are issued: the teaching aid series, and the research and survey series. These publications are distributed at cost; a list of titles and prices is available from the Division of Extension and Continuing Education office.

SATURDAY AND EVENING CLASSES — As a service to persons in the vicinity of Cedar Falls, some resident university courses are scheduled for evening hours and for Saturday morning and include courses for both undergraduate and graduate students.

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 evening and Saturday classes are generally available in August 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.

Students who register for Saturday and/or evening classes in addition to other classes will register for them at the time of the regular class registration, and may not register by mail.

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

CONFERENCES AND WORKSHOPS — As a part of the university’s program of continuing education many conferences and workshops are held throughout the year. Nationally known leaders in many facets of teacher education as well as in other academic areas are brought to the campus for these events. University credit may be earned in some of the workshops conducted during the summer session.

The Division of Extension and Continuing Education is a focal agency in assisting with the development and coordination of continuing education programs held on campus for various age-level groups, including many high school-level activities.

EXHIBITS — Exhibits of art, works of both UNI staff and students and touring exhibits, and displays of instructional materials are held periodically. Certain departments of the university sponsor special days for high school students with particular interests.

BROADCASTING SERVICES — The Department of Broadcasting Services operates the university's two public radio stations, KUNI-FM and KHKE-FM, and also provides educational and cultural programs to Iowa television and radio stations. KHKE, 89.5 FM, serves the Cedar Falls-Waterloo metropolitan area with fine arts and public affairs broadcasts, and KUNI, FM 91, provides a radio service of alternative music, culture, and information to the eastern half of Iowa. Both stations are non-commercial and listener supported. Studios and offices for the Department of Broadcasting Services are housed on the third floor of the Communication Arts Center building.

In cooperation with the Speech Department's broadcasting courses, the Department of Broadcasting Services provides a comprehensive broadcasting internship program.

OFFICE OF FUTURE STUDIES — The Office of Future Studies was established to coordinate a university program of futures study, encourage development of futures study emphasis within existing courses, establish a limited number of related transdisciplinary offerings, provide opportunities for in-service education (workshops, seminars, conferences), and
disseminate information and maintain a resource center of futures materials.

A Future Studies Program Board, with a representative from each of the university colleges, serves as the policy making body. A coordinator is in charge of the day-to-day operation of the program.

OFFICE OF PUBLIC INFORMATION SERVICES — The Office of Public Information Services has the general responsibility of helping develop public understanding of university aims, policies, and activities, both in the immediate university community and with the public at large. To fulfill this responsibility, the office staff works in close cooperation with the faculty, the administration, and the university students as well as with the press, radio, and TV. The office maintains general news and sports information services, a publications service, and a public relations advisory service.

The public relations service includes advisement of faculty and students in promotion of public events, and consultation with the administrative staff on the public relations implications of university policies. The Director of the Office of Public Information Services assists in the public information program of the State Board of Regents and represents the president of the university in relationship with student publications.

The general news information service interprets the program of the university through regular release of news articles and photographs to the press, radio and television as well as through the preparation of informative articles for special and general interest periodicals. Information files on all aspects of the institution are maintained in order to answer requests and to assist representatives of the news media who call or visit the campus seeking background information for stories or magazine articles. The quarterly Alumnius magazine and the UNI Century, newspaper for parents of students, alumni, and friends of the university, are produced in the office as well as Intercom, an internal newsletter for all university employees, published by Personnel Services.

The publication services supervises the design and production of more than 300 brochures, catalogs, and other publications produced at the university annually. It also serves in a consultative capacity to faculty and staff to assist them in determining the most effective way of communicating through printed materials.

Alumni Association of the University of Northern Iowa

The Alumni Association of the University of Northern Iowa was organized in 1879 “to promote the interests of the Alumni of I.S.N.S. (Iowa State Normal School) and to give social and intellectual improvements to its members.” One of the early constitutions provided for a literary program of oration, history, and essay, which for many years was presented at the annual meeting on the day preceding spring Commencement.

With the growth and development of the institution, the Alumni Association has developed into a working organization pledged to further the best interests of the university and her graduates. All graduates of the University of Northern Iowa are eligible for membership in the association and are inducted into the organization as a part of the Commencement exercises. During the spring of 1977, the Alumni Association voted to become a dues-paying organization open to both graduates and friends of the university. Annual and life memberships are available. There is no membership fee for graduates the first year after graduation, nor to alumni currently pursuing a higher degree on a full-time academic year basis.

The Alumnius is the association’s official publication of alumni and university news, and is sent quarterly to all members of the dues-paying Alumni Association. The Century is a quarterly tabloid newspaper which is sent to alumni, friends, and parents of students.
UNI Alumni Chapters meet annually in many of the major cities throughout the country. Alumni assist the university in many ways, including the provision of financial support to scholarships, facilities, and cultural activities for which state funds are not available (see UNI Foundation below), as well as the recruitment of students, serving on special university committees, and representing the university in public activities.

The Alumni Office now services the records of more than 55,000 alumni from its offices in the Arts and Industries Building. The office provides clerical assistance to the Alumni Chapters and is a source of information to alumni regarding conferences, workshops, and meetings of special interest on campus. The Alumni Office personnel plan and coordinate alumni activities for Homecoming-Reunion Weekend. The office also assists university departments in maintaining a continuing relationship with their majors after graduation.

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. 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.

The UNI Foundation is involved in a Centennial Fund campaign which was established as part of the program to observe the university’s centennial anniversary in 1976. The first phase of the Centennial Fund Campaign was the construction of the UNI-Dome, a multi-purpose facility for university and community use. The second phase will be the construction of a new university auditorium; and the third phase, a program of special acquisitions and projects.

The Foundation is the official channel through which gifts, both large and small, may be given for the benefit of the University of Northern Iowa. Individuals and organizations are assured of continuity of management 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 should be addressed to:

UNI Foundation
Room 137 A, Arts and Industries Building
University of Northern Iowa
Cedar Falls, Iowa 50613
University Policies

Admission

ADMISSION POLICIES AND PROCEDURES

Before being permitted to register in the university a student must have filed an application for admission with the required records and other supporting material, have met all conditions, and have been issued an admission statement by the Director of Admissions. Consideration is given to the scholarship, character, and personality of the applicant. Individual students may be required to come to the campus for interview. Those who do not give reasonable promise of success as students at the university may be denied.

Representatives of the university, both on and off campus, encourage or discourage an applicant for admission on the basis of his or her academic record, scores on standardized tests, seriousness of purpose, statements from teachers, counselors, school administrators, and similar evidences of potential ability to do college work. The admissions decision is not determined or influenced by the age, color, creed, handicap, national origin, race, religion, or sex of the applicant.

This school is authorized under Federal law to enroll nonimmigrant alien students.

A student should take the following steps in applying for admission to the university. These should be taken as far in advance as possible since admissions may be granted up to twelve months in advance of the opening of the term for which application is being made.

A. Application for Admission. The application for admission form is obtained from the Director of Admissions, University of Northern Iowa, Cedar Falls, Iowa 50613. Complete the application carefully, and return as indicated on the form. Your request for an application for admission should indicate whether you wish to enroll for undergraduate or graduate study and the semester you wish to enter the university. Specific information for the admission of students to graduate study is given on pages 252, 304.

B. Application Fee. A fee of $10.00 must accompany the application. The fee is not refundable, except to Iowans who are denied admission, and is not applicable to later registration fees. The $10.00 fee paid with the original application may be applied to a later entry within one calendar year.

C. Application Deadlines. Applicants for admission should submit the required applications for admission and the necessary official transcripts and other required documents to the Director of Admissions at least ten days prior to the beginning of orientation for the session for which the student is applying.

D. High School Record. Ask your high school principal to send a six- or seven-semester transcript if you ARE still in high school and a final report on graduation. If you are OUT of school, ask your principal to send a complete transcript. If you have attended more than one high school, a single report is sufficient if it includes all your work; otherwise, a report will be needed from each high school attended.

E. Transcripts of College or University Records. If you have attended another college or university, an official transcript of record MUST be filed from EACH Institution attended even though credit may not have been earned. If you are still enrolled in another college or university, a partial record may be used for considering admission, but a complete record will be required before your admission file is complete.
F. Tests and Interviews. All new undergraduate students direct from high school and transfer students with fewer than 12 semester hours of credit are required to take the American College Tests before admission will be granted. The tests are given in all states.

Be certain to specify that your test record be sent to the University of Northern Iowa.

A visit to the campus is encouraged if convenient. In some situations the university may require an interview before acting on an application for admission. Students are notified if this is required of them.

G. Health. Applicants for admission to UNI are not required to file a report of a physical examination or prepare a medical history. In the interest of providing optimum health care, the University Health Center recommends that incoming students who have physical handicaps or are experiencing health problems provide the Director of the Health Center with information concerning their situation. (See page 20 for services available through the UNI Health Center.)

H. Housing: A housing card is included with the notice of admission. (The completed card should be returned immediately to the Housing Office.) The card must be completed by all students, including those living off campus. A housing contract is sent to all students applying for university housing, and must be completed, signed, and returned along with the housing deposit.

Note: Admission procedures will be considered completed only when all required papers are returned to the university and all specified fees paid.

All students taking work beyond the bachelor's degree, whether they are studying for an advanced degree or not, are classified as graduate students.

Specific information for the admission of students to graduate study is given on pp. 252, 304.

Classification of residents and non-residents for admission and fee purposes for all students is listed on p. 52.
PREPARATION FOR UNDERGRADUATE ADMISSION TO THE UNIVERSITY

For admission to the University of Northern Iowa one does not need to have chosen a particular program in high school. However, it is expected that the record of the student seeking admission will be in conformity with the following pattern:

I. Graduation from an approved high school shall ordinarily precede admission to the university. The student who applies for admission to an institution of higher learning shall, in general, have:

A. Completed a balanced program of studies designed to insure a well rounded background of knowledge in basic fields.
B. Developed proficiency in the use of the English language in reading, writing, and speaking.
C. Acquired proficiency in basic mathematical skills.
D. Developed effective study skills and work habits.
E. Developed an adequate intellectual, physical, moral, and social maturity.
F. Developed a sincere interest in further formal education.

II. Those planning to enter the university shall be guided by the following standards in completing their preparatory academic work:

A. ENGLISH — Since the ability to write clearly and to read with understanding and appreciation are essential to success in college, it is highly desirable that the student complete at least three and preferably four units in English, with strong emphasis on writing.

B. MATHEMATICS — Mathematics has much to offer not only as a tool to further learning but as a means of providing basic education. Two and one-half years of study should be the minimum for those planning to attend college. Students planning to specialize in the sciences or in engineering should complete at least two and one-half units and preferably three units or more in mathematics in high school.

C. SOCIAL STUDIES — Social studies such as history, civics, government, economics, sociology, and geography are basic to the understanding and solution of contemporary problems in the community, in the nation, and in the world. From two to four units may well be devoted to this area by the prospective university student.

D. THE SCIENCES — The field is rich in possibilities for understanding the modern world. A minimum of two units in science is recommended. For those who plan to emphasize science or engineering, three units would be helpful.

E. FOREIGN LANGUAGE — The prospective university student should develop a basic reading or speaking knowledge of a foreign language, classical or modern. For most students this would suggest a minimum of two years of study; three or four would be preferable.

F. ART AND MUSIC — This field offers opportunity for development in an important area of general education which can contribute much toward individual growth.

G. OTHER SUBJECTS — Agriculture, business, home economics, industrial arts, speech, etc., when properly studied, contribute materially to the educational growth of the individual and as preparation for continued study as well as for the more general activities of living. The prospective university student with an interest in further study in a field related to one of these subjects should find one or two years of high school work in it to be particularly valuable.
GENERAL ADMISSION STANDARDS
OF THE STATE BOARD OF REGENTS

A. ADMISSION OF FRESHMAN STUDENTS

A person desiring admission must meet the requirements in this section and also any special requirements for the curriculum or major of his or her choice.

The prospective student must submit a formal application for admission and must have the secondary school provide a certificate of high school credits, including a complete statement of the applicant's high school record, rank in class, scores on standardized tests, and certification of high school graduation. The applicant must also submit any other evidence such as a certificate of health that may be required by the individual institution of higher learning.

1. A GRADUATE OF AN APPROVED IOWA HIGH SCHOOL who has the proper subject-matter background, who is in the upper one-half of his or her graduating class, and who meets specific curricular requirements will generally be admitted upon certification of graduation, if application is made for admission.

A candidate who is not in the upper one-half of his or her graduating class may be required to take special examinations and may after a review of the applicant's entire record and at the discretion of the Admissions Office: (1) be admitted unconditionally, (2) be admitted on probation, (3) be required to enroll for a tryout period during a preceding summer session, or (4) be denied admission.

2. A GRADUATE OF AN ACCREDITED HIGH SCHOOL IN ANOTHER STATE must meet at least the same standards as a graduate of an Iowa high school. The options for admission by probation or tryout enrollment may not be open to these students. The university reserves the right to demand higher standards from graduates of out-of-state high schools.

3. A GRADUATE OF A NON-APPROVED HIGH SCHOOL must submit all data as required above and in addition must take examinations which will demonstrate his or her general competence to do successful university work.

4. AN APPLICANT WHO IS NOT A HIGH SCHOOL GRADUATE must submit all data required above insofar as it exists and must take examinations to demonstrate competence to do university work. Evidence of specific competence for admission to a given curriculum will also be required.

B. ADMISSION OF UNDERGRADUATE STUDENTS BY TRANSFER FROM OTHER COLLEGES

1. STUDENTS FROM ACCREDITED COLLEGES AND UNIVERSITIES — Transcripts of record are given full value if coming from colleges or universities accredited by the North Central Association of Colleges and Secondary Schools or similar regional associations. For schools not regionally accredited the recommendations contained in the current issue of the Transfer Credit Practices published by the American Association of Collegiate Registrars and Admissions Officers will be followed. Note: The acceptance and applicability of this credit is subject to limitations in accordance with educational policies set by the faculty.

   a. Each applicant shall submit an official transcript bearing the original seal and signature of the official in charge of records from each college or university which the student has attended previously. The student will also submit any other records or letters which the university may require to support his application for admission.
b. A transfer applicant shall be expected to have maintained a "C" average (2.00 based on an "A" grade being 4 points) for all college work previously attempted and not be under suspension from the last college or university attended. Students who are not residents of Iowa may be expected to have maintained a 2.25 grade index.

c. A student who is below the above standards may be permitted to take entrance examinations. The applicant may be admitted on probation if the examinations are successfully completed.

d. In general, transfer applicants under academic suspension from the last institution attended will not be considered for admission during the period of suspension or if for an indefinite period, until six months has passed since the last day of attendance. When eligible for consideration the applicant will be considered as in "c" above.

e. A transfer applicant under disciplinary suspension will not be considered for admission until a clearance and a statement of the reason for suspension is filed from the previous institution. When it becomes proper to consider an application from a student under suspension, the university must take into account the fact of the previous suspension in consideration of the application. Applicants granted admission under these circumstances will always be on probation and their admission subject to cancellation.

f. Applicants for admission by transfer who do not meet the standards may be denied.

g. Transfer credit from a two-year college will not be accepted if that credit is earned after the total number of hours of credit accumulated by the student at all institutions attended exceeds one-half the number of hours needed for the earning of a baccalaureate degree.

2. STUDENTS FROM NON-ACCREDED COLLEGES — The university may refuse to recognize credit from a non-accredited college or may admit the applicant on a provisional basis and provide a means for the validation of some or all of the credit. The validation period shall not be less than one semester and will ordinarily be a full academic year. The university will specify to the student the terms of the validation process at the time of provisional admission. Each student from a non-accredited college will be considered on his or her merits and his or her admission or rejection is at the discretion of the admissions officer.

Note: A transfer student who is allowed to enter with a grade point deficiency shall be placed on probation. Transfer students who have no grade point deficiency but whose previous college grade distribution, high school rank, test scores, or major objectives raises questions about probable success may be placed on probation.

C. CURRICULUM ADJUSTMENTS FOR TRANSFER STUDENTS

1. The work of students who transfer from other institutions of higher education will be evaluated in terms of curriculum requirements at the University of Northern Iowa. In so far as possible, courses covering similar areas will be accepted in lieu of courses required here. Students who have had two full years of a general education or liberal arts curriculum will usually have satisfied many if not all of the requirements of the first two years. It should be understood that piecemeal work in several different institutions or an irregular pattern of work in a single institution will probably not meet many of the requirements of the first two years.

2. In determining the requirements for the baccalaureate degree, the records of transfer students will be examined in terms of the following requirements:

   (1) The number of hours required for the degree less the number of hours accepted in transfer.
(2) All general education courses for which no reasonable substitute can be found.

(3) All work of the majors and minors, excluding such specific requirements as may have been met by accepted transfer courses, and including specific courses of the first two years or prerequisites for advanced courses where no acceptable transfer courses are presented. A transfer student is required to take at least 10 hours of work in the major at this university.

(4) Competence in writing is required of all candidates seeking degrees or university recommendation for certification.

(5) Scholarship requirements: (see statement B-Scholarship under Requirements for Graduation, p. 54).

3. Practices followed in evaluation of transcripts of record presented by the new transfer student include:

(1) College work presented by the transfer student is evaluated and reported by the student in terms of University of Northern Iowa equivalents when they exist. Credit earned in courses for which this university does not have an equivalent is simply reported as credit accepted. The student is also provided with another report including a general university requirements still to be met.

(2) All college work previously attempted is considered for acceptance, including work for which a grade of D is earned. Grades of failure remain as part of the student’s record and transfer grade index.

(3) If an undergraduate student repeats a course, only the last grade earned affects the cumulative average; the grade point value of the first grade is no longer included in calculating the cumulative average.

(4) Transfer credit from a two-year college may be accepted to a maximum of 65 semester hours. This includes the total number of hours of credit accumulated by the student at any institutions which the student may have attended prior to concluding study at the two-year college.

(5) Credit earned in excess of the maximum credit acceptable from the two-year college is not applicable toward minimum total hours required for a degree. However, this work is entered on the student’s record and may be used to meet specific requirements.

(6) Acceptance of credit earned in physical education activity courses (except for students majoring or minoring in physical education or recreation) is limited to a maximum total of four (4) semester hours.

4. Transfer students on the Bachelor of Arts-Teaching Program must fulfill the following requirements:

(1) All remaining required courses in education and teaching.

(2) If courses equivalent to one or more of the common professional sequence courses can be determined, these may be accepted in lieu of like courses at this university. Ordinarily, students will be required to fulfill all three phases of the common professional sequence prior to student teaching.

(3) The same plan is followed in accepting credit for students who have completed a two-year program for teaching in the elementary school before transferring, except that they are not held for the professional courses of the first two years, if this requirement has reasonably been met.
ADMISSION REQUIREMENTS FOR GRADUATE STUDENTS

A graduate of a college or university accredited by the National Council for Accreditation of Teacher Education or by the North Central Association of Colleges and Secondary Schools or a corresponding regional agency will be granted admission to graduate study if his or her application for admission has been approved. See p. 252 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.

Admission to graduate study does not guarantee admission to candidacy for an advanced degree.

CLASSIFICATION OF RESIDENTS AND NONRESIDENTS FOR ADMISSION AND FEE PURPOSES

1. GENERAL — Students enrolling at one of three state institutions shall be classified as Resident or Nonresident for admission, fee, and tuition purposes by the Registrar. The decision shall be based upon information furnished by the student and all other relevant information. The Registrar and the Director of Admissions are authorized to require such written documents, affidavits, verifications, or other evidence as are deemed necessary to establish the domicile of a student, including proof of emancipation, adoption, award of custody, or appointment of a guardian. The burden of establishing that a student is exempt from paying the nonresident fee is upon the student.

For purposes of resident and nonresident classifications, the word “parents” as herein used shall include legal guardians or others standing in loco parentis in all cases where lawful custody of any applicant for admission has been awarded to persons other than actual parents.

2. RESIDENCE FOR TUITION PURPOSES — Regulations regarding residence for admission, fee and tuition payment are generally divided into two categories — those that apply to students who are minors and those that apply to students who are over eighteen years of age. The requirements in these categories are different. Domicile within the state means adoption of the state as a fixed permanent home and involves personal presence within the state. The two categories are discussed in more detail below.

3. STUDENTS WHO ARE MINORS — The residence of a minor shall follow that of the parents at all times, except in extremely rare cases where emancipation can be proved beyond question. The residence of the father during his life, and after his death, the residence of the mother, is the residence of the unemancipated minor, but if the father and the mother have separate places of residence, the minor takes the residence of the parent with whom the minor lives or to whom he or she has been assigned by court order. The parents of a minor applying for admission will be considered residents of Iowa only if they have a domicile within the state at the time of the beginning of the semester, quarter, or session in which the minor is first enrolled at Iowa State University or the State University of Iowa, or University of Northern Iowa, and if the parents establish such domicile for purposes other than to qualify their child for resident tuition.

A minor admitted before his or her parents have moved to Iowa may be reclassified as a resident at the beginning of the next semester or quarter in which the student is enrolled after the parents have a domicile in Iowa.

A minor under legal guardianship shall not be granted resident status if the primary purpose of the guardianship is to qualify the minor for resident tuition.
A minor living with and being supported by a relative or a friend who is a resident of Iowa, but not a minor's legal guardian, may be granted resident status if the minor has lived with the relative or friend at least three years prior to high school graduation.

4. STUDENTS OVER EIGHTEEN YEARS OF AGE AND MARRIED STUDENTS UNDER EIGHTEEN YEARS OF AGE — A student eighteen years of age or over and a married student under eighteen years of age shall be classified as a resident if (1) the student's parents were residents of the state at the time such student reached majority or was married and the student is not domiciled in another state, or (2) who after marriage or reaching majority has established a bona fide residence in the state of Iowa by residing in the state at least 12 consecutive months immediately preceding the beginning of the semester, quarter or session. Bona fide residence in Iowa means that the student is not in the state primarily to attend a college; that he or she is in the state for purposes other than to attempt to qualify for resident status.

Any nonresident student who reaches the age of 18 years or is married while under eighteen years of age while a student at any school or college does not by virtue of such fact attain residence in this state for admission or tuition payment purposes.

5. GENERAL FACTS — The resident status for admission, fee, and tuition purposes of a married student shall usually be determined under these rules irrespective of the classification of the spouse. Married students under eighteen years of age shall be considered to have attained legal age as of the date of their marriage.

Persons who are moved into the state as the result of military or civil orders from the government, or the minor children of such persons, are entitled to resident status. However, if the arrival of the parents is subsequent to the time of the beginning of the semester, quarter or session in which the minor child is first enrolled, nonresident tuition will be charged in all cases until the beginning of the next semester, quarter or session in which the student is enrolled.

Dependents of persons whose legal residence is permanently established in Iowa, who have been classified as residents for tuition purposes may continue to be classified as residents so long as such residence is maintained, even though circumstances may require extended absence of said persons from the state. It is required that persons who claim an Iowa residence while living in another state or country will provide proof of the continual Iowa domicile such as (1) evidence that they have not acquired a domicile in another state, (2) they have maintained a continuous voting record in Iowa, and (3) they have filed regular Iowa income tax returns during their absence from the state.

Ownership of property in Iowa, or the payment of Iowa taxes, does not in itself establish residence.

A student from another state who has enrolled for a full program or substantially a full program in any type of educational institution will be presumed to be in Iowa primarily for education purposes, and will be considered not to have established residence in Iowa. Continued residence in Iowa during vacation periods or occasional periods of interruption to the courses of study does not of itself overcome the presumption.

All students not classified as resident students shall be classified as nonresidents for admission, fee and tuition purposes.

A student who willfully gives incorrect or misleading information to evade payment of the nonresident fees and tuition shall be subject to serious disciplinary action and must also pay the nonresident fee for each semester, quarter or session attended.

An alien who has entered the United States on an immigration visa and who has established a bona fide residence in Iowa by living in the state for at least twelve consecutive
months immediately preceding the beginning of the semester, quarter or session may be eligible for resident classification provided he is in the state for purposes other than to attempt to qualify for resident status as a student.

Persons in military service (except career service people) who listed Iowa as their residence prior to entering service and who, immediately upon release, return to Iowa to establish their residence or enter college, will be classified as residents unless their parents moved from the state while the individual was still a minor.

Change of classification from nonresident to resident will not be made retroactive beyond the semester, quarter or session in which application for resident classification is made.

6. REVIEW COMMITTEE — The decision of the Registrar or the Director of Admissions on the residence of a student for admission, fee and tuition purposes may be appealed to a Review Committee. The finding of the Review Committee may be appealed to the Board of Regents.

7. Students enrolled during a fall or spring semester for four (4) hours, or less, pay resident fees.

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 260, 296, and 301 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 working toward the bachelor's degree with certification to teach must achieve a cumulative grade-index in all course work attempted, at this university and elsewhere, of at least 2.20 to be recommended for graduation. The student must also achieve a cumulative grade-index of 2.20 on all work attempted at the University of Northern Iowa.

2. A student working toward the bachelor's degree (without certification) 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; he 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 his or her 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.

If a student has failed to be recommended for graduation because of scholastic average, the deficiency may be removed in a manner approved by the Committee on Admission and Retention.

C. COMMUNICATION — Competence in reading, speaking, and writing is required of all candidates seeking degrees or university recommendations for certification. All students who enter UNI on or after Fall Semester 1978 who are candidates for baccalaureate degrees are required to demonstrate competence in writing by passing the Writing Competency Examination.

D. ADVANCED COURSES — At least 10 hours of work in a major in courses numbered 100-199 and taken at this university.

E. PHYSICAL EDUCATION
A minimum of 2 hours of physical education activity credit is required for graduation. Not more than 4 hours of physical education activity credit will apply toward graduation requirements except for students majoring or minoring in physical education or recreation.

No physical education activity course may be repeated for credit except with the approval of the head of the School of Health, Physical Education and Recreation.

A temporary release from physical education for all or part of a semester does not release the student from any part of the total requirement.

F. 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 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.

G. 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.

H. 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 after receiving the first degree and not less than 32 hours of credit in addition to that required for the first baccalaureate degree.

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.
ADDITIONAL REQUIREMENTS FOR THE BACCALAUREATE — TEACHING PROGRAM

STUDENT TEACHING

1. For the completion of any undergraduate curriculum the student must earn a minimum of eight (8) hours of credit (320 clock hours) 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. A teacher education major who has completed a two-year elementary teaching program at this university will not be held for additional student teaching if he/she desires to complete a major in elementary education. However, credit in Student Teaching 28:138 (28:137 for majors in middle school/junior high school education) will be required if the student majors in a field other than elementary education.

3. A teacher education major seeking certification and a dual endorsement* (i.e., early childhood/elementary, elementary/early childhood, elementary/special area, elementary/secondary, etc.) is required to complete a minimum of twelve (12) hours of credit in student teaching.

4. A teacher education major may exercise the option to complete a sixteen (16) hour semester of student teaching.

5. Not more than sixteen (16) hours of credit in student teaching may be used toward the 130 hours minimum required for graduation.

6. A student must make application for student teaching at least one semester in advance of the time when work in student teaching is to be taken. Transfer students must complete one full semester in residence before being approved for student teaching. Student teaching is not offered during the summer session.

*authorization to perform a specific type of service at a particular grade level(s). Applicant must complete an approved program.
THE PLACEMENT CENTER

Registration with the Placement Center is recommended for all individuals who expect to be graduated from the University of Northern Iowa. All candidates for baccalaureate degrees, including degrees in education, liberal and/or vocational arts, fine arts, music, and technology, as well as all candidates for master's or specialist's degrees are advised to register with the Placement Center the semester prior to the date they expect to be graduated. The student is advised to register no matter what his or her post-graduation plans are since it is extremely difficult to compile a set of credentials including references following graduation.

TEACHING CERTIFICATES

Teaching certificates are issued by state departments of public instruction and are valid only in the state of issue. A college or university recommendation that a certificate be issued is required.

Students on the teaching program must meet requirements for an Iowa teaching certificate to be graduated from the University of Northern Iowa. At graduation they are eligible for the Professional Certificate, valid for a period of ten years for the kind of service indicated by the endorsement on the certificate; e.g., elementary teaching, secondary teaching, teaching a special subject such as art or music. The student can usually secure appropriate certification in other states by making proper application.

In addition to holding a certificate valid for the level of teaching being done, the secondary teacher must also have APPROVAL in each subject to be taught. Approvals are issued by the Iowa Department of Public Instruction on the recommendation of an acceptable preparing educational institution. To secure the recommendation of the University of Northern Iowa, the student must usually meet the requirements for a major or a minor (or equivalent) in the subject. Exceptions are made only with the authorization of the university department offering the subject.

This university may recommend for certification those graduates of other colleges or universities who have completed their professional work here, but 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 been in residence at the University of Northern Iowa at least 22 weeks and earned at least 20 hours of residence credit.

Iowa requires a course in American history or American government and a course in Human Relations for all certificates.

The Registrar will be pleased to answer specific questions concerning certification.

HOURS OF CREDIT NEEDED TO RENEW OR REINSTATE A CERTIFICATE

Renewal and reinstatement requirements are established by the Iowa State Board of Instruction and are subject to change by this body at any time. The Division of Teacher Education and Certification of the Department of Public Instruction distributes information concerning all changes in certification requirements to city and county 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

Department of Public Instruction
Division of Teacher Education and Certification
Grimes State Office Building
Des Moines, Iowa 50319
Enrollment, Registration and General Academic Regulations

ENROLLMENT AND REGISTRATION

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 eighteen weeks each. One semester hour of credit is based on one hour of work per week for eighteen weeks.

ENROLLMENT — Usually a student enrolls for the first time during the fall semester; however, a student may enroll for the first time during the spring or summer sessions.

SUMMER SESSIONS — The 1980 and 1981 summer sessions will include a full 8-week session and several compact sessions of four to five weeks duration. In addition, there will be a number of special sessions and workshops of varying lengths. For information write the Director of the Summer Session.

UNIVERSITY OFFICE HOURS — The university's principal administrative offices are open from 8 a.m. to 5 p.m. on Monday through Friday during the academic year (from the beginning of the Fall Semester and generally to Memorial Day). 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 entrance. Such visits should be made on Mondays through Fridays only, since all university offices are closed on Saturdays and Sundays.

All university offices are also closed for the following holidays:

<table>
<thead>
<tr>
<th>1980</th>
<th>1981</th>
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<tbody>
<tr>
<td>New Year's Day</td>
<td>Thur.-Fri., Jan. 1-2</td>
</tr>
<tr>
<td>Memorial Day</td>
<td>Mon., May 26</td>
</tr>
<tr>
<td>Independence Day</td>
<td>Fri., July 4</td>
</tr>
<tr>
<td>Labor Day</td>
<td>Mon., Sept. 1</td>
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<tr>
<td>Thanksgiving</td>
<td>Thur.-Fri., Nov. 27-28</td>
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<tr>
<td>Christmas</td>
<td>Wed.-Fri., Dec. 24-26</td>
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<tr>
<td></td>
<td>Thur.-Fri., Nov. 26-27</td>
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<td></td>
<td>Thur.-Fri., Dec. 24-25</td>
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<tr>
<td></td>
<td>Fri., Jan., 1, 1982</td>
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<td>(New Year's Day 1982)</td>
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(The university's academic calendar and holidays are subject to approval by the Board of Regents.)

REGISTRATION PROCEDURE

NEW STUDENTS cannot register for classes until all requirements for admission to the university have been met. After the admission requirements are met, new undergraduate students will receive their registration materials in connection with the orientation program provided for such students. Further instructions for completing registration will be given during the orientation programs.

FORMER STUDENTS, including those currently enrolled and those returning to the university after a semester's or more absence, must file a notice of intent to register for the semester or summer session in which they plan to enroll, except that students enrolled for a fall semester are not required to file a notice of intent to register for the following spring semester. The notice of intent to register is filed with the Registrar's Office before registration so that the
student registration materials can be prepared. 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 Veterans Affairs and 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 Veterans Affairs, University of Northern Iowa.

Veterans may be excused from the required activity courses in physical education upon filing a copy of a DD 214 form with the Registrar. This action does not excuse the student from completing the total number of hours work required for a degree.

FEES SCHEDULE

The fee schedule 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 (5) semester hours during a regular semester of the academic year or less than three (3) semester hours during the summer session.

Effective Fall Semester 1979

I. BASIC FEES

A. Academic year\(^1\)

1. Undergraduates, per semester
   a. Less than 5 hours (0-4 hours), per hour  
      $33.00  $33.00
   b. Minimum fee  
      66.00  66.00
   c. Five to eleven (5-11) hours, per hour  
      33.00  61.00
   d. Twelve (12) or more hours, full-load fee  
      387.00  730.00

2. Graduates, per semester
   a. Less than 5 hours (0-4 hours), per hour  
      $46.00  $46.00
   b. Minimum fee  
      92.00  92.00
   c. Five to eight (5-8) hours, per hour  
      46.00  94.00
   d. Nine (9) or more hours, full-load fee  
      409.00  840.00

B. Summer Session\(^2\)

1. Undergraduates
   a. Less than 3 hours (0-2 hours), per hour  
      $33.00  $33.00
   b. Minimum fee  
      66.00  66.00
   c. Three to seven (3-7) hours, per hour  
      33.00  61.00
   d. Eight (8) or more hours, full-load fee  
      240.00  448.00

2. Graduates
   a. Less than 3 hours (0-2 hours), per hour  
      $46.00  $46.00
   b. Minimum fee  
      92.00  92.00
   c. Three to seven (3-7) hours, per hour  
      46.00  94.00
   d. Seven (7) or more hours, full-load fee  
      293.00  598.00

\(^1\) Includes $32.00 per student per semester for student activities and specified building and debt service fees.

\(^2\) Includes $14.00 per student for student activities and specified building and debt service fees.
II. Residence Hall Fees

<table>
<thead>
<tr>
<th></th>
<th>Semester</th>
<th>Academic Year</th>
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<tbody>
<tr>
<td>Double Occupancy, all residence halls:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full board and room</td>
<td>$670</td>
<td>$1,340</td>
</tr>
<tr>
<td>No board plan (Bartlett only)</td>
<td>302</td>
<td>604</td>
</tr>
<tr>
<td>Residence Hall activity fee</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Single Occupancy, all residence halls: Add $100* to above rates.</td>
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<td></td>
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<tr>
<td>No breakfast meal board option: Deduct $20* from above rates.</td>
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<tr>
<td>No weekend meals board option: Deduct $25* from above rates.</td>
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<tr>
<td>No breakfasts and no weekend meals board option: Deduct $40* from above rates. (*each semester)</td>
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</table>

Residence Hall fees for the summer sessions are approximately as follows: 4 weeks, $168, 8 weeks, $336 (these figures are based on double occupancy of rooms). Halls to be used in a given summer will be designated later and exact fees determined later (see Summer Session bulletin for specific details).

III. Other Fees

A. Applied Music
   1. Students enrolled for other work per hour .................................................. $35.00
   2. Students enrolled for applied music only, per hour ........................................ 70.00
   3. Group voice and group piano (groups of 4 or more) .................................... 20.00

B. Late enrollment fee ................................................................................................. 5.00

C. Credit by examination, university courses, per course ........................................ 20.00

D. Correspondence, per semester hour ............................................................................ 22.00

E. Extension or Television class, per semester hour
   1. Undergraduate ........................................................................................................ 36.00
   2. Graduate ................................................................................................................ 36.00

F. Transcript of academic record
   1. One transcript ........................................................................................................... 2.00
   2. Multiple copies, same order — $2 plus $1 for each additional copy

G. Application for admission to the university ............................................................. 10.00

H. Reinstatement of enrollment after cancellation ....................................................... 10.00

I. Replacement of ID card or registration certificate ..................................................... 3.00

J. Iowa Lakeside Laboratory fee — per session ......................................................... 159.00

K. College-Level Examination Program (CLEP) tests
   1. General examinations — each examination ......................................................... 20.00
   2. Subject examinations — each examination .......................................................... 20.00

All fees and all policies governing the refund of fees are subject to change by the Iowa State Board of Regents.
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 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 $5 administrative charge will be assessed one time per semester for the installment payment plan. Normally, four (4) 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, married student housing 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 to pay university fees are reminded that their registrations will be cancelled if payments are not made to the university Business Office by the date specified on the billing. Students may reinstate their registration after cancellation by clearing their indebtedness and paying a $10 reinstatement fee within seven (7) days after cancellation. Cancellation of registration for nonpayment of university charges is a form of withdrawal and subject to the same regulations for assignment of grades. Students cancelled after the last day to withdraw without an “F” will receive failing grades unless their registration is reinstated, in which case they will receive the grades earned.
GENERAL REGULATIONS

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 the student drops all classes for which he or she is 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 40% through the sixth week of a regular semester, with no refund or reduction after the sixth week. 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.)

<table>
<thead>
<tr>
<th>Percentage of fee reduction</th>
<th>Semester Withdrawal by end of week* number —</th>
<th>Summer Withdrawal on day** number —</th>
</tr>
</thead>
<tbody>
<tr>
<td>90</td>
<td>1</td>
<td>Regular schedule</td>
</tr>
<tr>
<td>80</td>
<td>2</td>
<td>(8-week or longer sessions)</td>
</tr>
<tr>
<td>70</td>
<td>3</td>
<td>1-3</td>
</tr>
<tr>
<td>60</td>
<td>4</td>
<td>4-5</td>
</tr>
<tr>
<td>50</td>
<td>5</td>
<td>6-7</td>
</tr>
<tr>
<td>40</td>
<td>6</td>
<td>8-9</td>
</tr>
<tr>
<td>0</td>
<td>later than 6th week</td>
<td>10-11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(30%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12-13</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10 or later</td>
</tr>
<tr>
<td></td>
<td></td>
<td>14 or later</td>
</tr>
</tbody>
</table>

*Weeks are defined as seven calendar days. The first week begins with the day instruction at the university begins.

**Days are class days. Day count begins with the day summer session instruction begins. (See date in Summer Schedule of Classes.)

No refund for two- or three-week sessions.

WITHDRAWAL PROCEDURE

A student who has started attending classes, and who finds it necessary to withdraw 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.

A student who has enrolled but decides not to come to the University of Northern Iowa should advise the Office of the Registrar in writing at as early a date as possible 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 a plastic Identification Card which is used throughout attendance at the university. Each semester or summer session the student also receives a registration
University Policies

certificate. This registration certificate serves to validate the Identification Card for the particular semester for which the registration certificate is issued. A fee of $3.00 is charged to replace either the plastic ID card or the registration certificate. Replacement of both items would cost $6.00.

ACADEMIC PROGRAM

The registration of every student is subject to the approval of his or her academic adviser.

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 17 hours.

During the academic year an undergraduate student who has a cumulative grade index of at least 2.5 may register for a maximum of 18 hours. An undergraduate student who has a grade index of at least 3.0 may register for a maximum of 20 hours. No student may be enrolled for more than 20 hours. Persons employed full time should not register for more than 6 hours of academic work during either semester.

The normal maximum undergraduate student load during the summer session is one semester hour per week of instruction. This is eight (8) hours in an 8-week session or four (4) equivalent hours in each 4-week session. Undergraduate students with a cumulative grade point average of 2.50 or higher may take 9 hours in the 8-week session. Those with a cumulative grade point average of 3.00 or higher may take 10 semester hours in an 8-week session or 5 hours in a 4-week session.

The maximum graduate student load during each semester of the academic year is fifteen (15) hours. Persons employed full time 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 eight (8) hours; that normally permitted during each four-week split summer session is four (4) hours; that during the two-week post session, two (2) hours.

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

A student may expect to devote up to three hours a week in class or study for each hour of credit for which the student is enrolled.

CLASSIFICATION OF STUDENTS

<table>
<thead>
<tr>
<th>Classification</th>
<th>Earned Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>less than 30</td>
</tr>
<tr>
<td>Sophomore</td>
<td>30-59</td>
</tr>
<tr>
<td>Junior</td>
<td>60-89</td>
</tr>
<tr>
<td>Senior</td>
<td>90 and over</td>
</tr>
</tbody>
</table>

DECLARATION OF MAJOR — STATEMENT OF FURTHER WORK

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, usually by the beginning of the sophomore year, in order to complete the program and fulfill requirements for graduation with the normal four years of academic work. When the major is declared, the student is assigned an adviser in the major department and a Student Declaration of Curricular Intent with this information is filed (by the student) in the Office of the Registrar.

When a student has earned at least 60 hours of credit and has declared a major, he or she is eligible for a Statement of Further Work required for graduation. This is prepared by the Office of the Registrar and sent to the student.
CHANGE OF REGISTRATION

When a student finds it necessary to make a change in his or her schedule of classes — either to drop and/or add a course, change sections of a course, or change to or from ungraded credit — a Change of Registration form must be completed and filed in the Scheduling Office. The form must be signed by the student’s academic adviser.

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 first one-sixth 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 first one-sixth of the term. To add a class for credit after the first one-sixth of a term, the student must have the approval of the instructor, the head of the department in which the course is offered, and the Dean of the College 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 failed (F) unless there are unusual circumstances and the student is doing passing work — in which case the instructor and the Dean of the College in which the courses are offered may approve a grade of W.

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

CLASS ATTENDANCE

The responsibility for attending classes rests with the student. As the citizens of Iowa have every right to assume, students at this university are expected to attend class. This idea is neither novel nor unreasonable.

Students are expected to learn and observe whatever attendance rules may be required for the course(s) taught by each individual instructor. Caution, therefore, must be exercised lest needless absences affect the quality of work expected by the instructor.

Instructors will help students to make up work whenever the student has to be absent for good cause. Here again the matter lies between the student and instructor. Students should realize that an hour missed cannot be relived, that work can seldom be made up 100 percent, and that made-up work seldom equals the original experience in class. Where possible, a student should notify the instructor in advance of circumstances which prevent the student from attending class. The established policy makes students responsible for attendance, provides for whatever make-up work is possible when absence cannot be avoided, and frees students from securing and carrying excuses.

Instructors will notify the Registrar in case a student’s attendance is such that his membership in a class is in doubt. Failure to make such reports often puts the university in an awkward position with the Veterans Administration, parents, or with the students themselves.

THE MAKING UP OF 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 a Failure unless a report of Unfinished (U) has been authorized by the instructor. The U 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 U is limited to assigned work during the final sixth of the term. If a course is reported as Unfinished, a student is not prevented from registering for another course for which the unfinished course is a prerequisite. Work reported as Unfinished must be completed within six months from the time at which the report was made. If the work reported Unfinished 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 Unfinished cannot be removed in six months, request for an extension of the time may be made to the Head of the Department in which the course is offered. The extension, if approved, would be for another six months period unless designated otherwise by the department head.

MARKS AND GRADE POINTS

The marks A, B, C, D, F (Failed), and U (Unfinished) 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-sixths 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 undergraduate students: If a student repeats successfully a course 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 he or she 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 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 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.

ACADEMIC WARNING, PROBATION, AND SUSPENSION — The university believes that there are times when students must be called to account for their academic progress. This may be to stimulate the student to do a better quality of work, or it may be to terminate a student’s stay at the university so as to make room for another student who is willing to make better use of the
facilities. It is recognized that all types and varieties of situations occur and that, therefore, it is not reasonable to have a completely rigid set of rules governing probations and suspension. The university has a set of guidelines but allows the Committee on Admissions and Retention considerable discretion in the application of these guidelines to individual student situations.

**Warning:** This is the mildest form of action taken by the Committee and no entry of this is made on the student's permanent record. A student who is from one to nine grade points deficient of the number necessary for a 2.00 index at UNI will be warned.

**Probation:** This action is a more serious one; however, no entry of this is made on the student's permanent record. Any student who is deficient from ten to fifteen grade points for a 2.00 cumulative index at UNI will be placed on probation. A student who has been placed on probation may improve his or her record and be removed from probation after reaching a 2.00 cumulative index at UNI or the student may lower his or her record and be subject to a suspension.

**Suspension:** A student who at the end of any semester or summer session is more than fifteen grade points deficient for a 2.00 grade index at UNI may be suspended indefinitely or for a predetermined period of time. 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 indefinitely or for a predetermined period of time.

**Readmission after Suspension:** If a student has been suspended for a predetermined period of time and this time was indicated in his or her notice of suspension, the student may return without any formal action by the Committee on Admission and Retention at any time after the suspension period has expired. The student who has been suspended for an indefinite period may be readmitted only after applying for readmission in writing and receiving favorable action on the application from the Committee. Readmission is seldom granted before the student has been out of college at least one academic semester. Applications for readmission may be secured from and filed with the secretary of the Committee in the Office of the Registrar.

Students who are readmitted after suspension are on probation. The Committee will expect an improved quality of academic work and will check the student's progress regularly. If there is no improvement, the next suspension can be permanent.

**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 grades 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 64 semester hours of credit at this university. Except for the Bachelor of Liberal Studies degree, only credit earned in residence at this university is considered in making honor awards.

a. Those whose grade index on the basis of work at this university is 3.75 or higher are awarded *Highest Honors*.

b. Those whose grade index is 3.50 and less than 3.75 are awarded *High Honors*.

c. Those whose grade index is 3.25 and less than 3.50 are awarded *Honors*.

The names of students receiving honors are starred in the commencement list with a foot-note explanation.
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 he or she 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: Interpersonal Interaction Patterns (20:017), Field Experience: Teacher as Change Agent (20:018), and for Student Teaching (28:132 through 28:140), ungraded credit may not be used to meet the Common Professional Sequence requirements for the teaching program.

7. Course work passed without grade may not be re-taken except by special permission of the Dean of the College in which the course is offered.

8. A graded course completed may not be re-taken 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.

OPEN CREDIT SYSTEM — This type of credit is designed for special projects such as a paper, experiment, or a work of art. The student must be registered for a minimum of 12 hours of work during the semester “open credit” is requested. No prior registration for open credit is necessary, and there is no specific time period set for completion of a project; however, there is no guarantee of credit prior to or upon submittal of the project. Open credit is normally elective, but through the procedures of the Individual Studies Program may be approved for electives in general education or major credit.

The number of open credit hours assigned to a project will reflect the academic evaluation of the project; no letter grades are given. The range of credit is from 0 to 6 hours per project.

A student is limited to a maximum of 18 hours of credit over a normal, four-year undergraduate program. A project may be submitted any time during the semester up to a date three weeks prior to the last day of regularly scheduled classes.

The results of the student’s efforts are submitted to an ad hoc committee of three faculty members of the student’s choosing: two from the academic area or discipline in which the project falls, one from any area or discipline. The student may not submit a project evaluated by one committee to a second committee for re-evaluation. The student may resubmit a project to the original committee at that committee’s discretion or with its encouragement. Students should contact the Individual Studies Office for advice in planning projects.

Application forms may be secured from the Office of the Registrar.
COOPERATIVE EDUCATION

Cooperative Education is an educational program which helps students integrate academic study with work experience. Students in the Co-op Program alternate periods of classroom study with work in business, industry, or a government agency. All Co-op placements are credit bearing.

Participation in the program is optional on the part of the students and selective on the part of the university. Students may qualify for enrollment when all of the following conditions are met:

A. Student has sophomore, junior, or senior status.
B. Student has grade point average of 2.5 based upon at least one completed semester of coursework at UNI.
C. A UNI faculty member approves all arrangements, including projects to be completed, and agrees to supervise and evaluate the student's learning experience.
D. Approval is obtained from the academic department head granting credit.
E. Co-op staff can develop a field placement opportunity and arrange for employer's supervision.

Students participating in the program should normally expect to work on two different occasions, returning to classroom study between placements. Placements can occur during the fall, spring, or summer terms. The Cooperative Education Program is available to students in many academic majors.

Students are encouraged to contact the Co-op Office during their freshman year to insure proper class scheduling.

CORRESPONDENCE STUDY/EXTENSION CREDIT

Correspondence study and extension classes comprise the media by which extension credit may be earned. Not more than 32 semester hours of the work required for the bachelor's degree may be met by non-resident credit.

CORRESPONDENCE STUDY — Any student who fully meets admission standards will be permitted to enroll for Correspondence Study and may be permitted to continue such study so long as a minimum academic average of 2.00 is maintained by the student. A student may not take by correspondence any course which was previously taken by the student and failed.

As correspondence study courses do not follow the regular semester time schedule, a student may enroll at any time of the year. However, a student must have special permission to enroll in or continue with correspondence work while he or she is currently enrolled for regular courses on campus.

Correspondence courses may not ordinarily be applied toward a graduate degree program. In unusual circumstances a student may request that a maximum of 3 semester hours of 100-level correspondence credit may be applied to a graduate degree program. The request must be made prior to registering for the course.

The fee for Correspondence Study is $22 per semester hour for both undergraduate and graduate students.

EXTENSION CLASS STUDY — Conditions for admission to extension class study are the same as for admission to residence work. There is no distinction between on-campus and off-campus credit in meeting university degree requirements. Two-thirds of the credit required on a graduate degree program must be earned in classes taught by UNI staff. The fee for extension credit is $36 per semester hour for both undergraduate and graduate students.

All fees are subject to change by the Iowa State Board of Regents.
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 recorded as a failure. Credit earned by examination is recorded on the student record only as Passed, Released, or Failed. 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, nor for a course for which the student does not meet the prerequisite, nor 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 may set the policy of 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.

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 miniature 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 pages 40 and 249 for details.

VISITING CLASSES

A student may register for classes on a non-credit or audit basis at the University of Northern Iowa if a space is available in the class. If the addition of the course to be visited (audited) makes the student's total course load hours more than is permitted according to the student's grade point average, the student also must have written permission from the Office of Academic Affairs for an overload of course work.

The student who is currently enrolled for a program requiring payment of the fulltime tuition fee does not have to pay an additional fee to visit (audit) a course.
Students enrolled on a part-time basis (with fees charged on a per-credit hour basis) and those persons who are not regularly enrolled for any classes will be required to pay one-half of the regular credit-hour fee for each course attended as a visitor.

A by-the-week visitor's fee is charged those persons who are on campus for a limited time and may wish to visit a series of classes for usually not more than one or two weeks.

Specific information on visiting (auditing) classes may be obtained from the Office of the Registrar. Visitors in the courses are not required to take examinations, take part in class discussion, 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 COMPETENCY EXAMINATION

All entering students who are candidates for baccalaureate degrees are required to demonstrate competency in writing by passing the Writing Competency Examination. This examination is given early each semester for students who are not enrolled in 62:001, and is given at or near the end of each semester for all students who are enrolled in 62:001. The examination may also be given at other times as deemed appropriate by the university.

The Writing Competency Program is designed to complement and assist the efforts of the university faculty to maintain a standard of competent writing whenever writing is a part of college course work and requires the demonstration of competency in writing; it does not provide credit. Completed examinations will be graded "pass" or "fail" — a passing paper will be considered equivalent in overall quality to papers graded "C" or above at the end of the course 62:001. The program is under the supervision of the Department of English Language and Literature.

Students are advised to satisfy the writing competency requirement before the end of the sophomore year. Transfer students should attempt to satisfy the requirement during the first semester at UNI by either taking the examination or enrolling in 62:001. Students who attempt the examination twice without passing it are advised to take 62:001. A student earns no credit for passing the Writing Competency Examination, but fulfills the graduation requirement. A student does earn three (3) hours of credit by passing 62:001.

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

The University of Northern Iowa is a participating institution 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 at least once a month throughout the year. Students who plan to attend UNI and who wish further information may write to the Office of Admissions or to Academic Advising Services. (Information is also available in most high school counselors' offices.) Enrolled students interested in earning credit through CLEP should contact Academic Advising Services for information and dates of the examinations. A fee of $20 is charged for each examination.

Five General Examinations are given: English Composition with Essay, Humanities, Mathematics, Natural Sciences, and Social Sciences-History. The test scores are reported with the percentile ranks based on scores achieved by a representative sample of all students at the end of their sophomore year in American colleges and universities. Credit earned by CLEP through the General Examinations (a score of 70 percentile of higher) may be applied to general education requirements at UNI. 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 using these norms. A list of subject courses for which CLEP examinations may be taken at UNI is available from the Office of Admissions. Students should expect a delay of at least four weeks between the time of testing and receipt of scores.

Credit established by CLEP at another accredited college or university will be accepted at full value if it is accompanied by at least 12 semester hours of credit earned in residence at the institution making the report. Students who have not earned a minimum of 12 semester hours in residence at the institution where CLEP credit was established may have consideration given to the percentile scores earned in individual examinations. Students with scores meeting standards for acceptance of CLEP credit at UNI may have credit granted at UNI for credit earned through CLEP.

A student may not earn credit by examination in an area in which he or she 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 $20 is charged for each General or Subject Examination. Fee payment, registration procedures, and test date information are available by contacting Academic Advising Services, Baker 161, UNI (telephone: 319-273-6023).

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, English, foreign languages, history, mathematics, music, and physics to students who pass examinations with scores of 3, 4, or 5. Details of this program may be obtained from the Director of Admissions, UNI.

GRADUATE CREDIT FOR UNDERGRADUATE STUDENTS

Seniors at this university who are within fourteen semester hours of graduation and who wish to take graduate study for graduate credit must file an application for admission as a graduate student. Exception to the limit is rarely made and the student must have special permission from the Dean of the Graduate College.
REGENTS UNIVERSITIES STUDENT EXCHANGE PROGRAM

University of Northern Iowa students may take courses at either of the other two Regents universities for UNI resident credit. Regular, degree-bound students in good standing at any of the three Regents universities may attend another Regents university for a maximum of two semesters (three quarters), and the credits earned at the other university will be counted as resident credit at their home institution. Approval for participation and credit in the exchange program must be obtained well in advance of registration since the department head must approve the acceptance of such credits if these are to apply on the major, and to insure complete processing of the application between the cooperating universities within specified dates for enrollment.

Detailed information and application forms for the exchange program are available from the Office of the Registrar, UNI.

WORKSHOP AND STUDY TOURS

From time to time, and especially during the summer season, 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 p. 37 for details.)

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 which lead to a degree, a major, or a minor; they certify that an individual has completed a program approved by the university.

Program certificates now available include:
- Bilingual Program Certificates in Spanish, Level I
- Bilingual Program Certificates in Spanish, Level II
- Certificate for Teachers in Bilingual Areas (Spanish)
- Certificate in Translation and Interpretation (all languages)
- Latin American Studies (Modern Languages)
- Educational Psychology
- Schooling and Childlife Certificate
- School Staff Group Leadership Certificate
- Small Town — Non-Urban Education Certificate
- Educational Alternatives Certificate
- School-Community Relations Certificate
- Social Foundations of Education Certificate

The interested student should consult the appropriate department. The Registrar's Office serves as the centralized registry for this program.
STUDENT CONDUCT

The University of Northern Iowa expects all students, as a condition of remaining in the university, to conduct themselves so as to maintain an effective environment for learning, to observe university regulations and the city, state and federal laws, and to respect fully the rights of others. The Student Policy Handbook contains more specific information concerning student conduct and related disciplinary action.

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.

Perhaps the most significant and comprehensive piece of legislation regarding student records is the "Family Educational Rights and Privacy Act of 1974." In general, it gives all students who are attending or who have attended an institution of post-secondary education the right to inspect and review their education records. It also prohibits the institution from releasing personally identifiable information, except directory information, to anyone unless the student gives written consent to such release. The Act makes certain exceptions to these general provisions.

University policies relative to student records are contained in the Student Policy Handbook. The "Family Educational Rights and Privacy Act of 1974" and a statement of university policy as required by this act may be reviewed in the Office of the Vice President for Student Services, Room 242, Administration Building.

STUDENT PERSISTENCE

Iowa Regents universities have studies of the rate at which students persist in their higher education to graduation. Studies have been completed for classes entering in the years 1960-61, 1965-66, and 1970-71. A summary of the findings of the most recent study may be secured from the Office of the Registrar.

Nondiscrimination Policy of the University of Northern Iowa

The University of Northern Iowa has adopted a policy of nondiscrimination and affirmative action in accordance with public policy and law, including executive orders #11246 and #11375, revised order #4, Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 503 and 504 of Rehabilitation Act of 1973, Age Discrimination Act of 1975, Vietnam Era Veterans' Readjustment Act of 1974, and other relevant legislation and state and federal executive orders.

This policy must be implemented throughout the university and is the responsibility of all employees of the university, including both supervisory and nonsupervisory personnel.

The university is committed to a policy of equal opportunity in employment, retention, and advancement of employees without regard to race, religion, national origin, age, or sex, and to a policy of affirmative action for protected classes.
The University of Northern Iowa offers degrees at both the undergraduate and graduate levels. The graduate program is given in detail on pages 251 to 310. 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 Technology. The external degree of Bachelor of Liberal Studies is also offered by UNI, and details of this unique degree program are given on pages 88 and 89. 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 students are expected to make significant progress while at the university 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,
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 he or she 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 his or her 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 he or she lives. Such a program is desirable for all students whatever their future professions may be.

For those who plan to become teachers, additional work is required in professional education. This work seeks to enhance the student's interest in teaching, to instill loyalty toward the profession, and to encourage the desire for continuous professional growth. The student learns the skills, techniques, and understandings necessary to good teaching, studying the recent knowledge concerning the physical and mental growth of the child, the ways children learn,
guidance of that learning to its fullest potentialities in each child. The student explores the mutual relationships and responsibilities of the school, community, and the teacher.

The prospective teacher must also spend a significant part of his or her 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 to present it effectively are essential aspects of successful teaching.

The teaching program requires more hours to complete than most 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 on the teaching program especially are encouraged to continue their education beyond the bachelor's degree.

The University of Northern Iowa offers both undergraduate and graduate curricula.

I. 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.

On this program students are prepared as:

1. Secondary teachers of art, business education, geography, English, foreign languages, home economics and vocational home economics, 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, 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, English, foreign language, mathematics, music, psychology, speech, social science, and science.

2. Vocational — Business, home economics, industrial arts, and physical education.

3. 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 the equivalent of up to 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 all work following completion of the first 65 semester hours must be taken at a four-year institution. Thus, a student who has earned more than 20 semester hours of college credit before or while completing requirements for R.N. certification may not be able to use all of the 45 semester hours for graduation.
requirements. Such individuals should consult the Director of Admissions concerning the application of this requirement in his or her situation.

b. Ten of the transfer hours of work received for R.N. certification are applied to General Education requirements in the areas of biology, chemistry, interpersonal relationships, and communication. Specifically, the 10 hours would be dispersed in the following way:

- **Category 1**: Principles of the Physical Universe — 2 hrs.
- **Category 2**: Life and Its Interrelationships — 4 hrs.
- **Category 3**: Human Identity and Relationships — 2 hrs.
- **Category 9**: Communicative Processes — 2 hrs.

The student will be held to complete the 40-hour General Education requirement for a minimum of 30 additional semester hours of approved General Education courses with at least two or more hours from each of the remaining eight categories.

c. The student shall complete a minimum of 15 hours of 100-level courses from each of two of the four undergraduate colleges. The student’s program will be planned in consultation with the faculty adviser and approved by the adviser. Areas for such coordinated programs might include biology, business, education, health, home economics, physical education, psychology, social work, sociology.

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 the Dean of the College of Natural Sciences. Students entering this program will confer with the Dean on the appointment of an adviser. Such advisers may be faculty members from any of the four undergraduate colleges.

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.

4. 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:

- Dentistry
- Medicine
- Medical Technology
- Physical Therapy

A student shall complete at UNI all the requirements in General Education (40 semester hours) and the requirements for a major in Science and have a total of at least 96 semester hours at UNI. The professional courses transferred will 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 of 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 adviser 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 96 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 or Physical Therapy toward meeting part of degree requirements:

A student who has completed three or more years of college or university work with a minimum of 96 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 or Physical Therapy, 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 transfer into Medicine, Dentistry, Osteopathy, Podiatry, Law, and Engineering. These may be requested in advance from the Admissions Office.

2. 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 one summer session and two academic years 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 basic 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 Science.

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 1, with final admission statements reserved until sophomore
grades are certified by the University of Northern Iowa.

b. Freshman Academic Program with the Allen Memorial School of Nursing. The
University of Northern Iowa cooperates with Allen Memorial School of Nursing,
Waterloo, Iowa, to offer the freshman year academic work. Admission to the
program is a joint action of the School of Nursing and the university. Applications
should be made to the School of Nursing.

c. Three-year Program in Medical Technology. The University of Northern Iowa
cooperates with Allen Memorial School of Medical Technology and Schoitz School
of Medical Technology, both located in Waterloo, Iowa, to offer the first three
years of work; the schools of medical technology offer the fourth year. Applications
should be made to the Registrar of the university and a copy of the combined
program requested.

A student who expects to transfer to another institution should declare his or her special
interest at the time of admission. This student will be assigned to an adviser who is familiar with
the type of program being sought. Before seeing his or her adviser for the first time, the student
should secure a current copy of the catalog of the school to which the transfer is planned and know
its requirements thoroughly. The program of a student who remains more than one year at the
University of Northern Iowa must be cleared with the Coordinator of Academic Advising at the
beginning of the sophomore year.

BACHELOR OF FINE ARTS DEGREE

Programs available under this degree are a major in art, offered by the Department of Art,
and a major in music theatre which is an interdisciplinary major combining courses from the
School of Music and Speech-Theatre of the Department of Speech. A minimum total of 130
semester hours is required for the degree. The art major is designed to provide professional
career training in all studio areas and requires a minimum of 75 semester hours of work in art.
Music theatre graduates are prepared for professional careers in the music theatre field and,
upon completion of the requirements for the music education major under the Bachelor of Music
degree, could qualify for directorial positions in the public schools.

BACHELOR OF MUSIC DEGREE

Majors on this degree program have the choice of an educational major or two professional
majors: each requires a total of 130 semester hours for the degree. The music education major
carries certification to teach music in grades K-12. The performance major with emphases in
voice, piano, organ and band-orchestral instruments, and the theory-composition major are
professional programs designed to prepare students for careers as artists-performers or com­
posers, 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 TECHNOLOGY

This program allows the student a choice of majoring in four areas: technical institute, trade
and industrial education, industrial technology, or construction technology. The first two areas
lead to a degree with certification to teach.

A. Technical Institute Education major — 133 hours.
   This major is designed to prepare teachers for post-high school technical programs, and
   also requires one year of recent and significant technical work experience in industry in
   the major area.
B. Trade and Industrial Education major — 133 hours.
The purpose of this major is to prepare teachers for vocational-technical schools to teach such skill trades as machine shop, carpentry, electrical, and other trade programs. One year of recent and significant trade experience in desired trade is required in addition to the course work.

C. Industrial Technology major — 127 hours.
This major is designed to prepare persons for supervisory and leadership positions that are auxiliary to the field of engineering; more specifically, graduates from these programs may be employed in one of the following divisions of industry: engineering, design and development, production and manufacturing, field service and product utilization, and sales and distribution.

D. Construction Technology major — 130 hours.
This major is designed to prepare individuals for positions in the construction industry such as project managers, project coordinators, project estimators, material and equipment distributors, labor-management relations personnel, inspectors, researchers, technical specification writers, sales managers, manufacturers' representatives, maintenance supervisors, construction supervisors and quality control specialists.

BACHELOR OF LIBERAL STUDIES

In addition to the preceding conventional degree programs, the University of Northern Iowa offers the Bachelor of Liberal Studies degree which was approved July 1977 by the Iowa State Board of Regents. The B.L.S. is an external degree that provides baccalaureate educational opportunities to those who cannot attend college as full-time, on-campus students. The degree program is the result of a cooperative effort by the three Iowa Regents universities, and each of the universities offers the degree with the same curriculum requirements.

A total of 124 semester hours (186 quarter hours), including transferable credit earned, is required after graduation. Formal admission to the program requires an Associate of Arts or an Associate of Science degree from an accredited two-year college, or at least 62 semester hours (93 quarter hours) of college work acceptable for credit toward graduation at one of the three Iowa Regents universities with a grade average of at least 2.00.

CHANGE OF DEGREE PROGRAM

Students who change from one degree program to the other 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.

II. GRADUATE CURRICULA

The University of Northern Iowa offers seven graduate degrees:
A. Master of Arts in Education — a minimum of 30 semester hours.
B. Master of Arts — a minimum of 30 semester hours.
C. Master of Business Administration — a minimum of 30 semester hours.
D. Master of Music — minimum of 30 semester hours.
E. Specialist in Education — minimum of 30 semester hours beyond the master's degree.
F. Specialist — minimum of 30 semester hours beyond the master's degree.
G. Doctor of Industrial Technology — minimum of 64 semester hours beyond the master's degree.
General Education Program

All candidates for the baccalaureate degrees on any curriculum are required to complete the designated program in General Education which, at UNI, consists of a minimum of 40 semester hours selected from courses structured in the 12 categories listed below. A General Education course which is taken for major credit shall satisfy the requirement of taking a course in that specific category where the course is fixed in the General Education program, but it may not be counted toward the required 40 hours.

Because of the flexibility of the program and the wide choice in courses available to the student, General Education requirements must be satisfied through class enrollment (or credit by examination). (General Education requirements may not be satisfied by demonstration of competency or release — without credit — by examination.) Specific courses which may be taken to fulfill the General Education requirements are listed in the Schedule of Classes for each semester and summer session. The student is advised to complete the General Education program as early as possible in his or her university career, preferably by the end of the sophomore year.

To fulfill the General Education program, two or more credit hours are required in each of the 12 categories. A minimum of two hours in physical activity courses is required in Category 12 (Physical Education and Health). No more than three courses with the same departmental prefix number (e.g., 50:xxx) may be counted as meeting the General Education requirement for any given student; however, this rule does not apply to the one-hour physical education activity courses.

The selection of one course from each of the first eleven categories and two from Category 12 does not total 40 hours. This will require taking additional course(s) from one or more categories with the following limitations: no more than 8 semester hours may be counted toward General Education in any one of the first eleven categories, and no more than 4 semester hours may be counted in the category "Physical Education and Health."

GENERAL EDUCATION CATEGORIES

1. Principles of the Physical Universe
2. Life and Its Interrelationships
3. Human Identity and Relationships
4. Societies: Institutions, Systems, Ideologies
5. Sources of Western Civilization
6. Civilization and Culture of the United States
7. Other Cultural and Sub-Cultural Traditions
8. Environment, Technology, and the Future
9. Communicative Processes
10. Mathematical and Scientific Processes
11. Artistic Processes
12. Physical Education and Health
Bachelor of Arts Degree Curricula

Bachelor of Arts — Teaching Program

All candidates on this program will choose one of the following patterns not later than the beginning of the sophomore year. Graduation from a teaching program requires credit in American history or American government.

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

<table>
<thead>
<tr>
<th>Component</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General education</td>
<td>Minimum 40</td>
</tr>
<tr>
<td>Common professional sequence</td>
<td>23</td>
</tr>
<tr>
<td>Major, minor, electives</td>
<td>67</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>130</td>
</tr>
</tbody>
</table>

B. Preparation for teaching in middle school/junior high school (grades 4 through 9)

<table>
<thead>
<tr>
<th>Component</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General education</td>
<td>Minimum 40</td>
</tr>
<tr>
<td>Common professional sequence</td>
<td>23</td>
</tr>
<tr>
<td>Major requirements</td>
<td>14</td>
</tr>
<tr>
<td>Professional semester</td>
<td>17</td>
</tr>
<tr>
<td>Subject field and electives</td>
<td>36</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>130</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Component</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General education</td>
<td>Minimum 40</td>
</tr>
<tr>
<td>Common professional sequence</td>
<td>23</td>
</tr>
<tr>
<td>Major requirements</td>
<td>13-15</td>
</tr>
<tr>
<td>Professional semester</td>
<td>17</td>
</tr>
<tr>
<td>Other requirements and electives</td>
<td>36-38</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>130</td>
</tr>
</tbody>
</table>

D. Preparation for teaching in early childhood education (nursery school and kindergarten).

<table>
<thead>
<tr>
<th>Component</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General education</td>
<td>Minimum 40</td>
</tr>
<tr>
<td>Common professional sequence</td>
<td>23</td>
</tr>
<tr>
<td>Major requirements</td>
<td>12</td>
</tr>
<tr>
<td>Professional semester</td>
<td>17</td>
</tr>
<tr>
<td>Other requirements and electives</td>
<td>38</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>130</td>
</tr>
</tbody>
</table>
THE COMMON PROFESSIONAL SEQUENCE

All candidates for the Bachelor of Arts — Teaching Program are required to take the courses in the common professional sequence as outlined below, and in addition one departmental methods course. The Department of Educational Psychology and Foundations must be consulted at the time of registration for beginning the common professional sequence.

**Level I**

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>20:017 Interpersonal Patterns (field experience)</td>
<td>1</td>
</tr>
<tr>
<td>20:030 Dynamics of Human Development</td>
<td>3</td>
</tr>
</tbody>
</table>

**Level II**

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>20:018 Teacher as Change Agent (field experience)</td>
<td>1</td>
</tr>
<tr>
<td>20:040 Nature and Conditions of Learning</td>
<td>3</td>
</tr>
<tr>
<td>20:050 Classroom Evaluation Instruments</td>
<td>3</td>
</tr>
</tbody>
</table>

**Level III**

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>26:119 Schools and American Society</td>
<td>4</td>
</tr>
</tbody>
</table>

**Student Teaching**

28:1xx (Course number denotes area in which experience is gained: 28:132, 134, 135, 136, 137, 138, 139) 8

Total 23

Note: In the past other courses have been part of the Common Professional Sequence. Recently the sequence included the courses 20:020 Interpersonal Influence Preferences, 26:020 Educational Purposes and Practices, and 26:030 The Community and the Curriculum. Students who have completed portions of previous programs may substitute courses by permission of the Department of Educational Psychology and Foundations.

Application for Approval in a teacher-education program is made as a part of the student's declaration of a teacher education major. The student must pass such tests and meet such other standards as may be prescribed by the Committee on Teacher-Education Standards and Practices. For full approval, a student must have earned at least 24 semester hours of credit at the University of Northern Iowa and must have at least a 2.20 grade index in all course work. The committee may grant provisional approval for students in exceptional cases but may not grant full approval until all standards have been met. Normally a student will be expected to meet full approval by the beginning of the junior year if he or she wishes to complete requirements in the minimum time.

A student may, at the time of admission to the university, declare an intent to enter a teaching program and be assigned a teaching advisor from the first enrollment. The university must give special consideration to scholarship, health, character, personality, and quality of potential leadership of an applicant for a teaching curriculum.

Detailed information regarding admission and retention may be found in the brochure entitled *Teacher Education*, a statement of policies, requirements, and procedures for admission to and retention in teacher education at the University of Northern Iowa, which each student should obtain from the office of the Registrar.

**DIRECTED EXPERIENCES** — At the University of Northern Iowa directed 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 video-taped and directed observation as well as field experience and participation, culminating in the actual period of student teaching in the senior year.
Video-taped and directed observation give the student an opportunity to see the teaching-learning operation without becoming involved in the on-going 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 directed experiences in teacher education is vital to the preparation of the prospective teacher. Observation and participation experiences are provided through specific courses in the teacher education program. These experiences give the student the background needed to make professional coursework and student teaching more meaningful.

Student teaching is a period of guided teaching varying in length from one-half semester to a full semester. During this time the student assumes increasing responsibility for the teaching-learning activities in the classroom. The student receives eight (8) to sixteen (16) hours of credit and is evaluated on a pass/no-credit basis. (See page 67.) 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.
MAJORS AND MINORS — SECONDARY SCHOOL TEACHING

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 major chosen. Even if not required, a student may select a second major or one or more minors.

The majors and minors will be chosen from the fields listed below. The specific requirements of each will be found at the beginning of the appropriate department's section of the chapter entitled Courses of Instruction.

MAJORS

Art
Asian Studies
Biology
Business Education
Chemistry
Earth Science
Economics
English
French
General Speech
Geography
German
Health Education
History
Home Economics
Industrial Arts Education
Mathematics
Physical Education
Physics
Political Science
Psychology
Safety Education
Science
Science: Environmental/Conservation Education Emphasis
Social Science
Sociology
Spanish
Speech
Speech Pathology
TEFL/Modern Languages
Vocational Home Economics

MINORS

Art
Biology
Business Education
Chemistry
Coaching
Dance
Earth Science
Economics
Education of the Handicapped — Secondary Level
English
Family Life Education
French
Geography
German
Health Education
History
Industrial Arts
Journalism
Library Science
Mathematics
Music
Physical Education — Elementary Teaching
Physics
Political Science
Psychology
Russian
Safety Education
Sociology
Spanish
Speech

To be approved for teaching in a major or minor area a student must make satisfactory grades in that area, must secure approval of the department, and pass such tests as the area department may require. A student may be held for additional work if he fails to demonstrate competence.

MAJORS IN EARLY CHILDHOOD EDUCATION AND ELEMENTARY EDUCATION

These majors are given in specific detail under the Department of Curriculum and Instruction in the section entitled Courses of Instruction, pp. 116 and 117.
MAJOR IN MIDDLE SCHOOL/JUNIOR HIGH SCHOOL EDUCATION

Complete program requirements for the Major in Middle School/Junior High School Education are given on page 118 under the listings of the Department of Curriculum and Instruction. Specific course patterns in each subject field offered for the Middle School/Junior High School Education Major may be found with the various department listings, pages 135 to 219.

Bachelor of Arts — Liberal and Vocational Arts

All candidates on this program will complete the following pattern:

<table>
<thead>
<tr>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education ........................................ Minimum 40</td>
</tr>
<tr>
<td>Major, Minor, Foreign Language, Electives .................. 84</td>
</tr>
<tr>
<td>124</td>
</tr>
</tbody>
</table>

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 his or her 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
Biology
Chemistry
Chemistry-Marketing
Community Health Education
Earth Science
Economics
English
English and Modern Languages
English Linguistics
French
General Studies
General Studies for Registered Nurses
Geography
Geology
German
History
Home Economics
Home Economics in Business
Humanities
Individual Studies
Industry

Latin American Studies
Management
Marketing
Mathematics
Music
Office Administration
Philosophy
Philosophy and Religion
Physics
Political Science
Psychology
Recreation
Religion
Russian Arts Studies
Science
Science: Environmental Planning
Social Work
Sociology
Spanish
Speech
Speech/Public Relations
Speech/Radio-TV
Speech/Theatre
Teaching English as a Foreign Language (TEFL)
Bachelor of Fine Arts Degree Curricula

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td>40</td>
</tr>
<tr>
<td>Major requirements</td>
<td>67-75</td>
</tr>
<tr>
<td>General electives</td>
<td>15-23</td>
</tr>
<tr>
<td>Total</td>
<td>130</td>
</tr>
</tbody>
</table>

The Bachelor of Fine Arts degree is a highly specialized program which provides strong emphasis on work in professional career training. Two majors are available under this degree, a major in Art and a major in Music Theatre.

The Art major offered on the B.F.A. requires a minimum of 75 semester hours in art. This major does not provide for certification to teach.

An exhibition which demonstrates competency is required during the senior year of each candidate for the Art major under the B.F.A. degree. (See Department of Art, page 92, for additional information.)

The Music Theatre major is an interdisciplinary program which is offered by the School of Music. Requirements for the major are:

Music core: 52 hours  
Theatre core: 15-17 hours  
Total: 67-69 hours

Participation in a performance organization and/or opera/music theatre classes is required of
all Music Theatre majors every semester in residence. A basic knowledge of a foreign language is recommended.

The approval of the faculty, undergraduate coordinator in music, and the head of the School of Music must be secured before a student is admitted formally to this degree program. Students pursuing a music curriculum should 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. Transfer students will be admitted conditionally to the department, and after one semester in residence, may be admitted formally to a program of study.

Upon completion of specific requirements of the Music Education major under the Bachelor of Music degree, the student could qualify for certification to teach. (See School of Music, page 194, for additional information.)

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**Bachelor of Music Degree Curricula**

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

<table>
<thead>
<tr>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education .................................................. 40</td>
</tr>
<tr>
<td>Music requirements (applied, theory, history and literature, conducting, ensembles, recital, composition, electives) .................................................. 65-80</td>
</tr>
<tr>
<td>General electives .................................................. 10-25</td>
</tr>
<tr>
<td><strong>130</strong></td>
</tr>
</tbody>
</table>

The following majors are offered on this degree program:

- Music Education (Teaching) — 65 hours
- Performance (Voice, Piano, Organ, Band-Orchestral Instruments) — 80 hours
- Theory-Composition — 80 hours

If certification to teach is desired, the student must complete the Common Professional Sequence (see page 82) and a 10-hour Music Methods emphasis (see Music Education major, page 192). The Music Education major carries certification to teach for grades K-12. (A course in American history or American Government is also required for certification to teach.)

The approval of the faculty, undergraduate coordinator of music, and the head 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 department and wish to pursue a music major curriculum should 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. Transfer students will be admitted conditionally to the department, and after one semester in residence, may be admitted formally to a program of study.

Participation in a performance organization such as band, chorus, orchestra, music theatre, and other ensembles, is required of all degree students every semester in residence. It is recommended that students who major in voice, Music Performance, and Theory-Composition complete at least 10 semester hours in a foreign language.

(See the School of Music, page 191, for additional information.)
Bachelor of Technology Degree Curricula

The requirements for each area are designed specifically for that particular program and are shown in detail in the statement of the major under the departmental listings in the section entitled Courses of Instruction (pages 165 to 167). Majors offered under this degree are:

- Technical Institute Education
- Trade and Industrial Education
- Construction Technology
- Industrial Technology

The General Education program of 40 semester hours is required on all majors under this degree.

Teaching Program

The teaching programs require the completion of a minimum of 133 semester hours which includes the 40 semester hours of General Education. All candidates on the teaching (education) programs for the Bachelor of Technology will choose the appropriate pattern of work no later than the beginning of the sophomore year for:

A. Preparation for teaching in area technical and community colleges.
B. Preparation for teaching industrial trades in area vocational-technical, and secondary schools.

Technology Program

Technology programs require the completion of 127 to 130 semester hours which include the 40 semester hours of General Education. Candidates on technology programs will complete one of two patterns for:

A. Industrial Technology — 127 hours
B. Construction Technology — 130 hours

Bachelor of Liberal Studies Degree Curricula

The Bachelor of Liberal Studies is an external degree made available through the cooperative efforts of the three Iowa Regents universities, the University of Northern Iowa, Iowa State University, and the University of Iowa. Under the B.L.S., baccalaureate educational opportunities are provided to those who cannot attend college as full-time, on-campus students. Each of the three universities offers the degree with the same curriculum requirements. The program at the University of Northern Iowa is under the supervision of the Dean of Extension and Continuing Education.

Admission to the Program: As a basis for further study leading to the baccalaureate degree, each student entering the program must have earned either:

1) an Associate of Arts or an Associate of Science degree from an accredited, two-year college, or
2) at least 62 semester hours (93 quarter hours) or credit in collegiate work acceptable for credit toward graduation at one of the Iowa Regents universities, with a grade point average of at least 2.00.
At the time of admission the student, in consultation with the adviser, is expected to present a statement of educational objectives and a tentative program for further study which is consistent with those objectives and which will meet the degree requirements listed in the following statements. (This tentative program may be revised as work proceeds.)

**Total Credit Requirements:** A total of at least 124 semester hours (186 quarter hours) of credit, including transferable credit earned, is required for graduation. The total must fulfill the following specifications:

1) 45 semester hours (70 quarter hours) of credit earned at four-year colleges in courses defined as "upper-level" at the colleges in which the courses are taken. (At the University of Iowa and the University of Northern Iowa, upper-level courses are those numbered 100 or above; at Iowa State University upper-level courses are those numbered 300 or above.)

2) 45 semester hours (70 quarter hours) of credit earned in courses at the Iowa Regents universities.

3) 30 semester hours (45 quarter hours) of credit earned after admission to the B.L.S. program from the specific Regents university granting the degree.

**General Education Requirements:** Students must meet the basic undergraduate core requirements as specified and determined by the policies of the degree-granting institution. (Note — Requirements are those specified as group requirements of the College of Sciences and Humanities at Iowa State University, General Education at the University of Northern Iowa, and Basic Skills and Core Courses of the College of Liberal Arts at the University of Iowa.)

**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 (18 quarter hours) of credit in each of three (3) areas selected from the following list. Of the total 36 semester hours (54 quarter hours) of credit applied to fulfill this requirement, 24 semester hours (36 quarter hours) must be in upper-level credits as defined by the institution in which the courses are taken, with at least six (6) semester hours (9 quarter hours) of upper-level credits in each of the three areas chosen.

a) Humanities
b) Communications and Arts
c) Natural Sciences and Mathematical Disciplines
d) Social Sciences
e) Professional Fields (such as Business, Education, Home Economics) as approved by the degree-granting institution.

The same credits may not be used to fulfill the general education requirements and also the distribution requirements stated above.

**Grade Requirements:** A grade average of at least 2.00 must be earned in all work offered for the degree in all work completed after admission to the program and in all upper-level course work.

Questions concerning Bachelor of Liberal Studies course development, degree implementation, and delivery should be directed to the Office of Extension and Continuing Education, Room 144, Gilchrist Hall, UNI.

Information and details regarding admission to the BLS program, evaluation of prior academic work, program advising, and declaration of a major may be obtained from the Special Programs Adviser, Individual Studies Program Office, Baker Hall 59, UNI, Cedar Falls, Iowa 50613. Iowa residents may call the BLS adviser on the toll-free line (1-800-772-2409).
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 60:111 the “60” 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., 94:149(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.

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 71.

Students are classified as follows:

<table>
<thead>
<tr>
<th>Classification</th>
<th>Earned Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>less than 30</td>
</tr>
<tr>
<td>Sophomore</td>
<td>30-59</td>
</tr>
<tr>
<td>Junior</td>
<td>60-89</td>
</tr>
<tr>
<td>Senior</td>
<td>90 and over</td>
</tr>
</tbody>
</table>

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, 259 — Reserved for temporary courses of a special or experimental nature.

133 or 233 WORKSHOP — 1 to 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 and the head of the academic department granting credit for: placement contract, 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 staff develop placements, arrange student interviews with employers, and maintain contact with student and employer during the Co-op experience. May be repeated for a maximum of 12 hours credit.

086, 186, 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.
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 69.)

199 STUDY TOUR — 1 to 8 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 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 SEMINAR. Offered as needed in the various disciplines. Credit and topic to be given in Schedule of Classes.

297 PRACTICUM — 2-3 hrs. Offered as needed in the various disciplines to provide practical experience in college teaching.

299 RESEARCH. For details of approval and registration, see pages 262, 296, and 309.

**Individual Studies Program**

Courses offered in the Individual Studies Program may have a prefix of 00: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 Director.

(See pages 40 and 249 for additional information.)

**Course Descriptions**

In the pages immediately following are listed all the courses offered by the various departments of the university. Departments are listed alphabetically. Within each section the list of courses is preceded by the departmental requirements for the majors and minors as well as for the subject field on the middle school/junior high school major. For departments which cover a number of fields, the material has been subdivided. Requirements for graduate majors are listed under The Graduate Program, pp. 266-310.
Bachelor of Fine Arts Degree Program

ART MAJOR
Required: 60:001; 60:003; 60:005; 60:026; 60:027 ................................. 15 hours
Required: 60:040; 60:041; plus 6 hours in art history ............................... 12 hours
Required studio distribution .............................................................. 18 hours
— at least two courses from each of the following groups:
  Group 1 — 60:025; 60:032; 60:034; 60:060
  Group 2 — 60:018; 60:037; 60:080
  Group 3 — 60:050; 60:056; 60:057; 60:074
Electives in art ....................................................................................... 30 hours

A senior exhibition demonstrating competency is required of each student enrolled in this degree program.

Each art major is required to participate in the departmental jury system. Details may be obtained from the department office.

Bachelor of Arts Degree Programs

ART MAJOR — TEACHING
Required: 60:001; 60:003; 60:005; 60:095; 60:195 ........................................ 15 hours
Required: 60:040; 60:041; plus art history electives for total of ................. 9 hours
Required: at least two of the following: 60:018; 60:025; 60:026; 60:032; 60:034; 60:080 ............... 6 hours
Required: at least two of the following: 60:027; 60:037; 60:050; 60:056; 60:057; 60:074; 60:075 6 hours
Electives in art (65:143 recommended) .................................................. 15 hours

Note: 60:001, 60:003, and 60:005 should be taken by art majors during the first year. 60:005 should be scheduled prior to studio courses. 60:195 and 28:140 may not be taken during the same semester.

An art major may elect an emphasis in art history, ceramics, crafts, graphic design, drawing, metalwork, painting, photography, printmaking, or sculpture. A minimum of 9 hours should be completed in one area.

Each art major is required to participate in the departmental jury system. Details may be obtained from the department office.
ART MAJOR

Required: 60:001; 60:003; 60:005; 60:040; 60:041 .............................................. 15 hours
Required: art history elective ......................................................... 3 hours
Required: at least one of the following: 60:018; 60:025;
  60:026; 60:032; 60:034; 60:080 ....................................................... 3 hours
Required: at least one of the following: 60:027; 60:037;
  60:050; 60:055; 60:074; 60:075 ....................................................... 3 hours
Additional electives in art, excluding 60:021; 60:095; 60:195 ............................. 37 hours

Note: 60:001, 60:003, and 60:005 should be taken by art majors during the first year.
60:005 should be scheduled prior to studio courses.

An art major may elect an emphasis in art history, ceramics, crafts, graphic design, drawing, metalwork, painting, photography, printmaking, or sculpture. A minimum of 9 hours should be completed in one area.

Each art major is required to participate in the departmental jury system. Details may be obtained from the department office.

ART MINOR — Teaching

Required: 60:001; 60:003; 60:005; 60:095 ............................................. 12 hours
Required: art history electives* ....................................................... 3-5 hours
Required: one of the following: 60:018; 60:025; 60:026;
  60:032; 60:034; 60:080 ....................................................... 3 hours
Required: one of the following: 60:027; 60:037;
  60:050; 60:056; 60:057; 60:074; 60:075 ....................................................... 3 hours
Electives in art, studio ............................................................... 1-3 hours
24 hours

Note: 60:005 should be scheduled prior to studio courses.
*60:040 and 60:041 are highly recommended.

ART MINOR

Required: 60:001; 60:003; 60:005 ............................................. 8 hours
Electives in art (excluding 60:021; 60:095; 60:195) ............................................. 12 hours
20 hours

Note: 60:005 should be scheduled prior to studio courses.
60:040 highly recommended for elective.

60:001. The Visual World — 3 hrs.
Introduction into the visual world, the world of art. Seeing, learning, doing with a team of teachers.
Emphasis on the contemporary. 6 periods.

Concepts and modes of expression in contemporary art since 1945. Informal lecture with group project participation. 2 periods. Not for art history credit.

For art majors and minors only. Greater emphasis on individual search, process, change. 6 periods. Prerequisites: 60:001; 60:003.

60:018. Drawing — 3 hrs.
Emphasis on growth in perception of visual form. Range of materials and subject matter. 6 periods.

Experience with a variety of materials with implications for their adoption on the elementary school level. 6 periods. Prerequisite: 60:001.

60:025. Graphic Design I — 3 hrs.
Introduction to graphic design concepts and methods. Basics of topography letter forms, layout and print production.
60:026. Two-Dimensional Media — 3 hrs.
Theoretical and practical problems and solutions peculiar to the two-dimensional surface. 6 periods.

60:027. Three-Dimensional Media — 3 hrs.
Theoretical and practical problems and solutions peculiar to the three-dimensional form/object. 6 periods.

60:032. Creative Photography I — 3 hrs.
Heightening preceptual and conceptual awareness through the intermediacy of the camera and photosensitive emulsions. 6 periods.

60:034. Printmaking — 3 hrs.
May be repeated for credit but not in the same section. Students may select from the following sections: 1. Intaglio; 2. Lithography; 3. Woodcut; 4. Serigraphy.

60:037. Sculpture — 3 hrs.
Handling visual ideas and learning to interpret them directly: emphasis on sensitivity to possibilities of materials, awareness of processes involved in thinking visually, with a search for forms which best communicate this. 6 periods.

60:040. Survey of Art History I — 3 hrs.
Introduction to history of painting, sculpture, architecture and other arts: ancient through medieval.

60:041. Survey of Art History II — 3 hrs.
Introduction to history of painting, sculpture, architecture, and other arts: Renaissance through modern.

60:050. Ceramics — 3 hrs.
Ceramic materials, design, forming, glazing, and firing. 6 periods.

60:054. Puppetry — 3 hrs.
Design, construction, manipulation, staging of various puppet forms. Includes individual and group experimentation with materials, operation, staging, lighting, and filming.

60:055. General Crafts — 3 hrs.
Work in a variety of craft areas with emphasis on design. Primarily for non-art majors. 6 periods.

60:056. Fibers — 3 hrs.
Applications of contemporary ideas to traditional skills with fiber materials; introduction to fiber and textile design, including weaving, knotting, batik, tie-dye, and stitchery.

60:057. Wood Design 3 hrs.
Introduction to technical and aesthetic aspects of wood design; design problems in various uses of woods; wood combined with other materials.

60:060. Art — Film — 3 hrs.
Introduction to film as a visual medium; an art object, an art event. Student to make short films with emphasis on visual ideas. Technique.

60:074. Jewelry and Metalwork — 3 hrs.
Forming, joining, decorating, and combining precious and non-precious metals with other materials. 6 periods.

60:080. Painting — 3 hrs.
Experience in various painting media. 6 periods.

Study of the philosophy, materials, and facilities of art education on the elementary and secondary school level. 6 periods plus 1 hour arranged. 3 hours will count as education.

60:111. Life Drawing — 3 hrs.
Drawing from the model using a variety of media. 6 periods. May be repeated for credit.

*60:118. Advanced Drawing — 1-5 hrs.
Credit to be determined at time of registration. May be repeated for credit.

60:125. Graphic Design II — 3 hrs.
Exploration of approaches to illustration and the integration of type and graphic images. Includes class problems as well as design projects for the university and community. Prerequisite: 60:025.

Advanced problems in graphic design. Design systems, corporate identity packaging and signage. May be repeated for credit. Prerequisite: 60:125.

60:130. Creative Photography II — 3 hrs.
Creative use of the medium for continuing students; emphasis on development of individual's ideas and directions; includes advanced processes, presentation and exhibition techniques. Prerequisite: 60:032 or equivalent.

*60:131. Creative Photography III — 1-5 hrs.
Extension of photography as creative image making; in-depth look at processes, criticism, and student's own ideas and directions in photography. Prerequisite: 60:130. May be repeated for credit.

Introduction to most commonly used color graphic processes including transparency film, negative films, negative and reversal printing papers. Prerequisite: 60:032 or equivalent.

*60:134. Advanced Printmaking — 1-5 hrs.
May be repeated for credit but not in the same section. Credit to be determined at time of registration. Students must have successfully completed the first course in the section selected, and may select from the following sections: 1. Intaglio; 2. Lithography; 3. Woodcut; 4. Serigraphy.

*First registration for 3 hours only.
*60:137. Advanced Sculpture — 1-5 hrs.
Credit to be determined at time of registration. May be repeated for credit.

60:141(g). Art History — 3 hrs.
May be repeated for credit but not in the same section. Students may select from the following sections: 1. Medieval; 2. Northern Renaissance; 3. Indian; 4. Japanese; 5. Ancient Greece; 6. Ancient Rome; 7. Chinese.

60:142(g). Italian Renaissance Art — 3 hrs.
History of 14th, 15th, and 16th century Italian art.

60:144(g). Baroque and Rococo — 3 hrs.
History of Baroque and Rococo art in 17th and 18th century Europe.

60:146(g). 19th Century European Art — 3 hrs.
Napoleonic art to Art Nouveau.

60:147(g). Oriental Art — 3 hrs.
Introduction to the arts of India, Southeast Asia, China and Japan.

60:148(g). Contemporary Art History — 3 hrs.
Studies in the nature and role of contemporary art.

*60:150. Advanced Ceramics — 1-5 hrs.
Credit to be determined at time of registration. May be repeated for credit.

*60:156. Advanced Crafts — 1-5 hrs.
Credit to be determined at the time of registration. May be repeated for credit. 1. Wood. 2. Fibers. 3. General Crafts.

60:160. Advanced Puppetry — 1-5 hrs.
Credit to be determined at time of registration (first registration must be for 3 hours). May be repeated with consent of instructor for a total of 6 hours. Prerequisite: 60:054.

*60:167. Advanced Art — Film — 1-5 hrs.
Use of film as a visual art medium. Emphasis on the individual artist as a film maker. Prerequisite: 60:060 or equivalent.

*60:170. Advanced Metalwork — 1-5 hrs.
Credit to be determined at time of registration. May be repeated for credit.

*60:180. Advanced Painting — 1-5 hrs.
Credit to be determined at time of registration. May be repeated for credit.

60:198. Independent Study.

60:275. 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. 1) Ceramics; 2) Drawing; 3) Graphic Design; 4) Metalwork; 5) Painting; 6) Photography; 7) Printmaking; 8) Sculpture. Prerequisite: approval of Chairman, Graduate Studies in Art.

Introduction of various issues in higher education which confront the college art instructor.

Individually selected issues in the visual arts for discussion and research.

60:289. Seminar: Critique and Analysis — 2 hrs.
Analysis of concepts, forms and techniques encountered in one's own creative studio work and work of others. Investigation of individually selected concepts and materials. Examines role of professional artist and public.

Theories and philosophies of contemporary artists and art criticism as related to student's studio work.

60:293. Research in Art History — 1-3 hrs.
May be repeated for credit. Prerequisite: 6 hours in graduate-level art history.

60:294. Internship — 3-9 hrs.
Student-selected areas of practical internship experiences relating to student's particular interest in the visual arts in higher education. Maximum enrollment per semester: 6 hours. Prerequisite: department approval.

Specific art education relating to public schools with emphasis upon continuity of art activity. Satisfies the special methods elective for the professional core.

60:296. The Supervision of Art — 3 hrs.
Teaching problems and practices relating to the curriculum and the supervision of art.

60:297. Practicum.

60:299. Research.
A multi-route biology curriculum enables the major to elect one of several plans. A program drawn up by the student and departmental adviser specifies which plan has been selected. This program should be completed as soon as possible after the declaration of major.

**BIOLOGY MAJOR — TEACHING**

**Plan A**

Required: 86:044; 86:048; 86:050, or 86:120, 86:121, and 86:123; 84:193; 82:190  .................................................. 16-20 hours

Required: 84:089 or 84:189 (seminars in biology) ........................................ 2 hours

Two courses from each of the five areas listed below ..................................... 33-37 hours

Area I: 84:021; 84:103; 84:160; 84:166; 84:180.
Area II: 84:022; 84:112; 84:130; 84:132; 84:166; 84:170.
Area III: 84:023; 84:131; 84:140; 84:142; 84:146.
Area IV: 84:024; 84:106; 84:108; 84:114; 84:120; 84:122; 84:138; 84:172.
Area V: 84:025; 84:122; 84:151.

**Plan B**

Required: 84:021; 84:022; 84:023; 84:024; 84:025; 86:044; 86:048; 86:050, or 86:120, 86:121, and 86:123; 84:128; 84:140; 84:168; 84:193; 82:190  .................................................. 43-47 hours

Required: 84:089 or 84:189 (seminars in biology) ........................................ 2 hours

Electives in biology ................................................................. 6-10 hours

Area I: 84:112; 84:130; 84:132; 84:166; 84:170.
Area II: 84:106; 84:108; 84:114; 84:120; 84:122; 84:138; 84:172.

**Plan C — Interpretive Naturalist Emphasis**

Required: 84:021; 84:022; 84:023; 84:024; 84:025 .................................................. 15 hours

Required: 84:103; 84:160; 84:166; 84:168; 84:180 .................................................. 18 hours

Required: 84:112 or 84:170 ................................................................. 4 hours

Required: 86:044; 86:046 ................................................................. 3 hours

Required: 87:031; 87:035 ................................................................. 7 hours

Required: 82:132 ................................................................. 3 hours

55 hours

**Note:** The following courses are recommended as electives for this major (credit earned in these electives will be applied toward the total hours required for graduation): 21:142; 24:031; 65:170; 82:186; 84:112; 84:120; 84:131; 84:170; 86:031; 86:050; 87:010 and 87:011; 87:021; 88:010; 99:132; 89:xxx (courses at Lakeside Laboratory — 5-10 hrs.).
Plan D

INDIVIDUALIZED PROGRAM: A biology major may elect, with the assistance of his or her adviser, to formulate an individualized plan of study for achieving the goals of the major. A plan stating the student's long-range educational objectives and specifying how the objectives will be met must be submitted by the student, with the signature of the student and that of the adviser, to a departmental review committee for final approval. Any changes in an approved plan are by student petition. Student must contact the department for this option.

Total minimum hours required ........................................ 55 hours

BIOLOGY MAJOR

Plan A

Required biology — a minimum of 31 hours as follows:
Required: 84:089 or 84:189 (seminars in biology) ................... 2 hours
Electives in biology ...................................................... 9-14 hours
And one course from each of the five areas listed in
Plan A of the BIOLOGY MAJOR — Teaching .......................... 15-20 hours

Cognate courses:
Required: 86:044; 86:048; 86:050, or 86:120 and 86:121 ............. 12-13 hours
Required: cognate electives from anthropology, chemistry,
earth science, foreign languages, geography, mathematics,
physics, or psychology .................................................. 12 hours

Total minimum hours required ....................................... 55-56 hours

Plan B: Quality Control Bio-Technician Emphasis

Required: 86:044; 86:048; 86:050, or 86:120 and 86:121; 86:132 ............ 16-17 hours
Required: Life series or equivalent .................................... 15 hours
Required: 84:089 or 84:189 ............................................ 2 hours
Required: 84:128; 84:132; 84:151 ..................................... 12 hours
Electives from: 84:114; 84:130; 86:123 and 86:125;
88:052; 80:070; 80:172 ........................................... 9-10 hours

Total minimum hours required ....................................... 55 hours

Plan C

INDIVIDUALIZED PROGRAM: A biology major may elect, with the assistance of his or her adviser, to formulate an individualized plan of study for achieving the goals of the major. A plan stating the student's long-range educational objectives and specifying how the objectives will be met must be submitted by the student, with the student's signature and that of the adviser, to a departmental review committee for final approval. Any changes in an approved plan are by student petition. The student must contact the department for this option.

Total minimum hours required ....................................... 55 hours

Majors and minors must have a minimum of nine (9) hours from 84:021, 84:022, 84:23, 84:024; and 84:025 (or their equivalents) prior to registration for 100-level courses, including the specific "Life" courses in the same area (I, II, III, IV, V) as the advanced course.
BIOLOGY MINOR — Teaching and Liberal Arts

*Required: 86:044 or 86:030 .......................................................... 4 hours
And one course from each of the five areas listed in Plan A of
BIOLOGY MAJOR — Teaching of which eight hours must be
100-level. (84:193 and 82:190 may also be counted toward the
8-hour requirement.) .......................................................... 20 hours
24 hours

*Home Economics majors may substitute 86:061 for this requirement.

84:021. LIFE: Environmental Relationships — 3 hrs.
Man as an integral part of the balance of nature, not
as an external manipulator. Experience in collecting
and interpreting ecological data and relating same
to environmental problem areas. Discussion, 2
periods; lab., 2 periods.

84:022. LIFE: Local Plants and Animals — 3 hrs.
Introduction to biological world through field expe­
rience; acquaintance with similarities and differ­
ences, community composition, and habitats of rep­
resentative organism. Discussion, 2 periods; lab., 2
periods.

84:023. LIFE: Adaptation and Survival — 3 hrs.
Mechanisms by which organisms and populations,
including man, have adapted to respective environ­
ments and how adaptive information is stored,
themitted, utilized and exchanged. Discussion, 2
periods; lab., 2 periods.

84:024. LIFE: Form and Function — 3 hrs.
Interdependence of biological structure and func­
tion with primary focus given to interaction of
biological systems. Discussion, 2 periods; lab., 2
periods.

Structural organization, energy production and its
utilization; replication, and transmission of genetic
information, and the control of cell activities are
considered to understand the maintenance of life.
Discussion, 2 periods; lab., 2 periods.

Structure and function of the organ systems of the
human body. Open only to nurses in training. Dis­
cussion, 3 periods; lab., 2 periods.

A continuation of 84:031. Open only to nurses in
training. Prerequisite: 84:031. Discussion, 2
periods; lab., 2 periods.

84:033. Principles of Microbiology — 3 hrs.
The basic concepts and practical applications of mi­
crobiology in medicine, immunology, sanitation and
food preparation in daily life. Designed for students
majoring in areas other than science. Sections may
be offered exclusively for nurses in training. Dis­
cussion, 2 periods; lab., 2 periods.

84:103(g). Conservation of Iowa Resources — 3 hrs.
Natural resources of Iowa, including soil, forest,
wildlife, minerals and water, their interrela­tion­
ships with the economics and social development of
the state and nation; techniques of natural resources
management. Discussion, 2 periods; lab., 2 periods.
Prerequisite: 84:021 plus two other Life courses.

84:104(g). Iowa Conservation Problems I — 3 hrs.
Forests, wildlife and ecology relationships. Field
experience. Preparation of visual aids, demonstra­
tions and projects. Offered only at Iowa Teachers
Conservation Camp.

84:105(g). Iowa Conservation Problems II — 3 hrs.
Soil, water, and mineral resources. Field experi­
ence. Preparation of visual aids, demonstrations
and projects. Offered only at Iowa Teachers Con­
servation Camp.

84:106(g). Comparative Anatomy of the
Vertebrates — 4 hrs.
Consideration of the origin of vertebrates and a com­
parison of the anatomy of the organ systems of the
classes. Discussion, 2 periods; lab., 4 periods. Pre­
requisite: 84:024 plus two other Life courses.

Development of vertebrate organism. Formation and
development of germ cells; fertilization; growth and
differentiation. Prerequisite: 84:024 plus two other
Life courses. 84:106 recommended. Discussion, 2
periods; lab., 4 periods.
84:112(g). Invertebrate Zoology — 4 hrs.
Anatomy and physiology of type forms of the invertebrate phyla. Prerequisite: 84:024 plus two other Life courses. Discussion, 2 periods; lab., 4 periods.

84:114(g). Animal Physiology — 4 hrs.
Application of physical and chemical principles to selected organ systems, especially mammals. Discussion, 3 periods; lab., 3 periods. Prerequisite: 86:048; 86:050 or 86:130 (may be taken concurrently); 84:024; 84:025 plus one other Life course. One semester of physics recommended.

84:110(g). Plant Morphology — 4 hrs.
Structure and evolution of plant phyla with emphasis upon algae, fungi, mosses, and ferns. Prerequisite: 84:024 plus two other Life courses. Discussion, 1 period; lab., 4 periods.

84:122(g). Plant Physiology — 4 hrs.
Functional aspects of plant processes related to composition, metabolism, transport mechanisms, growth and development. Discussion, 2 periods; lab., 4 periods. Prerequisite: 86:048; 84:024; 84:025; plus one other Life course.

84:128(g). Cell Biology — 4 hrs.
Fundamental physiological processes of cellular function with emphasis on metabolism, respiration, photosynthesis, protein synthesis, and molecular controls. Discussion, 3 periods; lab., 3 periods. Prerequisite: 86:050 or 86:120 and 86:121; 84:024; 84:025; plus one other Life course.

84:130(g). Protozoology — 4 hrs.
Consideration of systematics, morphology, physiology, morphogenesis, genetics and ecology of free-living and parasitic protozoa; literature studies on contemporary research and historical perspective. Discussion, 2 periods; lab., and field work, 4 periods. Prerequisite: 84:024; 84:025; plus one other Life course.

84:131(g). Animal Behavior — 4 hrs.
Psychological, physiological, sociological, and ethological approaches to behavior; relationship between behavior and environment, and experimental variables. Discussion, 3 periods; lab., 3 periods. Prerequisites: 84:023 plus two other courses from Life series or consent of instructor.

84:132(g). Parasitology — 4 hrs.
Morphology, ecology, and life history of parasites important to man and other animals. Prerequisites: 84:022 plus two other Life courses; 84:112 or consent of instructor. Discussion, 2 periods; lab., 4 periods.

Anatomy and functioning of organ systems of the human body. Prerequisites: 84:023; 84:024; 84:025. Discussion, 2 periods; lab., 2 periods.

84:140(g). Genetics — 4 hrs.
Analytical approach to classical, developmental and population genetics. Discussion, 3 periods; lab. projects arranged. Prerequisites: 84:023 plus two other Life courses.

84:142(g). Organic Evolution — 2 hrs.
History, theory, and mechanics of evolution. The course of evolution as indicated by fossil records and other lines of evidence Evolution and the modern synthesis of biology. Prerequisites: 84:023 plus two other Life courses.

84:144(g). Developmental Genetics — 4 hrs.
Patterns and principles of animal development. Emphasis on current concepts in developmental genetics. Discussion and lab., two 3-hour periods. Prerequisites: 84:023; 84:025; plus one other Life course.

84:151(g). 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: 86:048; 84:025 plus two other Life courses.

84:160(g). Field Zoology of Vertebrates — 4 hrs.
Identification and natural history of Iowa vertebrates. Field trips emphasized. Discussion. 2 periods; lab. and field work, 4 periods. Prerequisites: 84:021; 84:022; plus one other Life course.

84:166(g). Plant Systematics — 4 hrs.
Biology of angiosperms, including classification, evolution, population structures, and breeding systems. Discussion, 2 periods; lab. and field work, 4 periods. Prerequisites: 84:021; 84:022; plus one other Life course.

84:168(g). Ecology — 4 hrs.
Relationships of plants, animals and environments with emphasis on the principles of community structure and dynamics. Prerequisite: 84:021 plus two other Life courses. Discussion, 3 periods; lab., 2 periods.

84:170(g). Entomology — 4 hrs.
Introduction to the biology of insects. Discussion, 2 periods; lab., 4 periods. Prerequisite: 84:024; 84:022 plus one other Life course.

84:172(g). Plant Anatomy — 4 hrs.
Ontogeny, growth and differentiation of simple and complex tissues of root, stem, leaf, and reproductive organs of higher plant groups. Prerequisite: 84:024 plus two other Life courses. Discussion, 2 periods; lab., 4 periods.
84:180(g). Management of Recreational Land — 3 hrs.
Ecological principles applied to design, development and management of natural areas, parks, and wilderness. Prerequisites: Life series or equivalent, and 84:168. Discussion, 2 periods; lab., 2 periods.

84:193(g). Current Curricula in Biology — 2 hrs.
Philosophy, methods, and materials of secondary school biology curricula, including BSCS, biology related programs (FUSE, ISIS, IGE), and others.

84:198. Independent Study.

Biological techniques of the teacher of biology. Lab., 6 periods.

84:220. Advanced Plant Morphology — 4 hrs.
Life histories of representatives of the plant phyla. Morphological and physiological advancements which have resulted in the gradual evolution of flowering plants. Discussion, 2 periods; lab. and field work, 4 periods.

84:225. Aquatic Biology — 4 hrs.
The biological, physical and chemical aspects of aquatic environments with special emphasis on collection and identification of aquatic organisms. Discussion, 2 periods; lab., and field work, 4 periods. Prerequisite: botanical and zoological background and a year of chemistry.

84:230. 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: departmental approval; 84:292 recommended.

84:235. Topics in Cytology — 2 hrs.
Recent research information on ultrastructure and function of eucaryotic plant and animal cells. Topics will vary with each offering. Prerequisites: 84:128; and 84:114 or 84:122. Discussion, 2 periods.

Functions, synthesis and effects of hormones. Lab. experiments include small animal surgical techniques. Discussion, 3 periods; lab., 3 periods. Prerequisite: zoological background and one semester of either cell biology or biochemistry, or instructor's permission. Previous course in physiology recommended.

Organ systems studied with emphasis on mammalian or comparative physiology. Prerequisites: Zoological background, an animal physiology course, and 84:128 or 86:150. Physics recommended. Discussion, 3 periods; lab., 3 periods.

Experimental design, instrumental methods of analysis used in investigating the ecology and physiology of bacteria and fungi. Student must complete one research project. Prerequisite: 84:151 or equivalent. Discussion, 2 periods; lab., 4 periods.

Chemical responses of plant individuals to variables in their environment and the concomitant influences of their morphological and behavioral evolution. Prerequisites: 84:168; and any two of 84:122, 84:128, or 84:151. Discussion, 2 periods; lab., 2 periods.

An introduction to experimental design techniques and instruments used in descriptive, quantitative, experimental biology. Practical experience will be available in various areas of instrumentation. Individual exploration of a possible thesis project. Discussion, 3 periods.

84:189(g); 84:289. Seminar — 1 hr.

84:297. Practicum.

84:299. Research.
The following courses are regularly scheduled at Lakeside Laboratory by staff from the three Regents institutions. Enrollment is limited and permission of the instructor is required for all courses. Registration may be for undergraduate or graduate credit. Visiting staff may extend the course work offerings in particular summers. For current information, see the annual Iowa Lakeside Laboratory Bulletin usually available from the UNI Department of Biology after February 15 each year. Numbers within parentheses are the Lakeside Laboratory numbers.

89:101(g) (L:101). Field Biology — 5 hrs.
Natural history and principles of ecology of the aquatic and terrestrial ecosystems of the area, including basic taxonomy of the native fauna and flora. Includes field and laboratory techniques. Individual projects included.

89:103(g) (L:103). Aquatic Ecology I — 5 hrs.
Survey of local aquatic plants and animals and of aquatic habitats including environmental and community analysis. Emphasis on field work and appropriate methods.

89:104(g) (L:104). Aquatic Ecology II — 5 hrs.
Project work as continuation of 89:103.

89:105(g) (L:105). Plant Taxonomy — 5 hrs.
Basic principles of classification and evolution of vascular plants. Taxonomic tools, techniques, and the native flora is explored; includes field collections and group projects. Not to be taken by those with credit in 84:166.

89:106(g) (L:106). Protozoology — 5 hrs.
Biology of the protozoa; emphasis on morphology, physiology, systematics, and development of free living and parasitic forms. Collection, culture, and classification of local specimens; experimental work to be included. No credit for those with credit in 84:130.

Laboratory examination of collections made daily by class in Iowa Lakes Region; correlation made by student of text description with observations of living materials.

89:118(g) (L:188). Field Entomology — 5 hrs.
Introduction to entomology with emphasis on methods of collecting and classifying insects, and on their natural history. Reference collections will be made with classification to order and family. No credit for those with credit in 84:170.

89:119(g) (L:119). Field Biology of Lower Green Plants — 5 hrs.
Field and laboratory investigation of mosses, liverworts, club mosses, quillworts, horsetails, and ferns. Many of these primary mesic plants have their western limits in the variety of habitats in Iowa.

89:207 (L:107). Helminthology — 5 hrs.
Structure, life cycles and host parasite relationships of representative helminths; methods of collecting, preserving, mounting, and identification; experimental life cycles, methods of studying living materials, special techniques for research in helminthology.

Biology of invertebrates with emphasis on local fresh-water and terrestrial forms, their structure, systematics, and behavior. Methods of collecting, culture, preserving, identifying, emphasis on study of living material. For students with background in invertebrate zoology.

89:215 (L:115). Field Mycology — 5 hrs.
Identification and classification of the common fungi. Techniques for identification, preservation, and culture.

Field experience in study of fresh-water diatoms from a variety of habitats; environmental factors affecting growth and distribution; techniques in collection and preparation of diatom samples.

Field analysis of aquatic and paludal vegetation; morphology, breeding systems and identification based on vegetative characteristics.

89:299 (L:111; L:112). Research.
NOTE: To graduate with a major in accounting, marketing, or management from the School of Business a student must complete 92:053, 92:054, 12:030, 12:031, 15:020, and 15:070 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 2.2 cumulative grade point average at UNI; and must earn an over-all 2.2 grade point average in 12:xxx, 13:xxx, and 15:xxx courses taken at UNI.

Business Core

ACCOUNTING MAJOR
Required: Business Core ........................................... 36 hours
Required: 12:129; 12:130 ........................................... 6 hours
Electives at least 12 hours from other accounting courses ........................................... 12 hours
Total ................................................................. 54 hours

Students who wish to qualify to sit for the CPA Examination in Iowa must include 12:134 in their accounting electives. In addition, students should substitute the following sequence in place of 15:100 in the Business Core: 15:101, 15:102, and 15:104.

MANAGEMENT MAJOR
Required: Business Core ........................................... 36 hours
Required: 15:160; 15:163; 15:165 ........................................... 9 hours
Electives: at least 9 hours from one of the emphases listed below ........................................... 9 hours
Total ................................................................. 54 hours


MARKETING MAJOR
Required: Business Core ........................................... 36 hours
Electives: at least 6 hours from one of the emphases listed below ........................................... 6 hours
Total ................................................................. 54 hours

CHEMISTRY — MARKETING MAJOR

This is an interdisciplinary major offered by the Department of Chemistry and the School of Business, 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 27 semester hours in chemistry and 27 hours of business for a total of 54 hours. See page 113 for complete details of the major program.

BUSINESS MINOR

Required: 12:030; 13:152; 15:153 ........................................... 9 hours
Electives: at least 9 hours from one of the following areas — accounting,
management, or marketing ........................................... 9 hours
18 hours

ORGANIZATIONAL MANAGEMENT (PLANNED CHANGE) MINOR

This minor deals with techniques by which organizations can adapt more effectively to changes in their external and internal environments. Business majors may not elect this minor.

15:184; 15:187 .................................................... 24 hours

ACCOUNTING

Introduction to basic language, principles, and procedures of accounting; emphasis on collection of data for external reporting. Prerequisite: sophomore standing.

Emphasis on accounting for the corporate form of business, managerial accounting for decision making, financial statement analysis, and accounting for manufacturing firms. Prerequisite: C- or better in 12:030.

Principles and procedures, particularly as applied in accounting for assets. Prerequisite: 12:031.

Emphasis on accounting for liabilities and owners equity, developing statements from incomplete records, statement of changes in financial position, financial analysis and price-level accounting. Prerequisite: 12:129.

12:131(g). Cost Accounting — 3 hrs.
Uses of accounting data, job order and process cost accounting; cost - volume - profit relationships, budgeting, standard cost systems. Prerequisite: 12:081.

Federal taxes as applied to individual and business; emphasis on individual return, including pay-as-you-go, social security, declaration, and payments.

12:134(g). Auditing — 3 hrs.
Principles, practices, and procedures used to determine accuracy and reliability of financial records. Prerequisite: 12:130.

12:135(g). Advanced Accounting — 4 hrs.
Accounting for partnerships, special sales procedures, consolidations, and governmental units. Prerequisite: 12:130.

12:136(g). Auditing Practice — 2 hrs.
Writing of formal audit reports; EDP audits; official auditing bulletins and case studies; discussion of current topics. Prerequisite or corequisite: 12:134.

12:140(g). Accounting Systems — 3 hrs.
Analysis of modern accounting systems with emphasis on system building; application of data processing methods to system development with special attention to the use of electrical and electronic devices. Prerequisite: 12:130.

12:141(g). Advanced Cost Accounting — 3 hrs.
Continuation of 12:131. Emphasis on cost techniques necessary for management decision making. Prerequisite: 12:131.
12:142(g). 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.

Designed to aid candidates in developing approaches to solutions of problems and answers to questions in the CPA examinations. Prerequisite: Qualified to sit for CPA examinations.

12:149(g). Problems in Computer Accounting — 4 hrs.
A project course in which the student analyzes business situations to determine accounting data needed, writes computer programs, and presents resulting data in the form of management reports. Prerequisites: 15:167; 12:131.

Basic accounting concepts and procedures; determination of periodic income; preparation and interpretation of financial statements. Open only to graduate students without previous credit in accounting. Prerequisite: consent of MBA adviser.

History and development of accounting principles; theoretical problems related to determination of income; presentation of financial condition. Prerequisites: 12:130 or equivalent; and consent of MBA adviser.

12:262. Managerial Accounting — 3 hrs.
Use of accounting data in managerial decision making process and in the analysis and control of business operation. Prerequisites: 12:030 and 12:031; or 12:230; or equivalent; and consent of MBA adviser.

MARKETING

13:140(g). Consumer Behavior — 3 hrs.
Study of recent findings of psychologists, sociologists, anthropologists, and marketers in relationship to consumer behavior. Prerequisite: 13:154.

13:141(g). Retailing — 3 hrs.
Behavioral trends of U.S.A. retailing. Survey of organization, buying, selling, and supporting activities of retail, service, and wholesale establishments. Prerequisite: 13:158.

13:142(g). Advertising — 3 hrs.
Functions of advertising display and visual merchandising, techniques and media of advertising, and sales promotion techniques. Prerequisite: 13:152 or consent of instructor.

13:143(g). Retail Merchandising — 3 hrs.
Prerequisite: 13:141.


A comprehensive study of problems encountered by marketing executives in modern business. Prerequisite: 6 hours of credit in marketing. Prerequisite: 13:151.

13:151(g). Marketing Research — 3 hrs.
Procedures used in defining a marketing problem and carrying out the research necessary for its proper solution. Prerequisite: 15:070 and 6 hours of credit in marketing.

Facets in the distribution of goods and services.

13:153(g). Sales Management — 3 hrs.
The management problems relating to recruiting, training, and control of sales personnel. Methods of assigning sales territories and determining quotas. Prerequisite: 13:152.

13:154(g). Marketing Communications — 3 hrs.
Integrated analysis of basic marketing communication techniques used to further marketing goals; elements of the marketing communications system; consumer decision process and influencing variables. Prerequisite: 13:152.

13:155(g). Industrial Marketing — 3 hrs.
Marketing problems of manufacturers of industrial goods. Prerequisite 13:152.

13:156(g). Agribusiness — 3 hrs.
Marketing problems in national and international food and fiber industries; agricultural product industries at various stages; retailing, wholesaling, processing, farming and farm supply; effect of technological, economic, social and political environments on the production and marketing of agricultural products. Prerequisite: 13:152.

13:157(g). International Marketing — 3 hrs.
Marketing practices and trends in businesses serving foreign markets. Prerequisite: 13:152.

13:158(g). Marketing Channels — 3 hrs.
Integral role of marketing channels as components of marketing strategy. Prerequisite: 13:152.
13:162(g). Advertising Communications — 3 hrs.
A problem approach to the writing of advertising copy (printed, audio, and visual), storyboards, layouts, and campaigns. Prerequisite: 13:154.

Physical distribution of consumer and industrial goods; regulatory environment of the transportation industry (air, rail, motor carrier, water, and mass transportation) explored through case discussions. Prerequisite: 13:154.

Evolutions of marketing concepts and future marketing influences; contributions of economic and behavioral sciences to marketing thought; implication of marketing theory to management practice. Prerequisites: 13:263 and consent of MBA adviser.

Cultural, economic, and political developments of major trading areas of the world; their roles as producers and consumers in world markets; problems of organizing, financing, and operating affiliates and subsidiaries doing business abroad; marketing problems of multinational business. Prerequisite: consent of MBA adviser.

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. Prerequisites: 13:152 or equivalent; and consent of MBA adviser.

MANAGEMENT

15:010. Introduction to Business — 3 hrs.
Role of business in United States and world. Examines social, legal, and economic variables affecting business operations; includes functions of accounting, finance, management, marketing, and production. No credit for student who has credit in or is concurrently taking 15:151, 15:153, or 13:152.

Quantitative aspects of business-problem solving and decision making. Covers linear systems, matrix algebra, linear programming. Recommended prerequisite: 2 years of high school algebra.

A functional approach to descriptive inductive uses of statistics as tools of business management. Prerequisite: C— or better in 15:020.

Introduction to the techniques and procedures of data processing. Analysis and study of data processing systems, including punch card equipment and electronic computers. Prerequisite: 12:030.

15:100. Introduction to Law and the Legal System — 3 hrs.
Basic principles underlying the American legal system.

Contracts and sales.

Partnerships, corporations, and commercial paper.

Intensive study of Business Law to prepare accounting students for the law part of the C.P.A. examination. Prerequisites: 15:101; 15:102; qualified to sit for C.P.A. examination.

15:105(g). Labor Law — 3 hrs.
Analysis of the interrelationships between the development of labor organizations and the techniques used to further their interests; the actions and decisions of the executive, legislative, and judicial branches of government, labor management, problems, and the economic and social consequences. Prerequisite: 15:100 or 15:101 and 15:102.

Collective bargaining; strategies and tactics; issues in collective bargaining; arbitration provisions of the Taft-Hartley Act; the arbitration proceeding. Case problems. Prerequisite: 15:105.

Basic principles and techniques of operations research; includes topics of forecasting, decision theory, inventory models, linear programming, simulation, network models, and Markov analysis. Prerequisites: 15:020; 15:070; 15:080.

15:151(g). Corporation Finance — 3 hrs.
Study of role of finance function within the corporate enterprise. Prerequisites: 12:030; 12:031.

15:152(g). Business Investments — 3 hrs.
A study of investment policy. Measuring investment return; factors of choice in investments; types of industrial and non-industrial investments. Prerequisite: 15:151.

Basic principles of management with emphasis on the behavioral approach to the scientific management of organization. Prerequisite: Junior standing.
Teaches improved financial-decision-making skills through cases and readings across a broad series of financial topics. Prerequisite: 15:151.

15:160(g). Organization Theory — 3 hrs.
Emphasis on the formal organization as an open socio-technical system; relations of the organization to larger environmental systems; methods and patterns in organizational analysis. Prerequisite: 15:153.

15:161(g). Production Management — 3 hrs.
Basic principles of management in the production phase of business; mechanization, the division of labor, specialization. Work flow and plant layout, machines and automation, methods of control. Prerequisites: 15:020; 15:070.

Fundamentals of risk and of insurance as they apply to financial management.

15:163(g). Management Decision Making — 3 hrs.
The nature of organizational decisions; problem identification and structuring; methods of decision making on the certainty-uncertainty continuum. Prerequisites: 15:160; 15:165.

15:165(g). Individual and the Organization — 3 hrs.
Concepts of the individual; the individual’s relationships with his peer group; individual and group relationship with the total organization. Prerequisites: 15:070; 15:165.

15:169(g). Business Internship — 2-8 hrs.
A full-time business internship extending for a minimum of eight weeks. The internship may be in (1) Accounting, (2) Management, or (3) Marketing. Prerequisite: departmental approval and 2.5 cumulative grade point average.

15:170(g). Special Problems — 1-3 hrs.
Credit determined at registration. Student will choose one of the following areas:
1. Accounting
2. Management
3. Marketing
4. Law
5. Finance
May be repeated with the concentration in different areas. Prerequisite: Consent of the head of the department.

Interpretation of relationships between the various business disciplines and utilization in administrative decision making. For senior business majors.

15:181(g). Management Information System — 3 hrs.
Information systems analysis and design for communication techniques in the organization; analysis and design for management decision making and control. Prerequisites: 15:080; 15:163.

15:182(g). Capital Budgeting — 3 hrs.
Economic analysis and financing of business capital project alternatives; measuring return on investment, evaluating risk, cost of capital, planning capital structure, appraising alternative investment opportunities when capital is rationed, leasing vs. ownership, and tax consideration. Prerequisites: 15:161; 15:163.

15:184(g). Technology, Environment and Organization — 3 hrs.
A systems analysis of the technology employed by an organization, the socio-economic environment faced by the organization, and how these two variables influence organizational structure, behavior, and performance. Prerequisite: 15:163.

15:185(g). Planning and Policy Making — 3 hrs.
Techniques of long and short-range planning, policy making, and control. Prerequisites: 15:160; 15:165. May be taken simultaneously with 15:163.

Investigates the judicial process, organization of the legal system, and the conceptual development of this system with substantive emphasis in the area of antitrust, trade regulation, and labor-management. Prerequisite: consent of MBA adviser.

Multiple linear regression and correlation of business and economic data. Analysis of variance, residuals; use of dummy variables; stepwise regression and statistical model building. Applications. Prerequisites: 15:070; consent of MBA adviser.

Advanced topics in decision making, planning, cybernetics, and applied systems. Prerequisite: consent of MBA adviser.
Analysis of current administrative philosophy and practices, their historical foundations; integration of an organization from the administrator's viewpoint. Prerequisite: 15:153 or equivalent; and consent of MBA adviser.

Concepts of financial management for the student having the basic background; emphasis on theoretical approach to complex problems (capital acquisition, analysis of capital projects, and financial analysis). Prerequisite: consent of MBA adviser.

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 adviser.

15:266. Quantitative Decision Making — 3 hrs.
Role of sampling and statistical control procedures in managerial decision making under conditions of risk and uncertainty. Fundamental probability distributions and their use in classical and Bayesian inference. Prerequisites: 15:020; 15:070; or equivalent; and consent of MBA adviser.

Introduction to analysis, design, and management of systems. Prerequisites: 15:070; 15:167; or equivalent; and consent of MBA adviser.

Directed readings and reports. May be repeated for a maximum of 4 hours. Prerequisite: consent of MBA adviser.

Should be taken in student's last semester of graduate study. Prerequisite: consent of MBA adviser.

Prerequisite: consent of MBA adviser.

15:299. Research
Prerequisite: consent of MBA adviser.
BUSINESS EDUCATION MAJOR — TEACHING

Required: one of the emphases listed below —

Emphases: A student must complete one of the following emphases in addition to the core requirements. The student may elect to take credit in any course by examination. It is recommended that at least two methods courses be completed prior to student teaching.

A. General Business —
Electives: a minimum of 10 hours taken from the following: 14:012; 14:047; 14:050; 14:053; 14:055; 14:070; 14:158; 15:080; 17:114; 17:170; 17:190; 18:117.

B. Accounting —
Required: 12:031; 12:129; 12:130; 14:012; 14:051; 17:190 (Accounting/Data Processing, Basic Business/Consumer Economics, and one methods in skill area); 92:054; and 6 semester hours from other courses in accounting.
Electives: a total of 8 hours from business law, marketing, management, finance, statistics. Students who wish to sit for the C.P.A. examination in Iowa must include 12:131, 12:132, and 12:134, and must have credit in four of the following six areas: economics, management, finance, law, marketing, statistics.

C. Secretarial —
Required: 14:012; 14:051; 14:060; 14:070; 14:152; 14:158; 17:190 (typewriting, shorthand, and one non-skill).

D. Distributive Education (provides certification as vocational teacher-coordinator) —
Also required:
1. 3,000 hours of work experience in distributive occupations approved by a distributive teacher educator for quality, recency, and diversity. 1,000 hours may be earned for each semester of 17:111 (Coordinated Occupational Experience, 2 hrs. credit) to a maximum of 2,000 hours and a maximum of 4 hours of credit in 17:111.
2. Student teaching in distributive education or an approved substitute.
3. Student must pass departmental typing equivalency examination or pass 14:047 (Typewriting I, 2 hrs. credit).
Distributive Education majors should plan to participate in co-curricular activities to expand their knowledge of the goals, objectives, and responsibilities of advising the vocational education student organization of Distributive Education, DECA (Distributive Education Clubs of America). This includes attending and participating in State DECA Conferences and activities of the UNI Collegiate DECA Chapter.

E. Office Education (provides certification as teacher-coordinator) —


Students released from any business education requirement should elect courses from the following: 12:081; 14:053; 14:055; 14:154; 17:111; 18:117.

Also required:

1. 3,000 hours of work experience in office occupations approved by an office education teacher educator for quality, recency, and diversity. 1,000 may be earned for each semester of 17:111 (Coordinated Occupational Experience, 2 hrs. credit) to a maximum of 2,000 hours and a maximum of 4 hours credit in 17:111.

2. Student teaching in office education or an approved substitute.

Office Education majors should plan to participate in co-curricular activities to expand their knowledge of the goals, objectives, and responsibilities of advising the vocational education student organization of Office Education, OEA (Office Education Association). This includes attending and participating in State OEA Conferences and activities of the UNI Collegiate OEA Chapter.

OFFICE ADMINISTRATION MAJOR


Electives: 30 hours from the areas listed below and approved
by the student's adviser ................................................... 30 hours

Areas:

5. Secretarial: 14:047; 14:051; 14:053 or 14:055; 14:060; 14:158; 14:012; 14:070; 14:152.

BUSINESS EDUCATION MINOR — Teaching

Required: 12:030; 12:031; 14:051; 15:010; 17:080; 17:190 (typewriting);
17:190 (basic business/consumer economics or accounting/data
processing); 18:113; 18:119 ................................................... 24 hours

A student desiring a minor in Business Education must have the minor program approved by the Business Education adviser.

A minimum of 24 hours is required for the minor; however, additional hours may be necessary as at least two courses in a subject-matter area are ordinarily required for certification.
SECRETARIAL

Electronic calculator operation with opportunity to develop skill through touch. Review of business mathematics and business applications. Class, 2 periods; labs., 2 periods, arranged.

14:047. Typewriting I — 2 hrs.
Beginning courses for students with little or no previous typewriting instruction. Class, 2 periods; lab., 3 periods arranged.

14:050. Typewriting II — 2 hrs.
Techniques, speed, and control; office-type problems. Class, 2 periods; lab., 3 periods arranged. Prerequisite: 14:050 or equivalent.

14:051. Typewriting III — 3 hrs.
Development of typing skills in specialized fields such as legal, medical, technical, government, and military; special work on executive-type problems. Required for approval to teach typewriting. Class, 2 periods; lab., 3 periods arranged. Prerequisite: 14:050 or one year of high school typewriting or equivalent.

14:053. Beginning Shorthand — Gregg — 4 hrs.
For students with no previous training in Gregg Shorthand. Required for students in teacher preparation program. Corequisite: 14:050 or equivalent. Daily.

Complete course in a combination alphabet-symbol shorthand. Recommended for those desiring a vocational skill in shorthand. Prerequisite: ability to type. Daily.

Development of word processing skills and techniques including machine dictation and transcription and the use of automated word processing equipment. Prerequisite: 14:050 or equivalent.

Preparation of administrators and business teachers; includes selection of media and operation and supervision of duplicating equipment. Prerequisite: 14:050 or equivalent.

14:152(g). Executive Secretarial Procedures — 3 hrs.
Secretarial duties, responsibilities, and procedures. Finishing course for those planning careers in teaching or in secretarial work. Includes practical application of secretarial skills and knowledges. Prerequisite: 14:051 or equivalent.

14:154(g). Touch Shorthand — 3 hrs.
Introductory course in machine shorthand. Prerequisite: ability to type.

14:158(g). Advanced Shorthand/Transcription — 5 hrs.
Develops competency in taking dictation, but places a major emphasis on the development of transcription techniques and procedures. Prerequisite: either 14:053 or 14:055; and 14:050 or equivalent.

BUSINESS EDUCATION

17:040. Salesmanship — 3 hrs.
Fundamentals of selling with emphasis on the development of effective sales techniques.

Overview of business education; exploration of departmental teaching opportunities. Principles, practices, and contemporary issues in business education.

17:111(g). Coordinated Occupational Experience — 2 hrs.
Job analysis and job training techniques, principles of supervision and human relations principles applied to the student's own job. May be repeated, once in fall and once in spring, for a maximum of 4 hours. Corequisite: Employment in an approved occupation.

17:112(g). Coordination Techniques — 2 hrs.
Responsibilities of cooperative vocational education teacher-coordinator in coordination theory and practice; role of coordination, on-the-job learning experiences, selection of training stations, developing training plans, placement of students on the job, and public relations activities.

17:113(g). Administration of Vocational Education Programs — 3 hrs.
Objectives, operation, and coordination and vocational programs; emphasis on office and distributive occupations.

17:114(g). Foundations of Vocational Education Programs — 2 hrs.
Development of vocational education within the framework of career education and the roles of teachers, administrators, and guidance personnel in these programs. Explores principles, practices, organizational patterns and contemporary issues.

17:118(g). Continuing Business Education Programs — 2 hrs.
Business teacher's role in continuing business occupations programs. Methods and materials appropriate for adult learners.
17:119(g). Curriculum and Instruction in Business Occupation Programs — 3 hrs.
Curriculum and instruction for distributive and office education programs.

17:140(g). Post-Secondary Business Education Programs — 2 hrs.
Planning, organization, and administration of post-secondary business education programs in community college or area vocational school settings. Teaching techniques and resources appropriate for such programs.

17:170(g). Problems in Business Education — 1-3 hrs.
Credit determined at registration. Offered in areas indicated in the Schedule of Classes. May be repeated for a total of 6 hours. Designed for 9 weeks or one semester individualized study program. Prerequisite: consent of instructor.

Students must earn credit in more than one area. Recommended for junior year.

History, present status, philosophy, trends, and factors of curriculum development in business education for junior high school, senior high school, and post-high school curriculums including vocational and non-vocational programs.

Develops skills in the measurement and evaluation of business education subject areas. Includes procedures related to assessment, test construction, testing procedures, and data analysis.

May be offered in different areas as indicated in the Schedule of Classes. Prerequisite: Teaching experience in area selected or consent of instructor.

May be repeated for a maximum of 6 hours.

Directed readings and reports. May be repeated for a maximum of 4 hours. Prerequisite: consent of department head.

17:290. Improvement of Basic Business Instruction — 2-3 hrs.
17:291. Improvement of Bookkeeping Instruction — 2-3 hrs.
17:292. Improvement of Typewriting Instruction — 2-3 hrs.

17:293. Improvement of Shorthand Instruction — 2-3 hrs.
Improvement of coordination techniques and new materials in office education programs.

Program administration, curriculum development, and learning strategies.

Prerequisite: consent of department head.

17:299. Research — 1-3 hrs.
Prerequisite: consent of department head.

OFFICE ADMINISTRATION

18:070. Introduction to Data Processing — 2 hrs.
Concepts and procedures of data processing. Laboratory experiences include use of card punch machine and computer terminal facilities.

18:113(g). Business Communications — 3 hrs.
Communication theory as basis for understanding of the principles of oral and written communication. Emphasis on administration of the communications function.

18:117(g). Office Administration — 3 hrs.
Fundamentals of office organization and administration, office equipment, supplies, layout, cost control, personnel problems, job analysis, and job specifications.

18:119(g). Administration of Human Resources — 3 hrs.
Fundamentals of supervision and human relations techniques with emphasis on development of administrative techniques of human resources.

18:169(g). Office Administration Internship — 2-8 hrs.
Prerequisite: Departmental approval.

Emphasis on effective communication through writing and analyzing business reports. Includes data collection, instruments, analysis, formats, and styles.

Prerequisite: Departmental approval.
Note: It is strongly recommended that students considering a chemistry major consult the department head about the possibility of advanced placement or take 86:044 during the first semester of the freshman year.

CHEMISTRY MAJOR — TEACHING

Required:
Chemistry — 86:044; 86:048; 86:120; 86:121; 86:123;
86:132; 86:140 or 86:142 ........................................ 23 hours
Physics — 86:054 and 86:056; or 86:130 and 86:131 ................................ 8 hours
Methods — 82:190; 86:193 ........................................ 4 hours
Electives: chemistry beyond 86:048 ........................................ 4 hours

39 hours

Note: Student is advised to complete a minor in another science or in mathematics. The mathematics prerequisites for one or more of the above courses are 80:045, 80:046, and 80:060. The required mathematics and physics courses should be completed by the end of the sophomore year.

CHEMISTRY MAJOR — A

Required:
Chemistry — 86:044; 86:048; 86:120; 86:121; 86:123; 86:132;
86:134 or 86:135; 86:140; 86:141; 86:143 ........................................ 32 hours
Physics — 88:054 and 88:056; or 88:130 and 88:131 ................................ 8 hours
Electives: chemistry or other sciences ........................................ 6 hours

46 hours

Note: The mathematics prerequisites for one or more of the above courses are 80:045, 80:046, 80:060, and 80:061. A reading knowledge of a foreign language, especially German, is strongly recommended, particularly for those planning advanced study in chemistry.

CHEMISTRY MAJOR — B

Required:
Chemistry — 86:044; 86:048; 86:120; 86:121; 86:123; 86:125;
86:132; 86:135; 86:140; 86:141; 86:143; 86:145 ........................................ 37 hours
Physics — 88:054 and 88:056; or 88:130 and 88:131 ................................ 8 hours
*Additional advanced study, including at least one (1) hour
of independent study or laboratory research in chemistry ........................ 8 hours

53 hours

(*To be selected with the approval of the adviser and consistent with the guidelines for undergraduate programs in chemistry of the American Chemical Society.)

Note: The mathematics prerequisites for one or more of the above courses are 80:060 and 80:061. A reading knowledge of a foreign language, especially German, is strongly recommended, particularly for those planning advanced study in chemistry. Knowledge of computer programming is also desirable.

This major will meet the requirements specified by the American Chemical Society for an approved undergraduate major.
CHEMISTRY — MARKETING MAJOR

This is an interdisciplinary major offered by the Department of Chemistry and the School of Business, and is under the jurisdiction of the Department of Chemistry. The Department of Chemistry is responsible for advising students enrolled in the major.

Required chemistry: 86:044; 86:048; 86:120; 86:121; 86:123; 86:132; 86:142; 86:134 or 86:150 ................................... 27 hours


Note: The mathematics prerequisite for one or more of the above courses is 80:046.

CHEMISTRY MINOR — Teaching

Required: 86:044; 86:046 or 86:048; 86:193 ................................... 10 hours
Electives in chemistry beyond 86:046 or 86:048 ................................... 10 hours

CHEMISTRY MINOR

Required: 86:044; 86:046 or 86:048 ................................... 8 hours
Electives in chemistry beyond 86:046 or 86:048 ................................... 12 hours

86:030. Contemporary Chemical Problems — 3-4 hrs.
Basic concepts of chemistry and their applications to living systems and the problems of an industrial society. The work of the chemist and the interactions of chemistry with other activities of man. Discussion, 3 periods; lab., 2 periods; lecture may be taken without the laboratory. No credit for student with credit in any college chemistry course. Recommended for General Education.

86:031. Socio-Economic Chemistry — 1 hr.
Chemical problems of current interest and concern affecting the individual and society (e.g., energy, pollution, food supply, drugs, etc.). Discussion, 1 period. Credit does not count on chemistry major or minor.

86:041. Introductory Physiological Chemistry — 3 hrs.
Inorganic, organic, and physiological chemistry for nurses in training. Discussion, 2 periods; lab., 2 periods.

86:044. 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 who have had one unit of high school chemistry or equivalent may, if they show sufficient proficiency by examination, enter 86:046 or 86:048. Discussion, 3 periods; lab., 3 periods.

86:046. General Chemistry II B — 4 hrs.
Continuation of 86:044 with emphasis on chemistry of non-metals and metals, chemical equilibrium, organic and physiological components. For science majors and others who do not take organic chemistry. Prerequisite: 86:044 or equivalent preparation. Discussion, 2 periods; lab., 6 periods. No credit for student with credit in 86:048.

86:048. General Chemistry II A — 4 hrs.
Continuation of 86:044 with emphasis on chemistry of non-metals, metals, chemical and ionic equilibrium, and separation and identification of ions. Discussion, 2 periods; lab., 6 periods. Prerequisite: 86:044 or equivalent. For pre-professional students and science majors with a special interest in chemistry. Others may enroll. No credit for a student with credit in 86:046.

Theoretical and practical consideration of chemical principles important in biological systems. Stresses instrumentation techniques for biologists and medically related fields. No credit for students with credit in 86:128 (or 86:126). Discussion, 2 periods; lab., 6 periods. Prerequisite: 86:048.

86:061. Applied General Chemistry — 3 hrs.
Principles of chemistry as applied to the home and industry. For home economics students and non-science majors. Discussion, 2 periods; lab., 2 periods. No credit for student with credit in 86:044.
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For home economics students and non-science majors. Prerequisite: 86:061 or equivalent. Discussion, 3 periods; lab., 4 periods. No credit for a student with credit in 86:120 (or 86:124).

86:120(g). Organic Chemistry I — 3 hrs.
Fundamentals of organic chemistry. For majors in the sciences and those preparing for medically related careers. Prerequisite: 86:046 or 86:048. Discussion, 3 periods; lab., 4 periods. No credit for a student with credit in 86:120 (or 86:124).

86:121(g). Organic Chemistry Laboratory I — 2 hrs.
Purification and identification techniques as well as some representative organic reactions. Prerequisite or corequisite: 86:120. Lab., 6 periods.

86:123(g). Organic Chemistry II — 3 hrs.
Continuation of 86:120. Prerequisite: 86:120. Discussion, 3 periods.

86:125(g). Organic Chemistry Laboratory II — 2 hrs.
Continuation of 86:121. Preparation and functional group analysis. Prerequisites: 86:120, 86:121. Prerequisite or corequisite: 86:123.

Advanced techniques in the preparation of organic compounds. Prerequisite: 86:125, or permission of instructor. Lab., 3 or 6 periods.

86:132(g). Quantitative Analysis — 4 hrs.
Theory, techniques, and calculations of volumetric and gravimetric analysis. Statistical treatment of data. Classical analytical procedures supplemented by instrumental techniques. Prerequisite: 86:046 or 86:048. Discussion, 2 periods; lab., 6 periods.

86:134(g). Instrumental Analysis I — 4 hrs.
Instrumental methods of analysis. Theory of instrumentation and practical experience in such areas as potentiometric titration, polarography, electroanalysis, spectrophotometry, and gas chromatography. Prerequisite: 86:132. Discussion, 2 periods; lab., 6 periods.

86:135(g). Instrumental Analysis II — 4 hrs.
The application of physical chemical principles to theory and practice of instrumental methods of analysis such as spectrophotometric, electroanalytical, and chromatographic techniques. Prerequisite: 86:132 and 86:140. Prerequisite or corequisite: 86:141. Discussion, 2 periods; lab., 6 periods.

86:140(g). Physical Chemistry I — 3 hrs.
Application of the laws of physics to chemical phenomena. Prerequisite: 80:060, 88:056, or permission of the instructor. Discussion, 3 periods.

86:141(g). Physical Chemistry II — 3 hrs.
Continuation of Physical Chemistry I which is prerequisite. 86:061 is recommended as a prerequisite, but may be taken concurrently. Discussion, 3 periods.

86:142(g). Principles of Physical Chemistry — 3 hrs.
Physical aspects of chemistry for the needs of the high school chemistry teacher, and for students in the biological sciences. Prerequisite: 86:046 or 86:048; 80:046. Recommended: 88:054. Discussion, 3 periods.

86:143(g). Physical Chemistry Laboratory — 1-3 hrs.
Techniques of physical measurements related to chemistry. Prerequisites: 86:132 and 86:140; 86:141 may be taken concurrently. Meets 3 to 9 hours per week. Chemistry A and B majors should take at least two hours credit. Those with credit in 86:142 may take one hour credit.

86:144(g). Inorganic Chemistry I — 3 hrs.
The structure of elements and their consequent physical and chemical properties and their relations to the periodic chart. Prerequisite: 86:120. Discussion, 3 periods.

86:145(g). Inorganic Chemistry Laboratory — 1-3 hrs.
Application of physical chemical principles to the study of inorganic systems. Prerequisite: 86:120; 86:140. Prerequisite or corequisite: 86:141. Discussion, 3 periods.

86:147(g). Inorganic Chemistry Laboratory — 1-3 hrs.
Preparation, analysis, and study of the properties of inorganic compounds. Prerequisite: 86:134 or 86:135. Prerequisite or corequisite: 86:141; 86:144 or 86:145.

86:150(g). Biochemistry I — 4 hrs.
Chemistry of life processes with emphasis on metabolism. Prerequisite: 86:123. Discussion, 2 periods; lab., 6 periods.

86:151(g). Biochemistry II — 4 hrs.
Chemistry of life processes based on physical chemical principles. Prerequisites: 86:125; 86:140. Prerequisite or corequisite: 86:134 or 86:135; 86:141. Discussion, 2 periods; lab., 6 periods.

86:160(g). Radioisotope Techniques — 4 hrs.
Introduction to the use of radioisotopes. Sources, properties, and safe handling of radioactive material, with accompanying laboratory work in simple instrumentation and applications of radioactive tracers. Prerequisite: 86:132. Discussion, 2 periods; lab., 6 periods.
86:180. Undergraduate Research in Chemistry — 1-3 hrs.
Credit determined at registration. May be repeated only once for credit. Prerequisite: 86:140 and approval of department head. Prerequisite or corequisite: 86:141.

Philosophy, methods, and materials of secondary school chemistry curricula, including CHEM Study, IPS (Introductory Physical Science), PACE Chemistry, and other innovations in the teaching of chemistry. Discussion, 2 periods; lab., 2 periods.


Lecture courses on various aspects of coordination compounds. Prerequisite: 86:141; 86:144 or 86:145.

Lecture course on wave mechanics as applied to atomic and molecular structure, with emphasis on experimental spectroscopy. Prerequisites: 80:061; 88:064; 88:066; 86:141.

86:240. Special Problems in Chemistry — 1-6 hrs.
Credit determined at registration. Problems selected according to needs of students. Prerequisite: departmental approval.

A theoretical and practical consideration of the problems of separation and measurements in analytical chemistry. Discussion, 3 periods; lab., 3 periods; lecture may be taken without the laboratory. Prerequisites: 86:132; 86:140; and approval of department head.

86:292. Research Methods and Chemical Literature — 3 hrs.
Concepts and procedures for developing a chemical research problem; use and importance of the chemical literature.
Curriculum and Instruction


EARLY CHILDHOOD EDUCATION MAJOR

This major leads to certification for teaching in nursery school and kindergarten only. The student will complete the General Education requirements, the Common Professional Sequence, the specified major requirements, a Professional Semester, plus electives to complete a minimum of 130 hours. The prescribed program is as follows:


Professional Semester: 21:105; 21:192; 23:110 ........................................ 17 hours

To be taken simultaneously during the semester immediately preceding the Student Teaching. A 2.15 grade index in all course work attempted at the University of Northern Iowa and, also, a 2.15 g.p.a. on all course work attempted at this university and elsewhere, or the approval of the head of the Department of Curriculum and Instruction, is required to take the Professional Semester.

Within the student's total program (including General Education) at least one course in each of these fields should be included: art, mathematics, music, science, sociology or anthropology, speech or speech pathology. A student must take a course in American history or American government for certification.

The student should include, also, a concentration of at least 15 semester hours in one of the following areas: art and industrial arts, English and speech, health and physical education, mathematics, a modern foreign language, music, science, or social science.

A student who wishes to be certified for elementary grades above the kindergarten should include the following work in addition to the required work listed above:

- a course in geography, one in English, an elective in reading, and

ELEMENTARY EDUCATION MAJOR

The student will complete the General Education requirements, the Common Professional Sequence, a Professional Semester, the major requirements, the Emphasis requirements, as indicated, and electives to complete a minimum of 130 hours. The prescribed program is as follows:

- 2- or 3-hour elective in reading ........................................ 15-16 hours

Professional Semester: 21:101; 23:110; 80:134 ................................. 17 hours

To be taken simultaneously during the semester immediately preceding Student Teaching by all elementary education majors except those with an emphasis in Reading. A 2.15 grade index on all work attempted at the University of Northern Iowa and, also, a 2.15 g.p.a. on all course work attempted at this university and elsewhere, or the approval of the head of the Department of Curriculum and Instruction, is required to take the professional semester.
The total program (including General Education) should be planned by the student to include some course work in each of these fields: art, English, geography, mathematics, music, science, and speech or speech pathology. A student must take a course in American history or American government for certification.

Students will include a concentration of at least 15 semester hours in one of the following areas: art and industrial arts, English and speech, health and physical education, mathematics, a modern foreign language, music, science, or social science.

**EMPHASES:**

The student will choose one of five emphases, indicating the desired area of teaching, and take work appropriate to this emphasis.

1. **UPPER GRADES:** The student will enroll in sections of courses marked (z) in the schedule of classes when available, and do student teaching at the upper grade level. There are no specific emphasis requirements.

2. **LOWER GRADES:** The student will enroll in sections of courses marked (y) in the schedule of classes when available, and do student teaching at the lower grade level. There are no specific emphasis requirements.

3. **SPECIAL EDUCATION:** The student may enroll in either (y) or (z) sections of courses so marked in the Schedule of Classes and will fulfill the regular student teaching requirements at either the lower or upper elementary level. This emphasis is under the jurisdiction and supervision of the Department of Special Education (see page 227). Requirements are as follows:

   Required: 22:192-Emotionally Disturbed or Mentally Retarded
             (chosen from one area: Pre-academic, Primary, or Intermediate) .... 2 hours
   Required: 28:135* ........................................ 23 hours

   *28:135 must be in a different category (i.e., Mental Retardation or Emotional Disabilities) than the 22:192 experience.

4. **REMEDIAL READING:** This emphasis satisfies the state requirement for certificate approval as a reading teacher. This emphasis and requirements for the elementary education major can be completed concurrently.

   Required: 23:140; 23:147; 23:192; 23:193; 50:130; 63:130 or another course in linguistics; reading elective ...............19-22 hours

5. **READING AND LANGUAGE ARTS:** A basic core of methods courses in reading and language arts is required as well as supporting areas. This emphasis and requirements for the elementary education major can be completed concurrently.

   Required: 23:111; 23:112; 23:113; 23:140; 23:193; 50:130; 63:130 ...............22 hours
MIDDLE SCHOOL/JUNIOR HIGH SCHOOL EDUCATION MAJOR

This major is designed to prepare students to teach in the middle school or the junior high school (grades 4 through 9) with an approval on an elementary certificate to teach in the selected subject field(s) through grade nine (9). The student will complete the General Education requirements, the common professional sequence, the major requirements, a Professional Semester, a subject field area of 14 to 30 hours, and electives to complete a minimum of 130 hours. The student must include a course in American history or American government for certification.

In order to be approved to teach at the 9th-grade level, specific requirements must be completed from a selected list of courses available in the Department of Curriculum and Instruction.

Students are encouraged to plan their programs carefully and to complete requirements in two subject field areas if possible.


Professional Semester: 21:170; 23:110; 80:184

A 2.15 grade index in all course work attempted at the University of Northern Iowa and, also, a 2.15 g.p.a. on all course work attempted at this university and elsewhere, or the approval of the head of the Department of Curriculum and Instruction, is required to take the Professional Semester.

SUBJECT FIELD: At least one area chosen from the following (see below for requirements for each program — also see departmental statements):

- Foreign Languages (French, German, Spanish)
- Home Economics
- Industrial Arts
- Language Arts
- Mathematics
- Science
- Social Science
- Coaching Endorsement

GENERAL, ELECTIVES, OR ADDITIONAL SUBJECT FIELD —

The student may complete a secondary minor in an area other than the chosen subject field, and may also utilize electives to strengthen his or her academic preparation in one field or strengthen the preparation in general education, or psychology.

SUBJECT FIELD Requirements

**Foreign Language** —

French: 72:001; 72:051 and 72:061; 72:070; 72:101; *72:103 or 72:124 or 72:125; plus a 2-hour course in methods or pre-practicum

(*If 72:103 is elected, the student is strongly advised to take one of the two courses in French Civilization.)

74:071 or 74:103 or 74:180; 74:190

Spanish: 78:051 and 78:061; 78:101; 78:103; 78:123 or 78:142;
plus a 2-hour course in methods or pre-practicum

**Home Economics** —

Required: 31:010; 31:015; 31:035; 31:037; 31:051; 31:060;
31:065; 31:070; 31:152; 31:190

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## Industrial Arts
Required: 33:005; 33:011; 33:020; 33:022; 33:032; 33:036; 33:190 ............ 25 hours
Required: two of the following: 33:016; 33:018; 33:183 .................. 4 hours

## Language Arts

## Mathematics
Required: 80:030; 80:131; 80:134; 80:191; 80:111; 80:112; 80:070 or 80:080; 80:153 or 80:072; 80:113 or 80:144 ........... 25 hours

## Science
Required: 82:130; 82:194; 21:141 .................. 8 hours
Required: 86:030 or 86:044 or 86:045 ............... 4 hours
Required: 88:010 or 88:054 or 88:056 ............ 3-4 hours
Required: one course in the Life series (recommend 84:021, 84:022, or 84:023) .................... 3 hours
Required: 87:010 or 87:021 or 87:031 or 87:035 .......... 3-4 hours
Electives: to complete a minimum of 8 hours in chemistry, biology, physics, or earth science .................... 4-5 hours

## Social Science
Required: 90:190; 92:053; 94:014; 96:014 or 96:015; 97:025 or 97:010; 98:058 .................... 18 hours
Electives: courses in no less than three of the above fields .................... 12 hours

## Coaching Endorsement
The coaching endorsement is for K-12. However, it does not qualify the student for certification to teach physical education at any level.
*Selection of 42:104 requires addition of 42:016 (Football) .................. 0-1 hours

## Educational Media Minor
Required: 24:031 or 24:131 .................... 3 hours
24:137 .................... 2 hours
Electives: 11 hours in Educational Media courses .................... 11 hours

16 hours
GENERAL, ELEMENTARY, AND EARLY
CHILDHOOD EDUCATION

Literature materials for the elementary grades; emphasis on goals, scope, and methods. To develop
ability to evaluate library materials.

21:101. Elementary Methods and Materials
— 10 hrs.
This fused course deals with the methods and ma-
terials used in the elementary school in relation to
the development of the child. It embodies the con-
tent of such courses as the teaching of elementary
social studies, science, art, and music. Prerequisites: 20:018; 20:040; 25:060.

21:105. Learning Experiences of Young
Children — 10 hrs.
Experiences, methods, and materials for teaching
young children. Prerequisites: 20:018; 20:040;
25:060.

21:141(g). Correlated Activities and Materials in
Elementary School Science and
Mathematics — 3 hrs.
Activity based on pedagogical investigation of
manipulative materials and activities used in ele-
mentary science and mathematics followed by criti-
cal analysis using task analysis and research inves-
tigations. Prerequisite: 80:134 and 21:101 or
equivalents.

Investigation and implementation of commercial
and teacher-constructed materials and appropriate
instructional strategies for contemporary ele-
mentary school science programs.

21:143. Social Studies in the Elementary School
— 2 hrs.
Methods and materials for teaching the knowledge,
attitudes, and skills in social studies.

21:144(g). Literature for Elementary Children
— 3 hrs.
An advanced course in children’s literature. Pre-
requisite: 21:044 or equivalent beginning course in
children’s literature.

21:145(g). Storytelling — 2 hrs.
Art and techniques of storytelling to enrich the ele-
mentary classroom learning experiences. 21:044;
21:144 or 35:192 should accompany or precede this
course.

21:149(g). Parent and Community
Relationships — 2 hrs.
Procedures for developing home-community-school
relationships to promote the education of each child
in reaching his or her maximum potential. Emphasis
on preschool-kindergarten level.

Current trends in curriculum for preschool children.
No credit for student with credit in 21:105.

Recent trends in the curriculum for children in
grades K-6. No credit allowed for a student who has
received credit in 21:101.

21:154. Nursery School and Kindergarten
— 2 hrs.
Background for establishing and administering a
preschool facility; investigates equipment, supplies,
staffing, financing, policy statements, and curricu-
ulum planning for day care, nursery school, and kin-
dergarten.

21:155(g). Utilizing Support Services for
Young Children — 2 hrs.
Survey of resource agencies and organizations
available to children and families. Development of
skills in assessing needs, acquiring funding, making
referrals and recommendations, and reporting pro-
gress. Prerequisite: 21:154 or equivalent.

21:170. Methods and Materials for the Middle
School/Junior High School — 10 hrs.
Teaching strategies, materials, and school organiza-
tion for grades 4 through 9 in both the traditional
junior high and middle school settings; methods of
teaching both the preadolescent and the adolescent.
Prerequisite: 20:018; 20:040; 20:060.

21:171(g). Recent Developments in Middle
School/Junior High School — 3 hrs.
Characteristics of middle school pupils with em-
phasis on the ways social needs, interests, physical
and psychological characteristics relate to develop-
ing organization, curriculum, and instructional
strategies in middle schools/junior high schools. No
credit for student with credit in 21:170.

21:192(g). Experience — 2-4 hrs.
Offered in various specialized fields as listed in the
Schedule of Classes, but may be taken only twice for
credit in the same area.

21:201. Issues and Trends in Elementary
Curriculum — 3 hrs.
Current ideas influencing the planning and imple-
mentation of curriculum in elementary schools. Pre-
requisite: 21:101 or department approval.

21:212. 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: 21:101 or 21:142 or departmental ap-
proval.
Various research investigations for examining the content and processes of contemporary curricula. Prerequisite: 21:101 or 21:143 or department approval.

Review of implications of research to gain techniques for improving instruction and programs for young children. Prerequisites: 21:105 or equivalent.

21:215. 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. Prerequisite: 21:106 or 21:161 or equivalent.

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. Prerequisite: 21:106 or 21:161 or equivalent.

Preparation for conducting and interpreting ongoing curriculum evaluations and meet evaluation guidelines for funding purposes. Emphasis on evaluation for effective decision making and curriculum problem solving at local level. Prerequisite: 21:221 or equivalent.

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: 21:101 or 21:142 or department approval.

Aids teacher in exploring historical and current practices in social studies to create new approaches by using available resources and ideas. Prerequisite: 21:101 or 21:143 or departmental approval.

Educational needs of the gifted and talented child. Emphasis on characteristics, identification, underachievement, counseling, and motivation. Attention to curriculum and organization adaptations. Prerequisites: 25:294; 20:214 or 26:294; plus two years teaching experience and consent of department head.

21:221. Readings in Education — 1-3 hrs.
Special topics listed in Schedule of Classes.


READING
23:110(g). Reading and Language Arts — 5 hrs.
Introductory course in the teaching of reading and other communication skills. Survey of recent literature and research in the field.

Development of children's oral and written language as communication tools with implications for the school curriculum; emphasis on interactions among language, thinking, and social development. Includes direct experience with children. Prerequisite: 23:110.

Recent methodological developments, new materials, and innovations in organization of the elementary reading curriculum. Prerequisite: 23:110.

23:113(g). Teaching Expressive Language Arts — 3 hrs.
Creative aspects of oral and written language in the elementary school; explores methods of fostering creative oral and written expression. Includes survey of recent literature and research in the field. Experience with individual children and small groups.

23:114(g). Materials and Techniques for Reading — 2 hrs.
Analysis and evaluation of reading materials, including technological innovation. Adaptation and creative utilization of materials to meet specific needs of children. Prerequisite: 23:110 or 23:190.
23:130(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.

21:132(g). Reading in Content Areas — 2 hrs.
Evaluation of reading demands in school subjects. Suggestions for content area teachers and developmental reading teachers at secondary and upper elementary levels.

23:140(g). Diagnostic Teaching of Reading and Language Arts — 3 hrs.
Instructional needs of individual children within the classroom. Includes group and individual evaluation; selecting materials, methods and activities for special problems; recognizing and referring students with specific learning disabilities. Prerequisite: 23:110 or 23:130.

23:147(g). Remedial Reading — 3 hrs.
Introductory course in remedial reading in public schools; theory, methods, and materials currently used. Prerequisite: a methods course in reading. Corequisite: 23:192.

23:192(g). Experience in Reading: Tutoring — 2-4 hrs.
Supervised tutoring in the University Reading Center or in a public school Reading Center. Prerequisite: instructor’s approval.

23:193(g). Experience in Reading: Field — 3-4 hrs.
One half day teaching in a school reading program. Prerequisite: 23:147 or instructor’s approval.

23:210. Recent Research in Reading — 3 hrs.
Research in reading with its implications for the classroom teacher and supervisor. Prerequisite: one course in the teaching of reading.

23:212. Psychology of Reading — 3 hrs.
An investigation of behaviors significantly related to the reading process, including visual and auditory perception, cognition, language, maturational, physiological and neurological factors and personality.

23:238. 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: 23:147.

23:240. Language, Learning, and Reading Disability — 3 hrs.

The case study method designed to assist the student to develop the skills and techniques in writing case studies and to provide experience in utilizing case studies in planning and evaluating individualized remedial programs.

23:244. Research Design in Reading — 2 hrs.
The evaluation of research designs in reading and construction of a research design for a selected problem.


23:299. Research

EDUCATIONAL MEDIA

Role of educational media in the teaching-learning process. Selection, preparation, utilization and evaluation of instructional materials for specific communications. Discussion, 3 periods; lab., as arranged.

Basic mechanical and electronic maintenance of traditional audio-visual equipment. Lecture, 1 hr.; lab., 1 hr. Prerequisite: consent of instructor.

24:131(g). Resources for Communications — 3 hrs.
Selection, utilization, and implementation of multi-sensory materials in the preparation and design of messages.

24:132(g). Materials of Instruction — 1-3 hrs.
Laboratory work in the Curriculum Laboratory with all types of materials in the student’s field. Especially for students interested in supervision; others should have departmental approval.

24:135(g). Media Administration — 2 hrs.
An advanced course to prepare a media graduate to administer any one or all of the specific areas of media.
24:137(g). Preparation of Instructional Materials — 2 hrs.
Content and laboratory practice in construction of projected and non-projected instructional materials such as slides, films, transparencies, dry mounting, lettering, and displays. Designed to acquaint school personnel with the role of educational media in teaching and learning. Prerequisites: 24:031, 24:131 or equivalent.

Assessment of the generation, manipulation, integration, and final formats of type, artwork, and photography applied to printed and projected materials; creative applications of current technology in the development of visuals. Prerequisite: 24:031 or 24:131.

24:145(g). Film History — 3 hrs.
Historical growth of the motion picture medium, and the evolution of its role as a media of mass communication.

24:147(g). Photography — 2 hrs.
Basic principles, skills, and techniques of still photography and their application to communication, Lab. included.

Monochromatic photography including view camera techniques, composition, sensitometry, selection of photographic chemistry and emulsions, filters, specialized printing and finishing techniques. Prerequisite: 24:147 or consent of instructor.

24:150(g). Instructional Television Production — 2 hrs.
Techniques of instructional television production as applied in the classroom and the studio. Practical experience in planning and producing instructional television programs.

24:151(g). Fundamentals of Motion Picture Production — 2 hrs.
Production and planning, visual continuity, shooting, animation, editing, sound recording, titling, and other technical problems of production as applied to individual student films.

24:152(g). Advanced Motion Picture Production — 2 hrs.
Techniques of 16 mm. instructional sound motion pictures applied to group projects; technical problems of production. Prerequisite: 24:151.

24:154(g). Slide Series and Multi-Image Production — 2 hrs.
Exploration of techniques for affecting perception and application of pacing, timing, visual intensities, and audio intensities to the production of automated single and multiple image slide presentations. Prerequisite: 24:147; prerequisite or corequisite: 24:155.

24:155(g). Audio Production — 2 hrs.
Fundamentals of audio production including production planning, budgeting, selecting equipment, recording, editing, mixing, dubbing, duplicating and other technical problems of production.

Specialized study in independent media projects. Credit to be determined at time of registration; project, credit, and evaluation criteria require advance approval of instructor.

Sec. 1. Television. Prerequisite: 24:150.
Sec. 2. Graphics. Prerequisites: 24:031 or 24:131; 24:137.
Sec. 3. Film. Prerequisites: 24:151; 24:152.
Sec. 4. Photography. Prerequisite: 24:137.
Sec. 5. Multi-Media Communications
Prerequisites: 24:031 or 24:131; 24:137.
May be repeated for credit to a maximum of 4 hours for any section.


24:189. Readings in Media — 1-3 hrs.

Evaluation, selection and utilization of programmed materials and machines; research and construction of programmed materials. Useful for educational media directors and administrators.

Contemporary theory of human and mass communication, learning, perception, and propaganda as they apply to message design utilizing communication media.

24:232. Selection and Integration of Materials — 1-3 hrs.
Individual experiences providing an overview of curricular resource materials.

Analysis and synthesis for structuring learning environments including learner, task, environmental, and instructional strategy analysis.
Credit to be determined at time of registration; project, credit, and evaluation of criteria require advance approval of instructor.
Sec. 1. Television. Prerequisite: 24:150.
Sec. 2. Graphics. Prerequisites: 24:031 or 24:131; 24:137.
Sec. 3. Film. Prerequisites: 24:151; 24:152.
Sec. 4. Photography. Prerequisite: 24:137.
Sec. 5. Multi-Media Communications.
Prerequisites: 24:031 or 24:131; 24:137.
May be repeated for credit to a maximum of 4 hrs. for any section.

Safety Education

SAFETY EDUCATION MAJOR — TEACHING

30:140 or 30:137; 30:192; 33:105; 37:010 .............................................. 28 hours

This major must be accompanied by a second teaching major or a teaching minor.

SAFETY EDUCATION MINOR — Teaching

30:140 or 30:137; 33:105 .................................................... 19 hours


Approval to teach driver education will be recommended on the basis of completion of 30:030, 30:130, 30:131, and 30:137, plus 2 to 3 hours of electives as recommended by the department.

30:030 Principles of Safety Education — 4 hrs.
Methods and materials of teaching safety education in elementary and secondary schools.

30:130(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.

30:131(g). Driver and Traffic Safety II — 3 hrs.
Deals with classroom and in-the-car techniques of imparting instruction to high school students taking driver education.

30:132(g). Directing the Safety Program — 2 hrs.
Organization and administration of safety programs through the entire school system.

30:135(g). Teaching Driver Education for the Handicapped — 2 hrs.
Methods and techniques in teaching the handicapped to drive. Prerequisites: 30:130; 30:131.

30:137(g). Teaching Motorcycle and Recreational Vehicle Safety — 3 hrs.
Fundamental knowledge and skill development to assist participants in becoming safe vehicle operators, and equipping them to develop and teach such safety education programs in their respective schools.

30:140(g). Traffic Law Enforcement — 3 hrs.
Designed to acquaint safety and driver education teachers with the purposes of traffic law enforcement and traffic engineering.

30:192(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 (only 2 hours may be applied to major requirement.)
Earth Science


*on leave

EARTH SCIENCE MAJOR — TEACHING

Required: 82:180; 82:194; 86:044; 86:046 or 86:048;
88:054; 88:056 ................................................................. 20 hours
Required: 87:010; 87:011; 87:021; 87:031; 87:035 ........................................ 14 hours
Electives in earth science: 100-level courses (excluding 87:189) .................. 12 hours
46 hours

EARTH SCIENCE MAJOR

Required: 8 hours from 86:044; 86:046; 86:048;
88:054; 88:056; 88:130; 88:131 ........................................ 8 hours
Required: 4 hours from 80:040; 80:046; 80:048;
80:060; 80:070; 80:172 ..................................................... 4 hours
Required: 87:010; 87:011; 87:021; 87:031; 87:035 ........................................ 14 hours
Required: 100-level courses in earth science ........................................ 12 hours
Required from one of three categories (a, b, or c) .................................. 6 hours
a. electives in earth science;
b. approved courses from the following disciplines*:
   biology, chemistry, geography, physics, and science;
c. electives in earth science and approved courses from
category “b” above.

44 hours

*Electives from outside earth science must be approved by the head of
the Department of Earth Science.

GEOLOGY MAJOR

Required: 80:046 or 80:060; 86:046 or 86:048; 88:056 ........................................ 12 hours
Required: 87:031; 87:035; 87:129; 87:132; 87:136; 87:142 ................................... 23 hours
Required Summer Field Course* ............................................. 5 hours
Electives in geology (100-level only) ........................................ 6 hours
46 hours

*Summer field course requirements to be met by credit earned at a field camp approved by
the department.
Recommended general electives: 80:060; 80:061.

EARTH SCIENCE MINOR — Teaching

Required: 87:010; 87:011; 87:021; 87:031; 87:035;
and at least 2 hours of electives in earth science .................................. 16 hours
Also required: a teaching major or minor in biology, chemistry, physics, or science.
EARTH SCIENCE MINOR
Required: courses in earth science ........................................... 20 hours

PLANETARIUM EDUCATION MINOR
Required: 87:010; 87:011; 87:110; 87:150; 87:151; 88:054; 88:056; 24:154; 24:155 ........................... 23 hours

87:010. Astronomy — 3 hrs.
Basic introduction to the universe; development of astronomy and its impact on the minds of men. The solar system and its motions; introduction to stars, galaxies, cosmology, and life in the universe.

87:011. Astronomy Laboratory — 1 hr.
Students enrolling in 87:010 may enroll in this laboratory. Involves fundamentals of observation, use of introductory equipment, use of almanacs, atlases, and ephemerides. Some photography will be done. Prerequisite: consent of instructor and concurrent enrollment in 87:010.

87:021. Elements of Weather — 3 hrs.
Meteorological elements and their application to the environment; interpretation of weather maps and weather data; forecasting and briefing on the daily weather. Discussion, 3 periods.

87:031. Physical Geology — 3 hrs.
Introduction to man's physical environment emphasizing the materials of the earth and the processes that lead to changes within and on the earth. Lab. emphasis: rocks and minerals, landscape development, mountain building. Discussion, 2 periods; lab., 2 periods.

87:033. Geology Spring Field Trip — 2 hrs.
Geology and earth sciences field trip during annual spring break; to be preceded by weekly seminars on the geology of the proposed study area. Prerequisite or corequisite: 87:031 or equivalent, and permission of the instructor. May be repeated twice for credit. Only 2 hours may be applied to the minor.

87:035. Earth History — 4 hrs.
Methods and principles involved in working out the geologic history of the earth; development of plate tectonics and continental drift through geologic time; progression and evolution of life from Precambrian time to present time. Prerequisite: 87:031 or equivalent. Discussion, 3 periods; lab., 2 periods.

87:036. Spaceship Earth — 3 hrs.
The geologic environment: its dynamic nature, and interrelationship with man. Examines availability and utilization of energy, mineral, and water resources and the relationship of resource utilization to the natural environment. Attention given to geologic hazards; e.g., earthquakes, volcanoes, landslides, and floods. Discussion, 3 periods.

Basic principles of astronomy; primarily for in-service teachers; no credit for students with credit in 87:010 or equivalent; may not be used toward master's program in earth science. Prerequisites: one year of high school algebra or equivalent, and consent of department head.

87:110(g). Advanced Topics in Astronomy — 4 hrs.
Selected topics in astronomy as chosen by the instructor in consultation with students enrolled. Discussion. 3 periods; lab., 2 periods. Prerequisites: 88:054 or equivalent; 87:010 or equivalent, and 80:046 or equivalent.

87:125(g). Principles of Paleontology — 4 hrs.
Basic principles of paleontology; special emphasis on invertebrate animals of the geologic past, their morphology, evolutionary trends, classification, and distribution. Field trips for study of fossil occurrences and collection of fossil materials. Prerequisite: 87:034 or 84:024. Discussion, 2 periods; lab., 4 periods.

Basic principles of physical and historical geology. Prerequisite: departmental approval.

87:129(g). Structural Geology — 4 hrs.
The origins and mechanics of rock deformation. Description and analysis of structural features. Field work where appropriate. Prerequisites: 87:031 and working knowledge of trigonometry. Discussion, 2 periods, lab., two 2-hour periods. Offered in alternate years.
87:132(g). Mineralogy — 4 hrs.
Investigation of the more important minerals, including their origin, crystal forms and physical properties with emphasis on the relationship of physical properties to structure, composition and bonding. Field trips. Prerequisites: 86:044; 87:081 or consent of instructor. Discussion, 2 periods; lab., two 2-hour periods.

87:134(g). Geological Field Methods — 3 hrs.
In-field study of geological field procedures and problems including mapping, measurements, aerial photography and aerial photo interpretation, field records, and geological reports. Short field trips. Discussion, 2 periods; lab., 3 periods. Prerequisite: 87:081 or 97:081 or equivalent. Offered in alternate years.

87:135(g). Optical Mineralogy — 4 hrs.
The optical properties of minerals and the use of the petrographic microscope. Emphasis is placed on the identification of minerals by oil immersion methods and in the identification of minerals in rock thin sections. Prerequisite: 87:132. Discussion, 2 periods; lab., 4 periods. Offered in alternate years.

87:136(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. Prerequisite: 87:081; or corequisite: 87:085 and consent of instructor. Discussion, 2 periods; lab., two 2-hour periods.

87:141(g). Geomorphology — 3 hrs.
Mass wasting process and sculptural evolution of varied terrains. Emphasis on Midwestern geomorphology. Short field trips. Discussion, 2 periods; lab., 3 periods. Prerequisite: 87:081 or 97:081 or equivalent.

87:142(g). Igneous and Metamorphic Petrology — 4 hrs.
Description, classification, and genesis of igneous and metamorphic rocks. Discussion, 2 periods; lab., two 2-hour periods. Prerequisite: 87:132. Offered in alternate years.

87:150(g). Planetarium Education — 2 hrs.
Fundamentals of planetarium education; includes review of the night sky, history of and operation of small and medium size planetaria, practice with planetarium projectors. Students will prepare and present one program. Prerequisite: 87:010 or equivalent. Discussion, 2 periods.

87:151(g). Planetarium Education Intern — 1 hr.
Intern experience with programs prepared and given by student to live audiences; involves preparation and giving of approximately three to five planetarium programs. Prerequisite: 87:150.

87:160(g). Geology of Iowa — 2 hrs.
Iowa's geologic history: Precambrian to present. Includes: rock record, changes in environments of deposition, fossil record, occurrence and origin of important economic mineral resources, Pleistocene (Ice Age) history. Prerequisite: 87:083; or graduate status and permission of instructor. Discussion, 2 periods.

87:165(g). Oceanography — 3 hrs.
Basic principles of geological, biological, chemical, and physical oceanography; emphasis on marine geology. Includes: physiographic features of ocean basins, coastal features and processes, oceanic sediments, biological and geological resources, and ocean management. Discussion, 3 periods. Prerequisites: 87:081 or equivalent; junior standing or consent of instructor. Offered in alternate years.

87:180. Undergraduate Research in Earth Science — 1-3 hrs.
Research activities under direct supervision of Earth Science faculty member. Credit to be determined at registration. Prerequisite: departmental approval.

87:185(g). Seminar — 1-2 hrs.
Topics in astronomy, earth science, geology, or meteorology; emphasis on readings from original sources and current summary works. May be repeated for a maximum of four hours. Prerequisite: departmental approval.

87:189(g). Readings in Earth Science — 1-3 hrs.
Maximum of three hours may be applied to earth science or geology majors or minors. Prerequisite: departmental approval.

Practical experience in teaching; participation in laboratory and instructional assistance under direct supervision of staff member. Prerequisites: junior or senior standing; consent of instructor and department head. May be repeated for credit to maximum of 4 hours.

The origin of metallic ore deposits with emphasis on the character of the ore-bearing solutions, their mode of transfer and controls of ore deposition; a study of nonmetallic deposits with emphasis on the
environmental factor controlling their development, examples of the important types of mineral deposits and an introduction to exploration and development methods. Prerequisite: 87:132. Discussion, 3 periods.

Problems and area of study selected according to needs of students. Prerequisite: departmental approval.

Methods and evaluation of research in the earth sciences. Individual exploration of a possible research or thesis project in the earth sciences. Discussion, 3 periods.

87:297. Practicum.
87:299. Research.

Economics

B.W. Anderson, Head. F. Abrahams, Bumpass, Christiansen, Cloman, D. Cummings, Gillette, R. Hansen, Kesselring, Strein.

ECONOMICS MAJOR — TEACHING
Required: 90:190; 92:053; 92:054; 92:100; 92:139; 92:141 ........................................ 18 hours
Electives in economics (92:139 and 92:141 recommended to be taken before other advanced courses in economics) ......................................................... 18 hours

A minor is required.
It is recommended that students majoring in economics try to take the following as general university electives: 80:046; 80:060; 80:172; 96:134; 97:120.

ECONOMICS MAJOR
Required: 92:053; 92:054; 92:100; 92:139; 92:141 ........................................ 15 hours
Electives in economics (92:139 and 92:141 recommended to be taken before other advanced courses in economics) ......................................................... 21 hours

No minor is required.
It is recommended that students majoring in economics try to take the following courses as general university electives: 80:046; 80:060; 80:172; 92:134; 97:120.

ECONOMICS MINOR — Teaching and Liberal Arts
Required: 92:053; 92:054; 92:139; 92:141 ........................................ 12 hours
Electives in economics (92:139 and 92:141 recommended to be taken before other advanced courses in economics) ......................................................... 6 hours

It is recommended that students minoring in economics try to take the following courses as general university electives: 80:046; 80:060; 80:172; 96:134; 97:120.
Note: 92:053 and 92:054 are prerequisites for all 100(g) economics courses.

No credit for student who has credit in 92:053 or 92:054. May not be used for credit on major or minor.

Determining and measuring the level of national product; monetary and fiscal policies to stabilize the economy. Sophomore standing recommended.

Determination of price by demand and supply; distribution of income. Prerequisite: 92:053.

92:100(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 the classical works of economic topics. Prerequisite: Junior standing or consent of instructor.

92:113(g). Money and Banking — 3 hrs.
Money, commercial banking, the Federal Reserve System and monetary policy.

92:116(g). Labor Economics — 3 hrs.
Labor economics, union-management relationships, and public policy toward employer-employee relationships.

92:117(g). Public Finance — 3 hrs.
Taxation and government expenditures; fiscal policy.

92:120(g). Mathematical Economics — 3 hrs.
Introduction to quantitative methods and theory with an exposition of statistical techniques for understanding econometric research and quantitative policy recommendations. Prerequisite: Junior standing or consent of instructor.

92:135(g). The Organization of American Industry — 3 hrs.
Structure, conduct and performance of firms, industries and market. Policies to maintain competition.

Comparative advantage, exchange rates, balance of payments, and trade policies.

Examination of the capitalistic and socialistic economies through the works of their defenders and critics.

Intermediate level micro-economics. The theory of consumer choice, of the business firm and of resource allocation.

Intermediate level macro-economics. The determinants of aggregate demand, national product and employment; macro-economics objectives and policies.

92:143(g). Economic Development — 3 hrs.
Theories of underdevelopment; approaches and proposals for development; factors influencing development.

92:150(g). Monetary Economics — 3 hrs.
Monetary theory, the supply of money, the demand for money, monetary policy, and current monetary issues. Prerequisites: 92:113 and 92:141.

92:170(g). History of Economic Thought — 3 hrs.
Development of economic theory from the early Greeks to the present time.

92:180(g). Economic Principles — 3 hrs.
Graduate-level introduction to principles of economics; includes both macro- and micro-principles. Prerequisite: consent of instructor.

An analytical approach to business management; explores business decision making within the structure of micro-economics.

Soviet economic institutions; operation and performance of the Soviet economic system.

International financial theories, institutions and policies; analysis of the balance of payments, capital flows, disequilibrium and international monetary adjustments.


92:299. Research.
EDUCATIONAL PSYCHOLOGY

20:014. The Teacher and the Child — 5 hrs.
Appraisal of the teaching profession; introduction to the field of teaching; psychology of child growth and development from birth through young adult age level.

Exploration of teaching strategies for learning and significant change in students. Prerequisite: 20:014.

20:017. Field Experience: Exploring Teaching — 1 hr.
Direct and indirect experiences in the ways schools function, roles and responsibilities of teachers, and student behavior. Must be taken on "ungraded" (credit/no credit) basis. Corequisite: 20:016.

20:018. Field Experience: Teacher as Change Agent — 1 hr.
Direct experiences to increase understanding of learning process and apply skills for facilitating the process; may include motivation, classroom management, and teaching strategies. Must be taken on "ungraded" (credit/no credit) basis. Prerequisites: 20:017; 20:030; or equivalents. Corequisite: 20:040.

20:020. Interpersonal Influence Preferences — 2 hrs.
Exploration of values and goals and how these affect relationships; focus on interpersonal skills and helping relations. Highly recommended for all prospective teachers. Must be taken on "ungraded" (credit/no credit) basis.

20:030. 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. Corequisite: 20:017.

Cognitive, affective and psychomotor learning processes; including behavior modification, concept learning, problem solving, creativity, attitude formation and skill learning. Prerequisites: 20:017 and 20:030 or equivalents. Corequisite: 20:018. Prerequisite or corequisite: 25:050.

20:100(g). Child Psychology — 2 hrs.
Application of developmental concepts, principles and theories to contemporary problems of children age 6 to 12; emphasis on possible causes, children's emotional reactions, and ways of coping with these situations in the classroom. Prerequisite: 20:030 or equivalent.

20:109(g). Development of Young Children — 3 hrs.
The growth and development of the young child with emphasis on research having important implications for the education of young children.

Psychological concepts applied to adolescent intellectual, physical, and psycho-social behaviors; designed to improve understanding of, and relationships with, adolescents and their search for identity. Prerequisite: 20:030 or equivalent.

20:118(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. Prerequisite: 20:030 or equivalent.

A foundation for psychological understanding in the field of accident prevention and behavioral problems.

20:139(g). Psychology of Personality, Education — 3 hrs.
A 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.
20:140(g). Social Psychology, Education — 3 hrs.
An 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.

20:141(g). Topics in Values Education — 2 hrs.
Exploration of theories, techniques, and methods for expressing and examining beliefs, values, and feelings in the classroom.

20:142(g). Abnormal Psychology, Education — 3 hrs.
This course deals with psychodynamics. The development of both normal and abnormal personalities is traced with an emphasis on application of sound developmental principles. 20:118 recommended to precede.

20:151(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: 20:030, 20:040, or their equivalent; junior standing.

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.

Origin and nature of cultural differences and their psychological impact upon children and youth. Evaluation of learning alternatives designed to improve educational opportunity and pupil performance.

20:189(g). Seminar in Educational Psychology — 1 hr.
Provides the 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 permission of the department. (May be repeated once for credit.)

20:191(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 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.

20:193(g). Research Experience in Educational Psychology — 2-6 hrs.
Research participation, and/or independent supervised research including experience in each of the following: Search of the literature; analysis of theoretical issues; design, instrumentation, and conduct of one or two major experiments; analysis of results; and preparation of research reports. Prerequisite: 15 hours in educational psychology or in some other field of psychology and permission of the department. A total of six semester hours of credit may be allowed.

20:194(g). Clinical Experience — 1-4 hrs.
Practice in educational testing, mental testing, interviewing, guidance and counseling, remedial educational procedures; and formulation of follow-up procedures. Prerequisite: department approval.

20:198. Independent Study
See pp. 69 and 91.

Application of selected psychological models as alternative solutions to educational problems.

20:230. Theories of Personality — 3 hrs.
Critical examination of the nature of personality theory, and a detailed analysis of the major contemporary theories of personality.

20:235. 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: 20:100 or 20:109 or 20:116.

Nature of the psychological services in the schools; observation of classrooms and activities of various special services personnel. Includes literature of roles and goals of the school psychologist.
Exploration of learning models, integrated with critical review and use of diagnostic test instruments. Development of interpretative skills and adaptations of teacher methods through case study data and clinic experience. Prerequisite: 25:181.

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: instructor’s consent.

20:290. Practicum in Education and Psychology — 2-4 hours
Prerequisite: instructor’s consent.

Supervised off-campus field experience.


TESTS, MEASUREMENT, AND RESEARCH

Introduction to classroom evaluation instruments; includes preparation and use of teacher-constructed assessment devices and purposes and interpretation of standardized instruments. Prerequisites: 20:017; 20:030. 25:050 must be taken prior to or the same semester as 20:040.

Introduction to statistical methods. Includes graphing techniques, measures of central tendency and variability, correlation, t-tests, one way ANOVA, and chi-square. 2 hr. lab. arr.

Measurement and evaluation in the instructional programs of elementary and secondary schools. Utilization of standardized group instruments in measuring aptitude, intelligence, achievement, interest, and personality.

Principles of measurement and evaluation applied to the preparation and analysis of classroom appraisal devices. Provides teachers a basis for assessing individual differences, planning instruction and communicating educational outcomes. Designed for students with a minimum background in the foundations of measurement or teaching experience. No credit for student with credit in 25:050.

25:189(g). Seminar in Education — 2-3 hrs.

An advanced course in the theory of test construction and practical application of the theory to actual construction and validation processes. Prerequisite: 25:180 and 25:181.

Application of statistical principles to research in education and psychology. Topics selected from: correlational analysis; analysis of variance; sampling in education research; chi-square, t, and F distributions. Emphasis on statistical inference. Prerequisite: 25:180 or the equivalent.

Standardization, crossvalidation, administration, scoring, and elementary interpretation of: Stanford-Binet Scale, Wechsler Preschool and Primary Scale, Wechsler Intelligence Scale for Children, Wechsler Adult Intelligence Scale.

25:283. Psychodynamics II — 3 hrs.
Assessment of quantitative and qualitative potentialities of basic IQ tests (Stanford-Binet and Wechsler instruments), and use of projective instruments (House-Tree-Person test, TAT, CAT, Rorschach) to complement findings from conventional cognitive measures.

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.


Methods and evaluation of educational research. Individual exploration of a possible thesis or research project in cooperation with student’s adviser or director of the study.

SOCIAL FOUNDATIONS

The school as a social institution; organized and informal community controls; current philosophies of education; the history of education; teacher responsibilities for the curriculum and professional ethics. Prerequisite: 20:014. To accompany student teaching.

26:119. Schools and American Society — 4 hrs.
Relationship of schools and American society from sociological, historical, philosophical, political, and economic perspective. Focus on central characteristics of the educational system and influence of these on teachers as professionals and teaching as a profession. Prerequisites: 20:018; 20:040; 25:050.

26:120(g). Sociology of Education — 3 hrs.
Examination of the sociology of classroom learning and the role of schooling in social stratification and social mobility.

26:134(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.

26:135(g). Critics of 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.

26:138(g). Comparative Education — 3 hrs.
A panoramic view of the educational systems of various nations of the world compared with the education of the United States of America.

26:140(g). Alternatives in Public Education — 3 hrs.
Alternatives to conventional schooling currently in existence within the framework of public education; nature, purposes, goals, and accomplishments of various alternatives, and evaluation of the alternatives.


Analytical study of major philosophical viewpoints of modern education, emphasis on professional problems of education and the development of educational principles.

26:299. Research.
English Language and Literature


*on leave.

ENGLISH MAJOR — TEACHING

Required: 62:103 or 66:140 ........................................ 3 hours
Required: 63:125 or 63:143 or 63:190 ........................................ 2-3 hours
Electives in department, to include at least 6 hours
of 100-level courses in literature ........................................ 9-11 hours

ENGLISH MAJOR

Required: one of the following: 62:103, 62:174,
62:175, 66:140 ........................................ 3 hours
Required: 63:125 or 63:130 or 63:143 ........................................ 3 hours
Electives in department, to include at least 12 hours
of 100-level courses in literature ........................................ 21 hours

42 hours

TEACHING ENGLISH AS A FOREIGN LANGUAGE MAJOR (TEFL)

Required: one 100-level writing course ........................................ 3 hours
Required: 62:034; 62:042; 62:052 ........................................ 9 hours
Required: 63:130; 63:125 or 63:143; 63:156; 63:154;
63:192; 63:194 ........................................ 18 hours
Electives in literature or linguistics ........................................ 9 hours

39 hours

NOTE: International students must have achieved a 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 by attending 63:105 or 63:106 at the discretion of the TEFL and Linguistics faculty. 63:105 and 63:106 may not be counted for credit on the TEFL program.

It is strongly recommended that native speakers of English majoring in TEFL or Linguistics 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.

This major does not make one eligible for certification to teach.
ENGLISH LINGUISTICS MAJOR

Required: 62:034; 62:042; 62:052; and 100-level writing course .................................................. 12 hours
Cognate electives: minimum of 6 hours from 40:118; 51:105; 51:106; 63:198; 65:119; 80:169; 80:170 .................. 6 hours
42 hours

It is strongly recommended that native speakers of English majoring in TEFL or Linguistics 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 — Teaching

Required: 62:193 or 23:130 ........................................ 3 hours
24 hours

This minor requires a minimum cumulative grade point average of 2.25 in English courses.

ENGLISH MINOR

Required: 63:125 or 63:130 ........................................ 3 hours
18 hours

TEACHING ENGLISH AS A FOREIGN LANGUAGE MINOR

Required: 63:130; 63:154; 63:156; 63:192; 63:194 .............................................................. 15 hours

Since these courses are given in a two-year sequence it is desirable to begin the sequence at the beginning of the sophomore year. No foreign language is required.

JOURNALISM MINOR — Teaching and Liberal Arts

Required: 66:032; 66:040; 66:140 .................................................................................. 9 hours
Electives: at least 6 hours from the following —
15 hours

*Recommended for students on the teaching program.

LINGUISTICS MINOR


LANGUAGE ARTS SUBJECT FIELD — Middle School/Junior High Education Major*

23:130; plus a 2-3 hour course in speech ........................................ 24-25 hours

(*See Department of Curriculum and Instruction, page 119.)
NOTE: Three interdepartmental programs offered cooperatively by the Department of Modern Languages and the Department of English Language and Literature are listed on pages 140 and 141. These are TEFL/Modern Language Major — Teaching, English Linguistics and Modern Language Combined Major, and Comparative Literature Minor.

ENGLISH

Development of basic writing skills. Preparation for the Writing Competency Examination. May not be taken for credit by those who have passed the Writing Competency Examination or by those who have passed 62:003 or 62:103. Does not count for credit on any English major or minor.

Exploring and communicating ideas; emphasis on various prose patterns and techniques. Prerequisite: pass on Writing Competency Examination (does not apply to students enrolled prior to Fall Semester 1978). Does not count for credit on any English major or minor.

Development of modern science fiction. Current trends; parallels and contrasts between science fiction and "literary" fiction.

62:031. Introduction to Literature — 3 hrs.
Understanding and appreciating the basic forms of imaginative literature. May not be taken for major or minor credit.

Practice in analysis of poetry, drama, and fiction. Prerequisite: pass on Writing Competency Examination.

62:035. Introduction to Film — 3 hrs.
An examination on an introductory level of four film genres: Narrative, documentary, animated, experimental; preparation for further work, either individually or academically.

May not be taken for major credit.

Short stories, essays, novels, plays, and poems from modern India, China, Japan, Africa, and Latin America.


Broad trends and important writers in the American literary tradition, from 1620 to 1950. Strongly recommended to precede advanced-level courses in American literature. Prerequisite or corequisite: 62:034.

Selected works by major American writers from Colonial times to present. Does not count for credit on English majors or minors.

Introductory study of selected American Indian and Chicano literature in a variety of forms: fiction, poetry, drama, myth, and legend.

A study of Black writers in America. Does not count for credit on English majors or minors.

Masterpieces of Western literature from the beginnings to 1650. Prerequisite or corequisite: 62:034.

Masterpieces of Western literature from 1650 to present. Prerequisite or corequisite: 62:034.

62:070. Creative Writing — 3 hrs.
Initial experiences in writing of fiction or poetry. May not be repeated for credit.

Offered on diverse topics (e.g., argument and persuasion, personal essay, report writing) to be announced in Schedule of Classes. May be repeated for credit only by taking different topics. Prerequisite: 62:038 or 62:034.
62:112(g). European Drama: Ancient Greeks to 1900 — 3 hrs.
Major dramatists of the Western tradition from ancient Greece to 19th-century Europe (in English translation). Prerequisite: 62:034.

62:113(g). British Drama to 1900 — 3 hrs.
Emphasis on contemporaries of Shakespeare such as Marlowe, Jonson, and Webster; also includes selected medieval, Restoration, 18th- and 19th-century dramas. Prerequisite: 62:034.

62:115(g). Modern Drama — 3 hrs.
American, British and Continental. Prerequisite: 62:034.

62:116(g). English Renaissance — 3 hrs.
1500-1642. Prerequisite: 62:034.

62:117(g). 18th Century British Literature — 3 hrs.
Major writers of satire, verse, and prose including Dryden, Swift, Pope, and Johnson. Prerequisite: 62:034.

62:118(g). British Romantic Writers — 3 hrs.
Early 19th-century writers such as Wordsworth, Keats, Hazlitt, and Scott. Prerequisite: 62:034.

Later 19th-century writers of verse and prose such as Tennyson, Browning, Arnold, Carlyle, Mill, and Ruskin. Prerequisite: 62:034.

Prerequisite: 62:034.

62:121(g). The American Renaissance — 3 hrs.
Major writers of the 1840’s and 1850’s: Hawthorne, Melville, Emerson, Thoreau, and early Whitman. Prerequisite: 62:034.

62:123(g). American Realism and Naturalism to WWI — 3 hrs.
Literary selections 1870 to World War I; emphasis on fiction. Prerequisite: 62:034.

Prerequisite: 62:034.

62:125(g). Literature of the American South — 3 hrs.
Prerequisite: 62:034.

62:126(g). The Short Story — 3 hrs.
Prerequisite: 62:034.

Images, symbols, and myths of women in literature; feminist criticism. Prerequisite: 62:034.

Since 1914. Prerequisite: 62:034.

62:144(g). Chaucer — 3 hrs.
The poetry of Chaucer; may include other medieval writers. Prerequisite: 62:034.

62:147(g). Milton — 3 hrs.
Milton’s major English poetry and prose. Prerequisite: 62:034.

Prerequisite: 62:034.

62:153(g). Major American Poets to 1900 — 3 hrs.
Prerequisite: 62:034.

Major works of prose fiction by writers such as Cervantes, Stendhal, Flaubert, Dostoevsky, Tolstoy, and Mann (in English translation). Prerequisite: 62:034.

62:156(g). British Novel to 1900 — 3 hrs.
Major fiction writers, such as Fielding, Sterne, Austen, Dickens, Thackeray, the Brontes, George Eliot, and Hardy. Prerequisite: 62:034.

Selected works by prominent Afro-American writers since 1940. Prerequisites: 62:034; junior standing or consent of instructor.

62:161(g). Literary Criticism — 3 hrs.
Important modern and traditional critical positions and their application to imaginative literature. Prerequisite: 62:034.

62:165(g). Literature for Young Adults — 2 hrs.
Reading and evaluation of literature suitable for adolescents. Prerequisite: 62:034.

62:174(g). Poetry Workshop — 1-6 hrs.
May be repeated for credit. Prerequisite: 62:070 or consent of instructor.

62:175(g). Fiction Workshop — 1-6 hrs.
May be repeated for credit. Prerequisite: 62:070 or consent of instructor.

62:188(g). Seminar in Literature — 3 hrs.
Topic to be announced in Schedule of Classes. Prerequisite: 62:034.

62:190(g). The Teaching of English — 3 hrs.
Credit also as a course in education for a student whose major is English.

62:191(g). Seminar for the Student Teacher — 1 hr.
An intensive course to integrate 62:190 with the student teaching experience.

62:193(g). The Teaching of Writing — 3 hrs.
62:201. Introduction to Graduate Study in English — 3 hrs.
Introduction to the problems, techniques, and tools of graduate-level study and research in English.

62:204. Topics in Literary Criticism — 3 hrs.
Selected problems in the theory of literary art, the history of criticism, and the interpretation of particular works.

62:207. The English Curriculum — 3 hrs.
Theories behind the teaching of English and trends in curriculum methods and materials, particularly in secondary English.

(1485-1612).

62:222. 17th Century English Literature — 3 hrs.
(1612-1660).

62:223. 18th Century English Literature — 3 hrs.
(1660-1798).

Romantic or Victorian (1798-1900).

(1900-1945).

(1800-1870).

(1870-1912).

(1912-1945).

Literature from 1945 to the present; may include poetry, drama, and/or fiction.

A 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.


Curriculum and instructional strategies suitable for the community college in meeting the needs of the diverse population of the two-year college.

Graduate-level student teaching. See p. 91.


LINGUISTICS
(See pages 184 and 185 for TEFL and English Linguistics programs.)

63:105(g). Spoken English as a Foreign Language — 3 hrs.
Patterns of idioms of English for non-native speakers with guided practice in speaking and comprehension. Offered only on ungraded (credit/no credit) basis. May be taken for graduate credit, but may not be applied to any graduate degree.

63:125(g). Introduction to Linguistics — 3 hrs.
Examination of the major phonological, syntactic, and semantic aspects of a variety of human languages.

63:130(g). The Structure of English — 3 hrs.
Linguistic analysis of the major phonological, syntactic, and semantic properties of modern American English.

63:143(g). History of the English Language — 3 hrs.
Developmental survey of the English language from its beginnings to the present as a product of linguistic change and variation, political history, and social attitude. Prerequisite: 63:125 or 63:130.

63:145(g). Historical and Comparative Linguistics — 3 hrs.
Theories of language change and diversification. Discussion of genetic and typological and classification, reconstruction, dialect emergence, and linguistic universals. Prerequisite: 63:125 or 63:130.

63:154(g). Phonology — 3 hrs.
The sound systems of human languages, including articulatory and acoustic phonetics, structural phonemics, distinctive features, and generative phonology. Prerequisite: 63:125 or 63:130.

63:156(g). Syntax — 3 hrs.
Theories of grammar from a generative-transformational point of view with special emphasis on English syntax. Prerequisite: 63:125 or 63:130.
63:158(g). Semantics — 3 hrs.
Traditional and recent theories of meaning in language. Prerequisite: 63:125 or 63:130.

63:160(g). Sociolinguistics and Dialectology — 3 hrs.
Language variation as an expression of socio-economic, geographic, and personal status. Prerequisite: 63:132 or 63:134.

63:190(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. Prerequisites: 63:125 or 63:130; junior standing or consent of instructor.

63:192(g). Problems in English Grammar — 3 hrs.
Prerequisite: 63:125 or 63:130.

63:194(g). Teaching English as a Foreign Language — 3 hrs.
Methods and materials. Classroom practices, textbooks, language laboratory, testing. Prerequisite: 63:125 or 63:130.


63:280. Topics in Linguistics — 1 hr.
An open forum for discussion of crucial issues in the theory and application of linguistics. Maximum of 3 credit hours.

Topic to be announced in Schedule of Classes; may be repeated for credit.

Techniques of comparing the grammatical systems of a target and a native language, and the pedagogical application of such analysis. Prerequisite: 63:125 or 63:130.

Graduate-level student teaching of English as a foreign language.

63:299. Research.

JOURNALISM
(See page 135 for Journalism minor.)

Technical and critical survey of print and electronic media, and related fields.

News values; methods of obtaining, verifying, and presenting news.

66:102(g). Magazine Article Writing — 3 hrs.
Writing and marketing different types of articles for various publications.

66:103(g). High School Newspaper and Yearbook — 3 hrs.
Advising school publications; staff organizations; methods of printing; policies, style, content, textbooks, business management. Prerequisite: 66:040 or consent of instructor.

66:104(g). Journalism Laboratory I — 1 hr.
Practical experience in gathering and writing news stories for local media, especially campus publications. May be repeated for a total of 3 hours. Prerequisite: 66:040 or consent of instructor.

66:105(g). Journalism Laboratory II — 1 hr.
Writing feature, investigative, and interpretive articles for local media, especially campus publications. May be repeated for a total of 2 hrs. Prerequisite: 66:040 or consent of instructor.

66:110(g). Field Experience in Journalism — 1-6 hrs.
Student works with local newspaper and/or local agency which produces newsletters, brochures, and press releases to gain on-the-job experience in the print media. Prerequisites: 66:040; 66:140; and at least junior standing, and consent of instructor.

66:131(g). History of Mass Communications — 3 hrs.
Development of American newspapers and periodicals, from early beginnings in Europe to present day; rise of radio and television.

Origins and backgrounds of press law: libel and its defenses, penalties, right of privacy; problems of fair trial. Law and self-regulation in advertising, in broadcast media.

66:140(g). Advanced Reporting — 3 hrs.
Gathering information and writing of complex news stories; emphasis on the social, legal, and moral rights and responsibilities of the journalist. Prerequisite: 66:040 or consent of instructor.

66:141. Feature and Editorial Writing — 3 hrs.
Writing feature articles and editorials for publication. Prerequisite: 66:040 or consent of instructor.

66:150(g). Editing and Design — 3 hrs.
Copyreading, proofreading, writing headlines; studying make-up, typography, and photography.
English/Modern Language Programs

The following three programs are offered cooperatively by the Department of English Language and Literature and the Department of Modern Languages, and are under the joint jurisdiction and supervision of these two departments.

**TEFL/Modern Language Major — Teaching**
English Linguistics and Modern Language Combined Major
Comparative Literature Minor

Advisers for these programs are assigned by the respective department heads.

**TEFL/MODERN LANGUAGE MAJOR — TEACHING**

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 these two departments.

Required core: 62:003; 62:034; 63:180; 63:154; 63:156; 63:192; 63:194; 70:105 or 70:110 or 70:120 or 72:180; and 5-6 hours of linguistics courses ........................................ 30 hours

Required: 30 hours from one of the language emphases* below .................................................. 30 hours

*Emphases —


**German:** 74:051 (3 hrs.); 74:052 (3 hrs.); 74:061 (2 hrs.); 74:062 (2 hrs.); 74:071; 74:101; 74:107; 74:123; 74:180; 70:190; and electives in German to make 30 hours.

**Spanish:** 78:051 (2 hrs.); 78:052 (2 hrs.); 78:061 (3 hrs.); 78:062 (3 hrs.); 78:071; 78:101; 78:107; 78:123 or 78:140 or 78:152; 78:180 or 78:185 or 78:195; 70:190; and electives in Spanish to make 30 hours.

**ENGLISH LINGUISTICS AND MODERN LANGUAGE COMBINED MAJOR**

This major is offered cooperatively by the Department of English Language and Literature and the Department of Modern Languages, and is under the joint jurisdiction and supervision of these two departments.

Required core: 62:003; 62:034; 63:145; 63:154; 63:156; 63:192; 63:125 or 63:130; 70:105 or 70:110 or 70:120 or 70:180; and electives in linguistics to make .................................................. 30 hours

Required: 27 hours from one of the language emphases* below .................................................. 27 hours

*Emphases —

**French:** 27 hours beyond 72:002, including 72:072, and at least one course in civilization, literature, and translation/linguistics.

**German:** 27 hours beyond 74:002, including 74:071, and at least one course in civilization, literature, and translation/linguistics.

**Spanish:** 27 hours beyond 78:002, including 78:071, and at least one course in civilization, literature, and translation/linguistics.
COMPARATIVE LITERATURE MINOR

This is an interdisciplinary minor administered jointly by the Department of English Language and Literature and the Department of Modern Languages.

Required: 70:110; 70:105; 62:161 ........................................................................... 9 hours

A 100-level course in English literature ............................................................... 3 hours

Electives:

For Foreign Language Majors —

70:180 ........................................................................................................ 4 hours

English literature at the 100-level (excluding 62:136, 62:144, 62:147, 62:148) ........... 3 hours

For Non-Foreign Language Majors —

70:180 ........................................................................................................ 4 hours

7X:071 or 7X:072 (available in French, German or Spanish) ................................. 3 hours

19 hours

A reading knowledge of one foreign language is required.

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.

Geography

Nijim, Head. Austin, Chung, Clark, Efteland, Fryman, Lu.

GEOGRAPHY MAJOR — TEACHING

Required: 90:190; 97:010 or 97:025; 97:031; 97:060; 97:109; 97:150; 97:180 ............................ 19-22 hours

Required: 97:120 or 97:132 ................................................................................ 3 hours

Required: 97:130 or 97:170 or 97:185 ........................................................................ 3 hours

Electives in geography ......................................................................................... 8-11 hours

36 hours

Either 97:010 or 97:025 shall be taken for a geography major or minor; the course not selected may not be counted as either elective or required hours on any geography program.

A minor in another teaching area is required.

GEOGRAPHY MAJOR

Required: 97:010 or 97:025; 97:031; 97:060; 97:109; 97:150; 97:180 ........................................ 16-19 hours

Required: 97:120 or 97:132 ................................................................................ 3 hours

Required: 97:130 or 97:170 or 97:185 ........................................................................ 3 hours

Electives in geography ......................................................................................... 11-14 hours

36 hours

Either 97:010 or 97:025 shall be taken for a geography major or minor; the course not selected may not be counted as either elective or required hours on any geography program.
GEOGRAPHY MINOR — Teaching and Liberal Arts

Required: 97:010 or 97:025 or 97:031 ......................................................... 2-4 hours
Required: 97:150 .................................................................................. 2-3 hours
Electives in geography ................................................................. 11-14 hours

Either 97:010 or 97:025 shall be taken for a geography major or minor; the course not selected may not be counted as either elective or required hours on any geography program.

Interaction between peoples and their environments. Spatial patterns and processes of: population distribution, population characteristics, population movement, human environmental impact, economic activity.

97:025. World Geography — 3 hrs.
Reasons for and consequences of variations over the surface of the earth of cultural, economic, physical, and other attributes of places.

97:031. Elements of the Natural Environment — 4 hrs.
Survey of major elements of the physical environment; emphasis on interaction of processes resulting in spatial variations of weather and climate, landforms, soils, and vegetation, and on the areal associations among environmental components. Lecture, 3 periods; lab., 2 periods.

The map as a communication tool, from perspectives of map maker and map user. Representation of same data in different ways.

97:060. Introduction to Cartography — 3 hrs.
Basic knowledge and skill in map making. Map essentials, map symbols, kinds of projection, field mapping, and the use of air photos. Lecture, 2 periods; lab., 2 periods.

97:105(g). Advanced Cartography — 3 hrs.
Application of cartographic principles and techniques in compiling special purpose maps. Emphasis on thematic maps, techniques of computer mapping, and map reproduction. Lecture, 2 periods; lab., 2 periods. Prerequisite: 97:060 or equivalent.

Basic principles of photogrammetry, aerial photo interpretation, and remote sensing; emphasis on interpretation of physical and cultural phenomena on the earth's surface. Analysis of imagery obtained through aircraft or satellite-borne cameras and other remote sensors of electromagnetic radiation.

97:109(g). Quantitative Methods in Spatial Analysis — 3 hrs.
Application of selected mathematical models and statistical techniques (descriptive and inferential) to the analysis of spatially varying phenomena. Prerequisite: either 97:010 or 97:025 or 97:031 or consent of instructor.

97:110(g). Climatology — 3 hrs.
Fundamentals of general climatology. Climatic classification and the geographical distribution of climatic types. Focus on climate as a principal component of our physical environment. Prerequisite: 97:031 or consent of instructor.

97:112(g). Landform Analysis — 3 hrs.
Analysis of processes by which geomorphic agents shape the landscape and examination of resulting landforms. Prerequisites: 97:031 or consent of instructor.

97:115(g). Soils — 3 hrs.
The nature and properties of soils; their origins, development, classification, uses, and management. Discussion, 2 hrs.; lab., 2 hrs.

97:120. Economic Geography — 3 hrs.
Analysis of the location and spatial structure of economic activities in major world regions. May provide credit in Economics. Prerequisite: either 97:010 or 97:025 or 97:031 or consent of instructor.

97:125(g). Transportation Planning and Analysis — 3 hrs.
The structure of transportation systems and their role in social and economic interaction; methods of transportation analysis; models of transportation planning. Prerequisite: 97:120 or 97:132 or equivalent.

97:130(g). Cultural Geography — 3 hrs.
A systematic study of cultural geography, with emphasis on the cultural elements of the landscape, their processes, area association and differentiation. Prerequisite: either 97:010 or 97:025 or 97:031 or consent of instructor; and junior standing.
The association of the activities in urban areas as expressed in characteristic associations of land use and occupancy features. Prerequisite: either 97:010 or 97:025 or 97:031 or consent of instructor.

Theories and models of urban form, structure, and land use. Public policy and urban planning methods emphasized. Prerequisite: 97:132 or equivalent.

97:136(g). Rural Land Use and Planning — 3 hrs.
Physical, economic, and cultural factors that influence the patterns of rural land use; emphasis on governmental policy and planning methods as applied to rural land use patterns within the United States. Prerequisite: 97:120 or equivalent.

97:140(g). Historical Geography of a Selected Region — 2-3 hrs.
Processes involved in the evolution of the cultural and physical landscape of a selected region; analysis of specific landscapes at different time periods and changes through time of specific features. May be repeated for credit only by taking different regional sections. Region(s) to be announced in Schedule of Classes. Prerequisites: 97:010 or 97:025 or 97:031 or consent of instructor; and junior standing.

97:142(g). Regional Analysis and Planning — 3 hrs.
Location theory and methods of regional science applied to the study of regional structure and the problems of regional planning. Prerequisite: 97:120 or equivalent.

97:150(g). Regional Geography — 2-3 hrs.
Detailed study of the characteristics of one region (e.g., Anglo-America, South America, Europe, Middle East, Iowa). May be repeated for credit only by taking different regional sections. Region(s) to be announced in Schedule of Classes. Prerequisite: 97:010 or 97:025 or 97:031 or consent of instructor; and junior standing.

97:161(g). Field Studies in Geography — 2-3 hrs.
Off-campus experience with preparatory and follow-up classroom study. See current Schedule of Classes for specific area to be studied, credit hours, and prerequisites. May be repeated in different geographical areas for a maximum of 6 hours.

97:170(g). Political Geography — 3 hrs.
Prerequisite: 97:010 or 97:025 or 97:031 or consent of instructor; and junior standing.

97:180. Senior Seminar in Geography — 2-3 hrs.
Specific issues, problems, and/or topics examined through application of geographic principles and use of geographic analysis. Research paper required. Prerequisite: minimum of 90 semester hours; 15 hours of geography to have been completed no later than end of semester in which seminar is taken.

The use and management of natural resources, including studies of environmental issues. Prerequisite: 97:010 or 97:025 or 97:031.

97:185(g). Population Geography — 3 hrs.
Patterns, models, and process of the spatial structure of population growth, distribution, and movement. Prerequisites: 97:010 or 97:025 or 97:031 or consent of instructor; and junior standing.

97:189. Readings in Geography — 1-3 hrs.
Prerequisite: approval of the head of the department. A total of 3 hours can be applied on the geography major.

Analysis of the various currents of thought concerning the nature, scope, and methodology of geography. Strongly recommended for those declaring an emphasis or major in geography. Prerequisite: either 97:010 or 97:025 or 97:031 or consent of instructor.

97:203. Field Methods — 3 hrs.
A survey of geographical field procedures and problems, including measurement techniques, observations, and mapping based on field trips. Prerequisite: Departmental approval. Lab., 2 three-hour sessions.

Philosophy and major theories of modern geographic science. Prerequisite: 97:109 or consent of instructor.

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.

Prerequisite: Approval of the head of the department.

97:288. Research and Bibliography — 2 hrs.
Introduction to methods of geographical analysis. Scholarly use of source materials and effective presentation of research findings.

97:299. Research.
School of Health, Physical Education, and Recreation


*on leave

General Education: At least two hours from 42:001 activity courses are required of all students; two additional hours from 41:015 or 42:001 may be elected.

HEALTH EDUCATION MAJOR — TEACHING

Required: 20:118; 31:030; 41:010; 41:015; 41:136; 41:140; 41:144; 41:148; 41:155; 41:160; 42:050; 84:138 ......................... 29 hours

Electives: minimum of two courses from each of Groups I and III, and a minimum of three courses from Group II, for a minimum total of .......... 21 hours


COMMUNITY HEALTH EDUCATION MAJOR


Electives: at least three courses from each of Groups I and II for a minimum of ............ 16 hours

Required: 41:189 (3 hrs.); 41:168 ........................................ 15 hours


HEALTH EDUCATION MINOR — Teaching

Required: 20:118; 41:010; 41:015; 41:136 or 41:140; 41:144; 41:148; 41:155 ........................................ 15-16 hours


COMMUNITY HEALTH EDUCATION MINOR

Required: 31:030; 41:015; 41:155; 41:160; 45:140; 84:033 or 42:050 or 84:138 ........................................ 14-16 hours


22 hours
ATHLETIC TRAINING MINOR
Required: 31:030; 41:010; 41:015; 41:175; 41:178; 41:182; 41:184; 41:187; 42:050; 42:125; 42:151; 84:138 .............................. 29 hours

PHYSICAL EDUCATION MAJOR — TEACHING
Required advanced skill and coaching theory: one course
*Required fundamental physical activities** in the following:
Required: an emphasis in one of the following areas for
a minimum of .............................. 6 hours
46-52 hours

Emphases:
Aquatics —
Electives from: 42:001 (Canoeing, Diving, Skin and Scuba,
Synchronized Swimming, Water Polo); 42:040 or 42:168; 42:157.
Coaching —
Electives from advanced skill and coaching theory: 42:101; 42:102;
Dance —
Electives from: 42:001 (Ballet); 42:031; 42:032; 42:130; 42:132 or 42:134
Elementary —
Required: 42:040.
Special Education —
Required: 42:040.

*Students with a major in physical education will substitute two (2) hours of activity for 42:001.
**Competency must be demonstrated in 13 activities; however, up to five (5) of these may be met by testing out of the activity. Minimum and maximum number of activities which can be selected in each of these areas are: 42:011 (1-2); 42:012 (1); 42:043 (2-3); 42:014 (1-2); 42:015 (3-4); 42:016 (2-4).

PHYSICAL EDUCATION MINOR — Elementary Teaching
Required physical activities (chosen in consultation with
department) from: 42:001; 42:011; 42:013; 42:014; 42:015 .............................. 5 hours
Electives from: 21:152; 41:010; 41:142; 43:164; 42:157; 50:130 .............................. 5-6 hours
20 hours
DANCE MINOR — Teaching and Liberal Arts

Required activities: 42:001 (Ballet); 42:013 (Folk & Square Dance); 42:013 (Rhythm, Jazz, & Creative Movement);
42:031; 42:032; 42:130 ................................................. 6 hours


Electives selected from at least two of the following groups for a total of ........................................... 6 hours

Group I: 42:035; 42:040; 42:168; 42:001 (Ballroom Dance);
42:198 (project relevant to dance — 1-2 hrs.)


Group III: 52:102; 54:xxx (1 hr.)

Group IV: 60:001; 60:003; 60:095; 60:141

22 hours

COACHING MINOR — Teaching and COACHING ENDORSEMENT — Middle School/Junior High School Education Major*

This program carries coaching endorsement for grades K-12. It does not, however, qualify the student for endorsement or certification to teach physical education at any grade level. (*See Department of Curriculum and Instruction, p. 119, for Middle School/Junior High Major program.)

Required: 42:122; 42:124; 42:125; 42:127; 41:175 ................................................. 10 hours

Electives: 4 hours from — 42:101; 42:102; 42:103; 42:104*;
42:112; 42:113 ....................................................... 4 hours

*Selection of 42:104 requires addition of 42:016 (Football) ................................................. 0-1 hour

14-15 hours

Note: The student shall have directed or supervised laboratory experience in coaching; ordinarily this would be done during the time of student teaching. The course 42:118 (Practicum in Coaching), 2 hours, is available as a university elective.

RECREATION MAJOR


Required: 43:187; 43:188 ....................................................... 16 hours

Electives: 15 hours from one of the five areas of emphasis*
listed below; plus 5 additional hours from any of the remaining areas of emphasis ................................................. 20 hours

57 hours

*In meeting the 20-hour elective requirement, students opting either Administration or Urban Recreation must take at least 14 hours in that emphasis and at least two hours from each of the following three areas: Therapeutic, Program Supervision, and Outdoor Recreation, or complete a separate, 20-hour emphasis area.
Emphases:

**Administration**
Required: 43:120

**Outdoor Recreation**
Required: 43:144
Electives from 43:140; 43:142; 82:132; 84:021; 84:022; 84:023; 84:089; 84:103; 84:168; 84:180; 87:010; 87:021; 87:118; 87:150; 97:031; 97:050.

**Therapeutic Recreation**
Required: 43:160; 43:161

**Urban Recreation**

**Program Supervision**
In consultation with the adviser, the student must select one of the following six areas of concentration: Aquatics, Art, Dance, Music, Sports, or Theatre, for a total program of ................................ 15 hours

**Aquatics**
Required: 42:124; 42:125
Required competency: current WSI certification

**Art**
Electives: 15 hours selected from courses leading to art minor.

**Dance**
Required: 42:124; 42:125
Electives: minimum of 11 hours in courses selected in consultation with dance specialist.

**Music**
Electives: minimum of 15 hours selected from courses leading to music minor.
Sports
Required: 42:124; 42:125

Theatre

HEALTH
41:010. First Aid and Personal Safety — 2 hrs.
May be offered as (1) Standard First Aid for one credit, (2) Instructor’s First Aid for one credit, or (3) may be offered as a combined course for two (2) credits. American Red Cross certification for those who qualify. No credit for student with credit in 37:010.

41:015. Personal Health — 2 hrs.
Designed to develop the understandings, attitudes, and practices which contribute to better individual health. No credit for student with credit in 37:015.

Introduction to and preparation for the events surrounding motherhood; emphasis on conception, pregnancy, prenatal health care, childbirth, and development of early infant-handling skills.

41:072. Cardiac Life Support — 2 hrs.
For basic rescuer and basic instructor: Cognitive knowledge of basic cardiac life support and the development of psycho-motor skills necessary for proper performance of cardiopulmonary resuscitation. No credit for student with credit in 38:040. Prerequisite: 41:010 or consent of instructor.

Consideration of concepts upon which an effective elementary program is structured. Identification of instructional techniques and materials and the function of the teacher in the elementary program. No credit for student with credit in 37:141.

41:138(g). Trends and Issues in Sex Education — 2 hrs.
Current trends and issues affecting design and implementation of school and community sex education programs. Includes: curriculum development; administrative, parental, and community support; and professional preparation of sex educators. Prerequisites: 41:015 or equivalent; junior standing.

41:140. Health Instruction in the Secondary School — 2 hrs.
Concepts of structure for an effective secondary program: learning process; development of instructional objectives; use of instructional aids, and pupil evaluation. No credit for student with credit in 37:110.

41:142(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 control, and effective teacher referral within the school and to community health agencies. Prerequisite: junior standing or consent of instructor.

41:144. Curricular Materials in Health Education — 2 hrs.
The evaluation, selection, and development of materials in school health as they relate to specific methods. No credit for student with credit in 37:115.

41:148(g). Administration of School Health — 3 hrs.
Overview of the school health program to acquaint the student with concepts, policies, and practices of administration necessary for organization and maintenance of healthful school living, health instruction, and health services in the school and for the school and community to work together. No credit for student with credit in 37:117.

41:155(g). Community Health — 2 hrs.
Historical background of community health problems; concepts of structure for effective community health program, and structure and function of local, state, and federal health departments. No credit for student with credit in 37:118.

41:160(g). Introduction to Public Health — 3 hrs.
Public health activities concerned with protection and care of the individual; focuses on factors that may be inimical to human beings. Prerequisite: 41:015. No credit for student with credit in 37:114.
41:162. Women's Health — 2 hrs.
A study of contemporary issues in women's health. Includes consumerism, feminism, the physician-patient relationship in the gynecological, family, and general practice settings, women's health development and maintenance, health and counseling services available for women.

41:164. Consumer Health — 2 hrs.
Issues surrounding the purchasing of health goods and services: quackery, non-traditional health care and sources of consumer protection in the health marketplace.

41:168. Field Experience in Community Health Education — 12 hrs.
Experience in area of student's career objectives. Offered on ungraded (credit/no credit) basis only. Prerequisites: senior standing and approval of Health Coordinator. Corequisite: 41:189.

41:172(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. No credit for student with credit in 38:140.

41:175(g). Prevention and Care of Athletic Injuries — 2 hrs.
Prevention, evaluation, first aid, supportive measures, and care of athletic injuries. Nutrition; facilities; and equipment. Discussion, 1 period; lab., 2 periods. No credit for student with credit in 38:115 or 39:145. Prerequisite: 42:050.

Various aspects of sports safety; emphasis on player and spectator protection; legal liability as it relates to athletic training. No credit for student with credit in 37:160. Prerequisites: 42:050; 42:151; 41:175.

41:182(g). Recognition and Evaluation of Athletic Injuries — 2 hrs.
No credit for student with credit in 37:162. Prerequisites: 42:050; 42:151; 41:175.

41:184(g). Rehabilitation of Athletic Injuries — 2 hrs.
Physiological effects, indications and contraindications, and the physics of modalities used in injury rehabilitation. No credit for student with credit in 37:164. Prerequisites: 42:050; 42:151; 41:175.

41:185. 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: approval of instructor.

41:187. Internship in Athletic Training — 1-4 hrs.
Comprehensive intern experience. May be repeated for a total of 4 hours in different areas of athletic training. No credit for student with credit in 37:171. Prerequisites: 42:050; 42:151; 41:175.

41:189. Seminar in Community Health Education — 3 hrs.
Complements field experience in community health education. Focus on issues in community health education and the transition from student role to health educator role. Prerequisite: senior standing; corequisite: 41:168.

PHYSICAL EDUCATION

42:001. Physical Education — 1 hr.
Work may be selected from activities as listed in the Schedule of Classes. Primarily for General Education. May be repeated.

The following six courses provide the development of fundamental skills and instructional techniques in the specified activities:

42:011. Fundamental Physical Activities — Aquatics — 1 hr.

42:012. Fundamental Physical Activities — Conditioning — 1 hr.

42:013. Fundamental Physical Activities — Dance — 1 hr.

42:014. Fundamental Physical Activities — Gymnastics — 1 hr.

42:015. Fundamental Physical Activities — Individual/Dual — 1 hr.

42:016. Fundamental Physical Activities — Team — 1 hr.

42:031. Dance Composition — 1 hr.
Application of art principles basic to good choreography; advanced technique and composition. Prerequisite: beginning modern dance or equivalent. No credit for student with credit in 39:050.

42:032. Advanced Folk Dance — 1 hr.
Basic and advanced folk dance skills and dance. Prerequisite: beginning folk dance or equivalent. No credit for student with credit in 39:055.

42:035. Dance for the Actor — 2 hrs.
Preparation in dance as it relates to musical productions, plays, and other art forms; designed primarily for majors and minors in theatre, music, and dance.
42:040. Participation with Students — 1 hr.
Experiences working with elementary and/or secondary school students in activities involving physical movement. Prerequisite: departmental approval. May be repeated once for credit. No credit for student with 2 hours credit in 37:018.

42:043. Methods and Movement Experiences for Children I — 2 hrs.
Philosophy, objectives, and content of physical education for elementary school children; includes movement education, fundamental movement actions, and rhythmic activities. Exploration method emphasized. 3 periods. Prerequisite: 42:043. No credit for student with credit in 39:063.

42:044. Methods and Movement Experiences for Children II — 2 hrs.
Exploration of growth and development; emphasis on educational gymnastics theory and progression, theory and concepts of teaching games and sports to K-6 children, and curriculum development. 3 periods. Prerequisite: 42:043. No credit for student with credit in 39:064 or 39:014.

Teaching methods and experience in activities. 3 periods. No credit for student with credit in 37:013, 37:014, or 39:014. Prerequisite: sophomore standing.

Gross anatomy of the osseous and muscular system; joint structure. No credit for student with credit in 37:060 or 38:150.

The following thirteen courses provide for the development of a high level of performance and comprehensive understanding and knowledge pertinent to the specific activity:

No credit for student with credit in 38:103.

No credit for student with credit in 38:102 or 39:140 section 1.

No credit for student with credit in 39:140 sec. 4.

No credit for student with credit in 38:101. Prerequisite: 42:016 (Football).

No credit for student with credit in 39:140 sec. 2.

No credit for student with credit in 38:108 or 39:140 sec. 3.


No credit for student with credit in 39:140 sec. 5.

No credit for student with credit in 38:109 or 39:140 sec. 6.

No credit for student with credit in 39:040 sec. 7.

42:111. Advanced Skill and Coaching Theory — Track and Field — 2 hrs.
No credit for student with credit in 38:104 or 39:140 sec. 8.

No credit for student with credit in 39:140 sec. 9.

No credit for student with credit in 38:125.

42:117. Sports Officiating — 1 hr.
Rule interpretation and mechanics of officiating for (1) basketball, (2) field hockey, (3) football, (4) softball, (5) swimming, and (6) volleyball. Primarily for physical education majors, coaching minors, and intramural officials. May be repeated in different activities up to 5 hours. No credit for student with same activity credit in 38:114 or 39:036.

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 and departmental approval. No credit for student with credit in 39:148.

42:120. Organization and Administration of Aquatic Programs — 2 hrs.
Administration of programs, personnel, and facilities; includes pool management and maintenance. No credit for student with credit in 37:172.
42:122(g). Theoretical Concepts of Coaching  
— 2 hrs.
Introductory philosophical aspects of sport, psychological and sociological dimensions of competitive sport experiences. No credit for student with credit in 38:177 or 39:142.

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 both 37:050 and 37:151, or 38:150, or in 42:050 and 42:151.

42:125(g). Conditioning Theory and Practice  
— 2 hrs.
Theory and practice in training and conditioning of athletes. 2 periods. (For coaching minors.) No credit for students with credit in 37:153, 38:155, or 42:153.

42:127(g). Organization and Administration of Competitive Sports — 2 hrs.
The organization, administration, and management of interscholastic, intercollegiate, and intramural sports programs. No credit for student with credit in 38:175.

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 six hours of credit. No credit for student with credit in same activities in 38:160. Prerequisite: department head approval for undergraduates.

42:130. Rhythmic Form and Analysis — 1 hr.
Planned to reinforce understandings of structure of rhythmic patterns in music and in movement. For individual with experience in both areas. No credit for student with credit in 39:111.

42:132(g). Educational Dance — 2 hrs.
Place of dance in the school curriculum; relationships; progressions, and curriculum building. No credit for student with credit in 39:125. Prerequisite: 42:043 or 42:134.

Methods and materials in the elementary and secondary school. 4 periods. No credit for student with credit in 39:193.

42:136. History and Philosophy of Dance  
— 2 hrs.
From primitive ritual to the art forms of the twentieth century. No credit for student with credit in 37:181.

42:145(g). Developmental Aspects of Movement Performance — 2 hrs.
How motor skills change with time; nature of factors effecting change; relationship or motor development to total human development; principles of motor development related to teaching motor skills. No credit for student with credit in 41:122.

Application of principles of mechanics to body movement. Discussion, 2 periods; lab., 2 periods. No credit for student with credit in 37:151. Prerequisite: 42:050 or equivalent.

42:152(g). Adapted Physical Education — 3 hrs.
Recognition of postural deviations; individual and group screening techniques; exercises for specific body parts; understanding specific disabilities; and the modification of physical education activities to meet limitations found in school population. 4 periods. No credit for student with credit in 41:152. Prerequisite: 42:151.

42:153(g). Physiology of Exercise — 3 hrs.
Effects of exercise upon organic functions of the body. Discussion, 2 periods; lab., 2 periods. No credit for student with credit in 37:153.

42:157(g). Adapted Aquatics — 1 hr.
Instructor's course in teaching swimming to the handicapped person. W.S.I. prerequisite for A.R.C. certification. No credit for student with credit in 37:157.

Meaning and significance of physical education including historical, philosophical, and scientific considerations. Prerequisite: junior standing. No credit for student with credit in 37:160.

Role of the teacher in planning and teaching physical education in the secondary schools; includes instructional techniques and materials, organization and management, and a practicum experience. Discussion, 2 periods; lab., 2 periods. No credit for student with credit in 39:191 or 39:199.

42:168. Assisting in Physical Education — 1 hr.
Assisting departmental instructor in activity classes. Prerequisite: department approval. No credit for student with credit in 38:172 or 39:040.

Statistical analysis; construction of evaluative instruments; and application of written and performance tests. No credit for student with credit in 37:174. Prerequisite: 25:050.
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. Prerequisite: senior standing. No credit for student with credit in 37:176 or 38:171.

Aquatics in educational and recreational programs dealing with instruction, management, and maintenance. Prerequisite: Lifesaving or approved equivalent. Offered 3 periods. No credit for student with credit in 39:194.

Individual study in an area of physical education. Credit to be determined at time of registration and to be based on student’s proposal. Requires approval of department head.


Analysis of motion with special emphasis upon application of mechanical and anatomical principles in the performance of physical activities. Relates laws of physics and develops principles from these laws that explain fundamental movements that are successful to various techniques. No credit for student with credit in 37:251. Prerequisites: 42:050; 42:151; or equivalent.

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. No credit for student with credit in 37:253. Prerequisites: 42:060; 42:151; or equivalent.

Study and application of Research findings to motor learning and the variables which influence it. No credit for student with credit in 37:250.

42:273. Physical Education in the Public Schools — 3 hrs.
Principles, movements, leaders, trends, purposes, methods, and techniques of structuring the school program in physical education. No credit for student with credit in 37:273.

Historical background of measurement in physical education; evaluation as a part of teaching statistical techniques; construction and use of motor knowledge tests; criteria for test selection; administering a testing program; interpretation and use of test results. Prerequisite: 26:180 or 30:172. No credit for student with credit in 37:274.

Analysis of current supervisory practices and problems of teaching in physical education. No credit for student with credit in 37:276.

42:289. Physical Education Seminar — 1-3 hrs.
Special topics as indicated in the Schedule of Classes.


RECREATION

43:010. Introduction to Recreation — 1 hr.
Orientation to the profession, includes history, philosophy, trends, and opportunities in recreation professions.

Theories, principles, and practices of recreational leadership; techniques and methods of working with individuals and groups. No credit for student with credit in 37:031. Corequisite: 43:021.

43:021. Activity Leadership Laboratory — 1 hr.
Methods and practice in leading recreational activities in social recreation, sports, games and dance. Corequisite: 43:020.

Techniques of adapting recreation programs to meet the leisure needs of special populations in today’s society. Corequisite: 43:031. No credit for student with credit in 37:036.

43:031. Fieldwork: Special Populations — 1 hr.
Observational and/or practical field experiences in recreation programs for special populations. May be taken during freshman year; must be taken on “ungraded” (credit/no credit) basis. Corequisite: 43:030. Primarily for Recreation majors.

Introduction to community recreation through study of interrelationships of municipal, school, park, and agency programs. No credit for student with credit in 37:037. Corequisite: 43:041.
43:041. Fieldwork: Community Recreation
— 1 hr.
Observational and/or practical field experience in community recreation. May be taken during freshman year; must be taken on "ungraded" (credit/no credit basis). Corequisite: 43:040. Primarily for Recreation majors.

43:110. Recreation Program — 2 hrs.
Methods of planning, implementing, and evaluating recreation programs. Prerequisites: 43:020; 43:030; 43:040. No credit for students with credit in 37:132.

43:114. Basic Principles of Supervision-Administration in Recreation
— 2 hrs.
Principles of supervision and administration as applied to recreational settings. No credit for students with credit in 37:175. Prerequisites: 43:020; 43:030; 43:040.

Techniques involved in directing and administering community recreation programs. No credit for student with credit in 37:178. Prerequisite: 43:114.

43:140. Camp Leadership — 3 hrs.
The camping movement. Leadership techniques and laboratory experience. Discussion, 2 periods; lab., 2 periods. No credit for student with credit in 39:131.

43:141. Camp Counseling (Fieldwork) — 2 hrs.
Supervised counseling experience in an organized camp. Prerequisite: consent of Recreation coordinator.

43:142. Outdoor Education — 2 hrs.
The use of out-of-doors learning experiences to enhance education. Administration and program of school camping. No credit for student with credit in 37:170.

43:144(g). Camp Administration — 2 hrs.
Techniques of site and program development, and organization and administration of agency, private, church, school, and commercial camps which are utilized for outdoor recreational pursuits. No credit for student with credit in 37:173. Prerequisite: 43:140.

43:160(g). Therapeutic Recreation — 3 hrs.
Methods and techniques used in therapeutic recreational services to meet the leisure needs of members of special populations. No credit for student with credit in 37:184. Prerequisite: 43:110. Corequisite: 43:161.

43:161(g). Therapeutic Recreation (Fieldwork)
— 1 hr.
Laboratory course; provides supervised practical experience in an institutional setting. Corequisite: 43:160.

43:164(g). Physical Activities for the Handicapped — 3 hrs.
Role of physical activities in the education and recreation of the handicapped. Etiology of handicaps and appropriate assessment, activity, leadership, and evaluation techniques; includes laboratory experience. No credit for student with credit in 37:156.

43:166(g). Leisure and Aging — 2 hrs.
Role of recreation and leisure in understanding and working with the older adult in community and institutional settings. Prerequisite: junior standing or consent of instructor.

43:185. Readings in Recreation — 1-3 hrs.
Individual study in an area of recreation. Credit to be determined at time of registration; to be based on student's proposal. Requires approval of instructor.

Comprehensive fieldwork experience in area of student's concentration. No credit for student with credit in 37:177. Corequisite: 43:188. Prerequisite: 300 hours certified practical experience. Must be taken on credit/no-credit basis.

43:189. Seminar in Recreation — 2 hrs.
Complements practicum in regularly scheduled sessions through semester. Corequisite: 43:187. Prerequisite: senior standing. No credit for student with credit in 37:188.
History


*on leave

Note: Students other than majors or minors in history or majors in economics, geography, political science, sociology-anthropology, or social science must take fifteen (15) semester hours each in United States history and European (world) history for approval to teach in these fields.

Note: Neither 96:070 nor 96:123 may be counted toward history majors or minors.

HISTORY MAJOR — TEACHING

Required: 68:021 or 68:022 (if both courses are not taken for General Education) ........... 0-4 hours
Required: 90:190 ........................................... 3 hours
Required: 96:014, 96:015; 96:193 ........................... 8 hours
Electives in history: a minimum of 22 hours (to include at least 9 hours of European history and 3 hours of non-Western history) ............... 22 hours

Students satisfactorily completing this major will be approved to teach in United States history or in world history; or in both, if at least 12 hours are taken in each.

The history major may consider a minor in at least one other social science discipline.

Courses used to meet the General Education requirements or requirements of other majors or minors may not be used to meet requirements of this major.

Reading proficiency in a foreign language is strongly recommended, particularly for students planning to do graduate work.

HISTORY MAJOR

Required: 68:021 or 68:022 (if both courses are not taken for General Education) ........... 0-4 hours
Electives in history ........................................... 9 hours
Electives from at least two related fields approved by the Department of History ........................................... 41-45 hours

Courses used to meet General Education or other degree requirements may not be used to meet requirements of this major.

Reading proficiency in a foreign language is strongly recommended, particularly for those planning to do graduate work.

HISTORY MINOR — Teaching

Required: 96:014; 96:015; 96:154; 96:155 .................................................. 12 hours
Required: 90:190 (unless already taken on major) .................... 3 hours
Electives in history ........................................... 9 hours

21-24 hours
Students whose emphasis is American history must include one course in Latin American
history. Students whose emphasis is world history must include one course in one of the
following: Middle Ages, Ancient, Near East, or non-Western history.

Students satisfactorily completing this minor will be certified to teach in American history
or in world history, or in both, if at least 12 hours are taken in each.

HISTORY MINOR

Electives in history excluding courses used to meet general education
requirements ........................................................ .18 hours

96:014. United States History to 1877 — 3 hrs.
Events, factors, and personalities which shaped so­
cial, economic, and political development of the
United States from settlement to the end of Recon­
struction.

96:015. United States History since 1877
— 3 hrs.
End of Reconstruction period to the present, includ­
ing economic, diplomatic, intellectual, political, and
social factors.

Historical, political, social, and cultural elements
that form the civilization of Latin America. No
credit if student has credit in 78:140. May not be
taken for credit on history majors or minors.

Archeology of the Aegean and the Minoan­
Mycenaean civilization; the Homeric period, the
classical civilization of Greece to Alexander the
Great and the Hellenistic Age; the advent of the
Romans.

96:103(g). History of Ancient Rome — 3 hrs.
The Roman Republic, expansion of Roman rule, the
Roman Empire, the decline and fall of the empire in
the 5th century A.D. Compares the Romans as
people with modern Americans.

96:107(g). War and Society in the Modern
World — 3 hrs.
An historical study of the causes and conduct of war
and the impact of war on society since the 17th
century with emphasis on the 19th and 20th cen­
turies.

96:116(g). Recent United States History
— 3 hrs.
A history of the American people since 1929 with
emphasis on domestic affairs.

96:122(g). The Black in United States History
— 3 hrs.
History of black Americans from the African back­
ground into the 1970's, with an emphasis on the
period since the end of slavery.

96:123. Problems in American Civilization
— 2 hrs.
Problems facing the United States in its world rela­
tionships. May not be taken for credit on history
majors or minors.

96:124(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 the 17th century to the present; emphasis on
the metropolis of the past half-century.

96:130(g). History of Iowa — 2 hrs.
Social, political, and economic developments in Iowa
from prehistoric times to the present.

96:132(g). Internship in Historical Studies
— 3-8 hrs.
Individualized study and experience in applied
techniques, particularly state and local resources;
includes readings, in-museum service, and a
student-designed project. Recommended preceded
by course in Iowa history.

96:134(g). United States Economic History
— 3 hrs.
Efforts of the people to raise the standard of living,
their means of livelihood, and the development of
the national economy. Explores theory of economic
growth.

96:136(g). American Colonial History — 3 hrs.
Seventeenth and 18th Century America; develop­
ment of colonial societies in the New World and the
American Revolutionary era.
96:137(g). Early National Period in U.S. History — 3 hrs.
Political, economic, and social development of the United States in the years between the American Revolution and the end of the Jacksonian Era.

Assessment of achievements and failures of United States diplomacy since 1776 and relationships of these to present and recent past.

96:139(g). Civil War and Reconstruction — 3 hrs.
Causes of the Civil War, the nature of the conflict, and the short-range and long-range consequences of the war.

96:140(g). History of the West — 3 hrs.
Westward movement of the people, from the Atlantic to the Pacific; the impact of over two centuries of frontier experience on the course of the nation's history and in the shaping of the "American" character.

96:141(g). The South in United States History — 3 hrs.
Traces the southern experience from colonization and settlement through the Civil War, Reconstruction, and the late 19th and 20th century racial and political adjustments; emphasis on post-Reconstruction period as well as the role of blacks in shaping southern society. Prerequisite: junior standing or consent of instructor.

96:142(g). United States Constitutional History — 3 hrs.
Relates individual rights, political-socio-economic issues, and the rivalry among the Presidency-Congress-Supreme Court to the development of the U.S. Constitution.

96:143(g). Dissent in United States History — 3 hrs.
A systematic study of the dissent in general, and of specific protest movements, with emphasis on post-Civil War period, including both radical and reactionary movements — Women's rights and Women's Liberation, Old Left and New Left, Ku Klux Klan, Radical Right, Socialism and Communism.

Historical examination of principal idea-systems which shaped the intellectual profile of American civilization.

96:145(g). Religion in America — 3 hrs.
(Same as 64:117(g).)

96:146(g). History of Women in the United States — 3 hrs.
Survey of the social, cultural, and economic roles of women in the United States from founding to the present, with some comparative analysis of women's roles in other areas of the world.

96:147(g). The United States: Gilded Age to the Great Depression — 3 hrs.
United States history from the end of Reconstruction through the late 19th-century economic revolution, the Populist and Progressive reform movements, the emergence of the 20th-century internationalism, and the economic collapse of 1929. Prerequisite: junior standing or consent of instructor.

96:151(g). The Ancient Near East — 3 hrs.
The artistic, literary, political, religious, and social accomplishments of Near Eastern people of ancient times.

96:152(g). Medieval Civilization — 3 hrs.
Social, economic, political, and cultural features seen as foundations of the modern period. From the Fall of Rome to the 15th century.

96:153(g). The Renaissance and Reformation — 3 hrs.
The intellectual, artistic, economic, and political developments of the Italian and Northern Renaissance, culminating in an examination of the 16th century Reformation.

96:154. Modern Europe to 1815 — 3 hrs.
Europe beginning with the Renaissance; development of the Reformation and the modern state (cultural, economic, and social problems of all Europe during the 16th-18th centuries).

96:155. Modern Europe since 1815 — 3 hrs.
European history from the Congress of Vienna to the present; includes movements of national unification in Italy and Germany, and cultural movements during the "Generation of Materialism." Origins of World War I and its impact on Europe, the legacy of World War I — the Fascist and Communist revolutions; World War II, and the era of the Cold War.

96:157(g). European Diplomacy since 1870 — 3 hrs.
Modern European and global diplomacy with emphasis on the ideological factors underlying relations among the various states and the methods of the men who pursued these.

96:158(g). Age of Absolution — 3 hrs.
History of the emerging nations of Europe with emphasis upon the age of absolutism and Louis XIV.

96:160(g). Europe since 1919 — 3 hrs.
Seeks the reasons for an age of conflict in the post-World War I era; political philosophies and personalities of the period.
96:162(g). European Thought since the Enlightenment — 3 hrs.
Selected ideas and men in the 19th and 20th centuries. Prerequisite: junior standing.

96:164(g). English History to 1688 — 3 hrs.
England and the British Isles: Celtic and Roman times, England in the Middle Ages, the Tudor-Stuart dynasties, the Glorious Revolution of 1688; England's beginnings as a great power and her relations with the rest of Europe.

96:165(g). English History since 1688 — 3 hrs.
English political, economic, social, and intellectual history with emphasis on the Victorians and the 20th century; the British Empire and Commonwealth.

96:166(g). European Imperialism — 3 hrs.
Motivations, institutions, and policies of European expansion in Asia, Africa, and Latin America.

96:167(g). History of Imperial Russia — 3 hrs.
Political, social, economic, and cultural aspects of Russia with emphasis on the 19th century.

96:168(g). History of Soviet Russia — 3 hrs.
Political, social, economic, and cultural developments of Russia in the 20th century, emphasis on ideology.

96:169(g). History of Germany to 1870 — 3 hrs.
Social, political, and intellectual history of Germany, with emphasis on 16th, 17th, and 18th centuries; 19th century to 1871.

96:170(g). History of Germany since 1871 — 3 hrs.
Political, social, economic, and cultural developments of Germany within the 19th and 20th centuries; emphasis on the Nazi period.

96:171(g). History of France — 3 hrs.
Surveys the cultural, economic and political history of France with emphasis on the period 1760 to the present.

96:172(g). History of Germany since 1871 — 3 hrs.
Political, social, economic, and cultural developments of Germany within the 19th and 20th centuries; emphasis on the Nazi period.

Survey of 19th and 20th-century sub-Saharan Africa including economic and political development, the emergence of modern nationalist movements, and the character of the European contact and its interaction with traditional African politics. Prerequisite: junior standing or consent of instructor.

96:177(g). History of Mexico and the Caribbean Area — 3 hrs.
Mexico and the major Caribbean countries, the United States in the Caribbean, with emphasis on the 20th century.

Discovery, exploration, conquest and development of Colonial Latin America.

96:180(g). Latin American History — 3 hrs.
Modern development of the Latin American States and their relations to the United States.

96:181(g). Pre-Modern South Asia — 3 hrs.
The culture and institutions within the Indian sub-continent from antiquity through the Hindu and Islamic periods.

96:182(g). Modern South Asia — 3 hrs.
The influence of the West upon the cultures and institutions within the Indian sub-continent; response to changing conditions in the Anglo-Indian Empire; rise of movements leading to the establishment of India and Pakistan.

96:183(g). Pre-Modern Chinese History — 3 hrs.
Cultural and institutional development in China from earliest times to ca. 1800 A.D.

96:184(g). East Asia to 1850 — 3 hrs.
Religion, philosophy, literature and the arts of East Asia.

96:185(g). East Asia since 1850 — 3 hrs.
History of China, Japan, and Korea in modern times.

96:187(g). Modern Chinese History — 3 hrs.
Political, social, economic, and intellectual developments in China with special emphasis on the period from the Revolution of 1911 to the present.

96:188(g). South Asian Intellectual History — 3 hrs.
Intellectual developments in the Indian subcontinent.

96:189. 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: approval of head of department; 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.

Seminar in history offered as indicated in Schedule of Classes. For history majors only. May be repeated for credit in different fields. Prerequisite: junior standing; must have 9 semester hours in history including 3 hours in field of the seminar.

96:193(g). Historians and Philosophy of History — 2 hrs.
A study of the methodology and philosophy of history, illustrated by the history of historical writing. Prerequisite: junior standing.

Combines the lecture and readings-seminar approach in studying concepts and policies involved in the nation's diplomacy since the late nineteenth century.

96:280. Seminar in History — 1-3 hrs.
Offered in specially designed areas as indicated in Schedule of Classes.

May be repeated. Prerequisite: approval of department head.

Seminar on major schools of interpretation of the American past, and a specific examination of the historiographical development of selected topics in American history.

Readings and research seminar on the development of the Western tradition of critical historical scholarship and on the literature of selected topics, controversies, and problems of modern European history.

Investigation into the problems confronting the historian and an analysis of the methods and techniques employed by the historian.

Logical, methodological, philosophic, and theoretic problems of historical inquiry, emphasis on developing criteria for the critical evaluation of historical scholarship.


Home Economics

VOCATIONAL HOME ECONOMICS MAJOR — TEACHING
Required: 31:010; 31:015; 31:035; 31:037; 31:038; 31:060; 31:062; 31:065; 31:070; 31:110; 31:150; 31:177; 31:181; 31:182; 31:190 ........................................ 40 hours
Required: 31:051 or 31:152 ........................................ 2 hours
Required: 31:172 or 31:178 (sec. 4) .................................. 2-3 hours
Required: 86:061; 86:063; 84:033 ..................................... 11 hours
Electives: in one home economics area (4 in foods; 5 in clothing; 6 in all others) ........................................ 4-6 hours

Also required: Student-initiated, department-approved work experience for 400 hours in home economics occupations to meet State vocational certification requirements.

No minor is required.

HOME ECONOMICS MAJOR — TEACHING
Required: 31:010; 31:015; 31:030; 31:035; 31:038; 31:060; 31:062; 31:065; 31:070; 31:110; 31:150; 31:177; 31:190 ........................................ 36 hours
Required: 31:051 or 31:152 ........................................ 2 hours
Required: science in addition to general education (may include 37:050) ........................................ 6 hours

A minor (minimum of 15 hours) is required.
HOME ECONOMICS MAJOR

Required: 31:010; 31:035; 31:060; 31:065; 31:070; 31:051 or 31:152 ................. 16 hours
Electives: home economics from areas of textiles and clothing, foods
and nutrition, family relationships and child development,
housing, family economics and home management .......................... 16 hours
32 hours

HOME ECONOMICS — Design and Human Environment Major

Required: 31:051 or 31:152; 31:070; 31:110; 31:164; 31:195; 31:061;
31:063; 31:064; 31:066; 31:067; 31:068; 31:125; 31:126; 31:127 ................. 44 hours
Required: one of the following three emphases for a total of ................. 12 hours
56 hours

Emphases —

Art (required):
60:005; 60:026 ........................................... 6 hours
6 hours from 60:018, 60:025, 60:027, 60:032, 60:080 .......................... 6 hours
(Note: The art prerequisite for one or more of the above courses
is 60:001, which can be taken as a General Education
requirement in the Artistic Processes area.)

Behavioral Sciences (required):
40:008; 98:136 ........................................... 6 hours
6 hours from 31:055; 40:175, 98:080, 98:110, 99:131 .......................... 6 hours
(Note: The sociology prerequisite for one or more of the above
sociology courses is 98:058, which can be taken as a General
Education requirement in the Societies area.)

Business (required):
13:152; 13:158 ........................................... 6 hours
Students electing this major should declare one of these emphases in the second semester of
the sophomore year.

HOME ECONOMICS IN BUSINESS — Clothing and Textiles Major

Required: 31:010; 31:015; 31:020; 31:060; 31:065 or 31:067;
31:070; 31:110; 31:111; 31:112 or 31:117; 31:114 or
31:116; 31:051 or 31:152; 31:115; 31:196 .......................... 34-40 hours
Required: 13:152; 13:158; and 6 hours from 13:140,
46-52 hours

HOME ECONOMICS IN BUSINESS — Food and Nutrition Major

Required: 31:035; 31:037; 31:038; 31:062; 31:070; 31:130 or
31:137; 31:142; 31:144; 31:145; 31:061 or 31:152;
31:177; 31:195; 31:147; 31:146 .......................... 42 hours
Required: 86:061; 86:063; 84:033 .......................... 11 hours
Required: 12:030; 13:152; and 6 hours from 13:154, 13:158,
13:140, 15:153 .......................... 12 hours
65 hours
HOME ECONOMICS MINOR

Required: 31:051 or 31:152; 31:070 or 31:117 ........................................ 4-5 hours
Electives from: 31:010; 31:015; 31:030; 31:035; 31:037;
31:038; 31:051; 31:055; 31:060; 31:062; 31:065; 31:070;
31:110; 31:114; 31:135; 31:150; 31:152; 31:163; 31:177 ........................................ 13-14 hours

This minor does not qualify one for teaching home economics.

FAMILY LIFE EDUCATION MINOR

Required: 31:051; 31:055; 31:070; 31:152; 98:105 ........................................ 13 hours
Required: 31:153 or 31:155 .................................................. 3 hours
Required: 29:102 or 29:104 or 29:121 or 45:040 ........................................ 3 hours

*Other courses in guidance, home economics, psychology, and/or sociology, and approved by
the adviser, must be substituted to make a total of at least 15 semester hours if courses
listed are already counted on the student's major.

HOME ECONOMICS SUBJECT FIELD — Middle School/Junior High Education Major*

Required: 31:010; 31:015; 31:035; 31:037; 31:051; 31:060;
31:065; 31:070; 31:152; 31:190 ........................................ 25 hours

(*See Department of Curriculum and Instruction, page 119.)

31:005. Introduction to Home Economics — 1 hr.
History, philosophy, and trends in home economics careers.

Problems in clothing decisions.

Clothing construction using commercial patterns.

Evaluation, selection, coordination, and promotion
of fashion merchandise.

Credit not given for both 31:030 and 31:037. Food
nutrients essential for good health; emphasis on
selection and use of food for health and satisfaction
of the individual and the family.

31:035. Foods — 3 hrs.
Basic principles of food selection, preparation, and
service. For majors and minors; also open as an
elective.

Relation of foods and nutrition to growth, development,
and maintenance of health. A study of development
of good nutritional habits for children and adults. 86:063 or equivalent and 31:035 should
precede this course.

31:038. Meal Management — 3 hrs.
Problems involved in the planning, selection, prepara-
tion, and serving of meals. Emphasis on manage-
ment of time, energy, and money. Prerequisites:
31:035; 31:037. No credit if have taken 31:036.

Facilitating personal growth and satisfying inter-
personal relationships, using group process to in-
crease awareness and acceptance of self and others.

Psychological, emotional, social, and physiological
factors affecting the human developmental pattern
from conception through old age. Prerequisite:
40:008.

Male and female identity; establishment of meaning-
ful interpersonal relationships, and definition and
role of human sexuality in human relationships.

Introduction to design, analysis of the visual en-
vironment, elements and principles of design. Does
not count for credit in design major.
31:061. Introduction to Design and Human Environment — 2 hrs.
Context of "design and human environment"; develops individual perception of the complexity of design. Introduction and interpretation of relationships of the design emphasis options to processes of design.

Selection, use, and care of home appliances. Application of basic physical science principles.

Introductory drafting course; emphasis on drawing as a visual communications medium. Develops basic technical drafting skills as a graphic language for beginning designers.

31:064. Drawing II — 3 hrs.
Drawing as a practical design language; development of simple, fast, and accurate method of drawing; and humanize drawing as a design skill. Includes lab experiences. Prerequisite: 31:063.

31:065. Housing and Home Furnishings — 3 hrs.
Psychological, social, and physical factors affecting housing. Does not count for credit on design major.

31:066. Design I — 4 hrs.
Design elements applied to two- and three-dimensional space. Explores problem solving by use and interrelationships of form, function, technique, materials, and tools. Development of vocabulary for work and criticism, and for disciplines of professional design practice.

31:067. History of Interiors I — 3 hrs.
Styles of furnishings, interiors, and architecture from antiquity to the mid-19th century.

31:068. 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: 31:067.

31:070. Management of Family Resources — 3 hrs.
Management of human, material, and environmental resources available to individuals and families throughout the family life cycle with emphasis on material resources; application of management processes to goal achievement. No credit if have taken 31:170 or 31:176. Prerequisite: at least sophomore standing.

31:110. Textiles — 3 hrs.
Effect on fiber content, construction, and finish on the serviceability and cost of fabrics. Identification tests. Recommended 86:063 be taken prior to 31:110.

31:111(g). Costume Design-Flat Pattern — 3 hrs.
Flat pattern making. Prerequisite: 31:010; 31:015.

31:112(g). Tailoring — 3 hrs.
Tailoring of suits and coats. Prerequisite: 31:015; recommended to precede: 31:111.

31:113(g). Decorative Textiles — 3 hrs.
Textile printing, weaving, dyeing, and other decorative processes. Prerequisite: 31:060.

31:114(g). Socio-Psychological Aspects of Textiles and Clothing — 3 hrs.
Origins and functions of clothing and textiles for the individual and society. Hypotheses concerning clothing among cultures and implications for clothing consumption patterns for individuals and families from personal value systems. Recommended to precede this course: 98:068 or 40:008 or equivalent.

31:115(g). Patterns in Clothing Consumption — 3 hrs.
Current theories of clothing consumption factors affecting family clothing expenditures; production and distribution of textile and clothing products for the consumer market. Principles of merchandising as applied to clothing and household textiles. Prerequisite: 31:020.

31:116(g). History of Costume — 3 hrs.
Costume in the western world from ancient times to 21st century.

31:117(g). Costume Design-Draping — 3 hrs.
Principles of designing with cloth on mannequins. Prerequisites: 31:015; 31:111.

31:118(g). Problems — 1-4 hrs.
(1) Textiles, (2) Clothing.

Survey of research, development, and distribution of textile products in relation to consumer needs. Prerequisite: 31:110.

31:120(g). Demonstration Techniques — 2 hrs.
Techniques of demonstration and their application in learning and teaching. Demonstrations planned and presented to audiences of varied size, background, and interest.

31:125. Design II — 4 hrs.
Human determinates as introduction to the organization of human perception of physical and psychological needs in personal space. Prerequisite: 31:066.

Human determinates of design of spaces which solve specific human problems; analysis of complexities of social functions. Prerequisite: 31:125.

Development of systematic approach to solving complex human needs in the public zone. Analysis of user needs in the public environment. Design studies where users and their environment require equal functional priority. Prerequisite: 31:126.
31:130(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. Prerequisite: 31:037.


No credit for students with credit in 31:035, 31:036, or 31:142. For students who do not plan a major in home economics.

31:137(g). Advanced Nutrition — 3 hrs.


31:142(g). Experimental Foods — 3 hrs.

Functions of ingredients, factors affecting quality of food products, experimental projects under controlled conditions, and technical writing. Prerequisite: 86:063.

31:143(g). Origin of Foods — 3 hrs.

Influence of food on cultural and social relationships of family, community, and world. Racial and national food patterns.

31:144(g). Comparative Study of Foods — 3 hrs.

Food preservation, factors affecting palatability and nutritive value of food, sensory evaluations and preference surveys as related to the food industry. Prerequisite or corequisite: 84:033; prerequisite: 31:038.

31:145(g). Quantity Food Production and Purchasing — 4 hrs.

Study of various aspects of and laboratory experience in quantity food production and purchasing. Prerequisites: 31:037; 31:038; and junior standing.

31:146(g). Food Analysis — 3 hrs.

Basic analysis: explanation and performance of methods commonly employed in food testing laboratories; areas include chemical, microbiological, physical, and purity. Prerequisites: 31:035; 84:033; 86:063.

31:147(g). Food Microbiology — 3 hrs.

Microbiological examination of foods, food-borne illnesses, microbial standards and specifications, food preservation, and sanitation. Prerequisites: 84:033; 86:063.

31:148(g). Problems — 1-4 hrs.

(1) Foods; (2) Nutrition.

31:150(g). Child and the Home — 4 hrs.

The infant through pre-school age; experience with children through a playschool situation. Prerequisite: 20:014 or 20:030 or 31:055.

31:152(g). Family Relationships — 2 hrs.

Understanding self as an individual and family member; using group process to explore relationships and communications within family groups throughout the life cycle.

31:153(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). Prerequisite: 31:152 or 31:061 or 98:105 or equivalent.

31:155(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.

31:158(g). Problems — 1-4 hrs.

Sec. 1. Personal and Family Relationships.
Sec. 2. Human Development.
Sec. 3. Human Sexuality.

31:163(g). Contemporary Housing Problems — 3 hrs.

Analysis of current U.S.A. housing needs, urban and rural housing problems, roles of private citizens, business and government, and remedial measures. Exploration of housing solutions and trends in other countries. Field trips and individual studies. Prerequisite: 31:065 (may be waived for non-majors).

31:164(g). Professional Practice of Interior Design — 2 hrs.

Survey of field opportunities; future professional role, business ethics and responsibilities of the designer, client-designer and trade relationships. Prerequisite: 31:126.

31:168(g). Problems — 1-4 hrs.

Sec. 1. Housing.
Sec. 2. Interior design.
Sec. 3. Household Equipment.


Experience in applying the principles of management to family resources. Residence in the house integrates the understandings, knowledge, and skills gained from the various phases of home economics. To be taken during professional semester opposite student teaching. Prerequisites: 31:038; 31:070.

31:175(g). Consumer Issues — 2 hrs.

Explores current consumer issues having impact on the quality of life; emphasis on consumer in relation to government, business and industry, and environmental issues. Prerequisite: 31:177 or consent of instructor.
31:176(g). Family Economics—2 hrs.

31:177(g). The American Consumer—2 hrs.
Analytical approach to the consumption of goods and services. Understanding the consumer movement; developing competencies for consumer decisions and actions.

31:178(g). Problems—1-4 hrs.
Experience in applying the principles of management to family resources. (1) Family economics; (2) consumer; (3) home management; (4) home management laboratory experience. Section 4 open only to students currently responsible for the management of their own homes—2 hrs. credit; supervised experience in applying the principles of management to family resources to attain family goals. Prerequisites: 31:098; 31:070; and consent of the department head. No credit if have had 31:172.

31:181(g). Organization and Administration of Vocational Home Economics Programs—2 hrs.
History, philosophy, and current status of vocational home economics. Includes program development and coordination of home economics-related occupations and career education in home economics.

31:182(g). Adult Education—2 hrs.
Survey of scope and need for adult education. Materials and techniques suited to group work with adults. Observation and participation in organizing and teaching an adult class. 31:190 should precede this course.

31:188(g). Problems—1-4 hrs.
(1) Home Economics Education; (2) Curriculum Planning.

Roles of the home economics teacher. Planning and evaluating the teaching of home economics including micro-teaching experience.

31:195. 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.
Sec. 1. Clothing and textiles—2-8 hrs.
Sec. 2. Foods and nutrition—5 hrs.
Sec. 3. Design and Human Environment—4 hrs., prerequisite: 31:126.


Broad view of human development from infancy to old age; emphasis on interrelationships between individual, family, and society. Prerequisite: 31:152 or equivalent. Strongly recommended: 31:051, 31:055 or equivalent.

Principal conceptual frameworks in human development. Includes review of theories of child and adolescent development, and in-depth look at adult and family interactions and stages of maturity and old age. (Same as 40:252 and 98:252.)

Clarification and use of a rationale in curriculum development in home economics. Special problems in application.

Evaluation of current research in home economics and development of research proposals.

Objectives, techniques, and organization of supervised teaching in teacher-training and in city and area schools.

Construction and use of different types of instruments for evaluating educational outcomes. Guided study of the available measuring instruments in home economics.

Examination of issues faced by home economists and current trends in the field.

Readings in various areas according to student needs.

Various areas according to students’ needs.

May be repeated for up to 9 hours of credit. Credit and topic to be given in Schedule of Classes.

(Non-teaching.) Experience in various areas according to student needs. May be repeated for up to 8 hours of credit.

31:299. Research.
Industrial Technology


Bachelor of Arts Programs

INDUSTRIAL ARTS EDUCATION MAJOR

Required: *mathematics-science: 80:040; 86:030; 88:052 ................. 12 hours
Required: 33:005; 33:011; 33:016; 33:018; 33:020; 33:022;
33:032; 33:036; 33:190; 33:195 .................................... 31 hours
Electives in Industrial Technology ................................... 12 hours

*Special sections of 80:040 and 86:030 for this major.
86:030 is not required for students completing 86:044 and 86:046.
88:052 is not required for students completing 88:054 and 88:056.

Students intending to teach industrial arts at the senior high school level should complete not less than twelve (12) hours of electives in one of the following areas: Construction, Manufacturing, Power, Communications.

INDUSTRY MAJOR

Required: 33:005; 33:011; 33:016; 33:018; 33:020; 33:022;
33:032; 33:036; 33:172; 33:187; 15:153 .................................. 34 hours
Required: *mathematics-science: 86:040; 86:030; 88:052 ................. 12 hours
**Electives in Industrial Technology ................................ 12 hours

*Special sections of 80:040 and 86:030 for this major. 86:030 is not required for students completing 86:044 and 86:046. 88:052 is not required for students completing 88:054 and 88:056.

**Students should complete electives (12 hours) in one of the following concentrations: Power, Construction, Electronics, Mechanical Design, Mechanical Production, or Graphic Arts.

INDUSTRIAL ARTS EDUCATION MINOR

Required: 33:005; 33:011; 33:016; 33:018; 33:020; 33:022;
33:032; 33:036; 33:190 .............................................. 29 hours

INDUSTRY MINOR

Required: 33:005; 33:020; 33:032 .................................... 6 hours
Electives in Industrial Technology .................................. 14 hours

20 hours

INDUSTRIAL ARTS SUBJECT FIELD — Middle School/Junior High School Education Major*

Required: 33:005; 33:011; 33:020; 33:022; 33:032; 33:036;
33:190; and two of the following: 33:016, 33:018, 33:183 .............. 29 hours

(*See Department of Curriculum and Instruction, p. 119.)
Bachelor of Technology Programs

TECHNICAL INSTITUTE EDUCATION MAJOR

Required: General Education .................................................. 40 hours
Required mathematics-science*: 80:040; 80:048;
86:030; 88:054; 88:056 ...................................................... 21 hours
Required professional: 20:017; 20:020; 20:040; 20:116;
28:129; 33:101; 33:181; 33:191; 33:193 .................................. 24 hours
Required core: 33:005; 33:020; 33:032 .................................. 6 hours
Required Concentration** .................................................. 30-37 hours
Electives .......................................................... 5-12 hours

133 hours

**Concentrations (one of the following):

Automotive/Diesel: 33:036; 33:148; 33:160; 33:161; 33:162;
33:163; 33:164; 33:165; 33:170; 33:171 .............................. 35 hours
Electronics Technology: 33:036; 33:151; 33:152; 33:153;
33:154; 33:162; 33:185; 80:070 (2 hrs.); 88:152; 88:154 ........ 33 hours
Mechanical Design: 33:011; 33:012; 33:022; 33:111;
33:112; 33:117; 33:113; 33:118; 33:143; 33:148; 33:170 .......... 40 hours
Mechanical Technology: 33:011; 33:016; 33:111; 33:132;
33:133; 33:141; 33:143; 33:144; 33:162; 33:170 ..................... 38 hours

*Special sections of 80:040 and 86:030 for this major. 86:030 is not required for students completing 86:044 and 86:046.

A candidate for this major must have a minimum of one (1) year of recent and significant trade experience in the trade for which the student is preparing to teach. The amount of trade experience specified is sufficient to obtain certification approval to teach related trade subjects. Approval to teach laboratory or shop courses may be obtained upon completion of a total of three (3) years of recent and significant trade employment.
TRADE AND INDUSTRIAL EDUCATION MAJOR

Required General Education .............................................. 40 hours
Required mathematics-science*: 80:040; 86:030; 88:052 ...................... 12 hours
Required professional: 20:017; 20:020; 20:040; 20:116; 28:139;
  33:101; 33:181; 33:191; 33:193 ............................................ 24 hours
Required core: 33:005; 33:020; 33:032 ....................................... 6 hours
Required Concentration** ............................................. 39-44 hours
Electives ................................................................. 7-12 hours

133 hours

**Concentrations (one of the following):
  Automotive/Diesel: 33:011; 33:036; 33:151; 33:172; 33:152;
    33:160; 33:161; 33:162; 33:163; 33:164; 33:168 ........................ 35 hours
  Construction Technology: 33:011; 33:018; 33:115; 33:116;
    33:136; 33:137; 33:166; 33:167; 33:170; 33:173; 33:196 and
    33:127 or 33:128 or 33:130 or 33:162 ................................ 38-39 hours
  Mechanical Drafting: 33:011; 33:016; 33:022; 33:117; 33:143; 33:144;
    33:172; 33:111; 33:112; 33:113; 33:118; 33:141; 33:162 ........................ 47 hours

*Special sections of 80:040 and 86:030 for this major. 86:030 is not required for students completing 86:044 and 86:046. 86:052 is not required for students completing 88:054 and 88:056.

A candidate for this major must have a minimum of one (1) year of recent and significant trade experience in the trade for which the student is preparing to teach. The amount of trade experience specified is sufficient to obtain certification approval to teach related trade subjects. Approval to teach laboratory or shop courses may be obtained upon completion of a total of three (3) years of recent and significant trade employment.

INDUSTRIAL TECHNOLOGY MAJOR

Required General Education .............................................. 40 hours
Required mathematics-science:
  80:040; 80:048; 86:044; 86:046; 88:054; 88:056 ............................. 25 hours
Required core: 33:005; 33:020; 33:032; 33:187; 15:153 ............... 12 hours
Required Concentration* .............................................. 34-43 hours
Electives ................................................................. 7-18 hours

127 hours

*Concentrations (one of the following):
  Electronics Technology: 33:036; 33:151; 33:152; 33:153;
    33:154; 33:162; 33:185 (6 hours); 88:152; 88:154 .............. 34 hours
  Mechanical Design: 33:022; 33:012; 33:111; 33:112; 33:113;
    33:118; 33:132; 33:148; 33:143; 33:144; 33:162; 33:170 ........ 42 hours
  Mechanical Technology: 33:011; 33:016; 33:111; 33:112; 33:113;
    33:132; 33:148; 33:141; 33:143; 33:144; 33:162; 33:170 ........ 43 hours
  Power Technology: 33:036; 33:151; 33:160; 33:171; 33:162;
    33:163; 33:164; 33:168; 33:170; 33:171 ......................... 34 hours
CONSTRUCTION TECHNOLOGY MAJOR

Required General Education .......................................................... 40 hours
Required mathematics: 80:040; 80:046 ............................................. 8 hours
Required physical sciences: 86:030; 88:054; 88:056 ........................ 12 hours
Technical requirements: 33:005; 33:011; 33:018; 33:020; 33:032;
33:115; 33:116; 33:136; 33:137; 33:166; 33:167; 33:170; 33:179 .................. 39 hours
Management requirements: 15:153; 33:173; 33:187; 33:196;
plus 5 hours from 12:030, 15:101, 40:157, 40:158, 80:070 .................... 16 hours
Electives .................................................. 15 hours
130 hours

33:005. Production Systems — 2 hrs.
Introduction to construction and manufacturing technology. Evolution, systems, research and development, and planning and control of production. Evaluation of industrial consumer products.

Laboratory activities in measuring, forming, separating, combining, conditioning, and finishing processes. Prerequisite or corequisite: 33:005.

Orthographic projection, auxiliary views, and rotation methods of solving geometric problems (e.g., true length, bearing and slope lines; true size, strike and dip of planes; connectors; piecing points; and line of intersection of planes).

Production systems necessary to design, plan for mass production, and produce finished goods. Prerequisite: 33:011 or consent of instructor.

Management, personnel, and production practices of the construction industry. Lab includes topographic mapping, surveying, concrete, masonry, and wood-frame building construction. Prerequisite: 33:011, or consent of instructor.

Industrial communications, emphasis on visual and audio systems. Concepts of design, production, and dissemination methods; factors involved in design and distribution of industrial consumer products.

33:022. Communications Technology — 5 hrs.
Synthesis of industrial communications through product development, distribution, and service: includes product and packaging design, and development of promotional materials via visual and audio communications. Prerequisite or corequisite: 33:020.

Broad areas of energy and power; emphasis on technology involved in power transmission, generation, control, storage, and consumption. Energy utilization by society and the impact on the economy and environment.

33:036. Power Technology — 5 hrs.
Basic applications of specific principles of energy and power systems. Demonstrations of instrumentation, procedures analysis and reporting. Prerequisite or corequisite: 33:032.

33:101(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.

33:105(g). Guides to Automotive Fundamentals — 2 hrs.
Automotive principles and first echelon maintenance of the automobile. No credit for a student having credit in 33:036.

33:111(g). Industrial Graphics — 4 hrs.
Detail and assembly drawings, sections; auxiliary views; development; dimensioning and tolerancing; gears and cams.

33:112(g). Product Research and Development — 3 hrs.
Application of principles and processes of design and drafting to the research and development of manufactured products. Prerequisite: 33:111 or consent of instructor.

33:113(g). Manufacturing Design Graphics — 4 hrs.
Application of contemporary drafting practices used in manufacturing industries; includes specification of quality controls, product analysis and revision procedures, basic computer graphics, and tool design. Prerequisite: 33:111 or consent of instructor.
33:115(g). Residential Planning and Drawing — 4 hrs.
Design and development of working drawings for a residential structure. Prerequisite: 33:166 and junior standing, or consent of instructor.

33:116(g). Architectural Plans and Specifications — 3 hrs.
Analysis and interpretation of contract documents for construction. Emphasis on analyzing working drawings and specifications for construction details, structural and mechanical systems, and compliance with building codes. Prerequisites: 33:115, 33:167, and junior standing, or consent of instructor.

Development and production of drawings and other graphic forms using the computer and flatbed plotter with an introduction to BASIC programming. Prerequisite: 33:022 or consent of instructor; junior standing.

33:118(g). Technical Illustration — 3 hrs.
Pictorial drafting, shading, and rendering as used in manufacturing and architectural industries. Student may choose area of emphasis. Prerequisite: 33:022 or consent of instructor.

33:121(g). Industrial Wood Processing — 4 hrs.
Advanced operations and procedures of wood processing with emphasis on alternatives to solid wood fabrication, equipment maintenance, and safety principles and practices.

33:123(g). Wood Technology I — 3 hrs.
Mass production in the woodworking industries; product selection and development; production machines; design of tools, jigs, and fixtures. Prerequisite: 33:121 or departmental approval.

33:124(g). Wood Technology II — 3 hrs.
Wood structure and properties, identification, lumber grading, and modified wood products. Prerequisite: 33:121 or departmental approval.

33:127(g). Construction Techniques — 4 hrs.
Principles and application of carpentry, concrete, and masonry systems. Includes on-site construction activities. Prerequisites: 33:005 and 33:011; or consent of instructor.

33:128(g). Electrical and Mechanical Systems in Construction — 4 hrs.
Principles and applications of electrical, heating and cooling, and plumbing systems in residential and commercial buildings. Includes on-site construction activities. Prerequisites: 33:005 and 33:011; or consent of instructor.

33:130(g). Metal — 2 hrs.
Advanced instruction in one of the following: oxy-acetylene welding, electric arc welding, foundry, sheetmetal, metal spinning, ornamental iron, forging and heat treating, and art metal and enameling. Prerequisite: 33:011 or consent of instructor. May be repeated in different areas but credit toward degree may not exceed 8 hours.

33:132(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: 33:011 and 86:030 or 86:044, or consent of instructor; and junior standing.

33:136(g). Construction Surveying — 2 hrs.
Leveling, topographic surveying, triangulation, horizontal and vertical angles, area determination, and other basic construction applications of surveying procedures. Care and use of instruments, lecture and field exercises. Prerequisites: 33:006, 33:011, 33:018; or consent of instructor.

Materials of construction; their properties, manufacture, characteristics and application. Prerequisites: 33:006, 33:011, 33:018; or consent of instructor.

Advanced study in metal machining processes with emphasis on recently developed techniques and their application in industry. Prerequisite: 33:011 or consent of instructor.

33:144(g). Tooling Up for Manufacturing — 4 hrs.
Fabricating and setting up tooling, production processes, quality control, and material handling systems for a production run; includes methods engineering, work measurement, and marketing goods. Prerequisite: 33:016 or consent of instructor.

33:148(g). Mechanism: Design-Oriented Kinematics — 3 hrs.
Analysis of kinematic systems for displacement, velocity and acceleration. Topics include design of linkages, cams and gears by analytical and graphical methods. Prerequisites: 33:170 and 88:054, or consent of instructor.

33:151(g). Electricity — 3 hrs.
Study of resistors, capacitors and inductors in an alternating current circuit and application of these components to electrical equipment.
33:152(g). Electronic Circuits — 3 hrs.
Introduction to semiconductor theory, electric circuits, amplifiers, power supplies, oscillators, detectors. Prerequisites: 33:151 or consent of instructor.

33:153(g). Electronic Circuit Application — 3 hrs.
Study of electronic circuit application in communication transmission and reception. Prerequisite: 33:152 or consent of instructor.

33:154(g). Electronic Communications — 3 hrs.
Pulse communication methods, television methods, transmission lines, waveguides, antennas and microwave systems. Prerequisite: 33:153 or departmental approval.

33:155(g). Graphic Art — 4 hrs.
Introduces broad concepts and practices involved in placing graphics images onto solid materials. Involves two-dimensional design and layout, image assembly, photo-conversion, image carriers, image transfer, and finishing and binding. Prerequisite: 33:022 or consent of instructor.

33:158(g). Lithographic Technology — 3 hrs.
Emphasizes photographic-computer type composition, halftone and special effects photography, multiple color stripping and platemaking, and operation of offset-lithography, single-color duplicator presses.

33:160(g). Automotive and Diesel Engines — 4 hrs.
Principles of spark and compression-ignition engines; comparative study of variation in design and operational characteristics of engine types. Prerequisite: 33:036 or consent of instructor.

33:161(g). Power Trains and Suspension — 3 hrs.
Principles and problems of power train units, front suspension and brake systems.

33:162(g). Applied Hydraulics and Pneumatics — 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. Prerequisite: 80:040 or consent of instructor.

33:163(g). Automotive Electrical and Fuel Systems — 3 hrs.
Operation, testing, and analysis of electrical and fuel units used on automotive and industrial power equipment. Broad application of testing equipment. Prerequisite: 33:036 or consent of instructor.

33:164(g). Fuel Injection Systems — 3 hrs.
Operation, testing, and adjustment procedure for fuel injection systems, governors, fuel cleaners, and metering devices. Prerequisite: 33:160 or departmental approval.

33:165(g). Problems of Internal Combustion Engines — 4 hrs.
Design, performance variation, engine diagnosis and correctional procedures for both spark and compression ignition engines. Prerequisite: 33:163 and 33:164, or departmental approval.

33:166(g). Residential Construction — 4 hrs.
Analysis of systems and procedures for constructing residential structures. Emphasis on energy-efficient concepts and current practices of on-site construction plus analysis of industrialized housing units. Prerequisites: 33:005, 33:011, 33:018; or consent of instructor.

33:167(g). Commercial Construction — 3 hrs.
Systems and procedures for constructing commercial and industrial structures. Includes site layout, foundations, structural systems, floor-wall-roof systems; exterior and interior finishing. Prerequisites: 33:166 and junior standing or consent of instructor.

Photographic fundamentals; emphasis on photographic systems; electrical, optical, mechanical, chemical and light-sensitive component areas.

33:170(g). Statics and Strength of Materials — 4 hrs.
Testing, evaluating, and reporting material characteristics and strength, and probable usefulness in the construction of products. Prerequisite: 88:054 or departmental approval.

Principles of heat energy generation, control and heat transfer applications. Includes solar energy, air-conditioning, heat engines and compressors. Prerequisite: 86:054 or consent of instructor.

Laboratory analysis, investigation, and testing of basic industrial materials with implications for industrial applications and environmental quality. Prerequisite: 86:080 or consent of instructor.

Project management concepts — analysis and application of critical path scheduling, site planning, labor relations, and field supervision. Estimating and bidding techniques with quantity take-off of light commercial structure. Prerequisites: 33:116 and junior standing, or consent of instructor.
33:177(g). Industrial Plastics — 3 hrs.
Introduction to plastics; industrial molding, ther­moforming, casting and coating, reinforcing, foam­ing, joining, fastening. Prerequisite: 33:011 or con­sent of instructor.

33:181(g). Trade and Technical Course
Construction — 2 hrs.
Basic methods of identifying, analyzing, selecting, and organizing instructional content for voca­tional trade and technical programs.

33:182(g). Coordination of Part-time Industrial Education — 2 hrs.
Planning, organizing, developing, and teaching part­time cooperative industrial education pro­grams.

33:183(g). Industrial Arts for the Elementary School — 2 hrs.
Also includes industrial arts for the junior high school.

33:184(g). Technical Program Development — 2 hrs.
Advanced methods of identifying, analyzing, select­ing, and organizing instructional content for technical programs. Prerequisite: 33:181 or departmental approval.

33:185(g). Industrial Technology — 3 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.

33:187(g). Applied Industrial Supervision and Management — 3 hrs.
Investigation of industrial supervision and man­agement; includes directed field study in industry. Prerequisite: 15:153 or consent of instructor.

33:188(g). Advisory Committees and Conference Leading — 2 hrs.
Principles and practices for organizing, developing, and using the advisory committee in vocational technical education, utilizing conference procedures and techniques.

33:190(g). Teaching Industrial Arts — 3 hrs.
Credit also as a course in education for a student whose major is industrial arts-teaching. Prerequisite: 11 hours in industrial arts.

33:191(g). Methods of Teaching Trade and Technical Courses — 2 hrs.
Basic principles of instruction, instructional or­ganization, methods of presentation, lesson plan­ning and applications of audio-visual media.

Basic concepts and techniques for evaluating stu­dents and programs in vocational-technical edu­cation. Prerequisite: 33:191 or departmental approval.

33:195(g). Designing Industrial Education Facilities — 2 hrs.
Concepts of layout and design, types of programs, architectural and engineering considerations; plan­ning procedures; equipment selection, and facility evaluation. Prerequisites: 33:022 and 33:190; or consent of instructor.

33:196(g). Industrial Safety — 2 hrs.
Introduction to field of industrial safety with em­phasis on compliance with Occupational Safety and Health Act (OSHA) in industrial and educational environments.


Educational problems selected according to interests and needs of students. Prerequisite: consent of instructor.

Leaders, movements, principles and curriculum techniques and trends.

33:228. Contemporary Theories — 2 hrs.
Practices and procedures in industry and education. Developments in technology.

Problems will involve investigation, application, demonstration, and reporting of research findings in specialized areas of industrial technology. May be repeated for a total of 9 semester hours. Prerequisite or corequisite: 33:292 or consent of instructor.

Development of Production Systems, Communi­cation Systems, and Power Systems and their influ­ence on society and the environment. Prerequisite: consent of instructor.

33:276. Contemporary and Future Developments in Industrial Technology — 3 hrs.

Current readings on technology and society, em­phasis on analysis and discussion of the issues. Pre­quisite: 33:276.

33:282. 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 four semester hours of credit.
33:288. 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. Prerequisite: consent of instructor.

Principles of methods and evaluation of research in industrial technology. Individual exploration of possible projects or thesis topics.

33:299. Research.

Library Science


LIBRARY SCIENCE MINOR — Teaching

- Required: 35:110; 35:113; 35:115; 35:118; 35:121; 35:132 or 35:134; 24:131
- 22 hours

LIBRARY SCIENCE — Teaching Endorsement

Students who already hold a valid Iowa certificate may earn an Endorsement in Library Science for Teacher Certification in Iowa without completing either a graduate or undergraduate major in Library Science upon the successful completion of the following courses: (This may be a combination of graduate and undergraduate credit).

- 21 hours
- Required: 35:132 or 35:134
- 4 hours
- Electives in Library Science or Educational Media
- 5 hours
- 30 hours

35:010. Library Orientation — 1 hr.
Practical working knowledge of the library and its resources.

35:110(g). Libraries and Information Services — 2 hrs.
Historical development of libraries and graphic records; functions, organization patterns and services of different types of libraries.

33:113(g). Media Selection — 3 hrs.
Selection of many types of media, based on fundamental principles and objectives. Development of skill in using reliable selection aids and evaluating materials.

35:115(g). Cataloging and Classification — 3 hrs.

35:118(g). Reference — 3 hrs.
Study of basic reference sources, including introduction to question-negotiation and searching strategies and to reference services. Prerequisite: 35:113 or consent of instructor.

35:121(g). Introduction to the Instructional Materials Center — 4 hrs.
An examination of what constitutes the services and program of the instructional materials center.
35:123(g). The Media Program and the Teacher — 3 hrs.
Introduces to elementary and secondary teachers the school media specialist and the media center, its program and materials. (Not open to library science majors or minors.)

35:132(g). Library Materials for Children — 4 hrs.
Survey of school media with attention to selection principles, evaluation criteria, and utilization of book and non-book media for the elementary school curriculum.

Selection and evaluation of curricular-related materials for secondary school student's reading, viewing and listening interests, habits, and needs.

35:210. The Profession of Librarianship — 1 hr.
The professional nature of library and information science, the literature and organization of the field, and past and present educational requirements and practices. Prerequisite: 35:110.

35:223. School Media Services — 3 hrs.
Survey of services available in an instructional materials center, and techniques used in interpreting services to students and teachers.

Special problems in organization and administration of instructional materials centers. Prerequisite: 35:113; 35:121; and at least one other library science course.

Emphasis on applications of computers in libraries for: the acquisition, indexing, cataloging, retrieval, and dissemination of information and materials; the instruction of students; and resource sharing networks. Prerequisites: 35:113; 35:115; 35:118.

Development of the book in various forms. History of the alphabet and writing; early writing materials; development of printing; and book publishing.

Survey of novels, short stories, poetry and drama in a variety of formats to support the secondary school curriculum.

Traces development of literature for children. Emphasis on significant authors, illustrators, and titles. Prerequisite: 35:132 or consent of instructor.

Directed study of specific issue of problem based on student's need or aspirations. Prerequisite: written consent of department head.

Critical assessment of the elements of school library service at the building and system levels. Prerequisite: 35:225 or consent of instructor.

Experience in the function and services of the instructional materials center. Prerequisite: written consent of the department head.

Basic techniques of research methodology; historical, descriptive, and experimental; includes critical evaluation of library/media center studies and their influence on, or application to, services, organization, and administration.

35:299. Research.
Mathematics


*on leave

All of the undergraduate major and minor programs in the Department of Mathematics (except for the Computer Science Minor) require one or more of the courses: 80:060, 80:061, and 80:062 (Calculus I, II, and III). The course 80:046 (Elementary Analysis) is the prerequisite for 80:060, but may be by-passed by a student who did well in four years of high school college-preparatory mathematics. The course 80:040 (Basic Collegiate Mathematics) is essentially a service course but may also be used, if needed, as preparation for 80:046. Any questions concerning a student’s proper initial placement in the 80:040, 80:046, 80:060, 80:061, and 80:062 sequence should be directed to the Department of Mathematics.

A student who elects an undergraduate major in mathematics may want to complete at least one minor in some field of application such as physics, chemistry, biology, economics, sociology, or accounting.

Students who plan to continue their work in mathematics beyond the B.A. level are urged to begin the study of at least one foreign language. Russian, German, and French are particularly recommended. Some students will, by careful use of their electives, be able to complete both a language minor and a minor in a field in which mathematics is applied.

Note: No mathematics major who has a grade point average of less than 2.25 in all mathematics courses counted for a mathematics major may apply to his/her major a course in which a grade of D+ or less is earned.

MATHEMATICS MAJOR — TEACHING

Required: Completion of 80:062
Required: 80:160; 80:165; 80:190
Electives: 12 additional hours chosen from the following list of courses; and must include courses in either algebra or geometry and at least one additional area:
   Algebra: 80:161; 80:162
   Analysis: 80:140; 80:141; 80:147; 80:148; 80:156
   Computer Science: 80:171; 80:176; 80:177; 80:184; 80:187
   Geometry: 80:155; 80:166; 80:189; 80:197
   Mathematical Logic: 80:169; 80:179; 80:182; 80:189
   Topology: 80:167; 80:168

The total program hours will depend on the student’s background and will vary from 23 to 43 hours. A student beginning with 80:040 will have a minimum program of 43 hours.
MATHEMATICS MAJOR

Plan A

Required: The completion of 80:062
Electives: 20 hours from at least three of the following areas with two of these including two-semester sequences:
- Algebra: 80:160; 80:161; 80:162
- Geometry: 80:155; 80:165; 80:166; 80:189; 80:197
- Analysis: 80:140; 80:141; 80:147; 80:148; 80:156
- Computer Science: 80:171; 80:176; 80:177; 80:184; 80:187
- Mathematical Logic: 80:169; 80:179; 80:182; 80:188
- Topology: 80:167; 80:168

with additional electives in mathematics to make a total of 20 hours.

The total hours will depend on a student's background and will vary from 20 to 44 hours.

None of the courses 80:020, 80:025, 80:030, 80:111, 80:112, 80:113, 80:131, 80:134, 80:139, 80:158, 80:183, 80:190, 80:191, and 80:195 may be used to satisfy requirements on this program. No more than one of the courses 80:070, 80:072, 80:080, 80:170, and 80:172 may be used to satisfy requirements on this program.

Plan B — Computational Emphasis

Required: the completion of 80:062
Required: 80:050; 80:070; 80:149; 80:171; 80:176; 80:177; 80:184
Required: 6 hours from the following —
- 80:153; 80:154; 80:160; 80:165; 80:166; 80:169;
- 80:174; 80:175; 80:187

The total program hours will depend upon the student's background and will vary from 27 to 51 hours.
Plan C

Required: Completion of 80:062
Required: 80:140, 80:141, 80:160, 80:161, 80:167
Electives: at least 10 additional hours to be chosen from the following areas:
- Algebra: 80:162
- Analysis: 80:147, 80:148, 80:149, 80:156
- Geometry: 80:155, 80:165, 80:166, 80:189, 80:197
- Mathematical Logic: 80:169, 80:179, 80:182, 80:188
- Probability and Statistics: 80:174, 80:175
- Topology: 80:168

The total program hours will depend on the student's background and will vary from 28 to 48 hours.

This plan is primarily for the student who wishes to pursue graduate study in mathematics with the possible intent of attaining the doctoral degree.

Plan D — Computer Science Emphasis

Required: Completion of 80:061 and one of the following: 80:062, 80:063, 80:184
Required: 80:050 or 80:161
Required: 80:157, 80:171, 80:173

*No course may be counted for both elective and required credit.
**May be repeated once for credit on a different topic.

The total number of hours on this program varies from 27 to 49 depending upon the background of the student.

MATHEMATICS MINOR — Teaching

A minimum of 20 hours required as follows:
Required: 80:060; 80:190; and 80:160 or 80:165 .............................. 11-15 hours
Electives: courses from 80:061; 80:062 (or 80:063 for majors in a physical science); 80:144; 80:149; 80:180; 80:181; the courses listed in the seven areas of the Mathematics Major — Teaching; and (at most) one of the following: 80:070, 80:072, 80:080, and 80:172; to make a minimum total of .............................................. 20 hours

MATHEMATICS MINOR

A minimum of 20 hours is required as follows:
Required: 80:060
Electives: courses from 80:061; 80:062 (or 80:063 for majors in a physical science); 80:120; 80:144; 80:149; 80:163; 80:180; 80:181; the courses listed in the seven areas of the Mathematics Major (Plan A); and (at most) one of the following: 80:070, 80:072, 80:080, and 80:172 to make a minimum total of .............................................. 20 hours
COMPUTER SCIENCE MINOR


At least 10 of these hours must be chosen from the following:

*May be repeated once for credit on a different topic.

MATHEMATICS SUBJECT FIELD -- Middle School/Junior High School Education Major**

Required: 80:030; 80:131; 80:134; *80:111; 80:112; 80:191 ...................... 17 hours
Required: 80:070 or 80:080; 80:153 or 80:072; 80:113 or 80:144 ............................ 8 hours

25 hours

*Department permission to use 80:046 instead of 80:111 will be granted when conditions warrant.

(**See Department of Curriculum and Instruction, page 119.)

The language and ideas of mathematics.

Introduces basic computer concepts; survey of available computer equipment; examines current uses of computers in business, education, etc., and their future potential; and study of implications to society. Emphasis on hands-on computer experiences.

Cardinal numbers and sets. Abstraction and extension of number concepts. Place value numeration as related to algorithms. Students with credit in either 80:158 or 80:160 should not enroll for this course without permission of the head of the department.

80:040. Basic Collegiate Mathematics — 4 hrs.
Fundamental mathematical concepts; functions and graphs, solutions of equations; elementary trigonometry; systems of equations and inequalities; matrices and determinants. Applications.

80:045. Elementary Analysis — 4 hrs.

80:048. Condensed Calculus — 5 hrs.
Survey of analytic geometry and elementary calculus with emphasis on applications. May not be applied to Mathematics major or minor. Prerequisite: 80:040 or equivalent.

80:050. 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: 80:046. Students with credit in 80:161 should not enroll in this course without permission of the head of the department.

The derivatives and integrals of elementary functions and their applications. Prerequisite: 80:046.

80:061. Calculus II — 4 hrs.
Continuation of 80:060, which is a prerequisite.

Continuation of 80:061, which is a prerequisite.

Series, complex numbers, multivariable calculus and Fourier series; developed from an applied point of view. May replace 80:062 for student with a major in a physical science. Student may not earn credit for both 80:062 and 80:063. Prerequisite: 80:061.

80:070. Introduction to Programming — 1-2 hrs.
An introduction to programming of electronic calculators and to Fortran programming for digital computers. If taken for one hour, may be repeated for a total of 2 hours credit.

80:072. 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 80:172 should not enroll in 80:072.

Interest, annuities, and life insurance. Prerequisite: 80:040 or consent of instructor.
80:109(g). Readings in Mathematical Literature — 2 hrs.
May be repeated for credit. Prerequisite: departmental approval.

Note: 80:111, 112, and 113 are designed especially for elementary majors with mathematics subject field and for advanced graduate students with meager backgrounds who want to do serious work not involving calculus.

80:111(g). Introduction to Analysis — 4 hrs.
A study of the properties of the real numbers; linear equations, functions, inequalities; linear systems including systems of inequalities and linear programming; complex numbers; quadratic relations; and circular and exponential functions. Prerequisite: departmental approval or 80:080. No credit for a student who has credit in 80:046.

80:112(g). Introduction to Geometry — 4 hrs.
Topics in three divisions of geometry, namely (1) Greek geometry; (2) contemporary developments in Euclidean geometry; (3) foundations and other geometries. Prerequisite: departmental approval or 80:080.

80:113(g). Topics in Mathematics — 3 hrs.
Topics in number theory, geometry, and algebra not included in the prerequisite courses. Topics will be selected from the following: divisibility, congruence; continued fractions; theory of proportion; applications of mechanics in geometry; maximum and minimum problems in geometry; linear programming; Fibonacci numbers; transfinite arithmetic; mathematical induction. Prerequisite: 80:111 and 80:112.

80:120(g). Elementary Game Theory — 3 hrs.
Zero and non-zero sum games. Games with and without saddle points. Strategies, linear programming, games with complete and incomplete information. Particular interest to students in business and social science. Prerequisite: 80:040 or consent of instructor.

80:131(g). Geometry for the Elementary Teacher — 3 hrs.
Language, content and pedagogy of elementary school geometry (K-8). Students with credit in 80:112 or 80:165 should not enroll without consent of the head of the department.

Explores relationship between the psychology of learning and child development in the teaching of mathematics at the elementary school level; includes teaching strategies and management models. Prerequisite: 80:080; 80:131.

Basic ideas of measurement (e.g., meaning, standard units, and errors). Experiments for experiences with metric units for length, area, volume, mass and temperature. Simple conversion techniques between and within systems. This course is available only through correspondence.

Offered on special topics as indicated in Schedule of Classes. Prerequisites: two content courses in mathematics and 80:134 or 80:190. May be repeated for credit on a different topic for a maximum of 4 hours.

80:140(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. Prerequisite: 80:062 or 80:063.

80:141(g). Intermediate Mathematical Analysis II — 3 hrs.

80:144(g). Elementary Number Theory — 3 hrs.
Topics from prime numbers, elementary theory of congruence, continued fractions. Diophantine equations. Fibonacci numbers, Pell's equation, the golden rectangle. Pythagorean triples and transfinite numbers. Prerequisite: 80:046 or 80:111.

80:147(g). Advanced Calculus I — 3 hrs.

80:148(g). Advanced Calculus II — 3 hrs.
Continuation of work with multivariable functions. Special functions, calculus of variations. Fourier series and transforms. Prerequisite: 80:147.

80:149(g). Differential Equations — 3 hrs.

Discrete sample spaces, conditional probability, Bayes' formula, random variables, probability functions, expected value. Chebychev's Theorem, applications. Prerequisite: 80:046 or 80:111.
80:154(g). Introduction to Stochastic Processes — 3 hrs.

80:155(g). Elementary Differential Geometry — 3 hrs.
The analytic study of curves and surfaces in three-dimensional Euclidean space. Prerequisites: 80:062 and 80:165.

80:156(g). Introduction to Complex Analysis — 3 hrs.

80:157(g). Assembly Language Programming — 3 hrs.
Introduction to basic computer structures, hardware, and machine language. Topics: internal representation of characters and numbers, conversion techniques, addressing concepts, subroutine linkages, macro-language, and I/O operations. Prerequisite: 80:171 or equivalent.

80:160(g). Modern Algebra I — 4 hrs.
An introduction to the study of algebraic systems. Includes: groups, rings, fields, homomorphisms and isomorphisms. Prerequisite: 80:061 or equivalent.

80:161(g). Linear Algebra — 4 hrs.

80:162(g). Modern Algebra II — 3 hrs.
A continuation of 80:160. Includes groups with operators, modules over rings, Sylow theorems, composition series, semisimple and simple rings, field theory and introduction to Galois theory. Prerequisite: 80:160.

80:163(g). Lattices and Boolean Algebra — 3 hrs.

80:164(g). COBOL — 3 hrs.
Basic features of COBOL and report generating languages examined; emphasis on data processing techniques and file concepts. Includes file structures, access methods, file maintenance, sorting, information retrieval, report generation. Concepts illustrated by business-type examples. Prerequisite: 80:070 or 15:080 or equivalent.

80:165(g). Introduction to Modern Geometries — 4 hrs.
Foundations of geometry; basic concepts of Euclidean and non-Euclidean geometries. Prerequisite: 80:046.

80:166(g). Introduction to Linear Geometry — 3 hrs.
Basic concepts and properties of convex sets in two, three, and higher dimensions. Convex polyhedra. Applications to maxima-minima problems in geometry, graph theory and linear programming. Prerequisite: 80:165 or consent of instructor.

80:167(g). Topology I — 4 hrs.

80:168(g). Topology II — 3 hrs.
A continuation of 80:167. Two and n-dimension manifolds, orientable manifolds, the fundamental group of a space, free groups, covering spaces, application to geometry and knot theory. Prerequisite: 80:160 and 80:167.

80:169(g). Mathematical Logic I — 4 hrs.
An introduction to the semantics and syntax of the propositional calculus and the predicate calculus. Elements of the theory of algorithms. Prerequisite: 80:060 or consent of instructor.

An introduction to the historical development of digital computers, to Fortran IV programming, and to flow charting. The writing and execution of computer programs. Students may not earn credit for both 80:070 and 80:170.

80:171(g). Introduction to Computer Science — 4 hrs.
Concepts and construction of algorithms used in various areas of computer science with an introduction to the design of digital computers. Prerequisite: 80:070.

80:172(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 80:072 or 80:174 may not enroll in 80:172.

80:173(g). Data and File Structures — 3 hrs.
Basic methods of representation and organization of information by logical structures such as vectors, trees, strings, and graphs, and their realization as
Continuous random variables, moment generating functions, central limit theorem, sampling distributions; testing hypotheses and estimation. Prerequisite: 80:062; and either 80:153 or consent of instructor.

80:175(g). Mathematical Statistics II — 3 hrs.

80:176(g). Introduction to Numerical Analysis — 3 hrs.
An introduction to mathematical methods applicable to the digital computer including finite differences, numerical integration and differentiation, solution of linear and nonlinear equations, and solutions of ordinary differential equations with initial conditions. The writing and execution of programs involving these methods. Prerequisite: 80:061 and 80:070.

80:177(g). Introduction to Optimization — 3 hrs.
Mathematical techniques used to solve optimization problems; topics from classical optimization techniques, search techniques, linear programming using the simplex method, non-linear programming, integer programming. Prerequisites: 80:070; 80:050.

80:178(g). Topics in Computer Science — 3 hrs.
Topics of immediate interest from general area of Computer Science; may include systems, data management, artificial intelligence, computer assisted instruction, programming languages. May be repeated once for credit on a different topic for a maximum of 6 hours. Prerequisite: consent of instructor.

80:180(g). History of Mathematics — 3 hrs.
Survey of mathematical activities of mankind, the motives and influences affecting the development of mathematics. Prerequisite: 80:046.

80:181(g). Philosophy of Mathematics — 3 hrs.
Consideration of views on foundations of mathematics and such topics as the role and possible limitations of mathematics in scientific investigation; the significance of logical constructs in mathematics. Prerequisites: A Humanities course, plus one semester of calculus and at least one additional mathematics course.

80:182(g). Introduction to Set Theory — 3 hrs.

80:183(g). Mathematical Logic II — 4 hrs.

80:184(g). Introduction to Automata Theory — 4 hrs.
Finite automata. Neural networks and memories in finite state machines. Infinite automata. Algorithms, computability and infinite-state machines, Turing machines, Decision problems for finite and infinite machines. Introduction to formal languages. Prerequisite: either 80:070 or 80:169; and 80:061 or consent of instructor.

80:187(g). Formal Languages — 3 hrs.
Natural languages and formal languages. Grammars and their generated languages. Finite and infinite machines and their relations to formal languages. Operations on languages. Some unsolvable and solvable problems. Prerequisite: 80:184.

80:188(g). Modal Logic — 3 hrs.
The syntax and semantics of several modal propositional and predicate logics. Consistency, completeness, and decidability questions. Prerequisite: 80:169.

80:189(g). Geometric Transformations — 4 hrs.
Rigid and similarity transformations in the Euclidean plane and Euclidean space. Groups, subgroups and normal subgroups of transformations, Symmetry groups, the PolyaBurnside theorem and applications to crystallography and design. Groups and the foundations of geometry. Prerequisite or corequisite: 80:165 and 80:160.

80:191(g). Contemporary Mathematics Curricula — 2 hrs.
Study and evaluation of current mathematics (K-12) projects, manipulative materials, textbooks, games, individualized programs, learning packages, and commercial tests. Student may select any level (K-12) in which to evaluate materials and develop projects. Prerequisite: 80:190 or 80:134.

80:197(g). Systems of Geometry — 3 hrs.
Projective, affine, and elliptic geometries. Historical background, axiomatic development, and the establishment of consistency theorems through the construction of analytic and synthetic models within the real number system and other geometric systems. Prerequisite: 80:165.
80:201. Mathematical Analysis I — 3 hrs.
The real numbers. Topology of Cartesian spaces. Continuous functions. Differentiation in Cartesian spaces. Prerequisite: 80:140 or consent of instructor.


80:203. Complex Analysis I — 3 hrs.
Analyticity. Differentiation and integration of functions of one complex variable. Power series, Laurent series. Calculus of residues. Prerequisite: 80:140 or consent of instructor.

80:204. Complex Analysis II — 3 hrs.

80:205. Topics in Analysis — 3 hrs.
Selected topics in Mathematical Analysis: Measure and integration theory. Introduction to functional analysis. Zeros of polynomials. Differential equations in the complex domain. Prerequisite: 80:201 or 80:203; and consent of instructor. May be repeated for credit with consent of instructor.

Basic interrelations of the system of integers.

Course content usually generated by participants. Typical topics: problems dealing with: individualizing instruction, assessing growth, major concepts and skills in the elementary mathematics program. Prerequisite: departmental approval.

Formal study of the development and structure of arithmetic. Topics from statistics, probability and problem solving at levels appropriate to elementary and middle school mathematics also included.

80:245. Topics in Abstract Algebra — 3 hrs.
Topics from groups, rings and ideals, fields. Galois theory, introduction to homological algebra, infinite Abelian groups and linear algebras. Prerequisite: 80:160.

80:266. Topics in Geometry — 3 hrs.
Topics from: general theory of magnitudes; content and measure in geometry; the Banach-Tarski paradox; geometric dissection theory; packing and tiling; combinatorial geometry; geometric inequalities; descriptive geometry. Prerequisite: 80:165. May be repeated with consent of instructor.

Selections from general topology; uniform spaces, topological groups and algebras, rings of continuous functions, topological vector spaces. Prerequisite: 80:167.

Topics chosen from correlation and regression analysis, analysis of variance and co-variance, non-parametric methods, order statistics. Prerequisite: 80:175 or equivalent. May be repeated for credit.

80:278. Topics in Mathematical Logic — 3 hrs.
Topics from: algebraic logic, topological logic, intuitionistic logic, the theory of definability, many-valued logic, the logic of infinitely long formulas, theories of computability and decidability, and decision procedures in formal mathematical theories. Prerequisite: 80:169. May be repeated for credit.

Experimental and current curricula; purpose, organization and design considered with methods of implementing curricular change.

Exploration of findings of selected learning theorists as these apply to both content and pedagogy in the elementary mathematics program.

Course content decided by participants and instructor. Both mathematics content and methodology of the junior high school considered. Prerequisite: departmental approval. May be repeated once for credit.

Course content decided by participants and instructor. Both mathematics content and methodology of the senior high school considered. Prerequisite: departmental approval. May be repeated once for credit.

Identification, characteristics, and needs of students with learning problems together with coordinated work with appropriate students. Prerequisite: 80:134 or 80:190.

80:295. Teaching Gifted and Talented Students in Mathematics — 2 hrs.
Identification, characteristics, and needs of gifted and talented students in mathematics together with coordinated work with appropriate students. Prerequisite: 80:134 or 80:190.

80:299. Research.
Modern Languages


NOTE: Major programs available include French, German, Spanish, and the Foreign Languages Subject Field for the Middle School/Junior High School Major. Minors include French, German, Russian, and Spanish. Courses are offered in all of the above languages and Latin.

Three interdepartmental programs are offered cooperatively with the Department of English Language and Literature and are listed on pages 140 and 141. These programs are TEFL/Modern Language Major — Teaching, English and Modern Language Combined Major, and the Comparative Literature Minor.

A student who has previously been enrolled in the foreign languages at this institution will be advised by his or her instructor as to the sequence of succeeding courses.

A student who has never had the foreign language should enroll in the Elementary 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 from 23 to 43 hours.

FRENCH MAJOR — TEACHING

Required: minimum of 30 semester hours in French in courses more advanced than 72:002, including 72:072, 72:101, 72:180, and 70:190, of which at least 20 hours must be in courses numbered 100 or higher.

FRENCH MAJOR

Required: minimum of 30 semester hours in French in courses more advanced than 72:002, including 72:072, and 72:101, of which at least 20 hours must be in courses numbered 100 or higher.

FRENCH MINOR — Teaching

Required: 70:190 .................................................. 3 hours
Required: 16 hours in French in courses more advanced than 72:002..................16 hours

FRENCH MINOR

Required: 72:101 or 72:103 ..................................................3 hours
Required: 16 hours in French in courses more advanced than 72:002..................16 hours

GERMAN MAJOR — TEACHING

Required: minimum of 30 semester hours in German in courses more advanced than 74:002, including 74:071, 74:101, and 70:190, of which at least 20 hours must be in courses numbered 100 or higher, and including at least one course from each of the following groups:

a. 74:123; 74:150
b. 74:107; 74:160; 74:180; 74:185
GERMAN MAJOR
Required: minimum of 30 semester hours in German in courses more advanced than 74:002, including 74:071 and 74:101, of which at least 20 hours must be in courses numbered 100 or higher, and including at least one course from each of the following groups:
   a. 74:123; 74:150
   b. 74:107; 74:160; 74:180; 74:185

GERMAN MINOR — Teaching
Required: 70:190 ....................................................... 3 hours
Required: 16 hours in German in courses more advanced than 74:002 ......................... 16 hours

GERMAN MINOR
Required 74:101 or 74:103 ..................................................... 3 hours
Required: courses in German more advanced than 74:002 ............................................. 16 hours

RUSSIAN MINOR — Teaching and Liberal Arts
Electives in Russian courses more advanced than 77:002 ............................................. 16 hours

SPANISH MAJOR — TEACHING
Required: minimum of 30 semester hours in Spanish in courses more advanced than 78:002, including 78:070, 78:071, 78:101, and 70:190, of which at least 20 hours must be in courses numbered 100 or higher, and including at least one course from each of the following groups:
   a. 78:123; 78:140
   b. 78:107; 78:180; 78:185; 78:195
   c. 78:105; 78:112; 78:118; 78:130; 78:132; 78:134; 78:139; 78:142; 78:144

SPANISH MAJOR
Required: minimum of 30 semester hours in Spanish in courses more advanced than 78:002, including 78:070, 78:071, and 78:101, of which at least 20 hours must be in courses numbered 100 or higher and including at least one course from each of the following groups:
   a. 78:123; 78:140
   b. 78:107; 78:180; 78:185; 78:195
   c. 78:105; 78:112; 78:118; 78:130; 78:132; 78:134; 78:139; 78:142; 78:144

SPANISH MINOR — Teaching
Required: 70:190 ....................................................... 3 hours
Required: minimum of 16 hours in Spanish in courses more advanced than 78:002 ......................... 16 hours

SPANISH MINOR
Required: 78:101 or 78:103 ..................................................... 3 hours
Required: minimum of 16 hours in Spanish in courses more advanced than 78:002 ......................... 16 hours
FOREIGN LANGUAGE SUBJECT FIELD — Middle School/Junior High School Education

Major**

French —
Required: 72:051 and 72:061 ........................................ 5 hours
Required: 72:072; 72:101; 72:103* or 72:124 or
72:125; 70:190; plus electives .................................. 16 hours
21 hours

*If 72:103 is elected, the student is strongly advised to take
one of the two courses in French Civilization.

German —
Required: 74:051 and 74:061 ........................................ 5 hours
Required: 74:052 and 74:062 ........................................ 5 hours
Required: 74:101; 74:123; 74:190; 74:061 or 74:103 or 74:108 ......... 11 hours
21 hours

Spanish —
Required: 78:051 and 78:061 ...................................... 10 hours
Required: 78:101; 78:103; 78:123 or 78:142; plus a
2-hour course in methods or pre-practicum ...................... 11 hours
21 hours

(***See Department of Curriculum and Instruction, page 118.)

GENERAL FOREIGN LANGUAGE COURSES
70:050. Phonetic Theory and Practice — 1 hr.
Practical phonetic training. Work in language laboratory required.

70:099. Preparation for Study Abroad — 2 hrs.
For students planning to study and travel abroad.
Includes practical, social, geographic, and cultural aspects; some emphasis on contrasting American and foreign cultures. No credit on major or minor in foreign language.

70:105(g). Comparative Stylistics — 3 hrs.
Techniques of comparative literary analysis, emphasizes aesthetic aspects of literature. Taught in English. Prerequisite: reading knowledge of one foreign language.

70:110(g). Comparative Study of Western
Literature and Civilization — 3 hrs.
A comparative study of major literary movements and philosophical concepts and their impact on Western culture. A team-teaching approach will be used in order to present literary and cultural areas from different points of view and to show how the different countries, their literatures, languages and cultures are interlinked and how they have influenced one another. 1 hour of credit earned may be counted toward a major in a foreign language. Taught in English.

70:120(g). Western Literatures — 3 hrs.
Study of a limited aspect or genre of European or Latin American literature in English translation. No credit on major or minor in a foreign language.

70:150(g). Perspectives in Bilingualism — 3 hrs.
Elements involved in bilingualism for defining and understanding the various facets of bilingualism in today’s world, such as: International Bilingualism, Bilingualism in the United States, Bilingual Education and Opportunities in Bilingualism.

70:180(g). Translation of Literary Texts — 4 hrs.
Theories and techniques of literary translation. Prerequisite: reading knowledge of one foreign language.

70:190(g). The Teaching of Foreign Languages — 2-4 hrs.
Credit also as a course in education for a student whose major is foreign languages. This course ordinarily should precede student teaching. Prerequisite or corequisite (for majors only); 72:180 or 74:180 or 78:180.

70:198. Independent Study.
See pp. 69, 91.
FRENCH

(See page 181 for programs in French.)

For beginners.

Continuation of 72:001. Prerequisite: 72:001 or equivalent.

Provides thorough review of the patterns of French as well as development of vocabulary and emphasis on speaking and writing. Prerequisite: 72:002 or equivalent.

Progressive development of writing skill through a sequence of graded exercises on topics related to French civilization, with a review of basic structure. (Combination of credits together with 72:061 may not total more than 5 hours in one semester.) Prerequisite: 72:002 or equivalent; 72:011 or equivalent. Corequisite: 72:061 or other intermediate course with approval of department head.

Develops oral fluency through pattern practice, systematically guided conversations on civilization topics using structures reviewed in the corresponding composition course and free conversation on subjects of current interest. (Combination of credits together with 72:051 may not total more than 5 hours in one semester.) Prerequisite: 72:002 or equivalent; 72:011 or equivalent. Corequisite: 72:061 or other intermediate course with approval of department head.

Intensive reading and discussion of extracts from books and magazine articles to develop reading ability through non-literary texts on various subjects of interest to the class, and develop other language skills through discussion. Prerequisites: 72:051 and 72:061, or equivalent.

Intensive study of great pages from leading writers, with the political and literary history of their time. Application of language skills to basic literary analysis. Prerequisite: 72:070.

72:090. Teaching French in the Elementary Schools — 1 hr.
Techniques and practice in teaching French; includes weekly training experience in the local schools plus class sessions. May be repeated twice for credit. Prerequisite: consent of instructor.

72:091. Bilingual Pre-Practicum — 1-6 hrs.
For the 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. Prerequisite: consent of instructor. May be repeated, but not to exceed 6 hours.

72:101(g). Advanced Composition — 3 hrs.
Analysis of the major morphological and syntactical structures of the French language, with a look at contrasting grammatical and linguistic approaches to problems of correct usage. Stress will be placed on the successful application of the principles learned. May be repeated once for credit with approval of instructor. Prerequisite or corequisite: 72:072 or equivalent.

72:103(g). Advanced Conversation — 3 hrs.
Develops and improves oral fluency through free and guided conversation. May be repeated once for credit with approval of instructor. Prerequisites: 72:051 and 72:061 or permission of instructor.

72:105(g). Stylistics — 3 hrs.
An introduction to stylistic analysis. Development of style in composition through study of excerpts from contemporary French works and literary translation into French. Prerequisite or corequisite: 72:010 or equivalent.

72:107(g). Listening and Comprehension — 3 hrs.
Develops and improves 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.

72:108(g). Oral Translation — 3 hrs.
May be repeated once for credit. Prerequisite: 72:101 or equivalent.

72:114(g). Short Stories — 3 hrs.
Short stories from Vigny, Merimée, Daudet, Maupassant, Aymé and others. Prerequisite or corequisite: 72:101 or equivalent.

72:118(g). Popular Prose Fiction — 3 hrs.
Novels from V. Hugo, A. Dumas, P. Benoit, Maurois, Daninos, Druon and/or others: Prerequisite or corequisite: 72:101 or equivalent.

A survey of recent developments and a description of the country, its people, customs and way of life, institutions, economy, and art. Prerequisite or corequisite: 72:101 or equivalent. May be repeated once for credit in summer institutes abroad.

72:125(g). French Culture and Civilization — 3 hrs.
Includes historical, cultural and sociological background for the understanding of contemporary France. May be repeated in summer institutes abroad for 2 hrs. credit. Prerequisite: 72:101 or equivalent.
72:128(g). Literature of Ideas — 3 hrs.
Montaigne, Pascal, La Rochefoucauld, Saint Simon, La Bruyère, Montesquieu, Voltaire, Chateaubriand, Rousseau, de Tocqueville and their modern successors. Prerequisite or corequisite: 72:101 or equivalent.

72:131(g). The Comedy from Molière to 1890 — 3 hrs.
Plays from Molière, Marivaux, Beaumarchais, Muset, Labiche. Prerequisite or corequisite: 72:101 or equivalent.

72:135(g). Poetry and Verse Drama — 3 hrs.
Representative poems selected for their enduring appeal with classical and romantic dramas from Corneille, Racine, Victor Hugo, Rostand. Prerequisite or corequisite: 72:101 or equivalent.

72:144(g). Novels of the 19th and 20th Centuries — 3 hrs.
Novels from Balzac, Stendhal, Flaubert, Proust, Robbe-Grillet and others. Prerequisite or corequisite: 72:101 or equivalent.

72:146(g). The Drama since 1890 — 3 hrs.
Plays from Romaine, Pagnol, Claudel, Giraudoux, Anouilh, Sartre, Beckett, and others. Prerequisite or corequisite: 72:101 or equivalent.

72:144(g). Novels of the 19th and 20th Centuries — 3 hrs.
Novels from Balzac, Stendhal, Flaubert, Proust, Robbe-Grillet and others. Prerequisite or corequisite: 72:101 or equivalent.

72:201. Advanced Composition and Stylistics — 3 hrs.
Study of stylistic devices; examination of principal morphological, syntactical and semantic problems.

Phonology, morphology, and syntax of current French. Stress is placed on areas of French structure which cause problems for native speakers of English.

Analysis of the content and style of literary selections studied in depth and used as models for guided composition.

Understanding and identifying 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.

History and civilization of the Middle Ages from 842 to 1515. Selections from medieval French in modern French translation.

Chronological review of major periods, works, and writers of French literature through reading and discussion. Focus on the development of each literary genre. Primarily for students planning to take M.A. comprehensives in French. Prerequisite: graduate standing or approval of instructor.

Various topics will be offered such as Medieval Literature, 16th Century Literature, 19th Century Prose, Contemporary Novel. Specific area to be announced in the Schedule of Classes for current semester. May be taken more than once provided it is on a different topic.

GERMAN
(See pages 181-182 for programs in German.)

74:001. Elementary German I — 5 hrs.
For beginners.

74:002. Elementary German II — 5 hrs.
Continuation of 74:001. Prerequisite: 74:001 or equivalent.

Progressive development of writing skill through a sequence of exercises on topics related to German civilization, with a review of basic structure. Prerequisite: 74:002 or equivalent; 74:061 recommended as corequisite.
74:052. Composition II — 2-3 hrs.
Continuation of 74:051, leading to free composition. Prerequisite: 74:051 or equivalent; 74:062 recommended as corequisite.

Develops oral fluency through pattern practice systematically guided conversation on civilization topics using structures reviewed in the corresponding composition course and free conversation on subjects of current interest. Prerequisite: 74:002 or equivalent; 74:051 recommended as corequisite.

Continuation of 74:061, with wider range of subjects, vocabulary, and structures. Prerequisite: 74:061 or equivalent; 74:052 recommended as corequisite.

74:070. Selected German Readings — 3 hrs.
Intensive reading and discussion of extracts from books and magazine articles of lasting interest suited to the interest of the class. Prerequisites: 74:051; 74:061.

74:071. Introduction to German Literature — 3 hrs.
Selected major works of representative German authors. Application of language skills to basic literary analysis. Prerequisites: 74:051 and 74:061 or equivalent.

74:091. Bilingual Pre-Practicum — 1-6 hrs.
For the second or third-level student. Work with first-level classes which enables student to reinforce basic language skills through direct participation with first-level students. Prerequisite: consent of instructor. May be repeated, but not to exceed 6 hours.

74:101(g). Advanced Composition — 3 hrs.
Analysis of the major morphological and syntactical structures of the German language, with a look at contrasting, grammatical and linguistic approaches to problems of correct usage. Stress will be placed on the successful application of the principles learned. Prerequisite or corequisite: 74:071 or equivalent. May be repeated once for credit with approval of instructor.

74:102(g). Advanced Composition and Grammar Review — 3 hrs.
Improvement of writing skills through composition, in-class grammar review, and individual tutorial sessions. Prerequisite or corequisite: 74:101 or consent of instructor.

74:103(g). Advanced Conversation — 4 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 the needs of the individual participant. Prerequisite or corequisite: 74:101 or equivalent.

74:105(g). Stylistics — 3 hrs.
An introduction to stylistics analysis. Development of style in composition through study of excerpts from contemporary German works and literary translations into German. Prerequisite: 74:052 or equivalent.

74:107(g). Oral Translation — 3 hrs.
May be repeated once for credit.

74:114(g). German Lyric Poetry — 3 hrs.
Selections from major periods up to the present. Prerequisite or corequisite: 74:101 or equivalent.

74:116(g). Twentieth Century Prose Fiction — 3 hrs.
Prerequisite or corequisite: 74:101 or equivalent.

74:123(g). German Lyric Poetry — 3 hrs.
Selections from major periods up to the present. Prerequisite or corequisite: 74:101 or equivalent.

74:127(g). German Classicism — 3 hrs.
Prerequisite or corequisite: 74:101 or equivalent.

74:128(g). Literature to Enlightenment — 3 hrs.
German Literature from the Beginnings to Enlightenment. Prerequisite or corequisite: 74:101 or equivalent.

74:143(g). Nineteenth Century Literature — 3 hrs.
Representative works from the Romantic Period to Naturalism. Prerequisite or corequisite: 74:101 or equivalent.

74:147(g). Masterpieces of the Modern German Stage — 3 hrs.
Prerequisite or corequisite: 74:101 or equivalent.

74:149(g). Applied Theatre (German) — 1-3 hrs.
Participation in German Theatre.

74:150(g). Contemporary Germany and Austria — 3 hrs.
Introduction to the geography and contemporary cultural, political, and social institutions in German speaking countries. Prerequisite or corequisite: 74:101 or equivalent.
74:160(g). History of the German Language — 3 hrs.
An introduction to the historical development of German. Prerequisite or corequisite: 74:101 or equivalent.

74:180(g). Applied Linguistics: German — 3 hrs.
Basic linguistic concepts applied to learning the German language. Prerequisite of corequisite: 74:101 or equivalent.

74:185(g). Written Translation — 3 hrs.
Fundamentals of written translation using varied text materials (public media, scholarly, professional and literary texts), from English to German and German to English. May be repeated once for credit. Prerequisite: 74:101 or equivalent.

Participation in lower-level class activities to acquire first-hand knowledge of methodology involved. Participants meet on regular basis with instructor to discuss, in German, their experiences; reinforces and expands conversational command of the language. May be repeated, but not to exceed 3 hours. Prerequisite: 74:091 and consent of instructor.

74:201. Advanced 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.

74:203. Structure of German — 3 hrs.
Diachronic and synchronic description of Modern High German phonology, morphology, and syntax.

74:210. Middle High German Language and Literature — 3 hrs.
Introduction to the structure of Middle High German.

74:250. 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.

Various topics will be offered such as Baroque Poetry, Classical Drama, Contemporary Prose Fiction, East German Literature. Specific areas to be announced in Schedule of Classes for current semester. May be repeated for credit, except when topic is identical.

LATIN

76:001. Beginning Latin I — 4 hrs.
A structural approach to Latin, implemented by oral-aural-visual stimuli. Subject matter consists of contrastive analyses of Roman and American society, with special emphasis on politics and religion. For beginners.

Continuation of Latin I, with greater emphasis on syntax, and special emphasis on figures of speech, expansions of basic sentence patterns. Prerequisite: 76:001 or equivalent.

Concentration on ability to read and to think in Latin. Introduction to Latin composition by means of structural formulae, based on models of Cicero, Livy, and Caesar. Prerequisite: 76:002 or equivalent.

Continuation of Intermediate Latin I, with over-all goal as the ability to read, write, think, and speak in Latin. Structural analysis of Latin grammar, contrasted with English structural grammar.

76:185(g). Individual Reading — 1-3 hrs.
May be repeated to a maximum of 9 credits. More intensive work on individual authors, genres and periods. Prerequisite: 76:062 or equivalent.

RUSSIAN

(See page 182 for programs in Russian.)

77:001. Elementary Russian I — 5 hrs.
For beginners.

77:002. Elementary Russian II — 5 hrs.
Prerequisite: 77:001 or equivalent.

77:051. Composition I — 2 hrs.
Progressive development of writing skill through a sequence of exercises on topics related to Russian civilization, with a review of basic structure. Prerequisite: 77:002 or equivalent; Corequisite: 77:061 or other intermediate course with approval of department head.

77:052. Composition II — 2 hrs.
Continuation of 77:051, leading to free composition. Prerequisite: 77:051 or equivalent; Corequisite: 77:062 or other intermediate course with approval of department head.

77:061. Conversation I — 3 hrs.
Develops oral fluency through pattern practice, systematically guided conversations on civilization topics using structures reviewed in the corresponding composition course and free conversation on subjects of current interest. Prerequisite: 77:002 or equivalent; Corequisite: 77:051 or other intermediate course with approval of department head.
77:062. Conversation II — 3 hrs.
Like 77:061, with a wider range of subjects, vocabulary and structures. Prerequisite: 77:061; Corequisite: 77:062 or other intermediate course with approval of department head.

77:101(g). Advanced Grammar and Composition — 3 hrs.
Analysis of the major morphological and syntactical structures of the Russian Language, with a look at contrasting grammatical and linguistic approaches to problems of correct usage. Stress will be placed on the successful application of the principles learned. Prerequisites: 77:052 and 77:062 or equivalent.

77:102(g). Introduction to Russian Literature — 3 hrs.
Selected major works of representative Russian authors from the beginning to the present, with the political and literary history of their time. Application of language skills to basic literary analysis will be a primary goal. Prerequisites or corequisites: 77:052 and 77:062 or equivalent.

77:131(g). Russian Poetry — 3 hrs.
The leading Russian poets from Pushkin to the present time, with a preliminary study of Russian versification and early lyric poetry. The Golden Age of Poetry and leading nineteenth and twentieth century poets. Special attention will be given to works of Tyutchev, Fet, Nekrasov, Grigoriev, Balmont, Bryusov, Blok, Mayakovskiy, Esenin, Pasternak.

77:132(g). The Nineteenth Century Russian Novel — 3 hrs.
The development and evolution of the novel in nineteenth century Russian Literature. Concentration will be on the short novels of Pushkin, Lermontov, Gogol, Turgenev, Dostoevsky, Tolstoy and Chekhov. Selections from some of the significant longer novels of Tolstoy and Dostoevsky will also be included.

77:134(g). Contemporary Soviet Literature — 3 hrs.
Soviet literature from the year 1956, generally known as the year of the protest, to the present time. The significance of writing during this time, the changes from previous periods and factors affecting the output of Soviet writers, with emphasis on the “protest literature” and the appearance of the younger generation of poets.

77:141(g). Soviet Civilization — 3 hrs.
The culture of the Soviet Union as shaped by its geography, history and pre-history, and as revealed in its arts, sports, customs, traditions and economic, social and political institutions.

SPANISH
(See page 182 for programs in Spanish.)

78:001. Elementary Spanish I — 5 hrs.
For beginners.

78:002. Elementary Spanish II — 5 hrs.
Continuation of 78:001. Prerequisite: 78:001 or equivalent.

78:051. Composition I — 2 hrs.
Progressive development of writing skill through a sequence of exercises on topics related to Hispanic civilization, with a review of basic structure. Prerequisite: 78:002 or equivalent; corequisite: 78:061 or other intermediate course with approval of department head.

78:052. Composition II — 2 hrs.
Continuation of 78:051, leading to free composition. Prerequisite: 78:051 or equivalent; corequisite: 78:062 or other intermediate course with approval of department head.

78:061. Conversation I — 3 hrs.
Continuation of 78:061, with wider range of subjects, vocabulary and structures. Prerequisite: 78:061 or equivalent; corequisite: 78:062 or other intermediate course with approval of department head.

78:062. Conversation II — 3 hrs.
Continuation of 78:061, with wider range of subjects, vocabulary and structures. Prerequisite: 78:061 or equivalent; corequisite: 78:062 or other intermediate course with approval of department head.

78:070. Selected Spanish Readings — 3 hrs.
Reading and discussion of contemporary books, magazines, and extracts of subjects of interest to students to develop reading ability through non-literary texts. Prerequisites: 78:051; 78:061; or equivalent.

78:071. Introduction to Hispanic Literature — 3 hrs.
Selected major works of representative Hispanic authors. Application of language skills to basic literary analysis. Prerequisite or corequisite: 78:080 or equivalent.

78:090. Teaching Spanish in the Elementary School — 1 hr.
Techniques and practice in teaching Spanish at elementary school level; includes weekly teaching experience in local school, plus class sessions. May be repeated twice for credit. Prerequisite: consent of instructor.
78:091. Bilingual Pre-Practicum — 1-6 hrs.
For second and third-level students. Work with first-level classes which enables student to reinforce basic language skills through direct participation with first-level students. Prerequisite: consent of instructor. May be repeated, but not to exceed 6 hours.

78:101(g). Advanced Composition — 3 hrs.
Analysis of the major morphological and syntactical structures of the Spanish language with a look at contrasting grammatical and linguistic approaches to problems of correct usage. Stress will be placed on the successful application of the principles learned. Recommended to be taken with 78:071. Prerequisite: 78:051 and 78:061 or equivalent.

78:102(g). Commercial Spanish — 3 hrs.
Vocabulary and format for written correspondence in Spanish with emphasis on commercial vocabulary and idioms. Prerequisite: 78:062 or equivalent.

78:103(g). Advanced Conversation — 4 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 the needs of the individual participant. Prerequisite or corequisite: 78:101 or equivalent.

78:105(g). Stylistics — 3 hrs.
An introduction to stylistic analysis. Development of style in composition through study of excerpts from the contemporary Spanish works and literary translation into Spanish. Prerequisite or corequisite: 78:071 or equivalent.

78:107(g). Introduction to Oral Translation — 3 hrs.
May be repeated once for credit.

78:112(g). Introduction to Latin American Literature — 3 hrs.
Trends in Latin American Literature and representative authors. Prerequisite: 78:071 and 78:072.

78:118(g). Contemporary Spanish Literature — 3 hrs.
Peninsular novel, essay and drama since the Generation of '98. Prerequisite or corequisite: 78:101 or equivalent.

78:121(g). Spanish Media — 3 hrs.
Provides opportunity to reinforce and expand basic knowledge of the language through reading, writing, and discussing contemporary and realistic issues using Spanish mass media (e.g., newspapers, magazines, radio, television, and film). May be repeated once for credit. Prerequisite: 78:101 or equivalent.

78:123(g). Spanish Civilization — 3 hrs.
The Spanish cultural heritage as shaped by its geography and history, and as revealed in its arts, sports, customs, traditions and economic, educational, social and political institutions. Prerequisite or corequisite: 78:101 or equivalent.

78:130(g). Golden Age Literature — 3 hrs.
Outstanding literary works of this period, including prose, drama, and poetry. Prerequisite or corequisite: 78:101 or equivalent.

78:132(g). Golden Age Drama and Lyric — 3 hrs.
Study of the theatre and poetry of the Spanish Renaissance and Baroque eras. Intensive reading of selected comedies of Lope de Vega, Tirso de Molina, and Calderón, and the poetry of Garcilaso de la Vega, Gongora, Quevedo, Fray Luis de León, and San Juan de la Cruz. Prerequisite or corequisite: 78:101 or equivalent.

78:134(g). Nineteenth Century Spanish Literature — 3 hrs.
Study of Romanticism, Realism, and Naturalism. Prerequisite or corequisite: 78:101 or equivalent.

78:139(g). Theatre — 3 hrs.
Peninsular and Latin American theatre from its origin to the present. Prerequisite or corequisite: 78:101 or equivalent.

78:140(g). Latin American Civilization — 3 hrs.
The 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 or corequisite: 78:101 or equivalent.

78:142(g). The Latin American Novel — 3 hrs.
The twentieth century will be stressed. Prerequisite or corequisite: 78:101 or equivalent.

78:144(g). Hispanic Poetry — 3 hrs.
Modernism and Post-Modernism will be stressed. Prerequisite or corequisite: 78:101 or equivalent.

78:149(g). Applied Theatre: Spanish — 1-3 hrs.
Participation in Spanish theatre. Prerequisite: 78:101 or equivalent; and consent of instructor.

78:150(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.

78:151(g). Advanced Oral Communication — 3 hrs.
Topics of Spanish daily life; emphasis on idioms typical of that linguistic community. Student to make periodic public surveys to put knowledge to more formal use. Offered only in conjunction with the Spanish institutes abroad.
78:152(g). Contemporary Spanish Culture — 3-5 hrs.
Contemporary Spanish culture as it reflects and relates to its history and pre-history as well as to current environment; emphasis on literature, architecture, painting, sculpture, and folk music. Offered only in conjunction with the Spanish institutes abroad. May be repeated but not to exceed 5 hours.

Basic linguistic concepts applied to learning the Spanish language. Prerequisite: 78:071 or 78:080, or equivalent.

78:185(g). Written Translation — 3 hrs.
Fundamentals of written translation using varied text materials (public media, scholarly, professional, and literary texts), from English to Spanish and Spanish to English. May be repeated once for credit. Prerequisite: 78:101 or equivalent.

78:191(g). Bilingual Practicum — 1-3 hrs.
Participation in lower-level class activities to acquire first-hand knowledge of methodology involved. Participants will also meet on regular basis with instructor to discuss, in Spanish, their experiences; reinforces and expands conversational command of the language. Prerequisite: 78:091; 78:101 or equivalent; and consent of instructor. May be repeated, but not to exceed 3 hours.

78:195(g). Psycholinguistics: Spanish — 3 hrs.
Introduction to field of psycholinguistics and its application to study of a language. Analysis of language from humanistic point of view; students learn to deal more effectively with cross-cultural situations reflected in the language spoken by a given culture. Prerequisite or corequisite: 78:101.

78:201. Spanish Literature in Review — 3 hrs.
Major periods of Spanish literature, literary genres and techniques using intensive readings, lectures, and student reports. Primarily for students planning to take the M.A. Spanish comprehensives.

78:203. Structure of Spanish — 3 hrs.
A study of the phonology, morphology and syntax of current Spanish. The sound system and grammatical constructions of Spanish discussed in the light of modern linguistic procedures.

78:205. Analysis of Spanish — 3 hrs.
Systematic study of Spanish language, from logical, psychological and grammatical points of view.

Techniques of oral translation including simultaneous translation.

78:225. Written Translation Techniques — 3 hrs.
Techniques of written translation emphasizing critical analysis.

78:231. Cervantes — 3 hrs.
Intensive study of Don Quijote.

A literary and linguistic study of the Poema de Mio Cid and other selected early works.

78:250. Culture of Castile — 3 hrs.
Old Castile — exploration of the essence of Castilian culture which forms the basis for the contemporary civilization of all Spanish-speaking countries. Offered only in conjunction with the Spanish institutes abroad.

Various topics will be offered such as Medieval Prose Fiction, Mexican Novel, Antillean Poetry, Renaissance Drama, Poetry of Federico Garcia Lorca. Specific area to be announced on the Schedule of Classes for current semester. May be repeated except when topic is identical.
Music, School of


*on leave

The School of Music offers majors and minors under three baccalaureate degrees: the Bachelor of Music, the Bachelor of Arts, and the Bachelor of Fine Arts. These include:

**Bachelor of Music** —
- Music Education Major
- Performance Major
- Theory-Composition Major

**Bachelor of Arts** —
- Music Major
- Music Minor — Teaching
- Music Minor

**Bachelor of Fine Arts** —
- Music Theatre Major

The Music Education major prepares the student for a teaching career and provides certification in music for grades K-12. The Performance and Theory-Composition majors are professional degrees designed to prepare the student for (1) careers as artists-performers, composers, or (2) entrance to graduate schools where further excellence in a performance area might be pursued.

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 Theatre major under the Bachelor of Fine Arts degree is an interdisciplinary program combining courses from the School of Music and the Department of Speech. Graduates of this program could qualify for professional careers in music theatre, and upon completion of the requirements for the Music Education major under the Bachelor of Music degree could qualify for directorial positions in the public schools.

**DECLARATION OF MAJOR IN MUSIC**

All students who have been admitted to the School of Music and wish to pursue a music major curriculum should take the following courses during the freshman year:

**Freshman music core:**
- Theory I, II (58:011; 58:012) .................................................. 6 hours
- Aural Training I, II (58:015; 58:016) ........................................... 2 hours
- Exploring Music (52:020) ................................................................. 2 hours
- Applied Music (54:0xx; 54:0xx — 2 hrs. each semester) .................. 4 hours
- Ensembles (53:0xx; 53:0xx — 1 hr. each semester) ............................ 2 hours

During the second semester of the freshman year, an extensive evaluation of the student will be conducted. A student should petition at that time to enter a specific degree program. Approval of the faculty, undergraduate coordinator in music, and the Director of the School is required before a student is admitted formally to a degree program in music. Transfer students will be admitted conditionally to the department and, after one semester in residence, may be admitted formally to a program of study.
GENERAL REQUIREMENTS FOR UNDERGRADUATE MAJORS

Music majors on all degree programs must choose an area of applied music (54:xxx) for specialization and must meet the proficiency standards of the School of Music.

**Auditions:** Admission to the School of Music requires successful completion of an audition in the main performance area.

**Piano Proficiency:** Required of all majors.

**Voice or Instrumental Proficiency:** Required of all keyboard majors.

**Foreign Language:** Ten (10) semester hours of credit in a foreign language are strongly recommended for a student whose applied major or concentration is voice and for all students on the Bachelor of Music Performance and Theory — Composition programs.

**Large Organizations:** In addition to applied music, all music majors must participate in at least one of the large organizations each semester in which they are enrolled as regular university students. Participation in ensembles does not satisfy the large organization requirement unless exception is made in advance by the Director of the School.

- Wind and Percussion students will elect either band or orchestra, and are required to participate in Marching Band for two semesters.
- String players will elect the orchestra.
- Voice majors will elect an appropriate choral group.
- Keyboard majors will elect a large organization for their participation requirement.

Bachelor of Music Degree Programs

**MUSIC EDUCATION MAJOR**

**Required:**

- Applied music (including 3 hours of 100-level work in major area) ........................................... 15 hours
- Music theory: 58:011; 58:012; 58:013; 58:014; 58:015; 58:016; 58:017; 58:018; 58:110 ........................................... 19 hours
- Music literature: 59:010; 59:011; and one additional course from 59:1xx series ........................................... 8-9 hours
- Conducting: 56:020; 56:021 or 56:022 ........................................... 4 hours
- Ensembles ........................................... 6 hours
- Plus one of the emphases below for ........................................... 12-13 hours

56 hours

**A. Choral-General Emphasis:** 56:030; 56:031; 57:050; 57:141 or 57:142; 57:165; 3 hours from Music Techniques (56:xxx) or Music Education and Methods (57:xxx); and 0-1 hour of music elective.

**B. Instrumental Emphasis:** 57:050; 57:155; 5 hours in 57:010; 2-3 hours of music electives.

Additional requirement: Senior recital (half recital).

Recommended: Voice students are encouraged to complete 10 hours in foreign languages.
PERFORMANCE MAJOR

*Areas:* Voice, piano, organ, band-orchestral instruments.

*Required:*
- Applied music ........................................... 28 hours
- Music theory: 58:011; 58:012; 58:013; 58:014; 58:015; 58:016; 58:017; 58:018; 58:110 plus electives in theory for a total of .......... 22 hours
- Music literature: including 59:010 and 59:011 .......... 12 hours
- Conducting: 56:020; 56:021 or 56:022 ................... 4 hours
- Ensembles .................................................. 6 hours
- Electives in music ........................................ 8 hours

80 hours

*Additional requirements:*
1. Junior recital (half recital)
2. Senior recital (full recital)

*Recommended:* Performance majors are encouraged to complete at least 10 hours in foreign languages.

THEORY-COMPOSITION MAJOR

*Required:*
- Composition: 58:022; 58:122; 54:054 and 54:154 for a total of .......... 18 hours
- Applied Piano (54:046 and/or 54:146) beyond keyboard proficiency .................................................. 4 hours
- Music theory: 58:011; 58:012; 58:013; 58:014; 58:015; 58:016; 58:017; 58:018; 58:110; 58:120; 58:121; and electives in theory for a total of ........ 27 hours
- Music literature: including 59:010 and 59:011 ................ 12 hours
- Conducting: 56:020; 56:021 or 56:022 ................... 4 hours
- Ensembles .................................................. 6 hours
- Electives in music ........................................ 9 hours

80 hours

*Additional requirement:* Composition recital.

*Recommended:* Theory-Composition majors are encouraged to complete at least 10 hours in foreign languages.

Bachelor of Arts Degree Programs

MUSIC MAJOR

*Required:*
- Applied music (including at least 4 hours of 100-level work in major area) ........................................... 16 hours
- Music theory: 58:011; 58:012; 58:013; 58:014; 58:015; 58:016; 58:017; 58:018 .................................................. 16 hours
- Music literature: 59:010; 59:011 .................................. 6 hours
- Electives in music (100-level courses) ...................... 8 hours

46 hours

*Additional requirement:* Senior recital (may take the form of a performance, composition, or an essay).
MUSIC MINOR — Teaching

Required:
- Applied music .......................................................... 4 hours
- Music theory (including 58:011, 58:012, 58:015, 58:016) .............. 8-12 hours
- Music methods .......................................................... 4-8 hours
- Electives in music (preferably in music literature) ....................... 6 hours 

26 hours

(Departmental audition requirements apply to this minor.)

MUSIC MINOR

Required:
- Applied music .......................................................... 4 hours
- Music theory (including 58:011, 58:012, 58:015, 58:016) .............. 8-12 hours
- Electives in music (preferably in music literature) ....................... 6-10 hours 

20 hours

(Departmental audition requirements apply to this minor.)

Bachelor of Fine Arts Degree Program

MUSIC THEATRE MAJOR

This major is an interdisciplinary program involving the School of Music and Speech Theatre of the Department of Speech.

Music

Required:
- Applied music .......................................................... 16 hours
- Music theory: 58:011; 58:012; 58:013; 58:014; 58:015; 58:016; 58:017; 58:018 ..... 16 hours
- Music history and literature: 59:010; 59:011 and electives for a total of 10 hours
- Conducting: 56:020; 56:021 or 56:022 ...................................... 4 hours
- Ensembles .................................................................. 6 hours

52 hours

Theatre

Required: 50:055 (optional for voice majors) ........................................... 0-2 hours

15-17 hours

Total hours ................................................................. 67-69 hours

Note:

Additional requirement: Keyboard proficiency.

Upon completion of specific requirements of the Music Education major under the Bachelor of Music degree, a student could qualify for certification to teach.
GENERAL COURSES IN MUSIC

Provides historical background of and emphasizes representative compositions by major composers.

52:102(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. For non-music majors only.

MUSIC ORGANIZATIONS AND ENSEMBLES

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. A maximum of two (2) credits for organization and ensemble participation may be earned in any one semester. A maximum of two (2) credits in Jazz Band may be counted by music majors toward departmental ensemble requirement. All music ensembles are open to any university student by audition.

Ensemble numbers are assigned as follows, based on the student's classification:

53:010, 53:110. Chorus (Chamber Choir, Concert Chorale, University Chorus, Varsity Men's Glee Club, Women's Chorus)
53:012, 53:112. Ensemble
53:015, 53:115. Band (Marching Band, Symphonic Band, Wind Ensemble)
53:016, 53:116. Jazz Band
53:017, 53:117. Orchestra

APPLIED MUSIC

Note: Before registration in Applied Music can be accomplished the student must (1) successfully complete an audition in a main performance area and (2) meet the proficiency standards of the department.

The core of every music major curriculum is the individual lesson. All music majors must enroll in applied music during each semester in residence. Applied music is classified into three categories according to semester-hour credit received:

Major (for Performance majors only) — 4 semester hours

Concentration (all freshmen during Core requirements and all upperclass and graduate music majors except Performance majors) — 2 semester hours

Secondary — 1 semester hour

Two half-hour lessons each week per semester, are required for both major and concentration applied students. Practice and performance demands for the major are more rigorous than for the concentration student.

The amount of credit for Applied Music to be carried will be determined at the time of registration. All students in the freshman music core will enroll for concentration applied, 2 semester hours of credit each semester. Applied music taken opposite student teaching earns one (1) hour of credit and two lessons per week will be taken for the nine-week period the student is on campus. With approval, all music students may take applied secondary for one (1) semester hour of credit each semester. A one-half hour lesson per week is the requirement for secondary credit. Students approved for the Performance major under the Bachelor of Music degree (see under
“Declaration of Major,” page 191) will register for four (4) semester hours of credit in applied music beginning with the sophomore year. Students approved for the Performance major program under the Master of Music degree will register for four (4) semester hours of credit in Applied Music during the fall or spring semesters in residence. Adjustments in credit hour registration for Applied Music will be made during the summer session.

The appropriate applied area faculty will determine the level of the student’s qualifications (54:0xx, 54:1xx, or 54:2xx) by audition and/or previous work on an instrument or in voice. A 200 number can be assigned only to graduate students on Performance programs who have satisfactorily completed an audition and are preparing for a graduate major in voice or instrument. All other graduate applied students will receive 54:1xx(g) credit.

54:030, 54:130(g), 54:230. Flute
54:031, 54:131(g), 54:231. Oboe
54:032, 54:132(g), 54:232. Clarinet
54:033, 54:133(g), 54:233. Bassoon
54:034, 54:134(g), 54:234. Saxophone
54:035, 54:135(g), 54:235. French Horn
54:036, 54:136(g), 54:236. Cornet-Trumpet
54:037, 54:137(g), 54:237. Trombone
54:038, 54:138(g), 54:238. Euphonium
54:039, 54:139(g), 54:239. Tuba
54:040, 54:140(g), 54:240. Percussion
54:041, 54:141(g), 54:241. Violin
54:042, 54:142(g), 54:242. Viola
54:043, 54:143(g), 54:243. Cello
54:044, 54:144(g), 54:244. String Bass
54:045, 54:145(g), 54:245. Harp
54:046, 54:146(g), 54:246. Piano
54:047, 54:147(g), 54:247. Group Piano
54:048, 54:148(g), 54:248. Organ
54:049, 54:149(g), 54:249. Voice
54:050, 54:150(g), 54:250. Harpsichord
54:051, 54:151(g), 54:251. Group Voice
54:052, 54:152(g), 54:252. Guitar
54:054, 54:154(g), 54:254. Composition
(Prerequisite: 58:022 and consent of instructor)

54:189. Senior Recital — no credit.
Required of all seniors except those on Bachelor of Fine Arts program. Prerequisite: 3 hours at 100 level in major applied area.

MUSIC TECHNIQUES

56:020. Basic Conducting — 2 hrs.
Baton Technique, score reading, rehearsal technique, and practice in conducting. Required of all music majors on teaching degree. Prerequisite: 58:012.

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. Prerequisites: 56:020; 58:013.

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 56:021. Prerequisites: 56:020; 58:013.

56:030. Diction for Singers I — 1 hr.
Study and application of Italian and English speech sounds for use by singers, coach-acccompanists, and teachers of choral music.

56:031. Diction for Singers II — 1 hr.
Study and application of German and French speech sounds for use by singers, coach-acccompanists, and teachers of choral music. Prerequisite: 56:030.

56:040. Organ Techniques and Church Service Playing — 1 hr.
Selected problems in church service playing and aspects of organ design. May be repeated for credit.

56:110(g). Guitar in the Classroom — 2 hrs.
For potential teachers of elementary and junior high school music; fundamentals of guitar and basic materials necessary for the effective use of the guitar in the classroom. No previous guitar experience required; basic music background desirable.

56:115(g). Elements of Electronic Music — 2 hrs.
Operation of sound synthesizer and tape recorders, editing of audio tape, and historical background related to the composition of electronic music. Some music background desirable. Prerequisite: junior standing or consent of instructor.
56:121(g). Advanced Instrumental Conducting I — 2 hrs.
Techniques of conducting band and orchestral works; score study and analysis of major works representing all style periods. Classwork includes conducting major works in rehearsal. Prerequisite: 56:021. May be repeated for credit.

56:122(g). Advanced Choral Conducting I — 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. Prerequisite: 56:022. May be repeated for credit.

56:130(g). Music Theatre — 1-2 hrs.
Techniques of the American Music Stage. Includes work in movement, style and history. Preparation of a major music theatre production and/or scenes from musicals or operettas. May be repeated for credit.

56:131(g). Opera Theatre — 1-2 hrs.
Techniques of opera performance. Emphasis on aria, recitative, and ensemble performance; preparation of roles. Study and application of coaching, interpretation, acting, and stage production techniques. Preparation of major operatic production and/or scenes. May be repeated for credit.

56:135(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.

56:152(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. Prerequisite: consent of instructor.

56:155. 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.

56:221. Advanced Instrumental Conducting II — 3 hrs.
Continuation of 56:121. Emphasis on laboratory conducting experiences. Preparation for conducting recital. For graduate instrumental conducting majors only. May be repeated for credit. Prerequisite: 56:121 or equivalent, and consent of instructor.

56:222. Advanced Choral Conducting II — 3 hrs.
Continuation of 56:122. Emphasis on laboratory conducting experiences, advanced choral conducting techniques, analysis of representative works, and score reading. Preparation for conducting recital. For graduate choral conducting majors only. May be repeated for credit. Prerequisite: 56:122 or equivalent, and consent of instructor.

MUSIC EDUCATION AND METHODS
57:010. Instrumental Techniques — 1 hr.
Areas: flute, clarinet and saxophone, double reeds, high brass, low brass, high strings, low strings, percussion, harp. One hour credit for each area. Areas may not be repeated for additional credit.

The role of music in the total public school curriculum. Principles of music learning. Required of all music education majors.

57:130(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. Prerequisite: junior standing or above.

57:135(g). Brass Pedagogy — 2 hrs.
Advanced techniques of solving physiological and psychological problems of brass performance. Emphasis on motivation, attitude, stage fright, as well as more traditional topics (i.e., respiration, articulation, embouchure, endurance, and intonation). Prerequisite: junior standing or consent of instructor.


57:142. Teaching General Music — 2 hrs.
Objectives and materials for and methods of teaching General Music courses and other survey music-art courses (e.g., Humanities, Integrated Arts). Prerequisite: 57:050.

57:143. 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 soundbox).

57:144. Introduction to Kodaly and Orff — 2 hrs.
Introduction to teaching techniques, learning environments, and curriculum as developed from the philosophies of Zoltan Kodaly and Carl Orff.
57:145(g). Developments and Trends in Music Education — 2 hrs.
Evolving issues important to the music educator. May be repeated for credit. Prerequisite: 57:050 or consent of instructor.

57:148(g). Piano Methods — 2 hrs.
Procedures and techniques of piano instruction, especially for the beginning and intermediate student. These include the study and techniques of piano playing, the literature of the instrument, and the styles of the various periods.

57:155(g). 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.

57:165(g). 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.

57:170(g). The Suzuki Approach to Teaching Stringed Instruments — 2 hrs.
The philosophy, teaching methods and materials of the violinist Shinichi Suzuki.

57:190(g). Music in Special Education — 3 hrs.
For special education and music majors. Emphasis on the developmentally disabled, emotionally and physically handicapped, and the gifted child. Field experience supplements classroom instruction.

57:197(g). Instrumental Upkeep and Repair — 2 hrs.
A laboratory course in which practical projects are undertaken. Offered for instrumental majors. To accompany student teaching.

The psychological basis of teaching music. May be used to satisfy the special methods elective in the professional core for the master's degree.

57:240. Planning and Supervision — 2 hrs.
For the prospective supervisor of music.

57:250. Projects in Music — 1-3 hrs.

The study of practical situations in the general music program with special emphasis on grades one through nine.


MUSIC THEORY

58:011. Theory I — 3 hrs.
Fundamentals of basic musicianship; scales, intervals, chord forms; analysis and writing involving diatonic harmony. Creative use of materials. Corequisite: 58:015.

58:012. Theory II — 3 hrs.

Materials of musicianship; emphasis on the so-called period of "common practice." Corequisite: 58:017.

58:014. Theory IV — 3 hrs.
Continuation of 58:013 with emphasis on Late Romantic and Contemporary eras. Corequisite: 58:018.

58:015. Aural Training I — 1 hr.

58:016. Aural Training II — 1 hr.

58:017. Aural Training III — 1 hr.

58:018. Aural Training IV — 1 hr.

58:022. Composition Class — 3 hrs.
Creative work in the primary forms. Prerequisite: 58:012 or consent of instructor. (For applied composition, see 54:054.)

58:110(g). Analysis of Music Literature — 3 hrs.
Study of forms and procedures prevalent in the works of major composers from the 16th century to the present. Prerequisite: 58:013.

58:120(g). Sixteenth Century Counterpoint — 3 hrs.
The vocal polyphonic style of the 16th century. Analysis. Creative work in vocal forms; motet, madrigal, mass. Prerequisite: 58:013.

58:121(g). Eighteenth Century Counterpoint — 3 hrs.
Contrapuntal technique and instrumental forms of the 18th century. Analysis and creative work in representative forms. Prerequisite: 58:013.

58:122(g). Advanced Composition Class — 3 hrs.
Creative work in the larger forms. Student must complete at least one original project in any of these forms. Prerequisite: 58:022 or consent of instructor.

58:125(g). Instrumentation and Arranging — 2 hrs.
Ranges, transpositions, and functions of all instruments of the band and orchestra and arranging for choir, band, and orchestra. Prerequisite: 58:013.

Basic skills for jazz composer/arranger. Emphasis on instrument ranges and transposition, chord terminology, voicing and doubling principles, harmonization and chord substitution, form, and score organization.
58:130(g). 20th Century Non-Tonal Music — 2 hrs.
Style and structure analyses of representative compositions of the 20th Century with emphasis on the more recently composed works.

Review of theoretical principles and methods of analysis. Required of all graduate students who do not demonstrate adequate proficiency as result of the Graduate Theory Diagnostic Examination.

Application of analytic techniques to music from plainsong through Baroque. Emphasis on era and composer style delineation. Prerequisite: 58:180 or passing score on Graduate Theory Diagnostic Examination.

58:211. Advanced Form and Style Analysis II — 2 hrs.
Continuation of 58:210. Classical period to the present. Prerequisite: 58:180 or passing score on Graduate Theory Diagnostic Examination.

Scoring for orchestra, band, or chorus. Student must complete at least one transcription for a large instrumental or vocal group. Prerequisite: 58:125 or consent of instructor.

MUSIC LITERATURE


Continuation of 59:010. Classical period to the present. Prerequisite: 52:020.

59:050. Introduction to Jazz History and Styles — 3 hrs.
Evolution of jazz styles and their relationship to the social, economic, and political moods of the period; includes the essential elements of jazz and the influence of jazz on classical and rock music.


59:110(g). Music Literature — Middle Ages and Renaissance — 3 hrs.
Prerequisites: 59:010, 59:011.

59:111(g). Music Literature — Baroque — 3 hrs.
Prerequisite: 59:010; 59:011.

Prerequisites: 59:010; 59:011.

Prerequisites: 59:010; 59:011.

59:120(g). Performance Literature for — 2 hrs.
Study of music literature available for specific instrument or voice. Combination ensemble-literature course for the performer. Areas available: Brass, Woodwinds, Strings, Organ, Percussion, Piano (I-II), Voice (I-II).

59:130(g). History of Opera — 3 hrs.
Historical development of the opera from its inception (c. 1600) to the present.

59:131(g). History and Literature of Large Choral Forms — 3 hrs.
Development of large choral forms from the Renaissance to the present. Emphasis on the Mass, cantata, oratorio, passion, anthem, and contemporary uses of the chorus.

59:135(g). History of Church Music — 3 hrs.
Church music from the early Christian Church through the present day.

59:140(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 the growth of the orchestra as an ensemble.

59:141(g). History and Literature of Chamber Music — 3 hrs.
Music for small ensembles, from Renaissance to present. Emphasis on music by major composers for the traditional combinations: string quartet, trios, sonatas, wind ensembles and miscellaneous ensembles with keyboard.

59:142(g). History and Literature of the Wind Band — 3 hrs.
Growth and development of wind music from Gabrieli to present.

59:150(g). American Music — 3 hrs.
History and literature of our nation's music from 1620 to the present. Prerequisite: 59:011.

59:151(g). Music of World Cultures — 3 hrs.
Study of non-Western music: Africa, Islam, Indian, Indo-China, Indonesia, China, and Japan, and the role of music in these cultures.

Development of musical instruments from antiquity to the present; includes both western and non-western cultures.

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Prerequisite: consent of Graduate Coordinator in Music.

Musicological research into the various areas of music. May satisfy departmental requirement of 52:221.

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Philosophy and Religion

T. Thompson, Head. Amend, S. Berg, Burris, Crownfield, Fox, Hallberg, Kachel, D. Morgan, Pribbenow, Robinson.

PHILOSOPHY MAJOR

Required: three of the following — 65:100; 65:101; 65:103; 65:104 .................................................. 9 hours
Required: 65:119; 65:142; 65:145; 65:150 .................................................. 12 hours
Electives in philosophy (may include 64:139) .................................................. 15 hours

36 hours

The department recommends that majors in philosophy take as general electives one or more survey courses in religion as a supplement to the program in philosophy.

RELIGION MAJOR

Required: 64:124; 64:180 .................................................. 6 hours
Required: three of the following — 64:111; 64:112; 64:141; 64:142; 64:135 .................................................. 9 hours
Required: two of the following — 64:130; 64:132; 64:134 .................................................. 6 hours
Electives in religion (may include 65:113, 68:168, 68:194) .................................................. 15 hours

36 hours

PRE-THEOLOGICAL EMPHASIS

The Department of Philosophy and Religion, as part of a state university, does not promote any specific religion, nor try to convert its students from one sectarian viewpoint to another. It does, however, offer a pre-theological emphasis for those students planning to undertake graduate work at a university or a theological seminary. Utilizing the requirements and the electives of the Religion Major (above), the emphasis provides courses in the major religions, Eastern and Western, and offers a series of studies of the Bible and Biblical faiths. Electives in the emphasis stress the cultural and analytical background needed by professionals wishing to help persons in the settings of the modern age and its problems. Specific electives appropriate for each student's professional objectives will be selected in consultation with a pre-professional adviser assigned by the Head of the Department.
PHILOSOPHY AND RELIGION MAJOR

Required: 64:124; 65:145; 65:113 .................................................... 9 hours
Electives* ................................................................. 27 hours

36 hours

*At least six (6) hours shall be in philosophy and at least six (6) hours shall be in religion. The remaining fifteen (15) hours may be in either philosophy or religion courses.

PHILOSOPHY MINOR

Required: 65:021; 2 courses in history of philosophy series;
and 12 hours of electives in philosophy ..................................... 21 hours

RELIGION MINOR

Required: 64:020; 64:124; and 15 hours of electives in
religion, which may include 65:113 ........................................ 21 hours

PHILOSOPHY

65:021. Introduction to Philosophy — 3 hrs.
65:100(g). History of Philosophy — Ancient — 3 hrs.
The history of philosophy from the Pre-Socratics to late antiquity, with emphasis on Plato and Aristotle. 65:021 strongly recommended to precede.
The history of philosophy from late Roman times through the Middle Ages, with emphasis on Augustine and Thomas Aquinas. 65:021 strongly recommended to precede.
65:103(g). History of Philosophy: Renaissance through Enlightenment — 3 hrs.
The history of philosophy from the Renaissance through Hume, with emphasis on continental rationalism and British empiricism. 65:021 strongly recommended to precede.
65:104(g). History of Philosophy — Modern — 3 hrs.
History of philosophy from Kant to the present; emphasis on idealism, romanticism, materialism, positivism, phenomenology, existentialism. 65:021 recommended to precede.
65:105(g). Marxism — 3 hrs.
Basic doctrines of Karl Marx and Frederick Engels and others within Marxist tradition. Dialectical and historical materialism; the 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 or consent of instructor.

65:113(g). Philosophy of Religion — 3 hrs.
Introduction to the philosophical examination of religious ideas. Strongly recommended that some work in philosophy or religion precede this course.

65:119. Philosophy of Science — 3 hrs.
Philosophical problems of the sciences; nature of laws and theories, causation, explanation and scientific method, and the relation between the natural and social sciences.

65:142. Ethics — 3 hrs.
A study of the major problems of moral conduct, with emphasis on contemporary ethical theories.

65:143. Aesthetics — 3 hrs.
Problems of experiencing and interpreting the arts presented through readings and discussion of the various arts.

65:145. Logic — 3 hrs.
Methods, principles, and rules of reasoning with emphasis upon their practical uses in effective thinking, scientific inquiry, and verbal communication.

65:150(g). Knowledge and Reality — 3 hrs.
Study of the variety of knowledge-claims about the world and of the structures of reality implied.

65:152(g). Existentialism — 3 hrs.
A study of interpretations of human experience in contemporary thought. Presupposes no previous knowledge of philosophy.

65:153(g). The Human Person — 3 hrs.
A study of various interpretations of the nature and process of being human.
65:154(g). American Philosophy — 3 hrs.
Major developments in American philosophy from their colonial origins to their contemporary expressions.

Exploration of certain societal trends which are posing a serious challenge to man's future; examination of human values and resulting institutional arrangements through which the values are expressed; consideration of alternatives.

65:172(g). Capitalism, Socialism, Democracy — 3 hrs.
Examination of the philosophical bases and ideological contrasts between capitalism, socialism, and democracy as an introduction to social and political philosophy. Prerequisite: junior standing or consent of instructor.

65:186(g). Studies in Philosophy — 3 hrs.
Study of philosophical thinker or problem to be announced in advance of registration.

65:189(g). Individual Readings in Philosophy — 1-3 hrs.
Individually arranged readings and reports drawn from (1) history of philosophy, or (2) contemporary philosophical problems. Repeatable for a maximum of 6 hours. Prerequisite: department head approval.

RELIGION

64:020. The Heritage of the Bible — 3 hrs.
A non-sectarian study of the Bible.

Basic forms and views of religious phenomena, such as encounter, tradition, ritual, community, divine law, meditation, mysticism, response to life-crisis, and personal growth or fulfillment.

64:100. Biblical Greek — 3 hrs.
Introductory study of the Gospel of St. John designed to acquaint the student with the linguistic tools of textual analysis.

64:111(g). Christian Beliefs — 3 hrs.
The meaning of major Christian doctrines, with some attention to their origins but primarily from an interpretive rather than historical point of view.

64:112(g). History of Christianity — 3 hrs.
An historical survey, with special attention to the development of major religious ideas and institutions in Western Christianity.

64:117(g). Religion in America — 3 hrs.
Investigation of religious movements and beliefs from colonial times to the present. Recommended to precede this course one of the following: 64:020; 64:124; 65:021. (same as 96:145)

64:121(g). Religion and Modern Literature — 3 hrs.
Analysis of religious ideas and images in 19th and 20th-century poetry, fiction, and drama. Prerequisite: junior standing or consent of instructor.

Living religions of man with emphasis on their relevance to interpretations of existence, the problem of meaning and values, and human destiny.

64:126(g). 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.

64:130(g). Hinduism and Buddhism — 3 hrs.
Hinduism, Jainism, Buddhism, Islam.

64:132(g). Confucianism, Taoism, and Zen — 3 hrs.
Taoism, Confucianism, Buddhism, Shintoism.

64:134(g). Religions of the Near East — 3 hrs.
A study of the origin and early history of Judaism, Christianity, and Islam, including the examination of ancient Egyptian, Mesopotamian, and Graeco-Roman religions. 64:124 strongly recommended to precede.

64:135(g). Judaism — 3 hrs.
The historical and theological roots of Judaism with focus on the development of the Jewish "scriptures" and their effect on current Jewish practices and beliefs. Prerequisite: junior standing or consent of instructor.

64:139(g). Atheism — 3 hrs.
A critical introduction to various types of modern atheism.

64:141(g). Old Testament — 3 hrs.
An introduction to the history and ideas of the Old Testament. Prerequisite: 64:020.

An introduction to the history and ideas of the New Testament. Prerequisite: 64:020.

64:150(g). Faith and Reason — 3 hrs.
Issues raised by the encounter between traditional Christian faith and modern concepts and methods of philosophy, science, history, sociology, and cultural criticism. Examines positions of both 19th and 20th-century theologians.
64:160(g). Psychology of Religious Experience — 3 hrs.
Basic structures of religious experience, in relation to the concepts of identity, the unconscious, transformation, and transpersonal reality.

64:180(g). Seminar in Religion — 3 hrs.
Advanced topics in the study of religion. May be repeated once for credit. Prerequisite: three previous courses in religion or consent of instructor.

64:186(g). Studies in Religion — 3 hrs.
Study of special topic to be announced in advance of registration.

64:189(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. Repeatable up to 6 hours. Prerequisite: department head approval.

Physics

R. Hanson, Head. Engardt, V. Jensen, Kelsey, Macomber, Olson, Unruh, Vilmain, R.T. Ward.

PHYSICS MAJOR — TEACHING

Required: 80:060; 80:061; 82:190; 88:130; 88:131; 88:169; 88:193 .......................... 25 hours
*Electives in physics: 100-level courses .................................................. 7 hours
Electives in non-physics courses from the College of Natural Sciences  
(excluding 82:020 and mathematics below 80:060) ........................................ 12 hours

* A course in electronics is highly recommended unless the student has a strong background in electronics.

Sufficient work including current curricula should be taken for certification approval in a second area. Common teaching combinations are physics-chemistry or physics-mathematics.

PHYSICS MAJOR — A

Major A is especially suitable for students (including double majors) desiring a broad background in science who are taking a substantial amount of work in other science areas. It is also suitable for students not seeking a high degree of specialization.

Required physics: 88:130; 88:131; 88:169 .................................................. 13 hours
Electives in physics: 100-level courses (excluding 88:193); should include at least one course from 88:136, 88:166, 88:167, 88:172; and at least one from 88:152, 88:154, 88:161, 88:170, 88:175 .................................. 13 hours
Required mathematics: 80:060; 80:061 .................................................. 8 hours
Electives in mathematics beyond 80:061 .................................................. 4 hours
Electives from College of Natural Sciences (excluding 82:020, mathematics below 80:060, and physics below 88:130) ....................... 14 hours

52 hours
PHYSICS MAJOR — B

This major is recommended for students seeking a rigorous background in physics as preparation for graduate study* or, with proper selection of electives under the Applied Physics Emphasis**, as preparation for employment in industry, government laboratories, medical sciences, and so on.

Required physics: 88:130; 88:131; 88:169 ............................................................ 13 hours
Electives in physics: 100-level (excluding 88:193), should
include at least two courses from 88:136, 88:166, 88:167, 88:172 .................. 23 hours
Required mathematics: 80:060; 80:061; 80:063 or 80:062 .................................. 12 hours
***Electives in mathematics beyond 80:063 .................................................. 8 hours
Electives in chemistry: normally 86:044 and 86:048 .................................... 7-8 hours
(well qualified students may, with approval of the Department
of Chemistry, be permitted to substitute higher level chemistry
courses for one or both of these courses.)

58-59 hours

*Major B provides preparation for graduate study in physics, engineering, and other sciences such as geophysics, astronomy, biophysics, medical physics. Students planning graduate study in physics or engineering are advised to include in their electives the theoretical courses, 88:166, 88:167, 88:172, and, if possible, 88:136, as well as at least three of the following courses with associated laboratories: 88:152, 88:161, 88:170, and 88:175. If possible, more than the required amount of mathematics should be taken; suggested possibilities are: 80:147, 80:148, 80:149, 80:153, 80:156, 80:160, and 80:161. An adviser should be consulted concerning the need for foreign language.

**An Applied Physics Emphasis is suggested for those preparing for employment in an industrial or government laboratory. It is achieved through appropriate selection of electives and completion of 88:184. An interested student should, at an early stage, consult with the department head to plan and obtain approval of his or her program.

***80:070 is strongly recommended and, if possible, 80:176.

PHYSICS MINOR — Teaching

Required: 88:193 ................................................................. 2 hours
Electives in physics: 100-level courses (including
no more than 4 hours from 88:152 and 88:154) ...................................... 14 hours
16 hours

PHYSICS MINOR

Electives in physics: 100-level courses (excluding 88:193) ......................... 16 hours

Note: For some students, a background of 88:054 and 88:056 is recommended before enrolling in 88:130 and 88:131. Students with strong physics and mathematics background from high school may enroll in 88:130-131 without 88:054-056. Placement test may be taken in department. Chemistry or mathematics majors should enroll in 88:130-131 if physics is taken after the sophomore year. Students who have not had 88:054-056 should register for 88:060 concurrently with 88:130 and 88:061 concurrently with 88:131.
88:008. The Physics of Sound and Music — 3 hrs.
Basic principles of vibratory motion and sound generation; speed, transmission, absorption, reception, and analysis of sounds. Applications to music, noise, speech, and acoustics. Discussion, 2 periods; lab., 2 periods. May not be applied to a physics major.

Basic physics principles necessary to understand certain contemporary problems of man’s relationship to his environment. Application to energy production, use, and distribution; to thermal, light, radiation, and noise pollution; to clean air and water problems, and to transportation. Discussion, 3 periods. Does not apply toward a physics major.

88:040. 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. 9-weeks course. Discussion, 1 period; lab., 2 periods.

Topics in mechanics, heat and electricity. Does not apply toward a physics major or minor. No credit given for a student with credit in 88:054 or 88:056. Prerequisite: 80:040 or consent of instructor. Discussion, 2 periods; lab., 2 periods.

A calculus-based course in mechanics, heat, and wave motion. Discussion, 5 periods. Prerequisite: 80:060 or permission of the instructor.

88:056. General Physics II — 4 hrs.
Continuation of General Physics I. Discussion, 3 periods; lab., 2 periods. Prerequisite: 88:054.

Basic principles of mechanics, heat, and sound. Enrollment limited to graduate students other than physics major or minors. Department approval required. Prerequisite: Working knowledge of algebra and trigonometry. Discussion, 3 periods; lab., 2 periods.

Basic principles of electricity, magnetism, light, and modern physics. Department approval required. Prerequisite: 88:057 or equivalent. Discussion, 3 periods; lab., 2 periods.

88:060. Experiments in Physics I — 1 hr.
May accompany 88:130 only. No credit for a student with credit in 88:064.

88:061. Experiments in Physics II — 1 hr.
May accompany 88:131 only. No credit for a student with credit in 88:066.

88:120(g). Elementary Atomic and Nuclear Physics — 4 hrs.

*88:130(g). Physics I — 4 hrs.
A calculus-based course in mechanics, heat, and wave motion. Discussion, 5 periods. Prerequisite: 80:060 or permission of the instructor.

*88:131(g). Physics II — 4 hrs.
A calculus-based course in electricity, magnetism, and optics. Discussion, 5 periods. Prerequisite: 88:130 and 80:061 or permission of instructor.

88:134(g). Environmental Applications of Physics — 3 hrs.
Applications of physical laws and concepts to the understanding and possible solution of certain problems of the environment. Topics related to energy demands, production, use, and distribution; and topics related to noise, thermal, air, water, and radiation pollution. Discussion, 3 periods. Prerequisites: 88:056 or 88:131; 80:048 or 80:061; or consent of instructor.

88:136(g). Thermodynamics — 3 hrs.
First and second laws of thermodynamics; PVT surfaces; reversibility, entropy; phase transitions; statistical viewpoint. Prerequisites: 80:061; 88:130.

88:152(g). Electronics I — 4 hrs.
Basic d.c. and a.c. circuits, electrical measurements, power supplies, transistor circuits, operational amplifier circuits. Discussion, 2 periods; lab., 4 periods.

88:154(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.

Basic principles of mechanics, heat, and sound. Enrollment limited to graduate students other than physics major or minors. Department approval required. Prerequisite: Working knowledge of algebra and trigonometry. Discussion, 3 periods; lab., 2 periods.

*88:158(g). Fundamentals of Physics II — 4 hrs.
Basic principles of electricity, magnetism, light, and modern physics. Department approval required. Prerequisite: 88:157 or equivalent. Discussion, 3 periods; lab., 2 periods.

88:160(g). Acoustics and Optics Laboratory — 1 hr.

88:161(g). Acoustics and Optics — 3 hrs.
88:164(g). Holography Laboratory and Lasers — 2 hrs.
The making of transmission and reflection holograms with laser light, studies of spatial modes of an external mirror laser, and optical image processing using holograms. Prerequisite: 88:056 or consent of instructor. Discussion, 1 period; lab., 2 periods.


Continuation of 88:166. Prerequisite: 88:166.

88:168(g). Modern Physics Laboratory — 1 hr.
Corequisite: 88:169.

88:169(g). Modern Physics — 4 hrs.

Molecular binding; band theory of solids; electrical, thermal, and magnetic properties; imperfections; semiconductors: p-n junctions, and transistors. Prerequisite: 88:169 or equivalent. Student should enroll concurrently for 88:171.

88:171(g). Solid State Physics Laboratory — 1 hr.
Corequisite: 88:170.

88:172(g). Introductory Quantum Mechanics — 3 hrs.

88:175(g). Nuclear Physics — 3 hrs.
Interaction of radiation with matter; alpha, beta, and gamma decay; neutron physics and nuclear reactions; nuclear models; elementary particles; applications of nuclear physics. Prerequisite: 88:169. Student should enroll concurrently for 88:176.

88:176(g). Nuclear Physics Laboratory — 1 hr.
Corequisite: 88:175.

88:180. Undergraduate Research in Physics — 1-3 hrs.
Research activities under direct supervision of sponsoring staff members. Prerequisite: departmental approval.

88:184. Internship in Applied Physics — 1 hr.
Departmentally approved work in applied physics (as an industrial, medical, or government laboratory) followed by oral and written reports given on the completed work. May be repeated once for credit. Prerequisite: departmental approval.

88:185(g). Laboratory Projects — 1-3 hrs.
Experimental activities to meet individual needs and interests not normally included in other courses. Maximum of 3 hours credit may be applied to a physics major or minor. Prerequisite: departmental approval.

88:189(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. Prerequisite: departmental approval.

Philosophy, methods, and materials of high school physics curricula, including PSSC Physics, Project Physics, PSPE, TMMW, and others. Prerequisite: 8 hours of physics. Discussion, 1 period; lab., 2 periods.

88:250. Special Problems in Physics — 1-6 hrs.
Credit determined at registration. Problems selected according to needs of students. Prerequisite: departmental approval.

Selected topics from areas of current interest in fundamental and applied physics; includes means of communication with high school students on these topics. Prerequisite: 88:169.

Critical examination of the philosophy, materials and instructional techniques in secondary school physics programs such as PSSC Physics, Project Physics, IPS Physical Science and others. Study of educational research done on these programs will be included. Discussion, 3 periods. Prerequisite: 15 hours of physics and two years of physics teaching experience; 88:193 recommended.


88:299. Research.
Political Science


POLITICAL SCIENCE MAJOR — TEACHING

Required: 94:011; 94:014; 94:124; 92:053; 98:058; 90:190 .........................19 hours
Required: 94:131 or 94:134 ....................................................... 3 hours
Required: one of the following: 94:160; 94:161; 94:163; 94:166 .......... 3 hours
Required: one of the following: 94:135; 94:162; 94:164;
94:165; 94:168; 94:183 ......................................................... 3 hours
Electives in political science ........................... 8 hours

36 hours

A minor is required in one of the following: History, sociology, economics, or geography.

POLITICAL SCIENCE MAJOR

Required: 94:011; 94:014; 94:124 ..................................................16 hours
Required: 94:131 or 94:134 ........................................................... 3 hours
Required: one of the following: 94:160; 94:161; 94:163; 94:166 .......... 3 hours
Required: one of the following: 94:135; 94:162; 94:164;
94:165; 94:168; 94:183 ................................................................. 3 hours
Electives in political science ........................................... 15 hours

40 hours

No minor is required.

POLITICAL SCIENCE MINOR — Teaching

Required: 94:011; 94:014; 94:124 ..................................................10 hours
Required: 94:131 or 94:134 ............................................................ 3 hours
Required: one of the following: 94:160; 94:161; 94:163; 94:166 .......... 3 hours
Required: one of the following: 94:135; 94:162; 94:164;
94:165; 94:168; 94:183 ................................................................. 3 hours

19 hours

POLITICAL SCIENCE MINOR

Required: 94:011; 94:014; 94:124 ..................................................10 hours
Required: one of the following: 94:160; 94:161;
94:163; 94:166 ................................................................. 3 hours
Required: one of the following: 94:135; 94:162;
94:164; 94:165; 94:168; 94:183 ......................................................... 3 hours
Electives in political science ........................................... 3 hours

19 hours

Course designed to meet teacher certification requirements. General Education credit for all students except Political Science majors and minors. Student may not receive credit for this course and also for 94:014.

94:011. Introduction to Political Science — 3 hrs.
Fundamental concepts and approaches to the scientifc study of politics.
94:014. Introduction to American Politics — 3 hrs.
The processes and functions of American government in relation to concepts of American democracy and to practices of other governments. Sophomore standing recommended.

Current political problems/issues; General Education credit for all students except Political Science majors and minors.

94:024. Politics for General Education — 3 hrs.
Introduction to contemporary political institutions, ideas, and processes in the contemporary world. General Education credit for all students except Political Science majors and minors.

94:026. World Politics — 3 hrs.
Conflict and cooperation in world politics. Current international problem areas and area problems. The Atlantic Community; Soviet Union; Eastern Union; Far East; Southeastern Asia; Africa; Latin America. Not open to students who have had 94:124.

94:112(g). Political Parties — 3 hrs.
Organization and operation of political parties and elections in the United States.

94:124(g). International Relations — 4 hrs.
Basic factors affecting positions and policies of states and their leaders. Implementation of national policies. Contemporary power system. Conflict resolution.

94:127(g). United States Foreign Policy — 3 hrs.
Factors influencing the formation and execution of United States foreign policies and specific instruments of foreign policy.

94:128(g). Foreign Policies of the Soviet Union — 3 hrs.
The formulation and implementation of Soviet foreign policies.

94:131(g). American State Politics — 3 hrs.
An analysis of the organization, functions and operation of state and local governments.

94:132(g). Community Political Systems — 3 hrs.
Structure and functions of city government. Relation of the city to the state.

94:134(g). Congressional and Administrative Policy Making — 3 hrs.
Congressional-Administrative-Presidential politics in the formulation and execution of public policy.

94:135(g). Modern European Democracies — 3 hrs.
Political institutions, processes, and policies of Western European Democracies; emphasis on Great Britain, France, and West Germany.

94:136(g). Administrative Law — 3 hrs.
The judicially enforceable requirements upon administrative agencies which affect private interests by making rules and orders, adjudicating cases, investigating, prosecuting, publicizing, and advising. Also, the legislative and executive controls over the agencies.

94:140(g). Adjudication of Social Issues — 3 hrs.
Examination of the legal and structural elements of governmental involvement in social problems, creating new rights, obligations, and bureaucracies. Prerequisite: junior standing or departmental approval.

94:141(g). Constitutional Law — 3 hrs.
The Constitution of the United States as fundamental law.

94:142(g). Problems in Juvenile and Family Law — 2 hrs.
Aspects of juvenile and family law; how the legislature and the courts have developed juvenile and family law, including marriage and divorce, adoption, and competency of minors. Prerequisite: junior standing or consent of instructor.

94:146(g). Law and the Courts I — 2 hrs.
Study of the courts in America today with particular emphasis on trial courts and their impact on the community.

94:147(g). Law and the Courts II — 2 hrs.
Study of judicial law making, private influences on court-expanded rights, and law school methods.

94:148(g). Public Administration — 3 hrs.
The place of public servants in the functioning of government and recent trends in the expansion of administration.

94:149(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.

94:150(g). Political Opinion and Public Policy — 3 hrs.
The formation and development of political opinion by interest groups and mass media in the shaping of public policy.
94:151(g). Literature on the Modern Presidency — 3 hrs.
Analysis of the character of the office, the men who have occupied it, and the role of the institution in American politics.

94:152(g). Government and Business — 3 hrs.
The dynamics and legalities of regulatory administration.

94:153(g). Politics of Bureaucracy — 3 hrs.
Role of the administrative system in public policy process, interaction among agencies, interest groups, overhead control units, Congress, courts, the political parties, mass media, and public opinion.

94:154(g). Legislative Process — 3 hrs.
An analysis of the functions, powers, organization, processes, and problems of legislative systems in a comparative framework.

94:155(g). Environmental Policy Making — 3-4 hrs.
Formulation and implementation of domestic environmental policies. Graduate student may enroll for only 3 hrs. credit. With advance permission of instructor, undergraduate student may enroll for total of 4 hrs. credit which requires contracting for completion of original research project.

94:160(g). Western Political Thought — 3 hrs.
The development of political thought from Plato to the present, with primary emphasis on the relationship between man and the state.

94:161(g). Political Thought — Marx to Easton — 3 hrs.

94:162(g). Latin American Governments — 3 hrs.
The evolution of political institutions in Central and South America. Through an examination of personality, political parties and issues, insights into the nature of contemporary society in the western hemisphere is given.

94:163(g). Political Thought of South Asia — 3 hrs.
Ancient and modern political theories of South Asian thinkers: landmarks of the Hindu, Buddhist, and Jain political traditions, their impact on social, political, and economic policies of the region; emergence of “Sarvodaya,” and the Gandhian philosophy and the Indian communism.

94:164(g). Government of the Soviet Union — 3 hrs.
The Soviet political system with emphasis upon the institutions and groups involved in the determination and implementation of public policy.

94:165(g). East Asian Politics — 3 hrs.
Political structures and institutions of China and Japan with emphasis on the modernization process since the middle of the 19th century.

94:166(g). Chinese Political Thought: From Taoism to Maoism — 3 hrs.
Political philosophy from Lao Tzu to Mao Tse-tung with emphasis on latter as representing a unique synthesis of cultural traditionalism. Marxism-Leninism and ideological innovation.

94:168(g). Politics of South Asia — 3 hrs.
Parliamentary institutions and politics; political movements and independence; the parties; the 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 the countries of this area.

94:170(g). Politics of Modernization in Developing Areas — 3 hrs.
Theories of political development and modernization in relation to political systems of developing countries of Africa, Asia, and Latin America.

94:175(g). Comparative Revolutions and Political Change — 3 hrs.
A comparative study of revolutionary change in Europe and in the developing areas of Asia, Africa, and Latin America in historical and analytical contexts.

Discussion with government officials, analysis of relations between the press and government, and experience using reference materials in law, administration, politics, and economics. Prerequisites: departmental approval; 15 hours of political science including 94:014 and 94:131.

94:181. Internship in Politics — 4-8 hrs.
Student serves as intern with government official or in public or private agency. Required: junior standing, political science major. Prerequisite: departmental approval; 94:180. 1) Federal; 2) State; 3) Local; 4) Intergovernmental; 5) Legal; 6) Interest Group; 7) International.

Debriefing for interns in politics emphasizing comparison of scholarly writings on politics with the intern's practical political or administrative experience. Departmental approval required. Prerequisite: 94:181.

94:183(g). Introduction to Comparative Politics — 3 hrs.
Basic theoretical concepts in comparative politics for studying and understanding political systems.

94:189(g). Readings in Political Science — 1-3 hrs.
Prerequisite: 12 hours in Political Science and departmental permission. May be repeated only with permission of the department.
Prerequisite: 94:124 or consent of instructor.
94:275. Political Science Methodology — 3 hrs.
Basic methods for gathering and presenting knowledge of the discipline. Application to teaching will be stressed.
94:279. Internship to Politics — 3-6 hrs.
Student internship in one of seven types. Prerequisite: departmental approval. 1) Federal; 2) State; 3) Local 4) Intergovernmental; 5) Legal; 6) Interest Group; 7) International.

94:280. Seminar in Political Science — 3 hrs.
May be repeated.
94:289. Seminar in Comparative Politics — 3 hrs.
94:292. Research and Bibliography — 3 hrs.

Psychology


PSYCHOLOGY MAJOR — TEACHING
Required: two 100-level courses having 40:049 and 40:150 as prerequisites ........................................... 6 hours
Required: 40:193 .................................................. 3 hours
Electives in psychology ........................................ 12 hours
40 hours

Note: Students are advised to qualify for approval to teach in an additional subject area.

PSYCHOLOGY MAJOR
Required: two 100-level courses having 40:049 and 40:150 as prerequisites ........................................... 6 hours
Required: 40:193 .................................................. 3 hours
Electives in psychology ........................................ 12 hours
37 hours

PSYCHOLOGY MINOR — Teaching
Required: 40:045; 40:049; 40:118; 40:150 .................................................. 13 hours
Required: one 100-level course having 40:049 and 40:150 as prerequisite (excluding 40:189) ........................................... 8 hours
Electives in psychology ........................................ 6 hours
22 hours
PSYCHOLOGY MINOR

Required: 40:045; 40:049; 40:118; 40:150 ..................................................... 13 hours
Required: one 100-level course having 40:049 and 40:150
as prerequisite (excluding 40:189) ..................................................... 3 hours
Electives in psychology ................................................................. 6 hours

22 hours

40:008. 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.

Introduction to fundamentals of psychological inquiry. Emphasis on experimental research but all major approaches (correlational, field, clinical, phenomenological) considered. Prerequisites: 40:008 and two electives in psychology.

An introduction to the basic methods of collecting, organizing, and analyzing psychological data. Emphasis is placed on statistical inference, e.g., t tests, F tests, and selected non-parametrica. The course is 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: 40:008; 40:045.

40:106(g). Psychology of Human Differences — 3 hrs.
The 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. Prerequisite: 40:008 and 40:049; 40:150.

40:118(g). History and Systems of Psychology — 3 hrs.
Prerequisite: One course in psychology or departmental approval.

40:120. Introduction to Developmental Psychology — 3 hrs.
Theory and research methods used in study of development of organisms (especially human); developmental perspective as part of the process of psychological inquiry. Prerequisite: 40:008 or equivalent.

40:123(g). 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: 40:008 or equivalent.

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: 40:008; plus any one from 40:120; 31:055, 20:100, or equivalent of one of these, or consent of instructor.

FORTRAN programming and utilization of library programs and systems. Statistical analysis and related problems common in psychological applications. Prerequisite: one course in statistics recommended. Laboratory. No credit for student who has credit in 80:070.

40:142(g). Abnormal Psychology — 3 hrs.
Causes of abnormal behavior. Characteristics of major abnormalities. Classification of organic and functional disturbances. Prerequisite: Previous work in psychology or instructor’s permission.

40:150(g). Conditioning and Learning — 3 hrs.
Basic concepts and processes in learning. Five periods per week. Prerequisite: 40:045.

40:152(g). Sensation and Perception — 3 hrs.
Sensory and perceptual processes and states with emphasis on visual experiences. Prerequisite: 40:045.

40:153(g). Thought and Language — 3 hrs.
A study of complex human behavior with emphasis on cognitive variables intervening between the observable stimulus and response. Includes the topics of language, thinking, concept formation and problem solving with related motivational constructs. Prerequisite: 40:150 and permission of instructor.

40:154(g). Principles of Perceptual Learning and Development — 3 hrs.
Study of progressive changes in perception in human and animal sub-adults resulting from maturational processes and learning experiences. Prerequisite: 40:045 or permission of instructor.
40:155(g). Physiological Psychology — 3 hrs.
Neurobiological basis of behavior; how human brain receives sensory input, integrates information, and directs responses; neural control of arousal, sleep, dreaming, eating, and sexual behavior; physiological mechanisms of learning, memory, and emotion. Prerequisite: 40:008 or equivalent, or consent of instructor.

Processes involved in recruiting, selecting, training, and evaluating employees in all types of organizations; underlying assumptions and current techniques in use. Prerequisite: 40:008 or equivalent.

40:158(g). Industrial Psychology II: Organizational Psychology II — 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. Prerequisite: 40:008 or equivalent. Recommended be preceded by 40:157.

Overview of social psychology from perspective of general psychology; includes social perception, attraction and liking; affiliation, social influence, group dynamics, and attitude formation and change. Prerequisite: 40:008 or equivalent.

40:161(g). Psychology of Personality — 3 hrs.
Prerequisite: Previous work in psychology or instructor’s permission.

Prerequisite: 40:049 or permission of the instructor; 40:150.

40:163(g). Developmental Psychology — 3 hrs.
Research and theories on the processes of development. Prerequisites: 40:045; 40:049; 40:120; 40:150; or permission of instructor.

40:165(g). Physiological Psychology Laboratory — 2 hrs.
Basic laboratory procedures used by physiological psychologists; student will use procedures to design and implement a short research project. Prerequisite or corequisite: 40:155; or consent of instructor.

40:166(g). Clinical Psychology — 3 hrs.
Contemporary practice of clinical psychology with emphasis on the theories and techniques of behavioral assessment. Prerequisite: 40:008 or equivalent.

40:170(g). Drugs and Individual Behavior — 3 hrs.
Effects of psychoactive drugs on behavior; legal and ethical aspects of studying drug effects and regulating drug use discussed with drug abuse as a psychological phenomenon. Prerequisite: junior standing or permission of instructor.

40:175(g). Environmental Psychology — 3 hrs.
Survey of broad range of interactions between people and everyday, intact settings; specific attention to the evaluation of the effects of the characteristics of such settings on behavior. Prerequisite: 40:008 or equivalent.

40:189(g). Seminar in Psychology — 1-3 hrs.
Provides opportunity to correlate previous course work and knowledge in field of psychology. Prerequisite: 15 hours in psychology, including 40:045 and 40:150 or consent of instructor. May be repeated for up to 6 hours of credit.

Organization and teaching of psychology; student serves as participant-observer in 40:008 or 40:045. Prerequisite: Declared major or minor with at least junior standing and instructor’s permission.

40:193(g). Research Experience in Psychology — 1-3 hrs.
Research participation and/or independent supervised research including experience in each of the following: Search of the literature; analysis of theoretical issues; design, instrumentation, and conduct of one or two major experiments; analysis of results; and preparation of research reports. Prerequisites: 40:049; 40:150; 15 hours in psychology; and permission of the department. A total of six semester hours of credit may be allowed.


Review of elementary descriptive and inferential statistics, analysis of variance and covariance models, multiple linear and curvilinear regression models, the generalized linear model, and an introduction to robust estimation.

40:249. Learning — 3 hrs.
Empirical and theoretical approaches to animal and human learning covering topics in classical and instrumental conditioning. Prerequisite or corequisite: 40:239.

Survey of contemporary (and historical) approaches to mind, including findings and methods of psycholinguistics, information processing, computer simulation, structuralism, and experimental cognitive psychology. Prerequisite or corequisite: 40:239.

Scaling, psychometric methods and selected topics in multivariate analysis. Prerequisite: 40:239.
School Administration and Personnel Services

Bishop, Head. Brimm, Frank, D. Hanson, Jack Kimball, Knutson, Lembke, McCumsey, A. Smith.

SCHOOL ADMINISTRATION AND HIGHER EDUCATION

27:102(g). Introduction to Educational Administration — 3 hrs.
Introduction to the administration of schools in the United States.

27:141(g). Instructional Leadership — 3 hrs.
Techniques for teacher improvement in the elementary and secondary schools. Before enrolling in this course the student should have had teaching experience.

27:151(g). Education and Law — 2 hrs.
Introduction to school law; its effect upon education, with recognition of educator's responsibilities to total community. Primarily for non-administrators.


Analysis of roles, and form and manner in which these roles are effectively performed. Prerequisite: 27:102.

27:204. School and Community Relations — 3 hrs.

Teacher selection and placement, promotion, tenure, and retirement; administration of pupil personnel facilitating services. Prerequisite: 27:102.

27:212. Supervision of the Elementary School — 2 hrs.


27:221. Administration of the Elementary School — 3 hrs.
Prerequisite: one year of teaching experience and departmental approval. Should have had 27:102 and course work in elementary education.


Prerequisite: one year of teaching experience and departmental approval. Should have had 27:102.

Legal structure for education; powers and duties of boards of education; rights and responsibilities of school personnel; rights of parents and students; and related topics. Emphasis on judicial decisions and common law with practical application for school personnel.
Financial support for education, business administration, and budgeting. Prerequisite: 27:102.

Problems of school building planning, operation, and maintenance. Prerequisite: 27:102.

Environmental and personnel factors influencing decision making; specific emphasis on the process, competencies and consequences. Prerequisite: 27:102.

Prerequisite: 27:240.

Methods and materials of college teaching to help the college instructor become a better teacher. Useful to junior and senior college personnel.

A seminar-type course organized around the major issues confronting vocational-technical schools, community colleges, senior colleges, and universities in contemporary society.

Current issues in public sector bargaining with emphasis on the Iowa law. Includes a simulated contract negotiation problem.

Overview of the historical development, issues, philosophies, and cultural backgrounds of higher education in America.


Seminars are offered on special topics as indicated in the schedule of classes.


STUDENT PERSONNEL SERVICES


29:104(g). Introduction to Elementary School Guidance — 3 hrs.

29:110(g). Information Services in Guidance — 3 hrs.
Orientation of guidance workers to the needs of junior and senior high school students in investigating educational and occupational possibilities; the organization of occupational ideas and materials.

29:121(g). Human Relations Training — 3 hrs.
Introduction to concept of human interaction through "interpersonal recall process." Emphasis on student experiencing desired human interaction skills.

Principles of group dynamics applied in the instructional setting.

29:126(g). Humanistic Consultation — 2 hrs.
Stresses principles, procedures, and process of consultation roles. Consultation content provided through integration of affective education programs and skills into learning process.


Prerequisite: 25:180 or 25:181 or 29:102.

Prerequisite: 29:102 or instructor's permission.

29:207. Counseling Techniques with Children — 3 hrs.
This course will emphasize the specialized counseling and guidance approaches applicable to the elementary school child. The course will place prime emphasis on individual counseling of the elementary school child through the use of play media and verbal techniques. The course involves classroom lectures, assigned readings, classroom discussion and actual counseling experience under supervision. Prerequisite: 29:102 or 29:104 or permission of the instructor.

Individual behavior and systems change in the organizational and administrative components in guidance. Prerequisite: one year of teaching experience and departmental approval.

Emphasis on direct participation in groups to develop skills in guidance and counseling. Prerequisite: 29:205 or 29:207.

Exploration of foundation of career development theory. Emphasis on significance of occupational preference and choice. Sociological, psychological, and economic determinants of choice examined; and awareness of theoretical concepts of career choice stressed. Prerequisite: 29:102 or 29:104, and 29:110 or permission of instructor.

Theoretical approaches to counseling. Function and present status of counseling theory. A study of each of the predominant theories. Prerequisite: 29:207 or 29:206.
An introduction to the field of college student personnel services with applications of theory to practice.

Didactic instruction in the methods and techniques of counselor supervision. Approximately one-fourth of the course will be devoted to supervisory experience in the laboratory and in a regular school situation.

29:252. Relationship and Marriage Counseling — 3 hrs.
Stresses establishing and maintaining effective relations within marriage, with attention to communication and attitudinal barriers. Recognition of alternative styles. Prerequisite: 29:205 or 29:207 or 29:227 or equivalent.

Special topics as indicated in the Schedule of Classes.

Prerequisite: 29:205 or 29:207.


Science

There is no science department as such. The science majors and the general courses in science are offered under the jurisdiction and the general supervision of the Dean of the College of Natural Sciences.

SCIENCE MAJOR — TEACHING
This major is intended especially for students desiring to teach science in the junior high school.

Required —
Biology: 3 courses from 84:021, 84:022, 84:023, 84:024, 84:025 .............. 9 hours
Chemistry*: 86:044; 86:046 or 86:048 ........................................... 8 hours
Earth Science: 3 courses from 87:010, 87:011, 87:021, 87:031, 87:035 ........................................ 9 hours
Mathematics: two courses from 80:040, 80:046 or 80:112, 80:060, 80:061, 80:070 ................................. 5 hours
Physics*: 88:054; 88:056 .......................................................... 8 hours
Science methods: 82:190; and 82:194 or 84:193 or 86:193 or 88:193 ................. 4 hours
Science teaching: 82:195 (to be taken over a 2-semester period) .................. 1 hour
Electives in science (must include 6 hours at 100-level) .............................. 11 hours

55 hours

*Students with sufficient high school preparation should consult with departments for proper beginning course. Students may test out of beginning course and substitute another course from that department.

Students seeking certification in particular disciplines should contact the Dean of the College of Natural Sciences for these guidelines.
Emphasis: Environmental/Conservation Education

This emphasis is designed to prepare junior high school science teachers to serve also as specialists in environmental/conservation education.

Required: 84:021; 84:022; 84:023 ........................................ 9 hours
86:044; 86:046 or 86:048 .................................................. 8 hours
87:031; 87:035; 87:021 ...................................................... 10 hours
88:054; 88:010 ............................................................. 7 hours
82:190; 82:194 ............................................................ 4 hours
84:103 ................................................................. 3 hours
82:189*; 82:132; 82:195 .................................................. 6 hours

Electives in biological and physical sciences, 100-level ................................... 8 hours

*Note: The two seminars (one seminar per year) are taken beginning with the junior year and continuing through the senior year.

The Science major with this emphasis is required to have completed four (4) years of senior high school mathematics or to take 80:040 or 80:046. Credit for these two courses may not be applied as credit for this program.

SCIENCE MAJOR

Required: two of the following four science areas for a total of .................. 15-17 hours
Biology: any three from 84:021, 84:022, 84:023, 84:024, 84:025
Chemistry: 86:044, 86:046 or 86:048
Earth Science: 87:031 and 87:035
Physics: 88:054 and 88:056

Electives in science .......................................................... 21-23 hours

38 hours

The equivalent of at least 10 hours in a foreign language is strongly recommended for this science major.

Emphasis: Environmental Planning

The Environmental Planning Emphasis under the Science Major is coordinated by an interdepartmental faculty committee appointed by the Dean of the College of Natural Sciences and is designed for those seeking the scientific principles, integrated theory, and practical experience in the field of environmental planning and land use from the ecological approach. The committee will review progress of students at the end of the sophomore and junior years and will recommend awarding of the emphasis upon its completion. A minimum over-all grade point average of 2.50 is required for retention in the program.

Required: 84:021; 84:022; 86:046 or 86:048; 87:031; 87:035;
88:052 or 88:056; 80:070; 80:172 or 97:109; 94:011 or
94:024; 92:024 or 92:054; 84:103; 84:168; 97:132 or 97:120 ....................... 42 hours

Electives in the sciences at 100 level, to be approved by
the student's adviser ..................................................... 7 hours
Electives in geography at 100 level, to be approved by adviser .................. 3 hours

Independent study which may take the form of a field experience with a planning agency, an environmental planning study conducted by the student, or similar practical experience ....................... 3 hours

55 hours
SCIENCE SUBJECT FIELD — Middle School/Junior High School Education Major*

Required: 82:130; 82:194; 21:141 ............................................................................. 8 hours
Required: one course from 86:030, 86:044, 86:045 ............................................. 4 hours
Required: one course from 88:010, 88:064, 88:066 ............................................. 3-4 hours
Required: one course in the Life Series (recommend 84:021, 84:022, or 84:023) .................................................................................... 3 hours
Required: one course from 87:010, 87:021, 87:031, 87:035 ..................................... 3-4 hours
Electives: to complete a minimum of 8 hours in chemistry, biology, physics, or earth science ......................................................... 4-5 hours
.................................................................................................................................. 25-26 hours

(*See Department of Curriculum and Instruction, page 119.)

GENERAL COURSES IN SCIENCE

82:020. The Physical Sciences — 3 hrs.
Introduction to basic ideas of astronomy, motion, energy, atoms and the structure of matter, and methods of science. Discussion, 3 periods; or discussion, 2 periods and investigations, 1 period.

82:130(g). Experiences in Elementary School Science — 3 hrs.
For majors in elementary or middle school/junior high education. Develops understanding of science as an investigative process. Teaches significant concepts of natural science through activities which demonstrate procedures and approaches appropriate for use with children at elementary and intermediate level. Problems of use in classroom discussed; some curriculum materials surveyed.

82:132. Experiences in Environmental Education — 3 hrs.
Current trends in interdisciplinary theory and content of the environmental education process; theory and practice with techniques, materials, and equipment of environmental education in the classroom and the out-of-doors. Development of outdoor laboratories on school grounds and in parks included. Discussion, lab., and field work, 4 periods.

82:175. The Nature of Science — 2 hrs.
Science as a field of subject matter, with consideration of its nature, development, and methods, using a chronological approach with a philosophical emphasis. Special attention is paid to the interrelations of the various sciences, the relations of science (including the social sciences and psychology) to other fields, such as philosophy, religion, and art, and the interactions of science and these other areas of thought and culture throughout history and in current times. Discussion, 2 periods.

82:189. Seminar in Environmental Problems — 1 hr.
Current topics to be explored by student teams. Team examination of various facets of an issue, focusing upon development of a factual resume of natural, political, economic, and humanistic data which will be integrated for use in developing potential solutions. Will include value clarification activities.

Nature of science in its descriptive, technological and investigative aspects as they relate to the development of a philosophy of teaching; interrelation of various sciences; psychological theories of learning science and how they relate to developing instructional strategies. Required for certification to teach secondary school science; to precede student teaching. Discussion, 2 periods.

82:194(g). Current Curricula in Junior High Science — 2 hrs.
Discussion and laboratory experience in modern curricula; the Intermediate Science Curriculum Study (ISCS), Introductory Physical Science (IPS), Time, Space and Matter (TSM), The Earth Science Curriculum Project (ESCP), and others. Discussion, 1 period; lab., 2 periods.

82:195. 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. Course consists of 14 meetings over a two-semester period. For Science (Teaching) majors, to be taken prior to student teaching.

See pp. 69, 91.
82:200. History and Philosophy of Science — 2 hrs.

Application of environmental/conservation education content and process to curriculum and program development. Students will formulate or revise programs for their own employment situations. Prerequisites: 84:103 or 84:104, and two years of experience as a teacher or in an occupation related to environmental/conservation education. To be offered during the summer at Iowa Teachers Conservation Camp.

82:270. Special Problems in Science Education — 1-6 hrs.
Problems selected according to needs of students. Prerequisite: approval of Science Education Coordinating Committee.


82:299. Research.

Social Science

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. Students will be advised by committee members from the departments of Economics, Geography, History, Political Science, Psychology, and Sociology and Anthropology. Inquiries should be directed to the social science undergraduate coordinator, College of Social and Behavioral Sciences.

SOCIAL SCIENCE MAJOR — TEACHING

Required: 40:008; 92:053; 94:014; 97:025*; 98:058 ............................................................... 15 hours
Required: 90:190 ........................................ 3 hours
Required: 3 hours from 96:014 or 96:015 or from 96:154 or 96:155 .......................... 3 hours
Required: minimum of 9 hours in each of any 3 social science disciplines (only one field of history — European or American — may be selected) ........................................... 27 hours

45 hours

*97:031 may be substituted for 97:025.

1. A minimum of 12 hours in each of any three social science disciplines is required for approval to teach. Any course taken to meet General Education requirements in the social sciences may not be used to meet the course requirements of the major. General Education courses in the social sciences may not be used to qualify for approval to teach science subjects.

2. Geography certification — 2 systematic courses and one regional course are required (see pp. for description of these courses).

3. Only one field of history (European or American) may be selected as one of the three areas of the major.
   American history certification: 96:014 and 96:015 required plus six (6) additional hours in American history.
   World history certification: 96:154 and 96:155 required plus six (6) additional hours in European history. One 3-hour course in Asian history may be used.
4. Political Science certification — one 3-hour course in comparative government or international relations.

5. Junior High Teaching — students desiring to teach at the junior high level are urged to complete areas in American history, geography, and political science. The following courses are also recommended: 20:116, 21:171, and 23:130.

6. Anthropology courses do not count toward certification in the sociology area.

SOCIAL SCIENCE SUBJECT FIELD — Middle School/Junior High School Education Major

Required: 90:190; 92:053; 94:014; 96:014 or 96:015; 97:025 or 97:010; 98:058 ................................................................. 18 hours
Electives in no less than three of the above fields ............................................. 12 hours

30 hours

(*See Department of Curriculum and Instruction, p. 119.)

GENERAL COURSES IN SOCIAL SCIENCE

90:010. Contemporary Affairs A — 1 hr.
May be repeated for credit.

90:030. Introduction to Urban Life — 3 hrs.
The American urban system and society; a transdisciplinary approach to how cities work, change and influence our society.

90:110. Contemporary Affairs B — 1 hr.
May be repeated for credit.

90:190. The Teaching of the Social Studies — 3 hrs.
Prerequisite: 12 hours in social science. Ordinarily should precede student teaching.

90:199(g). Study Tour, Europe — 6 hrs.
Residence study at leading European universities, followed by study tour of the Continent, including visits to historical and cultural centers.

90:199(g). Study Tour, Latin America — 6 hrs.
Six weeks’ study in Latin America with emphasis on the social aspects of countries visited.

90:280. Social Science Seminar — 3 hrs.
May be repeated for a maximum of 6 hours. Prerequisite: departmental approval.


90:299. Research.
Sociology, Anthropology, and Social Work


SOCIOLOGY MAJOR — TEACHING
Electives in sociology ........................................ 9 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 98:145, 98:184, 98:189, and 98:198 may be applied toward the major.

Not more than six (6) semester hours of sociology taken within the Criminology/Corrections Minor may be counted also for credit on this major.

A minor is required, and it is strongly recommended that the minor be in another social science discipline.

SOCIOLOGY MAJOR
Electives in sociology ........................................ 15 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 98:145, 98:184, 98:189, and 98:198 may be applied toward the major.

Not more than nine (9) semester hours of sociology taken within the Criminology/Corrections Minor may be counted also for credit on this major.

No minor is required.

SOCIOLOGY MINOR — Teaching and Liberal Arts
Required: 98:058; 98:060 ................................................................. 6 hours
Electives in sociology ........................................ 15 hours

Not more than nine (9) semester hours of credit from 98:145, 98:184, 98:189, and 98:198 may be applied toward the minor.

Not more than nine (9) semester hours of sociology taken within the Criminology/Corrections Minor may be counted also for credit on this minor.
ANTHROPOLOGY MAJOR

Required: 99:010; 99:011; *98:080; 63:010 .................................................. 12 hours
Required: one of the following area courses: 99:131;
99:132; 99:134; 99:136; 99:137 .................................................. 3 hours
Electives in anthropology .................................................. 12 hours

27 hours

*40:049 or 80:172 may be substituted for 98:080.
No minor is required.

ANTHROPOLOGY MINOR

Required: 99:010; 99:011 .................................................. 6 hours
Required: one of the following area courses: 99:131;
99:132; 99:134; 99:136; 99:137 .................................................. 3 hours
Electives in anthropology .................................................. 6 hours

15 hours

SOCIAL WORK MAJOR

Required: 45:040; 45:085; 45:142; 45:144; 45:163; 45:164;
45:184*; 45:191; 45:192; 45:193 or 45:195 or 45:196 .................................................. 35-37 hours
Required: 98:080**; 40:120 or 31:055; 98:100 or 40:160 .................................................. 9-10 hours

44-47 hours

*320-360 clock hours of field instruction are required for departmental certification as a
social worker. Both block and concurrent plans are available for fulfilling this requirement,
totaling 8 to 10 hours of credit. Students may select one of the following three plans:

1) three days per week for one semester for 10 hours of credit, preferred concurrent
with 45:192;
2) full time for one-half semester for 8 hours of credit;
3) 8-week summer plan for 8 hours of credit.

45:192 should be taken with or immediately prior to field instruction. Eight (8) additional hours of
credit may be earned under 45:188. These additional hours will not satisfy required major hours.

**40:049 or 80:172 may be substituted for 98:080.

Note: There is no minor required for the social work major. Opposite the 9-week 45:184 the
student will take courses specifically arranged for this major as announced in the Schedule of
Classes. Where two or more courses will satisfy major requirements, students are encouraged to
take both or as many courses listed as interest and scheduling allow.

To declare a social work major a student must have a cumulative grade point average of at
least 2.40 or permission of the Chairman of the Department of Sociology, Anthropology, and
Social Work to enter the major on a probationary status. To remain a social work major, a student
must maintain at least a 2.40 cumulative grade point average or obtain permission of the
department chairman to remain on probationary status. A student must pass all social work
courses to receive a social work certificate.

Students wishing to declare a social work major may obtain an application form from the
department office and make formal application to the Department of Sociology, Anthropology,
and Social Work. To declare the major, students must have passed a college or university level
course in English composition or demonstrate through examination competence in writing to the
satisfaction of the departmental Admissions Committee.
CRIMINOLOGY AND CORRECTIONS MINOR

Required: 98:120; 98:122; 98:124; 98:126 ................................. 12 hours
Required: two or more of the following courses — 98:123;
98:130; 98:188; 45:121; 45:140; 45:144; 94:146; 94:148 ............................ 5-9 hours
Electives in sociology or an approved area ..................................... 0-3 hours
20-21 hours

Note: Not more than nine (9) semester hours of sociology taken within the Criminology/Corrections minor may be counted for credit on both this minor and the liberal arts Sociology major or minor. Only six (6) sociology hours taken within this minor may be counted for credit on both the Sociology-Teaching major and this minor.

Not more than nine (9) semester hours of credit from 98:145, 98:184, 98:189, and 98:198 may be applied toward the minor.

SOCIOLOGY
A scientific approach to the analysis and understanding of culture, human groups and institutions, personality, self, and social control.

An analysis of the nature and range of social problems arising in modern industrial society. Consideration given to the conditions creating them and the methods by which society seeks to cope with them.

Introduction and application of statistical methods to problems in social research: classification and presentation of statistical data, measures of central tendency and variability, measures of relationships, linear correlation and regression, probability, hypothesis testing and statistical inference. Prerequisite: 80:020; 98:058 or 98:061 or 45:040.

Examination and application of methods of collecting, analyzing, and publishing sociological data. Prerequisites: 98:058; 98:060. (same as 45:065)

98:100(g). Individual Behavior — 3 hrs.
The development of individual conforming behavior; a systematic analysis of the individual socialization process through human interaction among persons, within primary groups, institutions, and the human community as a communication process. Prerequisite: 98:058.

The development of collective, non-conforming behavior; a systematic analysis of collective deviant, non-normative behavior in panic situations, crowds, masses, publics. The organization and behavior of sects, cults, interest groups. Social movements. The analysis of fads, fashions, crazes. The development of public opinion and propaganda. Prerequisite: 98:058.

The institutional aspects of family life. Prerequisite: 98:058.

An analysis of the nature, causes, and consequences of urbanization throughout the world; the growth and structure of metropolitan areas; social characteristics of urban populations. Prerequisite: 98:058.

98:111. Rural Sociology — 3 hrs.
Rural peoples; their communities and social institutions; relationship between country and city; the tide of social change, its problems and promises; world-wide perspective but with special emphasis on the United States. Prerequisite: 98:058.

98:114(g). Industrial Sociology — 3 hrs.
The study of individual and organizational behavior in work and production. The structure and function of work groups and formal work organizations in changing industrial society. Prerequisite: 98:058.

98:120(g). Crime and Delinquency — 3 hrs.
Types and causes of crime and delinquency; criminal behavior systems in American culture; correctional treatment and crime prevention. Prerequisite: 98:058.

98:121(g). Mental Deviance and Mental Health Institutions — 3 hrs.
Study of the social factors associated with mental illness; its onset, the organizational context of its care and treatment, and its effects on various societal institutions. Prerequisites: 98:058; 98:060 or consent of instructor. (same as 45:121)

98:122(g). Criminal Justice System — 3 hrs.
The 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. Prerequisite: 98:120 or consent of instructor.
98:123(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 the social meaning of non-normative behavior. Prerequisite: 98:060.

98:124(g). The Sociology of Policing — 3 hrs.
Evolution and structure of policing in American society; includes conflicts and imperatives which define the police officer’s role and the character of police work. Prerequisite: 98:120 or consent of instructor.

98:125(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 a modern industrial society. Prerequisites: 98:158; 98:060.

98:126(g). Corrections and Punishment — 3 hrs.
Punishment and correction in modern society, the changing relationship between the organization of society and the handling of criminal offenders; emphasis on character and functions of contemporary conditions, as well as alternative response to crime. Prerequisite: 98:120 or consent of instructor.

98:130(g). Minority Group Relations — 3 hrs.
A study of the interpersonal and social relations of minority groups within the larger American society, with special reference to Black-White relations. Prerequisite: 98:058. (same as 45:163).

98:135(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. Prerequisite: 98:058.

Critical analysis of approaches to studying community; examination of current and emerging community problems and patterns of change; analysis of relationships between community structure and the effectiveness of change strategies at the community level. Social stratification and social power and relationships among theory, research and action will be emphasized. Prerequisite: 98:058.

Definition of social policy; impact of social policy on social welfare institutions, social services, and people; frameworks for assessing policy in social work practice settings, their value and power basis, and vested interests served. Utilizes systems centered and problem centered models for assessing and changing policy derived from social work community organizations and social action practice to examine current policies relevant to social welfare and social work. Junior standing required. (Same as 45:144)

98:144(g). Population — 3 hrs.
Comparative study of population composition, growth and major trends throughout the world; includes fertility, migration, and mortality. Introduction to techniques of population analysis; theories of population change, and problems of population policies. Prerequisite: 98:068.

98:145(g). Research Experience in Sociology — 1-3 hrs.
Research participation and/or independent supervised research. Prerequisite: 15 semester hours in sociology including 98:086 and 98:085, and consent of instructor. May be repeated for up to 6 hours of credit.

98:150(g). Sociology of Conflict — 3 hrs.
Past and current theories of human aggression, competition; rational and nonrational conflict, as well as mass and individual violence. Special attention given to social determinants of conflict. Prerequisite: 98:058.

98:156(g). Social Movements — 3 hrs.
Sociological and socio-psychological conceptualizations of the genesis, dynamics, and demise of modern social movements. Stress is given to reformist, utopian, nativistic, and totalitarian organizations. Prerequisite: 98:058.

98:170(g). The Development of Modern Social Theories — 3 hrs.
Summary and critical appraisal of the growth of sociological thought; historical consideration of social philosophy; introduction of leading sociological thinkers and their theories of society. Prerequisite: 98:058.

Examination of the 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. Prerequisite: 98:058.

98:173(g). Alienation — 3 hrs.
An exegesis of the concept of alienation as conceived by Hegel, Marx, and current sociologists; emphasis on industrialism, the division of labor and its relationship to social reification, mystification, and objectification. Prerequisite: 98:058.

Nature of social change and its implications for personality and society. Prerequisite: 98:058.
98:180(g). Seminar in Sociology — 1-3 hrs.
Selected topics; provides opportunity to correlate previous course work and knowledge in field of sociology. Topic for specific semester listed in Schedule of Classes. Prerequisite: 15 semester hours in sociology or consent of instructor. May be repeated for up to 6 hours of credit.

Work experience in applied sociology. Consultation with instructor required prior to registration. Prerequisite: 12 semester hours in sociology and consent of instructor. Must be taken on ungraded (credit/no credit) basis.

98:189(g). Readings in Sociology — 1-3 hrs.
Prerequisite: 9 hours in sociology and departmental permission. May be repeated only with approval of department.

Description and analysis of the main currents in contemporary sociological thought; principal sociological theorists; major themes, schools, trends, issues, and debates in theory. Prerequisite: 98:170. Open to seniors with consent of department head.

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: 98:185. Open to senior students with consent of department head.

(Same as 61:252 and 40:252)

Seminars are offered in special topics such as Sociological Theory, Deviant Behavior, Social Psychology, Social Stratification, Population, Sociological Research, Sociology of Religion, and others. The topic to be used for a specific semester will be listed in the Schedule of Classes. An advanced course in the specific area scheduled will be considered a prerequisite to that seminar. Enrollment in different topics is not limited, but a student should not enroll in two seminars on the same topic.


ANTHROPOLOGY

Introduction to the physical and prehistoric development of man, including primate and human evolution, modern races, and the archaeological cultures of the world.

Introduction to the anthropological analysis of man's cultures, including a brief survey of the cultures of the world and theoretical approaches anthropologists use in order to study them. Also a brief introduction to anthropological linguistics.

Investigation of selected life-ways drawn from various parts of the world. Designed for students seeking an understanding of the social and cultural variables influencing human behavior. Prerequisite: 99:011 or consent of instructor.

Ethnographic survey of the sociocultural systems developed by native Americans north of Mexico; emphasizes the relationships that exist among ecological factors, subsistence techniques, social organizations, and belief systems.

99:134(g). Culture Change Among Woodland Indians — 3 hrs.
Selected Indian cultures in the Great Lakes area from the late 1700's to the present; emphasizes dynamics of culture change and selected topics related to contemporary reservation and urban life. Prerequisite: 99:011 or consent of instructor.

99:136(g). Social Anthropology of India — 3 hrs.
The social organization of India with particular reference to contemporary village life. Prerequisite: 99:011 or 68:125 or consent of instructor.

Ethnographic survey of the sociocultural systems developed by foraging and horticultural peoples of South America; emphasizes relationships that exist among ecological factors, subsistence techniques, social organizations, and belief systems.

99:138(g). Latin American Cultures — 3 hrs.
Ethnology of peasant and urban peoples of Middle and South America, including both Indians and those of Latin culture. The prehistoric background, the Conquest, the synthesis of aboriginal and European cultures, the present culture areas, underdevelopment and revolutionary movements. Prerequisite: 99:011 or consent of instructor.

99:141. World Prehistory — 3 hrs.
World survey of the archaeological record, from the oldest evidence left by man through the first civilization. Prerequisite: 99:010 or consent of instructor.
99:142(g). Archaeology of North America — 3 hrs.
The archaeology of North America and its relationship to Asia and Central and South America; the fossil and cultural evidence, and its interpretation. Prerequisite: 99:010 or consent of instructor.

99:160(g). Psychological Anthropology — 3 hrs.
Psychological dimensions of sociocultural systems considered in a comparative perspective. Includes historical development and logical status of the field, personality in sociocultural contexts, cognitive anthropology, and other issues in ethnopsychology and ethnopsychiatry. Prerequisite: 99:011 or consent of instructor.

Anthropological understanding of behavior dealing with the supernatural; supernatural beliefs, practices, and movements throughout the world. Prerequisite: 99:011 or consent of instructor.

99:162(g). Cultural Change and Evolution — 3 hrs.
Classical and modern anthropological thought on how the present diversity of human cultures developed out of the hunting and gathering groups of the early pleistocene. Prerequisite: 99:011.

99:163(g). Social Organization of Primitive Peoples — 3 hrs.
Varieties of social structure in selected nonliterate societies. Role of kinship, age, sex, environment, economics and religion in determining relations between individuals and groups. Prerequisite: 99:011.

Diversity of human customs and beliefs in light of environmental conditions. Variety of ways in which society can integrate itself with or set itself against the environment. Prerequisite: 99:011.

99:171(g). Methods in Archaeology — 3 hrs.
Archaeological field and laboratory techniques; including both methodological and theoretical aspects. Prerequisites: 99:010; and 3 hours of 100-level archaeology credit or consent of instructor.

99:172(g). Archaeological Fieldwork — 8 hrs.
Archaeological field school; on-site training in field techniques during the summer session. Prerequisites: 99:171 and consent of instructor.

Major theoretical developments in anthropology, including both historical and contemporary schools and trends. Prerequisites: 99:011 and junior standing or consent of instructor.

Provides basic knowledge of the descriptive and analytic techniques used by cultural anthropologists in the study of both preindustrial and industrial science. Prerequisite: 99:011 or consent of instructor.

99:180(g). Seminar in Anthropology — 3 hrs.
Selected problems within one of the subfields of anthropology (cultural, physical, archaeology, or anthropological linguistics). Topic for a specific semester to be listed in the Schedule of Classes. Prerequisites will vary with the topic. May be repeated for credit.

99:189(g). Readings in Anthropology — 1-3 hrs.
Prerequisite: 9 hours in anthropology and departmental permission. May be repeated only with permission of department.

SOCIAL WORK

Historical development of social welfare services and the values which underlie them. A general survey of topics of social welfare services; issues and controversies in social welfare.

Prerequisites: 98:058; 98:060. (same as 98:085)

45:121(g). Mental Deviance and Mental Health Institutions — 3 hrs.
Prerequisites: 98:058; 98:060 or consent of instructor. (same as 88:121)

How social work seeks to deal with human problems and effect social change; ways in which social work addresses itself to social problems. Prerequisites: 98:058; 98:060; 45:140.

45:144(g). Social Welfare Policy and Services III — 3 hrs.
Definition of social policy; impact of social policy on social welfare institutions, social services, and people; frameworks for assessing policy in social work practice settings, their value and power basis, and vested interests served. Utilizes systems centered and problem centered models for assessing and changing policy derived from social work community organizations and social action practice to examine current policies relevant to social welfare and social work. Junior standing required. (same as 98:137)
45:163(g). Minority Group Relations — 3 hrs.
Prerequisite: 98:058 (same as 98:130)

45:164(g). Human Behavior and the Social Environment — 3 hrs.
Assessment of the 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. Prerequisite: 31:055 or 20:139; 98:100 or 40:161.

45:164(g). Human Behavior and the Social Environment — 3 hrs.
Assessment of the 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. Prerequisite: 31:055 or 20:139; 98:100 or 40:161.

45:171(g). Alcoholism — 3 hrs.
Social, legal, political, and ethical considerations surrounding the use and abuse of alcohol. Includes theories of causes and survey of social consequences; various interventive models tested in treating the alcoholic and evaluation of the effectiveness of the treatment approaches. Prerequisite: 45:191 or consent of instructor.

Concepts and skills for intervention with families having problems — treatment modes for children and youth. Prerequisite: 45:191 or consent of instructor.

45:184. Field Instruction — 8-10 hrs.
May be taken on concurrent plan: (1) 3 days per week on semester basis for 10 hrs. credit; (2) full time for half semester for 8 hrs. credit; or (3) 8-week summer plan for 8 hrs. credit. Offered only on ungraded (credit/no credit) basis. Prerequisite: 45:191 or consent of instructor; Corequisite: 45:192.

45:188. Advanced Field Instruction — 8 hrs.
Program for students who have completed the required Field Instruction hours in approved social work agency. Primarily for senior students. Prerequisite: 45:184. Offered only on ungraded (credit/no credit) basis.

Prerequisite: 6 hours in social work and departmental permission. May be repeated only with permission of department.

Analysis of the principal social work methods — casework, group work and community organization. Administration and research problems in social work. Prerequisite: 45:040; prerequisite or corequisite: 45:142 or consent of instructor.

Intermediate level, generic social work practice theory and skills; and task-centered intervention. Prerequisite: 45:191 or consent of instructor.

45:193(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. Prerequisite: 45:192 or consent of instructor.

45:194. Integrative Seminar — 3 hrs.
Issues in social work practice; transition from student role to social work practice role. Focus on role conflicts, responsibility for social action, advocate functions, and leadership. Prerequisites: 45:140; 45:142; 45:163; 45:191; 45:192; and senior standing or consent of instructor.

45:195(g). Social Group Work Practice — 3 hrs.
Social group work theory, and small group dynamics; includes experiential or T-group component as part of educational experience. For student planning to work in group-work practice or in a graduate school. Prerequisite: 45:192 or consent of instructor.

45:196(g). Community Organization Practice — 3 hrs.
Social work practice dealing with community and agency systems; examination of locality development, social planning and social action strategies, assessment of character of social issues, social worker roles, sources of power, and conflict and consensus models of intervention. Prerequisite: 45:192 or consent of instructor.

Prerequisite: consent of instructor.

Examination of advanced social work direct practice skills and techniques, and assessment of the social structural position of direct practice and the function and relevance of direct practice. Prerequisite: consent of instructor.
Special Education


on leave

ELEMENTARY EDUCATION MAJOR — Special Education Emphasis

The student will complete the General Education requirements, the Common Professional Sequence, a Professional Semester, the major requirements, the Emphasis requirements, as indicated, and electives to complete a minimum of 130 hours. The prescribed program is as follows:

2- or 3-hour elective in reading .............................................................15-16 hours
Professional Semester: 21:101; 23:110; 80:134 ............................................17 hours
To be taken simultaneously during the semester immediately preceding Student Teaching by all elementary education majors except those with an emphasis in Reading. A 2.15 grade index on all work attempted at the University of Northern Iowa and also, a 2.15 g.p.a. on all course work attempted at this university and elsewhere, or the approval of the head of the Department of Curriculum and Instruction, is required to take the professional semester.

The total program (including General Education) should be planned by the students to include some course work in each of these fields: art, English, geography, mathematics, music, science, and speech or speech pathology. A student must take a course in American history or American government for certification.

SPECIAL EDUCATION Emphasis:

The student may enroll in either (y) or (z) sections of courses so marked in the Schedule of Classes and will fulfill the regular student teaching requirements at either the lower or upper elementary level. Requirements are as follows:

Required: 22:192-Emotionally Disturbed or Mentally Retarded
(chosen from one area: Pre-academic, Primary, or Intermediate) .................2 hours
Required: 28:135* .................................................................4 hours

*28:135 must be in a different category (i.e., Mental Retardation or Emotional Disabilities) than the 22:192 experience.

(See Curriculum and Instruction, page 117, for other emphases under this major.)

EDUCATION OF THE HANDICAPPED — SECONDARY LEVEL MINOR

Required: 28:135 .................................................................4 hours
Required: 22:192 (two hours each of tutorial and secondary experience) ........4 hours

25 hours

Unless otherwise noted, all 22:xxx courses require written approval of the head of the Department of Special Education as prerequisite.
22:150(g). The Exceptional Child — 3 hrs.
Introduction to education of the handicapped and
gifted child; the exceptional child in the regular
school setting; development of proper understand-
ing and attitudes. Emphasis on needs, curriculum,
and special education program. Written approval of
division not prerequisite.

22:161(g). Braille I — 3 hrs.
Braille reading and writing for the education of blind
children. Use of Braille writing equipment. Reading
problems; observation of blind children; Braille in
mathematics and music.

22:162(g). Braille II — 3 hrs.
Advanced applications of Braille I, leading to Li-

trary of Congress certification for Braille trans-
scribers; introduction to Nemeth code, Cranmex
abacus, and teaching materials and equipment. Pre-

22:170(g). Educational Management of the
Handicapped I — 3 hrs.
Prescription, implementation, and evaluation of edu-
cational solutions for students manifesting
learning and behavioral disorders. Prerequisite:

22:171(g). Educational Management of the
Handicapped II — 3 hrs.
Educational management of the handicapped in
group settings. Stress upon discipline and manage-
ment techniques. Prerequisite: 22:170; corequisite:

22:174(g). Teaching the Handicapped — 2 hrs.
Overview of instructional programs for the handi-
capped from preschool through secondary levels.
Lab. experience in the selection of curriculum
methods and materials. Prerequisite: 22:150. Corequisite:

22:180(g). Teaching the Handicapped: Primary
— 3 hrs.
Instructional methods and materials for handi-
capped functioning at primary level. Emphasis on
social and beginning academic skills. Includes teach-
ing of retarded, learning disordered, and/or behav-
iorally handicapped individuals. Prerequisites:

22:181(g). Teaching the Handicapped: Secondary
— 3 hrs.
Emphasis on individual instruction programmed
materials, and other techniques to improve
academic, social, and vocational skills. Includes

teaching of mildly retarded, learning disordered
and/or behaviorally handicapped pupils. Prerequi-

22:182(g). Teaching the Handicapped:
Intermediate — 3 hrs.
Instructional methods and materials for the handi-
capped functioning at intermediate level. Emphasis
on acquisition of social and academic skills. Includes
teaching the mildly retarded, learning disordered,
and/or behaviorally handicapped individuals. Pre-

22:183(g). Teaching the Handicapped:
Preacademic — 3 hrs.
Instructional methods and materials for the handi-
capped functioning at the preschool or preacademic
level. This may include teaching the trainable men-
tally retarded, severely brain injured, psychotic,
and other handicapped pupils. Prerequisites:

22:184(g). Home-School Relationships for
Special Education — 3 hrs.
Utilization and coordination of special education
services with the home and school to maximize the
potential of the handicapped. Communication tech-
niques and patterns of cooperation with parents and
school personnel; guidance and counseling of the
handicapped child and his parents. For seniors and
graduate students only.

22:185(g). Readings in Special Education
— 1-2 hrs.
Reading and discussion of current methodological
developments and innovations in special education.
Recommended concurrent enrollment with 22:170,
22:174, and 22:192 (individual instruction). May be
repeated once for a maximum of 2 hours credit.

22:187(g). Teaching the Handicapped: Profound
— 3 hrs.
Instructional methods and materials for handi-
capped children functioning at developmental ages
0-3. Emphasis on definitions, characteristics, edu-
cational programs and adaptations. Includes teach-
ing of children with severe or profound mental,
physical and/or health problems. Prerequisite:

22:192(g). Experience in Special Education
— 2-4 hrs.
Supervised teaching and experience in specialized
areas of reading or special education as listed in the
Schedule of Classes. May be repeated with consent
of the instructor. Prerequisites vary with the spe-

22:240. The Consultation Process in Special
Education — 3 hrs.
Examination, analysis, and application of a
methodological model for consulting with teachers
of handicapped children. Emphasis on process con-
siderations including interpersonal relations, inter-
action patterns, interpersonal influence and effect of
responses, and communication skills.
Prompting techniques, concept teaching, a principle format for analyzing/designing instruction, systematic development of strategies, and in-service training considerations. Principles and techniques of educational diagnosis, instructional analysis, and instructional strategy design as these relate to the consultation process in special education.

Development and implementation of work study and other vocational programs for handicapped adolescents and adults. Prerequisite: 22:181.

Study of cooperation and coordination of the school and other agencies serving the handicapped, including various programs and services provided by governmental and private organizations.


Basic assessment techniques for professional working with handicapped adolescent or adult; requires application of these techniques in work with handicapped. Designed for those interested in vocational programming for the handicapped. Prerequisite: 22:251 or consent of instructor.

22:278. Administration of Special Education — 3 hrs.
Prepares administrators to plan programs for various areas of special education, to select personnel, provide instructional materials, interpret the program to the community, and be informed concerning legal provisions for special education.


May be repeated for a maximum of 6 hours.
Speech


GENERAL SPEECH MAJOR — TEACHING

Required public address: 50:030; 50:139; 50:144 ........................................ 9 hours
Required theatre: 50:053; 50:154; 50:153 or 50:130 ........................................ 10 hours
Required oral interpretation: 50:031; 50:114 ................................................... 6 hours
Required interpersonal communication: 50:035; 50:164 ................................... 4 hours
Required in broadcasting: 50:060; 50:072 ....................................................... 6 hours
Required: one hour from two of the following — Applied Theatre (50:010, 50:110); Applied Forensics (50:011, 50:111); 50:198 .................................................. 2 hours

47-48 hours

Recommended: The student who chooses this major should also complete a teaching minor.

SPEECH MAJOR — TEACHING

Plus one of the following emphases for .................................................. 15-17 hours

35-37 hours

Emphases:

Interpersonal Communication —

Required: 50:164; 50:165 ................................................................. 6 hours
Electives: minimum of 9 hours from 50:102; 50:136;
50:137; 50:138; 50:139; 50:143; 50:162 ............................................... 9-12 hours
Electives: maximum of 6 hours from 29:102; 29:121; 62:164;
98:100; 31:051; 31:057; 31:152; 40:153; 45:163 ...................... 3-6 hours

21 hours

Interpretation —

Required: 50:055; 50:112; 50:113; 50:114 ........................................ 11 hours
Required: 50:198 or 50:132 ......................................................... 1 hour
Required: 50:122 or 50:128 or 50:124 ............................................ 3 hours

15 hours

Public Address —

Required: *50:030 or 50:139 .................................................. 3 hours
Required: 50:011 or 50:111 or 50:198 ........................................ 1 hour
Electives (at least 6 hours must be 100-level) from:
50:011 or 50:111; 50:018; 50:082; 50:060; 50:100;
50:165; 50:187; 50:188; 50:194 ........................................ 11-12 hours

15-16 hours

(*Both 50:030 and 50:139 are required to complete the major with this emphasis.)
Speech

Theatre -
50:130 or 50:153 or 50:114 .................. 17 hours

The student who chooses a teaching major in speech must also complete a teaching minor. The student is expected, also, to participate in organized co-curricular activities as directed by his adviser. Permission to continue as a speech major will be based, in part, upon the student's record in co-curricular participation.

SPEECH MAJOR

Required: courses in speech (excluding 50:026, 50:130, 50:193, 50:194) ........... 32 hours
At least nine (9) hours must be from speech courses numbered 100 or above.

SPEECH/PUBLIC RELATIONS MAJOR

15:153; 24:131; 60:005; 66:040 .................. 27 hours
50:163; 50:164; 50:177 ............................ 22 hours
Electives: based on the specific interest of student
and taken from list below* .............................. 9 hours


A typing proficiency of 30 words per minute is recommended; 14:047 (Typewriting I) may be taken to meet this recommendation but will not count toward the major.

SPEECH/RADIO-TV MAJOR

Required: 50:018; 50:031; 50:032 or 50:055; 50:060;
50:061; 50:062; 50:072; 50:120; 50:161 ............................ 26-27 hours
Electives from: 50:009; 50:019; 50:034; 50:075; 50:113;

45 hours

SPEECH/THEATRE MAJOR

Required: 50:021; 50:022; 50:052; 50:053; 50:055;
Required: One of the options* below for a total of ........................................ 21 hours

*General option: 21 hours from theatre courses.
42:001 (Beginning Ballet); 54:046; 54:049.

SPEECH MINOR — Teaching

Required: 50:030 or 50:139; 50:081; 50:085; 50:053; 50:144;
50:154; 50:193 .............................. 20 hours
SPEECH MINOR

Required: * elective courses in speech (excluding 50:026; 50:061; 50:130; 50:193; 50:194) .................................................. 18 hours
*Not less than six (6) hours must be from courses numbered 100 or above.

EXPERIMENTAL COURSE USAGE IN MAJOR: 50:059 and 50:159 courses may be counted toward the electives of an emphasis or major if approved by the student's adviser.

APPLIED SPEECH

A student may earn a maximum of four (4) semester hours of credit applicable toward a baccalaureate degree for participation in Theatre, Forensics, or Broadcasting, or in a combination of Theatre, Forensics, and Broadcasting. Permission for credit is determined by the director of the activity. Not more than one (1) hour may be earned in one semester. Credit is not available in the summer.

50:009; 50:109(g). Applied Broadcasting — 1 hr.
Credit available for qualified students who work on campus radio station, KCRS, and/or on other authorized Radio/TV/Film projects. A maximum of 4 hours credit may be earned. Prerequisite: instructor's approval.

50:010; 50:110(g). Applied Theatre — 1 hr.
Practical work on theatre productions. A maximum of 4 hours credit may be earned.

50:011; 50:111(g). Applied Forensics — 1 hr.
A maximum of 4 hours credit may be earned.

50:015; 50:115(g). Applied Interpretation — 1 hr.
Credit for approved work in interpretation (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.

Introductory course in performance and production with emphasis on radio. Prerequisites: 50:060; 50:081 and 50:082 or 50:065.

50:019. Radio: Third-Class License Preparation — 1 hr.
Requirements to obtain the Radio-Telephone Third Class License with Broadcasting Endorsement.

50:020. Introduction to Theatre — 3 hrs.
The place of theatre and drama in the life of man. with a critical appreciation of the various arts and skills involved. Emphasis on the creative function of the audience.

50:021. Play Analysis for Production I — 3 hrs.
Analysis of dramatic forms and styles in preparation for production.

50:022. Play Analysis for Production II — 3 hrs.
Readings and analysis of plays (Greek to the present) in preparation for production. Prerequisite: 50:021.

50:024. Movement for the Actor — 3 hrs.
A beginning exploration of movement for the stage. Discussion, 3 periods; lab., 3 periods.

Analysis of plays and fundamentals of directing. Prerequisite: 50:063.

Concepts and processes involved in speech communication with emphasis on, but not limited to, public speaking. Designed for individual who has little training in speech communication.

50:027. Makeup — 2 hrs.
Basic techniques and materials of makeup for the stage. Discussion, 1 period; lab., 2 periods.

Application of the principles of psychology, sociology, political science, and composition to situations confronting the public speaker. Prerequisite: 50:026 or equivalent.

Introduction to the analysis and presentation of poetry, prose and drama.

Study and practice in voice and diction to develop superior vocal and articulatory skill.

Explanation and experiences in forms, potentials, and problems of human expression. Discussion, 3 periods; lab., 1 period.
50:035. Problems in Interpersonal Communication — 1 hr.
Experiences and insight into one-to-one human communication.

50:045. Stage Costume I — 3 hrs.
Basic principles of stage costume design and construction, with emphasis on educational theatre. Discussion, 3 periods; lab., 3 periods.

Fundamentals of acting, stressing the basic skills and techniques of character analysis and interpretation culminating with elementary scene work. Discussion, 2 periods; lab., 2 periods.

Fundamentals of graphics for theatre technology. Laboratory, 4 hours; lab fee.

50:052. History of the Theatre I — 3 hrs.
Examination of plays, production methods, and historical trends in the theatre from the beginnings to the Restoration.

Fundamentals of scenery construction, painting and handling, and lighting for the theatre. Requires work on technical crews for current department productions. Discussion, 3 periods; lab., 4 periods.

Practical work in developing the voice for performance situations.

Survey of development and organization of the radio-television industry.

50:061. Television Production I — 4 hrs.
Studio experiences in directing and producing television programs. Discussion 1 period; lab., 4 periods. Prerequisites: 50:018; 50:161; and at least junior standing.

50:062. Television Performance — 3 hrs.
Development of understanding and skills needed for effective television performance. Discussion, 2 periods; lab., 3 periods. Prerequisite: 50:018.

50:072. Beginning Fiction Film Production — 3 hrs.
Production techniques and creative processes of film making.

50:075. Silent Film History — 3 hrs.
Development of professional motion picture production from beginning to the sound era through an examination of selected films, research, lectures and discussion. Prerequisite: 50:072 or instructor’s approval.

50:077. Introduction to Public Relations — 3 hrs.
Historical review of the public relations industry, government, institutions, and the local agency; emphasis on principles, policies, and practice.

Application of the skills and techniques of Acting I to more advanced work in sub-text and the internal process of acting using extensive scene work in realistic drama. Discussion, 3 periods; lab., 3 periods. Prerequisite: 50:050 or consent of instructor.

50:082. History of the Theatre II — 3 hrs.
Examinations of plays, production methods, and historical trends in the theatre from the Restoration to 1900. Prerequisite: 50:052.

Introduction to the literature and materials of the discipline, basic research techniques and the writing of research papers.

50:100(g). Introduction to Rhetorical Theory — 3 hrs.
A systematic examination of rhetorical theory and its place in spoken and written discourse; development of an understanding of the functions of rhetoric; and an introduction to terms and concepts of rhetorical theory.

Exploration of new methods and avenues of communication in teaching. Offered opposite student teaching. May not be counted in meeting requirements of a major or minor in Speech.

50:102(g). Non-Verbal Communication — 3 hrs.
Patterns of human expression apart from the spoken or written word.

50:107(g). Costume History — 3 hrs.
Survey of fashion history concentrating on Europe and the United States. Discussion, 3 periods. Prerequisites: 50:046; junior standing or consent of instructor.

50:112(g). Advanced Interpretation of Poetry — 3 hrs.
Analysis of the meaning and structure of poetry and application of the analysis in the oral communication of poems by selected writers. Prerequisite: 50:031.

50:113(g). Advanced Interpretation of Prose — 3 hrs.
The meaning and structure of narrative prose and application of analysis in the oral communication of prose fiction. Prerequisite: 50:031.
50:114(g). Readers Theatre — 3 hrs.
Introduction to basic forms of staging and adapting poetry, prose, and drama with emphasis on directing group presentations. Includes work in chamber theatre. Prerequisite: 50:031.

50:120. Broadcast Management — 2 hrs.
Essentials of broadcast management; includes study in educational and commercial broadcasting and C.A.T.V. Prerequisite: 50:018; 50:060; and at least junior standing.

50:121. Television Production II — 4 hrs.
Laboratory experience in writing, producing, and directing feature length television programs. Discussion, 1 period; lab., 5 periods. Prerequisites: 50:061; 50:062; 50:072.

50:122(g). Interpretation of Drama — 3 hrs.
Analysis of meaning, language, and structure of dramatic literature and application of analysis to oral performance of dramatic works by selected authors. Prerequisites: 50:031; junior standing or consent of instructor.

50:123(g). Interpretation of Folk Literature — 3 hrs.
Performing folk literature through group and individual interpretation; investigating narrative form, audience context, mythic motif, character development in the folk text. Field research and performance opportunities explored. Prerequisites: 50:031; junior standing or consent of instructor.

50:124(g). Interpretation of Literature through Electronic Media — 3 hrs.
Use of electronic media (radio, television, film) as aids in the study of literature. Familiarity with one of the three media forms recommended. Prerequisites: consent of instructor; junior standing.

50:125(g). Readings in Interpretation — 1-3 hrs.
Extensive individual study of special topic in interpretation theory, history, or research. Prerequisites: consent of instructor; junior standing.

50:126(g). Voice and Movement for the Actor — 3 hrs.
Intermediate work in voice and movement designed to free the natural responsiveness of the actor. Discussion, 3 periods; lab., 3 periods. Prerequisites: 50:024; 50:055.

50:129(g). Oral Interpretation of Children's Literature — 3 hrs.
Interpretation through story telling, oral reading, choral reading, narrative pantomime, and reader's theatre; emphasis on personal skills and techniques appropriate for elementary classroom use. Corequisite: 21:044 or consent of instructor.

50:130(g). Creative Dramatics for Children — 3 hrs.
Prepares students to guide children in creative drama. Study of the art of spontaneous drama as it relates to the development of the child.

50:131(g). Speech Composition — 3 hrs.
Composition and presentation of manuscript speeches with special emphasis on style and attention to rhetorical examples and methods of criticism. Prerequisite: 50:030.

50:132(g). Readers Theatre Production — 1 hr.
Advanced problems in preparing scripts and directing readers theatre for public performance. Usually involves directing a readers theatre production. Prerequisites: 50:114; consent of instructor.

50:134(g). Theatre for Children — 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.

50:135(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 the supervision of the classroom teacher and the instructor of the course. Prerequisite: 50:130.

Selected psychological views of speech communication. Topic emphasis based on professional interest of class.

50:137(g). Communication Theories — 3 hrs.
Investigation of concepts offered by various theorists to explain human communication behavior.

50:138(g). Organizational Communication — 3 hrs.
Study of communication channels and patterns which occur in large organizations where personnel are largely interdependent.

Principles of small group speech communication with emphasis on the experience in task/decision oriented groups.

50:140(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. Prerequisite: 50:030.
50:143(g). Advanced Discussion — 3 hrs.
Explores problems involved in small group discussion through examination of reported experiments and literature in the field. Prerequisite: 50:139.

50:144. Debate — 3 hrs.
Examination in detail of theories of argumentation and debate, emphasizing evidence and reasoning. Prerequisite: 50:026 or equivalent.

50:145(g). Argumentation — 3 hrs.
Advanced study in theory and methods of argumentation. The student will study the ethical, logical, and evidential contributions of various authors to argumentation theory.

50:146(g). Theatre for Children Tour — 3 hrs.
Specific problems of creating and performing a touring show for child audiences examined through practicum experience. Includes research, planning, rehearsal and performance, and evaluation. Prerequisite: 50:134, and consent of instructor.

50:147(g). History of the Theatre III — 3 hrs.
Examination of plays, production methods, and historical trends in the theatre from 1900 to the present.

50:148(g). Theatre Aesthetics — 3 hrs.
Theories of the theatre arts. Prerequisites: 50:021; senior standing.

50:149(g). Acting III — Characterization — 3 hrs.
Development of methods for creating a distinct stage personality for variety of characters. Discussion, 3 periods; lab., 3 periods. Prerequisites: 50:021; 50:050; 50:080; and consent of instructor.

50:151(g). Theatre Design I — 3 hrs.
Design theory and techniques as applied to the theatre. Analysis of selected scripts and development of designs in scenery and/or costuming. May be repeated for maximum of 6 hours. Prerequisites: 50:021; 50:045; 50:051.

50:152(g). Directing II — 3 hrs.
Advanced problems in directing. Each student will stage a one-act play for presentation. Discussion, 3 periods; lab., 3 periods. Prerequisites: 50:021; 50:025.

50:156. Theatre Lighting Technology — 3 hrs.
Lighting instrumentation, control devices, distribution systems, lens trains, and mechanics. Discussion, 2 periods; lab., 2 periods. Prerequisites: 50:021; 50:051; 50:063.

50:157(g). Stage Costume II — 3 hrs.
Pattern drafting techniques for theatrical costumes, and special construction problems. Discussion: 3 periods. Prerequisite: 50:045 or consent of instructor.

50:160(g). Playwriting — 3 hrs.
Prerequisite: 50:022; consent of instructor.

Writing for broadcast purposes, covering continuity, advertising, news, news analysis, documentaries, and special features. Prerequisite: 50:018; 62:003 or consent of instructor.

50:162(g). Conference Techniques and Interviewing — 3 hrs.
Communication concepts and techniques for conferences, small group meetings, and interviews common to business settings.

Communication concepts and techniques for reporting and persuasive presentations in decision making situations.

50:164(g). Dimensions of Interpersonal Communication — 3 hrs.
Bases, applications, and implications of interpersonal communication. Prerequisite: 50:034 or 50:035.

50:165(g). Experimental Research in Speech — 3 hrs.
Introduction to research studies and quantitative research procedures. Three emphasis areas: (1) Communications; (2) Persuasion; (3) Theatre. Credit may be earned by taking different sections, but not by repeating the same section.

50:167(g). Theatre Design II — 3 hrs.
Advanced problems and projects in design in one area: scenery, costume, or lighting. Discussion, 2 periods; lab., 2 periods. May be repeated in different areas for a total of 9 hours. Prerequisites: 50:151; 50:156.

50:168(g). Theatre Management — 3 hrs.
An intensive study of business practices in the academic, community, and commercial theatre. Field trips and guest lectures to be included.

Intensive experience in a campus or community radio-television facility. Prerequisite: departmental approval.

50:172. Television/Film Documentary — 3 hrs.
The form and content of the documentary through analysis of historical and contemporary examples, and actual documentary production. Prerequisites: 50:061; 50:072.
50:173. Radio-TV Sportscasting — 1 hr.
Preparation, production, programming, and performance of sporting events. Includes weekly seminar and "live" broadcasting sessions on KCRS. Student must be available to attend UNI sports events. May be repeated for maximum of 6 hours credit; each unit devoted to single sport. No single unit may be repeated for credit. Prerequisite: consent of instructor.

50:175. Seminar in Broadcasting Studies — 3 hrs.
Specialized areas of broadcasting; topics to be announced in semester Schedule of Classes. May be repeated for maximum of 6 hours credit. Prerequisite: senior standing and consent of instructor.

50:177(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 enrolled. Prerequisite: junior standing or consent of instructor.

50:180(g). Scene Painting — 3 hrs.
Practicum in traditional scenic art, covering base coating, scumbling, stenciling, texturing, and the use of bronze powder, varnish, anilin e, dyes, and a variety of other techniques and materials. Lab., 8 periods; lab. fee. Prerequisite: 50:051 or consent of instructor.

50:181(g). Acting IV — Styles — 3 hrs.
Application of techniques learned in Acting I and II including theoretical study of various styles of acting as well as extensive scene work. Discussion, 3 periods; lab., 2 periods. Prerequisite: 50:149.

50:182(g). Stage Weapons and Fight Choreography — 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.

50:187(g). Contemporary Public Address — 3 hrs.
Critical study of subject with emphasis on important American statesmen after World War II.

Study of the rules of order which govern the proceedings of organizations in a democratic society.

50:189(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. Prerequisite: instructor approval.

50:190(g). Theatre Graphics II — 3 hrs.
Introduction to design techniques and media including chiaroscuro, perspective, color, and figure drawing. Lab., 4 hours. Prerequisite: 50:051.

50:191(g). Technical Theatre II — 3 hrs.
Advanced studies in theatre technology: problem solving — complex structures, hidden construction, scene shifting and rigging. Discussion, 3 periods. Prerequisites: 50:051; 50:053; 50:151; or consent of instructor.

50:192. Seminar in Student Teaching — 1 hr.
Discussion of problems and advantages encountered in the student teaching experience. Evaluation of current speech programs. To follow student teaching.

50:193(g). Teaching of Speech — 3 hrs.
Credit also as a course in education for a student whose major is speech. Prerequisite: 12 hours of speech. Strongly recommended that this course precede student teaching.

50:194(g). Method of Directing Forensics — 2 hrs.
Credit also as a course in education for a student whose major is speech.

50:195(g). Theatre Production — 1 hr.
Assumption of a major production responsibility under supervision of faculty. Lab., 2 hrs. May be repeated once in a different area of theatre production. Prerequisite: consent of instructor.

50:196(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 course in education for student whose major is speech. Prerequisite: consent of instructor and 12 semester hours of speech.

50:197(g). Internship in Speech and Theatre — 1-8 hrs.
Intensive work in specialized area at an off-campus theatre. Limited to advanced students. Prerequisites: consent of department head.


50:205. Interpersonal Communication — 3 hrs.
Synthesis of psychological, sociological, philosophical analysis of person-to-person communication.

50:212. Speech Criticism — 3 hrs.
Comparison of theories of criticism and their application to selected speeches.

The analysis of speech communication as a behavior phenomenon. Topic emphasis to be used on professional interest of class. Prerequisite: consent of instructor.

Ancient rhetorical theory; emphasis on works of Aristotle, Cicero, and Quintilian.

Rhetorical trends from 17th century to the present; examination of works of major rhetoricians.

Study of major speakers and movements. Offered in three sections.
(1) British Public Address
(2) American Public Address to 1865
(3) American Public Address, 1866 to the Present. Additional credit may be earned by taking different sections, but not by repeating the same section.

Study of auditorium design; design of scenery, lighting, costumes, and props for different types of auditorium design and different types of staging. Prerequisite: approval of instructor.

May be repeated for a total of 3 hours credit. Approval of departmental committee must be obtained before registration.

Emphasis on (1) problems related to organizing and teaching speech courses in the public schools, (2) directing of extra-curricular speech activities, and (3) teaching speech at the college level. May be repeated for a maximum of 6 hours.

50:289. Seminar in Public Address — 3 hrs.
Class interest determines whether the emphasis will be upon (1) persuasion, (2) rhetoric, or (3) debate and discussion. May be repeated for a maximum of 6 hours.

50:289. Seminar in Interpretation — 3 hrs.
Section 1. Interpretation of literary styles; critical and historical perspectives. Section 2. Interpretation theories and research with application to teaching. Section 3. Advanced study of interpretation performance, directing, and/or coaching. May be repeated for a maximum of 9 hours; no section may be repeated.

History and theory of scene design. Laboratory. Prerequisite: 50:053 and 50:151.

50:289. Seminar in European Theatre — 3 hrs.
Specialized study in some aspects of European theatre history and dramatic literature. Prerequisite: 50:142.

Specialized study in some aspects of American theatre history and dramatic literature. Prerequisite: consent of instructor.

50:289. Seminar in Stage Interpretation of Selected Plays — 3 hrs.
Specialized study of prompt-scripts and stage histories of selected plays. Prerequisite: consent of instructor.

50:299. Research.
Speech Pathology and Audiology


SPEECH PATHOLOGY MAJOR — TEACHING

Recommendation for certification is made only upon completion of the graduate program described on page


38 hours

Required in physics: 88:008

3 hours

Required in educational psychology: 25:180

44 hours

The completion of the undergraduate major or its equivalent will be considered adequate preparation for the graduate portion of the program. Deficiencies in undergraduate preparation must be made up before the student can begin his graduate sequence in speech pathology.

51:010. Introduction to Pathology of Speech and Hearing — 2 hrs.
Corequisite: 51:150 (Section 1).

51:101(g). Speech Correction for the Classroom Teacher — 3 hrs.
The role of the classroom teacher in dealing with speech and hearing problems. Information on identification, causes, personality problems, referrals, and remediation procedures. Not to be taken by students majoring in Speech Pathology.

51:105(g). Anatomy and Physiology of Speech Mechanism — 3 hrs.
Functional anatomy, physiology, and neurology of the speech mechanism.

51:106(g). 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.

51:111. Phonetics in Speech Pathology — 3 hrs.
Study of International Phonetic Alphabet with emphasis on symbols for transcription of defects in articulation and voice as well as ethnic differences. Includes both lecture and lab practice sessions.

51:125(g). Disorders of Articulation — 3 hrs.
Normal and disordered phonological/articulatory systems; exploration of assessment and intervention principles and practices. Prerequisite: 51:010.

51:127(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. Prerequisite: 51:106 or consent of instructor.

51:130(g). 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. Prerequisites: 51:105; 51:125; or consent of instructor.

51:135(g). Introduction to Disorders of Voice — 3 hrs.
Normal and abnormal human voice production. Etiology, diagnosis and treatment of organic and functional voice problems. To precede student teaching; open to Speech Pathology majors only. Prerequisite: 51:105; 88:008; or instructor's approval.

Introduction to role of speech pathologist as clinician; emphasis on analyses and observations of various therapies, culminating in a semester of participation as an aide in the Speech Clinic. Course divided into sequential, one-semester sections of 1 hour credit for each section (must be taken in sequence): Sec. I, Analysis; Sec. II, Observation; Sec. III, Participation. For Section I, corequisite: 51:010; prerequisite: consent of instructor.
Clinical experience in diagnosis and remediation of the speech problems associated with disorders or language, articulation, and voice, as well as experience in the testing of hearing. Prerequisite: 51:125 or consent of instructor. Must be repeated for a total of 4 hours of credit. Must be taken on "ungraded" (credit-no/credit) basis.

51:156(g). Clinical Examination — 3 hrs.
Theoretical and practical aspects of the evaluation process.

51:165(g). Introduction to Audiology — 3 hrs.
Basic hearing science, types of hearing loss, and audiometric measurement. Prerequisite: 51:105.

Major issues confronting clinicians, researchers, and training institutions. Seminar discussion topics to be determined by participants. Prerequisite: approval of instructor.

Intensive investigation of the planning and conducting of speech pathology and audiology programs in appropriate clinical settings. Prerequisite: 51:125 or instructor's approval.

51:196(g). Research Methods in Speech Pathology and Audiology — 3 hrs.
Introduction to methodology, various designs, and report preparation for research. Requires participation in research project. Prerequisite: 25:180.

Review of current literature and materials for language-disordered children. Requires active participation for demonstrations and presentations of articles and materials. Prerequisites: 51:106; 51:127; consent of instructor.

Diagnosis and remediation of aphasia in adults.


Etiology, nature, and therapy for disorders of rhythm in speech production. Prerequisite: 51:125 or instructor's approval.

51:255. Advanced Clinical Practice — 1-4 hrs.
Clinical experience in diagnosis and remediation of the speech problems associated with aphasia, cerebral palsy, hearing loss, and disorders of voice. Prerequisite: 51:155. May be repeated for a total of 4 hours of credit.

51:258. Audiology Practicum — 1-2 hrs.
Supervised clinical experience in auditory evaluation and training of the hearing impaired. May be repeated for a total of 6 hours credit. Prerequisite: Audiology major.

Fundamental principles and clinical applications of pure-tone and speech audiometry. Prerequisite: 51:165.

Functional anatomy, physiology, neurology of the hearing mechanisms. Prerequisite: 51:165 or consent of instructor.

Application of pure-tone and speech audiometry to complex auditory problems and differential diagnostic questions. Prerequisite: 51:265.

Physical characteristics and clinical aspects of auditory amplifiers for the hearing impaired. Prerequisite: 51:265.

Development of auditory perception, auditory deprivation, tests and techniques with the neonate, infant, and child. Prerequisite: 51:265.

Discovery and prevention of hearing loss, public school and industrial hearing conservation, noise pollution and medico-legal problems. Prerequisite: 51:265.

Amplification systems, auditory training, visual communication, and manual and total communication systems for the hard-of-hearing or deaf.

Project must be approved before beginning of semester in which work is to be done. May be repeated. Prerequisite: approval of instructor and head of department.

Seminars in special topics to be announced in the Schedule of Classes. Prerequisite for each scheduled topic will be instructor's approval. May be taken for a maximum of 6 hours as long as no topic is repeated.

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Seminars in special topics to be announced in the Schedule of Classes. Prerequisite for each scheduled topic will be completion of major requirements for that area. May be taken for a maximum of 6 hours as long as no topic is repeated.

Advanced techniques in diagnostics, incorporating a multi-disciplinary approach. Opportunities provided to observe and administer appropriate evaluative materials. Prerequisite: Student must be in terminal semester of graduate program.

Approaches to clinical supervision; objectives and methods; practicum to be arranged concurrently. Prerequisite: consent of instructor. Enrollment will be limited to six students selected by instructor from those graduate students in their last semester's work in the department.

51:299. Research.

Student Field Experiences


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 Dean of the College of Education and is under the supervision of the Director of Student Field Experiences and the jurisdiction of the Dean of the College of Education.

Completion of the present undergraduate teaching curriculum requires a minimum of 8 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 3 semester hours of credit or more in student teaching in another college or university in the same area as their major at the University of Northern Iowa will be held for at least 4 semester hours of student teaching at this university. Students who have completed either the old, two-year curriculum or the two-year plan and desire to fulfill the teaching program requirements for a baccalaureate degree are required to complete additional student teaching only if they major in an area other than early childhood, lower, or upper elementary teaching.

Teacher education majors seeking a second (dual) endorsement (i.e., early childhood/elementary, elementary/early childhood, elementary/special education, elementary/secondary, secondary/elementary, elementary/special area, or special area/elementary) must complete a minimum of 12 semester hours of credit, in the sequence of eight plus four (8 + 4) when possible, as their initial requirement, and must have the approval of their major department(s).

All teacher education majors have the option of completing additional student teaching beyond the minimum of 8 or 12 hours required for graduation. Teacher education majors who
exercise the option to complete elective hours beyond the minimum requirement in student teaching (8 or 12 hours) do not need approval by their major department(s).

Student teaching generally is offered in blocks of 8, 12, or 16 credit hours. The student who registers for 12 credit hours must complete 8 hours of student teaching on a full-time basis and the additional 4 hours of credit on a full-time basis for a minimum of four (4) weeks or on a half-time basis for a half semester. The student who registers for 16 credit hours of student teaching must complete a semester of student teaching on a full-time basis.

Elementary majors with an emphasis in special education must complete 8 credit hours of student teaching in a regular elementary classroom plus at least 4 credit hours of student teaching in a special education setting in this sequence, when possible. The special education student teaching must be in a different category (i.e., mental disabilities or emotional disabilities) than the 22:192 Experience in Special Education (see page 228).

Safety Education and Psychology majors must complete a teaching minor and are urged to do some student teaching in the minor field of preparation when fulfilling their major student teaching assignment. Secondary double majors are urged to do some student teaching in both subject fields.

Special area majors (i.e., art, industrial arts, health, music, physical education, and speech pathology) receive kindergarten-12 endorsement. They are required to complete 8 semester hours of student teaching in the special subject area. Special area majors must complete some student teaching at both the elementary and secondary school levels.

Double majors, elementary majors with an emphasis in special education, and special area majors are encouraged to complete a semester of student teaching.

Teacher education majors may apply up to 16 credit hours of student teaching toward the 130-hour minimum required for graduation. Approval of the Committee on Teacher Education Standards and Practices, the major department(s), and the Dean of the College of Education is required of each student seeking permission to fulfill the minimum requirement of 8 or 12 hours of credit in student teaching. Teacher education majors who complete elective hours beyond the minimum credit hours required in student teaching must have approval of the Committee on Teacher Education Standards and Practices and the Dean of the College of Education.

The primary purpose of student teaching is to provide the student the opportunity to investigate, 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) establish 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.

The optional, full-semester, student teaching experience (16 credit hours) focuses upon providing greater depth and breadth of experiences. It is designed to meet the needs and interests of the student, and to provide a broader understanding of the school in contemporary society.

The scholarship average required before a student is permitted to register for student teaching is specified on page 82 and is the same as that required for graduation (see page 54). A student must also have been approved on a teacher-education program and must file an application for student teaching no less than 90 days prior to the beginning of the semester in which the work is to be taken. Pertinent announcements are made through the university newspaper and bulletin boards.
Prerequisite: Common Professional Sequence (Levels I and II), Professional Semester, and approval of major department.

Prerequisite: Common Professional Sequence (Levels I and II), Professional Semester, and approval of major department.

28:135. Special Education Teaching.
Limited to those who are approved for special education. Prerequisite: Common Professional Sequence (Levels I and II), Professional Semester, 8 hours of student teaching credit in a regular classroom (when possible), and approval of major department.

Prerequisite: Common Professional Sequence (Levels I and II), Professional Semester, and approval of major department.

28:137. Middle School/Junior High School Teaching.
Student should have completed the special methods course in his subject field before student teaching. Prerequisite: Common Professional Sequence (Levels I and II), Professional Semester, and approval of major department.

Student should have completed the special methods course in his major field of preparation before student teaching. Prerequisite: Common Professional Sequence (Levels I and II), and approval of major department.

Required to teach in area vocational schools and community colleges. Prerequisite: Common Professional Sequence (Levels I and II), and approval of major department. Student should have completed special methods course in his major field.

Required to teach in kindergarten and grades one through fourteen. Student should have completed special methods course in his major field. Prerequisite: Common Professional Sequence (Levels I and II), and approval of major department.

28:150. Laboratory Practice — Elementary(*)
28:151. Laboratory Practice — Secondary(*)
(*) For experienced teachers (*elementary or secondary, as appropriate) who have not fulfilled the student teaching requirements for certification and to provide a depth in 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 approval required.

28:250. Advanced Laboratory Practice — 2-4 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 media and audio-visual aids, and extra-class activities. May be repeated for a total of 4 hours. Approval of the Director of Student Field Experiences required.
Teaching


*on leave

The Department of Teaching is responsible for the administration of the multi-faceted programs of Malcolm Price Laboratory School. The school conducts a program of instruction for approximately 725 pupils enrolled in grades NK 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 Public Instruction and the North Central Association of Colleges and Schools.

The Laboratory School holds departmental status within the College of Education. It 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 heavily involved 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 within the Department of Public Instruction.

3. As an agent of leadership to Iowa elementary and secondary schools, the Laboratory School regularly 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.
Interdisciplinary Courses, 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 courses and programs are under the supervision and jurisdiction of several committees, departments, or colleges as indicated. The courses and programs include:

- Humanities Courses
- Humanities Major
- Humanities Minor
- Asian Studies Major — Teaching
- Asian Studies Minor
- American Studies Major
- Latin American Studies Major
- Russian Area Studies Major
- Individual Studies Major
- General Studies Major
- Environmental Perceptions Minor
- Women's Studies Minor

Humanities

There is no humanities department as such. The courses below are interdisciplinary and are taught jointly by staff from several departments.

Literature, philosophy, religion, and the fine arts, integrated with the history of Western Civilization (ancient times through the reformation).

68:022. Humanities II — 4 hrs.
A continuation of 68:021 (from the 17th century to the present).

An interdisciplinary approach to the study of Feminism and those aspects of sex-role stereotyping and socialization in institutions, programs, and curricula which prevent sex-fair treatment for all.

68:102(g). Non-Verbal Communication — 3 hrs.
Patterns of human expression apart from the spoken or written word. (Same as 50:102.)

A historical treatment of significant elements of Chinese culture and major aspects of modern China's transformations since the mid-nineteenth century.

68:125. Foreign Area Studies — India — 3 hrs.
A historical treatment of significant elements of Indian culture and major aspects of modern India's transformation under British rule and since independence.

Various aspects of the black experience: economics, psychology, education, sociology. Provides the student an opportunity to meet blacks from all walks of life, to travel to various ghettos in the country, to work with black children. May be repeated for an additional 3 hours of credit.

Student to spend at least 5 hours a week working in a ghetto on a self-optioned or assigned project; may include work in public school system, volunteer bureaus, and/or community social agencies. Project to be approved by the instructor at time of enrollment. Prerequisite or corequisite: 68:130. May be repeated for an additional 2 hours of credit.

68:155(g). Tragedy — 3 hrs.
The interpretation of classical, Christian, and modern works portraying the human encounter with suffering and death.

Study of primitive and sophisticated examples of myth and mythopoetic thinking from a variety of cultures; emphasis on how myths function in art, society, and the individual.
68:189(g). Seminar in Environmental Problems — 3 hrs.
Experience in environmental problem solving of both a theoretical and practical nature. Prerequisite: Consent of instructor.

68:194(g). Seminar on Death and Dying — 3 hrs.
Ideas and research concerning the anticipation of dying, toward the goal of sensitive communication with those most affected by death — the suicidal, the terminally ill, and the grieving.

(See pp. 69, 91.)

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 and the supervision of the Director of Humanities.

Required: 68:021; 68:022 ......................................................... 8 hours
*Interdisciplinary courses in, or including, the Humanities ........................................... 9 hours
Courses in history, from any department ............................................................. 6 hours
Critical and analytical courses ................................................................. 6 hours
Participatory courses in creative or performing arts ..................................... 6 hours
Electives in any of the above or other Humanities areas ................................. 9 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.

It is recommended that at least three courses center on the same chronological period. At least two courses should focus on the contemporary period; at least two outside the contemporary period.

It is recommended, also, that at least four courses be integrated by being in the same academic discipline or by dealing with a common theme or problem.

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 and the supervision of the Director of Humanities.

Required: a minimum of 21 hours with at least one course* to be chosen from each of the following areas —

Humanities: 68:022
English and Modern Languages: 62:034; 68:168; 70:110 or 70:120
Arts (participatory): 50:072; 50:153; 52:102; 54:xxx (instrument or voice); 60:001; 62:070
Social Science: 40:118; 98:060; 99:011
Science: 82:175
Interdisciplinary Studies: 00:196**; 68:189***

*If any of these courses are taken by the student under another program (e.g., general education, major field, etc.), the student will in consultation with the Director of Humanities elect another course in any of the above specified areas or in history.

68:021, Humanities I, is required as a prerequisite to this minor.
**00:196 is to be taken in the senior year. In consultation with the Director of Humanities,
the student will select a program of readings which will act to tie together the work which has been done in the minor.

***An interdisciplinary course or seminar offered on an experimental basis may be taken in place of 68:189 upon approval of the Director of Humanities.

Note: The Director of Humanities will check evidence of writing competency. Where it is lacking, the student will be required to take 62:003 (Intermediate Writing: Exposition) or the equivalent, in addition to the 21 required hours for the minor.

Science and Social Science majors may, upon approval of the Director of Humanities, be excused from the requirement in their area, and may substitute a course in any of the other specified areas or in history.

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.

**ASIAN STUDIES MAJOR — TEACHING**

Required: 68:124; 68:125 ................................................. 6 hours
Required: 90:190 .......................................................... 3 hours
Required: 96:182; 96:187 ................................................. 6 hours
Required: 92:053; 94:011; 99:011 ..................................... 9 hours
Electives in Asian Studies: a minimum of 18 hours of credit from at least four different disciplines must be completed from the following courses (a maximum of 6 hours credit in Hindi or Chinese language courses may be applied toward satisfying the 18-hour elective credit requirement) ................................................. 18 hours
Anthropology: 99:136 Anthropology of South Asia
Art: 60:147 Oriental Art
Geography: 97:150 Regional Geography
History: 96:181 Pre-Modern South Asia
96:183 Pre-Modern Chinese History
96:184 East Asia to 1850
96:185 East Asia since 1850
96:188 South Asian Intellectual History
Language: Elementary Hindi I and II
Intermediate Hindi I and II
Elementary Chinese I and II
Intermediate Chinese I and II
Political Science: 94:165 East Asian Governments and Politics
94:167 Political Thought of South Asia
94:168 Politics of South Asia
Religion: 64:130 Religions of India
64:132 Religions of China and Japan
Supervised Research Project: 68:198 Independent Study (to be supervised by the Asian Studies Committee).

Note: The student must also satisfy certification requirements.
Interdisciplinary Programs

ASIAN STUDIES MINOR

Required: 68:124 and 68:125 ............................................. 6 hours
Required: one additional course each in China and India (to be chosen from the list of Asian Studies Major electives) ............................................. 6 hours
Required: 68:198 (to be supervised by the Asian Studies Committee) combining Asian Studies and the student's major discipline .......................... 3 hours

15 hours

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:

- American history
- American literature
- Economics, geography, political science, sociology and anthropology
- Religion, philosophy, theater, art, and music

Required: 96:014; 96:015; 62:052; 94:014; 65:154 or 96:144;
plus additional electives from the four areas above for a total of 36 hours

Required: a senior colloquium* ............................................. 3 hours

39 hours

The courses from the four specified areas must be chosen in consultation with an adviser from the Committee on American Studies.

*Colloquium to be an exploration of the total culture of an era or region in historical perspective by applying the disciplines history, literature, art, philosophy, and the social sciences.

Courses used to meet General Education requirements may not be counted on this major.

Note: This major does not carry certification to teach. In order to teach, the student should declare a major on a teaching program and make the major in American Studies a second major.
LATIN AMERICAN STUDIES MAJOR

This major is offered jointly by the College of Social and Behavioral Sciences and the College of Humanities and Fine Arts.

Required Spanish —
From: 78:051; 78:052; 78:061; 78:062 .......................................................... 5-10 hours
78:071 or 78:080 ......................................................... 3 hours
Two courses from 78:112, 78:142, 78:144 ........................................... 5-6 hours
Electives in Spanish ........................................................................ 0-6 hours

24 hours

Required Social Science —
96:179; 96:180 ................................................................. 6 hours
At least 15 hours in Latin American courses in two of the
following areas: economics, political science,
sociology, anthropology, geography .............................................. 15 hours

21 hours

Total — 45 hours

Students with no language competence will be required to take an additional 5-10 hours of Spanish at the elementary level.

Note: This major does not carry certification to teach. In order to teach, the student should declare a major in one of the social sciences on a teaching program and take the major in Latin American Studies as a second major.

RUSSIAN AREA STUDIES MAJOR

This interdisciplinary major is under the direct jurisdiction of the Dean of the College of Humanities and Fine Arts.

Required: a total of 45 semester hours as follows —

Required Russian — 22 semester hours:
Intermediate Russian, including either 77:051 or 77:061 .................................................. 5-10 hours
Russian Literature (may include 77:102) .......................................................... 5-6 hours
77:141 ..................................................................... 3 hours
Electives in Russian to complete the 22 hours ........................................... 22 hours

Required Social Science — 23 semester hours:
Soviet Union courses including 92:137; 94:164; 96:155,
96:169; 96:170; 97:150; and
6 hours of electives in European history ........................................... 23 hours

Hours of history in required Social Science will meet minimal standards to teach in World History.

Note: This major does not carry certification to teach. In order to teach, the student should declare a teaching major in one of the social sciences or in another teaching program and take the major in Russian Area Studies as a second major.
INDIVIDUAL STUDIES MAJOR

This is an interdisciplinary program administered under the Individual Studies Program by the program Director and the Individual Studies Board. (Members of the Individual Studies Board include both faculty and students.) This program requires the completion of 124-130 semester hours, including the General Education requirement of 40 semester hours.

Required: a Coherent, Interdisciplinary Area of Study ..................30-44 hours
Required: Undergraduate Thesis ........................................... 6 hours
Required: Elective or other major or minor credit which may
include courses required for certification ..........................34-54 hours

Through the Individual Studies Major a student can plan a specific program of courses in an academic area not yet formally developed by any university department as a major. The purpose of this major is twofold: 1) to enable a student to organize his or her own major out of the courses offered in several academic departments; 2) to explore, through individual student programs, 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 for such a major. A student will consult first with the Director of Individual Studies concerning a possible application for an Individual Studies Major in a particular area. If the university does not have faculty or curricular resources for the area requested by the student, the student will be so advised. Also, if the student does not yet appear to be academically prepared, or, if his or her plans are not sufficiently clear, specific steps will be recommended by which such preparation and clarification may be gained. Applications for the major and the approval of particular programs will be administered under the Individual Studies Program with the Individual Studies Board serving as the policy-making body.

Upon the application of the student, the Individual Studies Director will ask for the assignment of a faculty adviser by the department head whose discipline is related to the student's individual study area. Once the adviser is appointed, the student and the adviser will develop a list of the courses to comprise the proposed major, and an interdisciplinary faculty committee will be selected by the Individual Studies Board with responsibility to take action on the specific program. In some cases, with the approval of the faculty adviser and the program director, an extraordinary amount of independent study may be counted toward the major. In most cases, an Undergraduate Thesis will be required of this major.

GENERAL STUDIES MAJOR

This major is offered under the jurisdiction of the Individual Studies Board, and is supervised by the Director of Individual Studies. The program requires the completion of 124 semester hours, including the General Education requirement of 40 semester hours.

Required: a minimum of 15 semester hours of 100-level courses
from each of three of the four undergraduate colleges for
a minimum total of ................................................. 45 hours

The Individual Studies Board can approve certain completed two-year, vocational-technical programs as fulfilling one of the three college groupings of courses for the General Studies Major. The Director of Individual Studies will provide information about those programs already approved and the methods for submitting such programs for new approval.

Only those students who have no other major may declare and be registered for a General Studies Major.

An adviser will be assigned to each student declaring this major when the student requests a specific faculty adviser from the Coordinator of Academic Advising. Such advisers may be
ENVIRONMENTAL PERCEPTIONS MINOR

This is an interdisciplinary minor offered under the jurisdiction of the Environmental Perceptions Committee and the general supervision of the Dean of the College of Natural Sciences.

Required: 84:021; 65:170; 68:189 (Environmental Problems) .................. 9 hours

*Electives: a minimum of 12 semester hours of credit (of which at least six hours must be from 100-level courses) from disciplines other than the major must be completed from courses approved by the Environmental Perceptions Committee ........ 12 hours

21 hours

*A list of approved courses is available in the office of the Dean of the College of Natural Sciences.

With this minor, a student may plan a specific program designed to complement his major. Because the Environmental Perceptions Minor is planned to broaden the student's awareness of environmental issues as these relate to his major discipline, the student 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 Perceptions Committee serving as the program coordinating body. Upon application of the student, the Dean of the College of Natural Sciences will appoint a faculty adviser from the Environmental Perceptions Committee who will work closely with the student in the planning of his or her minor. Approval of the minor prospectus is the responsibility of the Environmental Perceptions Committee.

WOMEN'S STUDIES MINOR

This interdisciplinary minor is offered under the jurisdiction and general supervision of the Dean of the College of Humanities and Fine Arts.

Required: 62:128; 96:146; 40:106 or 31:057 ................................. 9 hours

Electives from a selected list of courses chosen in consultation with an adviser from the Women's Studies Advisory Board for a minimum of .................................................. 12 hours

21 hours
The Graduate Program

The University of Northern Iowa offers a strong and growing graduate program with advanced degree programs in a wide range of disciplines leading to graduate degrees. The seven graduate degrees now offered by the university are:

- Master of Arts
- Master of Arts in Education
- Master of Business Administration
- Master of Music
- Specialist in Education
- Specialist
- Doctor of Industrial Technology

The university continues its endeavors to meet the increasing needs of higher education and advanced preparation in diverse career fields. Graduate degree programs were initiated at UNI in 1951 when the university was authorized by the Board of Regents 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. These programs were developed to prepare professionally competent personnel in education — highly qualified teachers, supervisors, administrators, school psychologists, and specialists in various fields for elementary and secondary schools as well as for colleges.

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 and the Master of Music degree in 1976 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 and is structured in its presentation to 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 Doctor of Industrial Technology, which is the university's first doctoral program, was authorized by the State Board of Regents 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. A cooperative program leading to the Ph.D. degree in educational administration is also available (see page 311).

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. All students taking work beyond the bachelor's degree, whether they are studying for an advanced degree or not, are classified as graduate students. Detailed information
on the university's Graduate Program may be obtained from the Dean of the Graduate College, University of Northern Iowa, Cedar Falls, Iowa 50613.

The University of Northern Iowa is a member of the Council of Graduate Schools in the United States.

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. An interested student should confer in advance with the head of his or her major department. Preliminary inquiries may be directed to the Dean of the Graduate College.

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.)

Beginning with the Fall Semester of 1978, all admissions to the University of Northern Iowa Graduate College will be conducted according to the following procedures. However, the procedures here do not affect the status of students enrolled in graduate study at UNI prior to above date.

The admission procedures of the Graduate College are administered separately from those of the university's undergraduate program. Upon receiving an indication of interest in graduate study at UNI by a prospective applicant, the Office of the Registrar will supply appropriate application forms and a description of the scope, policies, and procedures of the university's graduate program.

For purposes of clarity and understanding, the following definitions will apply in the administration of the UNI graduate programs:

**Non-Degree Student:** A student admitted by the Office of the Dean of the Graduate College for the purpose of pursuing studies unrelated to any graduate degree program.

**Non-Degree Status:** The status enjoyed by a Non-Degree Student.

**Degree Student:** A student who has been admitted to a degree program by an academic department.

**Degree Status:** The status enjoyed by a Degree Student.

**Provisional Degree Student:** A student who has been admitted, subject to certain reservations, to a graduate degree program by an academic department. The reservations must be overcome before a student may be removed from provisional status, and it is understood that no student may receive a UNI graduate degree while on provisional status.

**Provisional Status:** The status of a Provisional Degree Student.

**Candidate:** A student who has been approved for degree candidacy by an academic department and by the Office of the Dean of the Graduate College.

**Department:** Academic departments of the university offering graduate degree programs and interdisciplinary and interdepartmental bodies offering graduate degree programs.
Application for Admission

A student who expects to earn a graduate degree at this university must file a transcript from the college or university granting the baccalaureate degree if other than the University of Northern Iowa. A student who has earned graduate credit at another college or university must file an official transcript of such credit. 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. However, students who do not expect to become degree candidates and who do not expect the University of Northern Iowa to recommend them for certificates do not need to file transcripts. An official statement of the degree and date awarded will be sufficient.

Prospective students may apply for graduate admission under one of two categories: Degree Status, or Non-Degree Status. Each category carries specific regulations.

NON-DEGREE STATUS is established to meet the needs of students who (a) wish to take a miscellany of courses which does not comprise a degree program or (b) hope to demonstrate sufficient competence in graduate studies to be considered for admission to a degree program at a later date.

Requirements for admission to Non-Degree Status:
1. A bachelor’s degree from an accredited college or university, or
2. Standing within 14 semester hours of graduation, or in the final summer session and within seven (7) hours of graduation, from an accredited undergraduate college or university and enrollment in graduate work concurrently with sufficient undergraduate work to complete a bachelor’s degree during the same semester or summer session.
3. A special waiver of the bachelor’s degree requirements from the Office of the Dean of the Graduate College.

Responsibility for admitting students into Non-Degree Status and for monitoring their performance lies entirely with the Office of the Dean of the Graduate College.

Students admitted during the senior-year admission provision (see item 2 above) may enroll under the following credit criteria: The combined total of course credits (undergraduate and graduate) may not exceed 15 semester hours in a semester or eight (8) semester hours in a summer session. The graduate work thus completed will be counted as graduate credit only if the student actually earns the bachelor’s degree at the end of the given semester or summer session. In registering for such mixed credit, the student must have been accepted for graduate study and must obtain on the reverse side of the registration form written approval for each graduate course from the head of the department in which the course is offered.

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 in their admissions applications their choice of degree program. If the Office of the Registrar determines that the applicant has an accredited bachelor's degree or is in the process of completing the bachelor's degree during the semester concurrent with the application, it will then refer the application to the department which offers the degree program chosen by the applicant. In so referring the application to the department the Office of the Dean of the Graduate College will furnish the department with all relevant supporting materials.

Requirements for admission to Degree Status:
1. Those requirements which apply to Non-Degree status are applicable except that in instances of waiver of the bachelor's degree the academic department concerned must concur with the Office of the Dean of the Graduate College in granting the waiver.
2. Students will be admitted to Degree Status on one of two bases:

a. At the discretion of the academic department concerned, an applicant with under­
graduate and prior graduate grade point average of less than 3.00 can be admitted
as a Provisional Degree Student. 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 eligible for reclassification to Degree Student status. The responsibil­
ity for such reclassification rests with the academic department concerned.

b. An undergraduate grade point average of 3.00 or higher, or its equivalent if a
system other than the four point (4.0) is used, and a prior graduate grade point
average of 3.00 or higher (if applicable) qualifies a student for admission as a
Degree Student.

3. Other criteria for Degree Status admission may be established by departments.
   Students should contact the head of the department for this information.

Non-Degree Students may apply for Degree Status on the same basis as students not
previously enrolled in the UNI Graduate College. However, a department may, at its discretion,
approve a Non-Degree Student’s application for degree status even if the student’s under­
graduate grade point average is less than 3.00 provided that the student has completed eight (8)
or more hours of graduate courses with a grade point average of 3.00 or more.

Responsibility for determining eligibility for admission to graduate degree programs rests
primarily with the academic departments. 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.

Students applying for admission to the UNI Graduate College for degree status will ordinar­
ily be expected to forward, with their application, their scores of the Graduate Record Examina­
tion Verbal, Quantitative and Analytical Aptitude Tests, and on the Advanced Test which seems
most appropriate to the department to which they are applying for degree status. (If there is
doubt on this matter, the department should be consulted before the student takes the examina­
tion; some departments may not require their applicants to take an Advanced Test.) Under
special circumstances, a department may admit an applicant into degree status without the
student having completed the Graduate Record Examination, but in no circumstances will a
student be approved for degree candidacy without having taken the Verbal, Quantitative, and
Analytical sections of the Graduate Record Examination, and — if the department requires it —
the Advanced section stipulated by the department in which the student seeks candidacy.

EXCEPTIONS: Any departures from the admission procedures outlined above can take
place, in the case of a student seeking degree status, only with the permission of the Dean of the
Graduate College and of the department in which degree status is sought.

PHYSICAL EXAMINATIONS for admission: Although the University of Northern Iowa
no longer requires a physical examination and medical history as part of the admission process,
an acceptable medical history form must be completed and on file at the Health Center before
receiving treatment, this includes furnishing evidence of a tuberculin skin test having been taken
within the last year. At times, a complete history and physical examination will be necessary to
aid in accomplishing proper diagnosis and treatment. If this is necessary, the physical examina­tion
and medical history can be done at the Health Center. A fee will be charged for this service.

Diphtheria and tetanus booster immunization shots should be obtained every ten years, in
accordance with current recommendations of the United States Health Service. Tuberculin
negative persons are advised to have a tuberculin skin test annually, in accordance with a
recommendation of the Iowa Tuberculosis and Respiratory Disease Association.
Grade Point Requirements

Note: Students admitted to graduate study and taking their first courses prior to Fall Semester 1978 should refer to the preceding UNI Catalog (1978-1980) for grade point requirements.

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.

The following categories are used for review and action by the Dean of the Graduate College.

1. After twelve (12) semester hours:
   a. Cumulative average less than 2.40 — Suspend from graduate degree programs;
   b. Cumulative average less than 2.75 — Place on probation.

2. After twenty-four (24) semester hours:
   a. Cumulative average less than 2.50 — Suspend from graduate degree programs;
   b. Cumulative average less than 2.90 — Place on probation.

3. If the student completes eight (8) hours while on probation without qualifying as a degree candidate, the student is reviewed for suspension from graduate degree programs.

When a student is suspended, at least one (1) calendar year must elapse before reapplication to a graduate degree program may be made. Such applications must be submitted to the Dean of the Graduate College.

In determining a graduate student's grade index, all coursework attempted at this university within the student's program of study 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. (Individual departments may identify specific courses within the program of study for which a minimum grade of B is required.)

Post-baccalaureate students 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. (See page 65.) This applies only to those courses required for certification.

Regulations Affecting Registration

Each student admitted to graduate study is assigned an adviser. The adviser will assist the student in the registration process, involving the selection of courses and such other matters as:

1. DEPARTMENTALLY REQUIRED EXAMINATIONS. Students should inquire of their departments which, if any, examinations are required in addition to the Graduate Record Examination Verbal, Quantitative, and Analytical Tests required of all entering graduate students. The Graduate Management Admission Test is required for the Master of Business Administration degree.

2. MAXIMUM ACADEMIC LOAD. The maximum graduate student load during each semester of the academic year is fifteen (15) hours. Persons employed full time 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 eight (8) hours; that normally permitted during each four-week split summer session is four (4) hours; that during the two-week post session, two (2) hours.

   Exceptions to these load restrictions may be granted only by the Dean of the Graduate College.
3. 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 grade point average.

4. CREDIT FROM OTHER INSTITUTIONS. A maximum of 10 semester hours of graduate credit earned in another accredited institution may be applied toward meeting the minimum requirements for a master's degree at the University of Northern Iowa.

5. 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 Office of Veterans Affairs and 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. University officials are authorized to make certain exceptions in the matter of veterans doing graduate work. Questions should be referred to the Office of Veterans Affairs.

Waiver of Regulations

Exceptions to Graduate College regulations may be granted by the Dean of the Graduate College. Requests for exceptions will normally be initiated by the student's adviser and approved by the appropriate department head.

These requests and the action subsequently taken will be reviewed periodically with the Graduate Council by the Graduate Dean.

Graduate Assistantships

Several kinds of assistantships are available to qualified graduate students who are working toward a graduate degree at UNI. Graduate assistantships and teaching assistantships are available through the Graduate College under the following conditions:

1. GRADUATE ASSISTANTSHIPS are available for graduate students who are in residence through the academic year. These assistantships require the students to carry 9 to 12 hours of coursework each semester. Assistantships for students working toward the master's, specialist's, or doctor's degree carry a stipend. Information regarding the level of the stipend should be sought from the appropriate department. The associated work assignments vary to a maximum of 20 hours per week. For both the master's and specialist's assistantships, the student's work will be arranged so that the degree program may normally be completed in one academic year plus the equivalent of one or two summer sessions. Work assignments consist of assisting designated professors with certain academic functions; some graduate assistants serve as aides on faculty research projects.

2. TEACHING ASSISTANTSHIPS are available for graduate students who hold the master's degree and are working on the specialist's or doctor's degree and who are in residence through the academic year. The teaching position must be in the area of specialization. These provide varying stipends for the academic year. Teaching assistants will carry a partial coursework load and will instruct, under careful supervision, introductory courses.

With the exception of the student activities fee, which is required of all students and which is subject to change without notice, the two assistantships listed above include a tuition scholarship for the academic year and the following summer session.
Application forms may be obtained from the office of the Dean of the Graduate College or the department in which the student is applying for an assistantship. Applications should be filed by March 1 with the department.

Recommendations for awarding of assistantships are made by the department head to the dean of the given college who selects the recipients from the college. Appointments are announced by the Dean of the Graduate College.

Scholarships

Several scholarships are available for graduate students at UNI, and information on these may be obtained from the Graduate College office and the office of Financial Aids. Among the scholarships are the Wray D. Silvey Award in public school personnel work, the Ida Mae Wilson Scholarship for future teachers, a Martin J. and Cora G. Nelson Scholarship, and the Mary Jensen Shackelford Award. For the Silvey Award, inquiries should also be directed to the head of the department of School Administration and Personnel Services.

Loans

Qualified students may secure loans from either the National Defense Education Act fund or the Aubrey and Winslow Grubb fund. These loans are available to graduate students who are on a continuous program and who meet certain standards of scholarship. Information about both types of loans may be secured at the Office of the Director of Financial Aids.

Part-time Employment

The Director of Financial Aids will assist graduate students who need part-time employment. A limited number of opportunities for such work are available on the campus. However, to carry a full load of graduate studies requires so much of the student's time that part-time employment is usually unwise. Individuals who have full-time employment should not register for more than 6 semester hours of work in any one semester or 3 semester hours of work in the 8-week summer session.
Master's Degree Programs

COMMON REGULATIONS AND REQUIREMENTS

Admission to Candidacy

Admission to candidacy is not the same as admission to graduate study. A student may wish to take only selected courses and have no intention of becoming a degree candidate. A student who wishes to earn the master's degree must first be admitted to graduate study, and then seek admission to candidacy for the degree. Admission to candidacy is granted after the conditions explained below have been met. Students must have a cumulative grade point average of at least 3.00 for courses taken as a graduate student to be eligible for candidacy.

Academic departments offering graduate degree programs have established procedures for monitoring and advising students in order to assure that their work meets the standards and complies with the requirements set by the departments. Accordingly, the department conducts a formal interview between the student and a committee or departmental representative assigned by the department to evaluate and guide the progress of the student. No more than twelve (12) semester hours of credit completed before this interview is conducted can be applied toward the degree being sought; therefore, the interview should be scheduled no later than the second semester of a program in which the student is enrolled on a full-time basis. Moreover, of those courses completed or begun prior to this interview, only those which are subsequently approved by the interviewing committee or departmental representative will be accepted for credit toward the degree program. At this interview the student's program of study will be planned and approved. Any alterations in that program of study must be approved by this same departmental committee or representative.

The academic departments are not obliged to count toward their degree programs any credit for course work undertaken without specific advice provided in writing by the department, either through an adviser assigned to the student prior to the formal interview or in the course of the interview itself.

For purposes of evaluating an application for candidacy for a graduate degree an academic department may include criteria in addition to a student's grade point average. Computation of the graduate grade point average which is applicable to the evaluation for candidacy is based solely upon those graduate courses which have been approved by the departmental interview committee or departmental representative which has prepared and approved the student program in question.

The student's application for candidacy for a graduate degree will be evaluated on the basis of strength of academic performance and soundness of the plan approved for completing the degree program. Accordingly, the application for candidacy should be filed and reviewed shortly after the departmental interview committee or departmental representative has approved the student's study plan.

The forms on which the application is made are available in departmental offices. The completed application is left with the head of the major department. Unconditional admission to graduate study is a prerequisite for the approval of candidacy for the master's degree.

The department in which the application for candidacy is filed may recommend the applicant to the Dean of the Graduate College for approval as soon as:
1. The Graduate Record Examination Verbal, Quantitative, and Analytical Tests and any other tests required by the department have been successfully completed. The Graduate Admission Test is required for the Master of Business Administration degree.

2. The Departmental Candidacy Examination has been completed successfully.

   This examination is prepared and administered by the department in which the student plans to pursue a major. The examination may be either written or oral, or a combination of the two. Performance tests related to the special skills in such areas as art, music, speech, and business education may be included as part of the candidacy examination for students pursuing majors in these areas. Each student should consult with his or her department head concerning the nature and content of these examinations.

   The departmental examinations are conducted periodically and the student should consult the head of the department as to the time and place. The student will usually take this examination during the first semester of residence.

3. Either the thesis plan or the non-thesis plan has been designated by the student. On several majors, students selecting the non-thesis option must also complete either Professional Core A or Professional Core B. For most of the majors leading to the Master of Arts in Education degree, the student must hold or be eligible for an Iowa Professional Teaching Certificate; teaching experience may also be required.

4. A program of studies prepared by the candidate and the adviser has been approved by the departmental committee. This committee, with the student's adviser, has responsibility for the review of the student's programs of studies to insure balance, breadth, and needed specialization. Each department offering a graduate major has one or more departmental committees.

5. The departmental committee recommends candidacy.

6. The application has been approved by the department head.

7. The application has been approved by the dean of the appropriate college.

   The Dean of the Graduate College may approve the application at once or may delay action until additional scholarship or other data are available or may return it to the department with comments. The Dean of the Graduate College is in general charge of each graduate student's program.

THESIS COMMITTEE. For the student following the thesis plan, the thesis committee is appointed by the Dean of the Graduate College after the dean's approval of the student's application for candidacy. It usually consists of the student's adviser as chairman and two additional faculty members. The committee assists the student in further defining the student's course work, in supervising his or her research and writing, and eventually accepts or rejects the thesis.

   The nature of the thesis is described on p. 262.

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 his or her first semester in residence. The delineation of an exact topic is not necessary before applying for candidacy, but the designation of a probable area of study must be made.
Graduation Requirements

THESIS PLAN

1. A minimum of 30 semester hours of graduate credit, of which at least 24 hours must be in course work excluding thesis research credit. At least 20 semester hours must be earned at the University of Northern Iowa.

2. A minimum of nine (9) semester hours in 200-level credits other than xx:299 Research, plus six (6) semester hours in xx:299 Research (for thesis).

3. The course requirements for a specific major and any additional courses designated by the departmental committee.

4. Core Requirements.
   Master of Arts in Education
   20:214 Advanced Educational Psychology — 2 hrs.
   or
   26:234 Philosophy of Education — 2 hrs.

   Master of Arts
   Varies with the major. See pp. 273 to 289.

   Master of Business Administration
   No core required.

   Master of Music
   No core required.

NON-THESIS PLAN:

1. The minimum number of hours of graduate credit varies with the major. All include at least 30 semester hours. (See pp. 266 to 292). At least 20 semester hours must be earned at the University of Northern Iowa, of which at least six (6) semester hours must be earned in a single semester or summer session.

2. A minimum of nine (9) semester hours in 200-level credits, other than xx:299 Research, plus 3 additional semester hours of 200-level credits which may or may not be in xx:299 Research depending upon the policy of the major department and the specific study plan formulated for the individual student.

3. The course requirements for a specific major and any additional courses designated by the departmental committee.

4. Core Requirements:
   Master of Arts in Education
   20:214 Advanced Educational Psychology — 2 hrs.
   or
   26:234 Philosophy of Education — 2 hrs.

   Master of Arts
   Professional Core A or Professional Core B — required only for certain majors.

   Master of Business Administration
   No core required.

   Master of Music
   No core required.
**Professional Core A** (prerequisite: Iowa Professional Certificate or equivalent)

20:214 Advanced Educational Psychology — 2 hrs. or
26:234 Philosophy of Education — 2 hrs.
25:294 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 20: through 29: series.

**Professional Core B** (Students completing Professional Core B with an appropriate distribution of courses in one or more subject areas may be recommended for Iowa Public Junior College certification. Iowa requires a course in American history or American government for all certification.)

27:252 Current Issues in Higher Education — 2 hrs. (or 3 hrs.)
27:250 Teaching in College — 3 hrs.
:297 Practicum — 2 hrs.

5. At least one research paper approved by the department and filed in the departmental office.

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**Other Requirements and Criteria**

1. **SCHOLARSHIP.** A cumulative grade index of 3.00 (B average) must be earned at the University of Northern Iowa in all courses within the program of study attempted as a graduate student. No more than six (6) semester hours of C credit earned within the program of study may be applied toward credit for graduation.

2. **RECENCY OF CREDIT.** Courses taken more than 7 years prior to the granting of the degree cannot be used to meet degree requirements.

3. **CANDIDACY.** The requirements for candidacy are described on pp. 258-259.

4. **TRANSFER CREDIT.** Graduate credit from other approved institutions may be accepted to a maximum of one-third of the total amount of credit included in the student’s graduate study plan. However, if use of a correspondence course is authorized, the permissible amount of transfer credit is correspondingly reduced. Application of transfer credit toward a graduate major is dependent upon its acceptability in the judgment of the major department.

5. **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 3 semester hours of 100-level correspondence credit may be applied to a graduate degree program. The request must be made prior to registering for the course.

6. **RADIO AND TELEVISION CLASS CREDIT.** Credit earned in radio and television classes usually may not be applied toward the master’s degree.

7. **SATURDAY, EVENING, AND SHORT-TERM CLASSES.** Some classes are scheduled for Saturday morning, or for an evening, or for extended sessions daily for two or three weeks. These classes differ from other residence classes only in that they involve fewer meetings and longer single sessions. Such classes are offered in Cedar Falls and at other announced locations in various parts of the state. Lists of the classes may be secured by writing to the Office of the Registrar during the month preceding the opening of a semester or summer session.
8. CHANGES IN COURSE NUMBERS, ETC. Occasionally the University makes changes in course designations: title, number, or hours of credit. A graduate student continues to use the designations which exist at the time the student is enrolled in a given course.

9. EXAMINATIONS.

THESIS PLAN. In addition to whatever examinations are required for each course, the candidate for the degree on the thesis plan will take (1) General Graduate Examinations, as required (see p. 255), and (2) the Departmental Candidacy Examination (see p. 259). Further, if final written and oral examinations are required by his or her thesis committee and major department, the candidate will be required to pass them.

NON-THESIS PLAN. The candidate for the degree on the non-thesis plan is required to take the same examinations required on the thesis plan and in addition, (3) a Final Comprehensive Examination (which may be written or oral), which is prepared and administered by the major department. Results must be reported to the Office of the Dean of the Graduate College at least 15 days before semester Commencement and at least one week before summer session Commencement.

10. RESEARCH CREDIT. Registration for 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, will be filed in the departmental office.

Research carries residence credit and may be pursued either on campus or off campus, but not in an extension class. There is no prerequisite, although it is strongly recommended that 25:294 Educational Research or a departmental course in research be completed before registering for Research. It is expected that the work will be completed during the given semester for summer session.

11. RESIDENCE. At least two-thirds of the total minimum hours required for either the thesis or non-thesis plan must be taken with members of the UNI faculty; this is exclusive of thesis credit. Correspondence credit may not be counted in the above hours. At least six semester hours must be earned in on-campus residence in a single semester or 8-week summer session.

After a student has been admitted as a candidate for the master's degree in this university, and provided that prior arrangements have been made with the Dean of the Graduate College, he or she 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.

12. THESIS. A thesis is required of all candidates who choose the thesis plan of study. Because the thesis is considered to serve a functional need, no attempt is made to limit the topics considered acceptable.

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 organizing 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 work on a master's thesis will normally be considered to cover about 6 semester hours of work. 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 an Unfinished (U) if she or he feels the work has not reached the place where it can be evaluated. Registration for the last segment of Research credit for which a student registers (for work on his or her thesis) should be postponed until the thesis is near completion. The Dean of the Graduate College may authorize the extension of time for the completion of an Unfinished in Research up to one additional calendar year; but if at the end of that time the work has not been completed, the grade of U will be changed to an F (Failure).

Completion of a thesis project occurs when the thesis has been approved by the Committee and the Dean of the Graduate College.

13. FILING OF THESIS. The thesis must be presented in final form to the thesis committee at least 30 days before graduation. A specimen title page and form for final approval may be obtained in the Office of the Dean of the Graduate College. The student must present two acceptable copies, an original and one copy, both on bond paper of either 16- or 20-pound weight; these are retained by the university library. The student's major department may request a third copy for its files. After the thesis committee has accepted the thesis, the student must transmit the two copies to the Dean of the Graduate College not later than two weeks before semester graduation or one week before summer commencement. When the student has been notified of the acceptance of the thesis, he or she will secure a fee card to cover the thesis binding cost of $6 for the library copies and will pay this fee at the business office.

14. FILING OF ABSTRACTS OF THESIS. An abstract or summary of the thesis is required of each candidate following the thesis plan toward the master's degree. The abstract will be approximately 500 words in length and will be filed in triplicate in the Office of the Dean of the Graduate College.

15. APPLICATION FOR GRADUATION. The 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 he or she plans to receive the degree. The application form may be secured in the Office of the Registrar. Applications received after the dates designated will be placed with those for the following session.
16. ATTENDANCE AT COMMENCEMENT. The candidate for the master’s degree is expected to secure the appropriate academic costume and to appear at Commencement for the awarding of the degree.

Summary of Hour Requirements

A summary of the hour requirements for both the thesis and the non-thesis plans is listed below:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Thesis</th>
<th>Non-Thesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum graduate hours required</td>
<td>30*</td>
<td>30-37**</td>
</tr>
<tr>
<td>Minimum hours of credit at UNI</td>
<td>20</td>
<td>20-25†</td>
</tr>
<tr>
<td>Maximum usable hours combined in transfer and correspondence credit</td>
<td>10‡</td>
<td>10-12‡</td>
</tr>
<tr>
<td>Maximum usable hours of correspondence credit (requires special permission to use)</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Minimum hours required in courses numbered 200 and above</td>
<td>9#</td>
<td>12# #</td>
</tr>
</tbody>
</table>

*Includes 6 semester hours for research.
**Includes at least one research paper. Total hours depends on major chosen.
†Must include 6 or more hours in one semester or summer session.
‡Up to one-third of the hours on the graduate study plan.
#In addition to the 6 hours research credit for thesis.
# #In some departments they may include 3 hours of xx:299 Research.

Certification and Endorsements

CERTIFICATION. For approval in some graduate programs, a student must have earned or be eligible for an Iowa Professional Certification or its equivalent endorsed in an area appropriate to the graduate major. Credit earned in education, psychology, or teaching to secure a teaching certificate as a prerequisite to candidacy for the master’s degree may not be used toward the master’s degree. Iowa requires a course in American history or American government for all certificates. For information on certification, consult the Registrar.

TEACHING CERTIFICATE AND ENDORSEMENTS. Students interested in securing certificates to teach in another state should secure information directly from the State Department of Public Instruction in that state and should consult the Registrar of the college.

Students with an Iowa Professional Certificate, the master’s degree, and four years of successful teaching experience are entitled to an Iowa Permanent Professional Certificate with appropriate endorsements.

Second Master’s Degree

To receive a second master’s degree, a student must meet all the requirements for the second degree with the exception that eight hours of work from the first degree may be used for the second degree. The requirements for work at the University of Northern Iowa, “200” work, and all other specific requirements shall be met for the second degree in addition to work completed for the first degree. For all course work taken beyond the first master’s degree, the cumulative grade point index must be 3.00 or higher.
Master of Arts in Education Degree

This degree is designed for students whose work is primarily in professional education. Majors are available in the following areas:

**EARLY CHILDHOOD EDUCATION**
- Early Childhood Education

**EDUCATIONAL MEDIA**
- Educational Media

**EDUCATIONAL PSYCHOLOGY**
- General Educational Psychology
- School Psychology
- Teaching

**EDUCATION OF THE GIFTED**
- Education of the Gifted

**ELEMENTARY EDUCATION**
- Elementary Education

**READING**
- Developmental Reading and Language Arts — Elementary
- Developmental Reading — Secondary
- Remedial Reading

**SCHOOL ADMINISTRATION AND SUPERVISION**
- Secondary Principalship
- Elementary Principalship
- Elementary Supervision

**SCHOOL BUSINESS MANAGEMENT**
- School Business Management

**SPECIAL EDUCATION**
- Special Education

**STUDENT PERSONNEL SERVICES**
- Elementary Guidance and Counseling
- Secondary Guidance and Counseling
- College Student Personnel Services

Although a special curriculum is not available for supervisors of student teaching, a student can arrange a program to qualify for such a position.

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. The program 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 his or her adviser and departmental committee are the guiding factors in program planning. Regardless of the plan of study followed, graduate work leading to the degree of Master of Arts in Education should constitute a cohesive, logically planned program, not merely an accumulation of credit in a variety of courses. Only selected students are admitted to candidacy.

Detailed information for each of the above programs, and specific requirements for each major, may be obtained from the head of the department offering the major. These include:
REQUIREMENTS FOR VARIOUS MAJOR

On each curriculum and for each major, the student who plans to receive the degree of Master of Arts in Education must meet the graduate requirements described on pp. 260 to 264.

Many programs at this level carry with them the requirements for certificate endorsement. In some cases, the student may be building up competency in a field in which he or she 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 that the student, with the help of his or her adviser and the departmental committee, may plan the graduate program which will best meet the student's individual needs.

Worksheets showing the specific requirements of each major and emphasis are available in the office of the department which offers the major.

EARLY CHILDHOOD EDUCATION

Major in Early Childhood Education

This major is structured to increase the student's competence in working in educational programs for children from birth through 7 years of age, and is designed to prepare teachers, directors, consultants, and supervisors for various educational programs such as day care centers, public and private nursery/preschools, and kindergartens. The student must be a fully certified nursery school/kindergarten teacher (Endorsement 53) prior to the completion of this major. In addition to the Professional Core, the major requires the following:


Electives to complete the minimum total of 30 semester hours will be selected with the approval of the adviser and departmental Graduate Board.
EDUCATIONAL MEDIA
Major in Educational Media

This major is designed to prepare educational media specialists for a variety of professional positions in educational settings, including: school building level, school district level, vocational-technical school, junior college, and university. The student must hold certification valid for either elementary or secondary school teaching to meet requirements in Iowa for endorsement as an Educational Media Specialist.

The major is available on both the thesis and non-thesis options for a minimum total of 30 semester hours on either option.


Electives: as recommended by the department.

EDUCATION OF THE GIFTED
Major in Education of the Gifted

The student must be fully certified to teach in the elementary or secondary schools upon completion of this program.

The Professional Core, 25:294 and 20:214 or 26:234 or the equivalent, plus two years of teaching experience and permission of the head of the Department of Curriculum and Instruction are prerequisite for entering the program core.


Electives from a suggested list; these electives must be selected in consultation with the student's graduate adviser.

EDUCATIONAL PSYCHOLOGY
Major in General Educational Psychology

Competency is required through examination or the following courses: 40:008, 20:100 or 20:116; 25:181; 25:180.

Required: A minimum of 20 semester hours in courses numbered with the prefix 20, 25, 26 or 40; 15 hours must be chosen from a selected list.

A student who expects to teach in college should take: 27:250 and 27:252.

Major in School Psychology

For a recommendation for certification as a school psychologist (Endorsement 40), the student must complete the master's degree and have accumulated a minimum of 60 semester hours of graduate work as approved by the Department of Educational Psychology and Foundations.

Competency is required through examination or through the following courses: 25:181; 25:180.


Some of these courses required may be satisfied by previous undergraduate work.

Electives as recommended by the department.
Major in Teaching

This major is designed to serve the professional needs of experienced teachers.

Required: A minimum of 30 semester hours as follows:

Component I: Advanced Professional course work ..................... 8-12 hours
Component II: Theoretical-Philosophical course work ..................... 8-12 hours
Component III: Advanced Academic course work in one
department ..................... 8-12 hours

ELEMENTARY EDUCATION

Major in Elementary Education

The student must be fully certified to teach in the elementary school prior to the completion of the major. In addition to the common Professional Core, the student must complete an elementary education core and the requirements for one of the following four emphases within the major: General Curriculum, Mathematics, Science, and Social Studies.

The program is designed to strengthen the student as an elementary teacher in the major areas of the curriculum or to permit the student to specialize in one content area in order to function as a team leader or as a stronger teacher in a departmentalized system.


Required emphasis (select one):

General Curriculum: 21:243; two courses from 21:141, 21:242, and 80:280; and an advanced course in Elementary Reading.


Science: 21:212; 21:242; 82:130; and 2 to 4 hours in advanced courses in science to fulfill individual needs.

Social Studies: 21:213; 21:243; and 4 to 8 hours in advanced Social Studies courses.

Electives to complete the program as approved by the student's adviser and the departmental Graduate Board.

READING

Major in Developmental Reading and Language Arts — Elementary

The student must be fully certified to teach as an elementary teacher prior to completing this major. Competency is required through examination or the following courses: 20:100; 21:044 or 62:165; 23:110 or 23:130.


Required: 2 additional hours of 23:289 as specified by the Department of Curriculum and Instruction.

Required: 3-6 hours from the following supporting areas: linguistics, library science, art, music, physical education, English, speech pathology, speech.

Major in Developmental Reading — Secondary

These courses satisfy the requirements for approval as a secondary reading teacher. The student must be certified to teach in secondary schools. Competency is required through examination or the following courses: 20:116; 23:130; 23:132; 25:180; 25:181; 62:165.


Recommended electives: 24:132; 23:114; 23:140; 23:244.
Major in Remedial Reading

This major satisfies course requirements for endorsement as a Reading Clinician. Student must be certified to teach in either the elementary or secondary schools. Competency is required through examination or the following courses: 20:100 or 20:116; 23:110 or 23:130; 21:044 or 21:144 or 62:165; 23:147; 23:148; 25:180; 25:181.


SCHOOL ADMINISTRATION AND SUPERVISION

The student must complete the usual degree and certification requirements as well as those for the particular endorsement to be requested; and must complete a minimum of one year of successful teaching appropriate to the major prior to graduation.

In addition to the general requirements, a student will be required to complete:
27:102; 27:204; 27:230
Practicum in an appropriate area.
A course in child growth and development, guidance and counseling, educational psychology, or in the area of the exceptional child.

Major in Secondary Principalship


Major in Elementary Principalship

Required: 27:221 and 27:220.

Major in Elementary Supervision


Note: Superintendent

The program for the preparation of the superintendent of schools is a two-year program. The requirements may be met by completing the appropriate Specialist in Education degree program or prescribed program beyond the master’s degree. A program sheet with specific details may be obtained from the departmental office.

SCHOOL BUSINESS MANAGEMENT

Major in School Business Management

This major is offered cooperatively by The Department of School Administration and Personnel Services and the Department of Business Education and Office Administration. Students completing the major in the Department of School Administration and Personnel Services are awarded the Master of Arts in Education degree; students completing the major in the Department of Business Education are awarded the Master of Arts degree. For the Master of Arts in Education, the program is as follows:


Electives as approved by chairman and co-chairman.

The student's chairman will be appointed by the Department of School Administration and Personnel Services and a co-chairman by the Department of Business Education. Candidacy and comprehensive examinations will be under the joint jurisdiction of the two departments.
SPECIAL EDUCATION

The student must be fully certified to teach in either the elementary or secondary schools (depending on the major chosen) prior to completing a major in this area.

Competency is required through examination or the following courses: 20:100 or 20:116 (whichever appropriate), and 22:150.

Major in Special Education

Required: Professional Core A.

Required: Competence through examination or course work at either the graduate or undergraduate level in 22:170, 22:171, 22:174, and 4 semester hours of 22:192 from tutorial, profound, preacademic, primary, intermediate, or secondary.

Required: Competence demonstrated through proficiency evaluation or course work at the graduate level in 22:184, 22:252, and 22:290 which must be taken concurrently.

Emphasis: The student may choose one of the following three emphases; and competency may be demonstrated through proficiency evaluation or course work.

Profound/Severe/Preacademic:

Required: 22:183; 22:253;
and 2-5 semester hours of electives from a selected list.

Elementary:

22:289 and 22:290 taken concurrently;
and 2-6 semester hours of electives from a selected list.

Secondary:

and 6-10 semester hours of electives from a selected list.

Note: Educational Strategist/Teaching Consultant Program

The special education offerings include an approval program for the preparation of special education resource strategists/teaching consultants which includes course work which is beyond the requirements for the master's degree but which may be completed near or at the end of the master's degree course work. The prescribed requirements for this program also may be completed while completing the appropriate Specialist in Education degree or after completion of the master's degree.

To be recommended for this approval, a student must have completed an acceptable master's degree (in special education or the equivalent), to be approved in at least one disability area (i.e., mental retardation, emotional disturbance, learning disabilities), have at least two years of teaching experience, and qualify for Endorsement 10, 20, or 35. A program sheet with specific details may be obtained from the departmental office.

A total of 28 semester hours is required as follows:

Phase I


Phase II

Required: 22:171; 22:192 (Group);

STUDENT PERSONNEL SERVICES

The student must complete the usual degree and certification requirements and those for the particular endorsement being sought.

Major in Elementary Guidance and Counseling


Student must be certified as an elementary teacher. One year of teaching experience or appropriate internship required for degree.

Major in Secondary Guidance and Counseling


Student must be certified as a secondary teacher. One year of teaching experience or appropriate internship required for degree.

Major in College Student Personnel Services

Competency is required through examination or the following courses: 25:180; 25:181.
Certification to teach is not required for this major.
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 certification and for graduate study without reference to teaching. The following majors are offered.

Art
Audiology
Biology
Business
Business Education
Chemistry
Communications Media
Counseling
Earth Science
English
English Linguistics
French
Geography
German
History
Home Economics
Industrial Arts
Library Science
Mathematics
Mathematics for Elementary School
Music
Music Education
Physical Education
Physics
Political Science
Psychology
School Business Management
Science
Science Education
Social Science
Sociology
Spanish
Speech
Speech Pathology
Teaching English as a Foreign Language
Technology
TEFL and Foreign Languages
Two Languages: French/German,
Spanish/French, German/Spanish

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 his or her adviser 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. Only selected students are admitted to candidacy.
REQUIREMENTS FOR VARIOUS MAJORS

On each curriculum and for each major, the student who plans to receive the master's degree must meet the graduate requirements described on pp. 260-264.

Major in Art

The program of each student will be determined after consultation with the departmental adviser and will be based on the student's background and needs. The department assumes that most candidates for a master's degree will have undergraduate preparation in the field of art.

On admission to graduate study of the student, the undergraduate record and a portfolio of work of each candidate will be evaluated to determine what, if any, undergraduate work must be made up before graduate hours will apply to a degree program. In the total preparation for a master's degree (both undergraduate and graduate work) a student is expected to have completed a minimum of sixty (60) semester hours in art, including at least 14 hours in art history. "Equivalent experience" will be taken into consideration by the evaluating graduate faculty group.

Three options are offered: the thesis, non-thesis, and the studio thesis. A minimum of 30 hours of applicable graduate work, including six hours of graduate art history, is required using any option.

The studio thesis will consist of an exhibition, performance, or project to be evaluated by an assigned thesis committee. Slides, reproductions, or other suitable visual record of the thesis are required to be filed, along with catalog information identifying the work. Examples from the thesis will ordinarily be selected and retained. In certain cases, a written statement may also be required by the evaluating committee if it seems pertinent to explain techniques, processes, or attitudes.

Before the master's degree is conferred, the student must demonstrate proficiency in the major area. Specific information relative to these requirements and options is available in the Office of the Department of Art.

Major in Audiology

The professional program in audiology is designed to prepare students for careers as clinicians providing services to the acoustically impaired, with primary emphasis on children in public schools. Recommendations for clinical certification will be given only upon completion of all academic requirements. Although this major is available in either the thesis or the non-thesis option, a thesis will be permitted only with the department’s approval. The thesis option is recommended for only superior students who plan to continue their study beyond the master’s level. The non-thesis plan requires four additional semester hours of course work.

Required in audiology: 27 semester hours of the following courses — 51:265; 51:270; 51:271; 51:272; 51:273; 51:274; 51:275; 51:258; 51:289.

Required in a related or tool area: 6 semester hours in courses to be selected by the student as approved by the student’s adviser.

To meet certification requirements in Audiology of the American Speech and Hearing Association, a student is required to have 12 semester hours in the area 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,
c) linguistic and psycho-linguistic variables related to normal use of speech, language or hearing;

and six (6) semester hours in Speech Pathology. The specific courses to be taken will be chosen in
consultation with the student’s adviser and may be taken before or concurrently with the major sequence, although they are not part of the major sequence.

**Comprehensive examination:** every student is required to write a six (6) hour examination which would normally be taken during the final semester of study.

A minimum of 300 clock hours of varied and supervised clinical experience is required for the major. All students are required to participate in professional activities a minimum of 15 clock hours per week. Time spent in supervised clinical activities may be counted toward the 300 clock hours of direct supervised clinical work required for ASHA certification as well as audiology practicum.

**Major in Biology**

This major is available on both the thesis and non-thesis options. No core is required on either option. Prospective majors must complete an application with the department prior to beginning their programs. Graduate record examination (GRE) scores for aptitude and for advanced biology tests must also be submitted to the department.

Required: 84:292; 83:200.

Required: 84:189g or 84:289 — 2 hrs. (at least one hour must be 289).

Minimum number of hours for the non-thesis option is 37 semester hours, 34 hours plus a three-hour research paper. At least 23 hours must be in the field of biology.

Minimum hours for the thesis option is 30 hours, of which 6 hours is the thesis. At least 12 hours exclusive of research and thesis must be in the Biology area.

**Major in Business**

The program for this major leading to the Master of Arts degree is being phased out, and beginning with the 1975 Fall Semester students have not been permitted to make an initial enrollment under this program. The Master of Arts degree with a major in Business will not be awarded after August 31, 1980.

All students wishing to make the transition from the M.A. in Business program into the Master of Business Administration program should consult with the graduate program adviser."

The major in Business is a non-teaching program designed to qualify men and women for creative leadership in a dynamic business society. Admission to candidacy for the degree is dependent upon the candidate’s undergraduate record and test scores on the Graduate Management Admission Test. The GMAT examination must have been taken prior to enrollment in the program.

The length of the program will depend upon the candidate’s undergraduate background and business experience. Both the thesis and the non-thesis options are available for the majors in Business. For either option the program is:


Electives: Minimum of 12 hours for non-thesis
Minimum of 6 hours (plus thesis) for thesis.

Electives must be approved by the candidate’s graduate committee and selected from the fields of business, economics, mathematics, anthropology, sociology, or psychology.

Candidates selecting the non-thesis option must write a major research paper for which no credit will be given. The candidate must make a formal oral defense of this paper before the graduate faculty of the School of Business.
Major in Business Education

This major is offered in two emphasis areas: the Business Education Teaching Emphasis and the Office Administration Emphasis. Both the thesis and non-thesis options are available in either emphasis of the major.

The Business Education Teaching Emphasis provides for the needs of business education and vocational business education teachers who wish to continue their education at a higher level. Two core options are available:

I. Business Education Teaching — for students preparing for business education teaching positions in junior and senior high schools and junior and community colleges.

II. Vocational Education Teaching — for students who wish to be certified as a teacher-coordinator for Distributive Education, Office Education, or Multi-Occupations programs.

Required for teaching emphasis: 25:294; 17:207; 17:210; 18:220.

Students completing the Vocational Education Teaching core must take a minimum of 10 semester hours of vocational education courses to receive vocational certification.

The Office Administration Emphasis is designed to qualify students for leadership positions in office occupations. Programs will be determined by the individual student’s needs and in consultation with the major adviser and advisory committee. Students must complete a minimum of twelve (12) semester hours of 200-level graduate courses, which may be selected from the fields of management, marketing, accounting, sociology, psychology, communications, and secretarial science.

Major in Chemistry

This major is available with or without teaching emphasis on either the thesis or non-thesis plan. A minimum of 30 semester hours is required for this major, and the total number of hours will depend upon the student’s undergraduate preparation and professional objectives.

Courses in chemistry to be applied to the M.A. teaching program must be beyond the requirements for B.A. Chemistry—Teaching, and courses in chemistry to be applied to the M.A. non-teaching program must be beyond the requirements for the B.A. Chemistry Major A. Individual programs will be worked out in consultation with the departmental graduate adviser.

All programs must include 82:200 or an equivalent course and at least three (3) hours of research, 86:299.

Professional Core B is recommended for two-year college teaching preparation.

All new graduate students should take an orientation examination, administered by the Chemistry Department, during registration or on the first day of classes. Policies on graduate study in chemistry must be obtained from the departmental office.

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 Chemistry Department office for information on the program.

Major in Communications Media

This major is offered by the Department of Curriculum and Instruction as a program in media production and message design for persons planning to work in non-school settings, and is available on both the thesis and the non-thesis options. A minimum of 30 hours is required for either option.

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. A teacher's certificate is not required. The student's baccalaureate degree may be in any field.


Electives: 16 hours from Educational Media and other academic disciplines related to the individual learner's area of emphasis. Selection of the emphasis shall be made in consultation with the students' adviser.

Major in Counseling

The program is designed for persons who plan to counsel in non-school settings such as churches, industry, student centers, employment services, domestic peace corps, job corps, and similar situations. Students who major in this area will complete a basic core of courses applicable to all preparing for work as counselors. Courses in psychology and measurement are provided as a background. Specific areas of interest and the professional field in which the person plans to work will determine the supporting course work and the appropriate electives. Since persons working on this major will be interested in counseling activities in settings other than that of education, there will be no necessity for the student to hold a teaching certificate. The student's baccalaureate degree may be in liberal arts or a profession, including teaching, however.

29:289 Agency Counseling — 2 hrs.

Required: a minimum of five (5) hours from a selected list.

Worksheets giving complete details of this program are available in the office of the Department of School Administration and Personnel Services.

Major in Earth Science

Each student who majors in Earth Science will complete Professional Core A or Professional Core B or a special core arranged by the student and his graduate committee.


Electives: As approved by the department; a minimum of 18 hours of graduate credit hours in earth science.

A maximum degree of flexibility is permitted so that each program of studies can be adjusted to the particular needs of the individual. The total number of graduate hours required for the major will depend upon the student's undergraduate preparation. A minimum of 30 graduate credit hours is required for this major.

A research paper in earth science is required of students on the non-thesis program. Credit may be earned for the paper by enrolling for 87:299. It is expected that the paper and research will involve field and laboratory study.

Major in English

The major in English is available on both the thesis and non-thesis options. Students choosing the non-thesis option will also select one of three emphases: (A) Literature emphasis — no professional core; (B) Teaching English in Middle, Junior High, and Secondary School emphasis — Professional Core A; (C) Teaching English in Community Colleges emphasis — Professional Core B.

Before being admitted to degree candidacy, graduate students are required to meet with a departmental committee for a Candidacy Interview. Students should arrange with the Coordinator of English Graduate Studies to complete this interview during the first semester of their
course work. The departmental Candidacy Interview Committee may require a candidate to complete additional course work above the minimum hours specified for the selected option or emphasis. In such cases, these hours will be specified at the time of the interview.

Candidates for this major must achieve a cumulative grade point average of at least 3.00 for all course hours taken in the Department of English Language and Literature.

I. **Thesis Option**

   Students selecting this option are required to take the Advanced Test, “Literature in English,” in addition to the Aptitude Tests of the Graduate Record Examinations.

   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.

   Required: minimum of 30 hours including 9 semester hours of 200-level courses and 6 hours of 62:299 (Research) for the thesis.

   Required: 62:201

   Electives: planned with adviser and subject to approval of Candidacy Committee — 21 semester hours.

   Students selecting the thesis option are required to take the final Comprehensive Examination, Part One (Core Reading List).

II. **Non-Thesis Option**

A. **Literature Emphasis (no professional core)**

   Students selecting this emphasis are required to take the Advanced Test, “Literature in English,” in addition to the Aptitude Tests of the Graduate Record Examinations.

   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.

   Required: minimum of 30 semester hours including 15 hours of 200-level courses.

   Required: 62:201

   Electives: planned with adviser and subject to approval of Candidacy Committee — 27 semester hours.

   Students selecting this emphasis are required to take the Final Comprehensive Examination, Part One (Core Reading List) and Part Two (selected specialty).

B. **Emphasis: Teaching English in Middle, Junior High, and Secondary Schools (Professional Core A)**

   Students selecting this emphasis are required to take either the “Literature in English” or the “Education” Advanced Test in addition to the Aptitude Tests of the Graduate Record Examinations.

   Prerequisite for admission to candidacy on this emphasis is the Iowa Professional Certificate or its equivalent. Students admitted to candidacy are expected to have completed the following course work as undergraduates: one course in linguistics; one course in advanced writing; two courses in British literature; one course in American literature; one course in modern or ethnic literature; and 62:190 (Teaching of English). Three (3) semester hours of electives on this master’s program may be used to fulfill one of these prerequisites; however, any further
deficiencies must be taken in addition to the major’s requirements. Students who have not taken all the required prerequisite work should consult at once with the English department’s Coordinator of Graduate Studies in order to plan appropriate course work.

A minimum of 32 semester hours, including at least 15 hours of 200-level courses, is required for the Major in English with this emphasis, as follows:

**Required:**
- 20:214 or 26:234; 62:201; 62:207 or 62:291
- 62:165; 62:193; 23:130
- 63:190; one of the following: 63:192, 63:143, 63:156
- 6 hours in 200-level literature courses

*Students who have not had 28:138 (Secondary School Teaching) in English are required to take 62:297 (Practicum) — 1 hour.

**Electives:** 6 hours

Recommended electives: a course in journalism, film, speech, or drama; a course in reading or English education; at least one course in literature.

A student who has completed any of the required courses at the undergraduate level may elect other departmental courses to complete the required minimum total of 32 hours.

Students selecting this emphasis are required to take the Final Comprehensive Examination, Part One (Core Reading List) and Part Two (specialty in teaching English in middle, junior high, and secondary schools).

**C. Emphasis: Teaching English in Community College (Professional Core B)**

Students selecting this emphasis option are required to take either the “Literature in English” or the “Education” Advanced Test in addition to the Aptitude Tests of the Graduate Record Examinations.

Students admitted to candidacy on this emphasis are expected to have completed the following course work as undergraduates: one course in linguistics; one course in advanced writing; two courses in British literature; one course in American literature; and one course in modern or ethnic literature. Any deficiencies must be taken in addition to the major’s requirements. Students who have not taken all the required prerequisite work should consult at once with the English department’s Coordinator of Graduate Studies in order to plan appropriate course work.

Students completing this program may be recommended for endorsement to teach at the community college or junior college level. Note: All certification in Iowa requires a course in either American history or American government.

A minimum of 35 semester hours, including at least 15 hours of 200-level courses, is required for the Major in English with this emphasis, as follows:

**Required:**
- 20:189 (to be repeated once for total of 2 hours credit) or 20:214
- 23:130; 62:193; 62:201
- 63:192; 63:190 or 63:194
- 6 hours of 200-level literature courses
- 6 hours of 200-level literature courses
- 6 hours of 200-level literature courses

Electives: 3 hours

A student who has completed any of the required courses at the undergraduate level may elect other departmental courses to complete the required minimum total of 35 semester hours.

Students selecting this emphasis are required to take the Final Comprehensive Examination, Part One (Core Reading List), and Part Two (specialty in teaching English in community colleges).
**Major in English Linguistics**

This major is offered on both the thesis and non-thesis options for a minimum total of 50 semester hours on either option.

Before being admitted to degree candidacy, students are required to meet with a departmental committee for a Candidacy Interview. Students should arrange with the Coordinator of TEFL/Linguistics to complete this interview during the first semester of their coursework. The departmental Candidacy Interview Committee may require a candidate to complete coursework in addition to the minimum of 30 semester hours required for a master's degree. In such cases, this work will be specified at the time of the interview.

Required: 63:254; 63:256
Required: 63:280 to be taken each semester offered up to a maximum of 3 semester hours credit

The remainder of the 30 hours shall be selected by the student in consultation with an adviser. Such electives may include appropriate courses from outside the discipline (e.g., foreign language, philosophy, mathematics, anthropology, psychology, speech pathology, or literature).

It is recommended that all students acquire some knowledge of at least one of the following: computer programming, mathematical logic, or set theory. A student who has taken any of the required courses or their equivalents may substitute electives for these hours.

Candidates for this degree program must achieve a grade point average of at least 3.00 for all courses taken in the Department of English Language and Literature.

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 specifically designed examination. International students must have achieved a 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 as a Foreign Language courses at the discretion of the TEFL and Linguistics faculty. Work taken to satisfy the language proficiency requirement does not count toward the 30 semester hours required to complete the program.

Students on the non-thesis option are required to take a comprehensive examination.

**Major in French**

This program prescribes no required courses. Each student's program will be determined by his or her needs and in consultation with his or her adviser. A minimum of 30-32 hours is required for both the thesis and non-thesis options.

**Major in Geography**

All students planning to enroll in this major must take diagnostic examinations before beginning graduate work. The core of these examinations will be subject matter from the following courses: 97:010 or 97:025; 97:031; 97:109; 97:150. The student must also demonstrate familiarity with geographic thought and methodology, and facility with material covered by the course 97:060. These examinations are required in order to assist in recommending specific courses which the student should take.


Required: thesis, or a research paper as prescribed by the department.

Students must take a final examination, written and/or oral, at the discretion of the Geography faculty.
Major in German

This major is available on both the thesis and the non-thesis programs. A minimum of 30-32 hours is required for either option.

Required: 74:201 or equivalent; 74:203 or equivalent, 74:250.

The remainder of the program will be determined by the student's needs in consultation with his or her advisor.

Major in History

This major is available on either the thesis or non-thesis option with a minimum of 30 semester hours required for each (thesis, 24 hours plus 6 hours credit for the thesis). A research paper is required on the non-thesis option. Prospective majors must consult with the department head about further requirements prior to beginning their programs.

Required: 96:290 or 96:292; 96:193; and
96:289 United States Historiography or 96:289 European Historiography or another approved historiography course.

Students must take a final comprehensive examination, both written and oral.

A reading proficiency in a foreign language is recommended. This is particularly essential for those persons intending to pursue graduate studies beyond the M.A. degree.

Students must take 3-6 semester hours outside the field of history.

Major in Home Economics

A minimum of 30 semester hours is required in both the thesis and non-thesis options for this major. Up to 20 additional hours may be required if, upon entering the graduate program, the student lacks the equivalent of an undergraduate major in the graduate emphasis. Students wishing to pursue the emphasis in Home Economics Education must qualify for an Iowa Home Economics teaching certificate or fulfill the requirements for such certification in their master's degree program. Total hours for the thesis option includes six (6) semester hours of credit for the thesis. Students electing the non-thesis option are required to write a research paper and take a written comprehensive examination on their graduate program. Two emphases are offered in this major.

Required for both emphases: 31:281

Electives must be approved by the departmental graduate committee, and may include courses in related disciplines such as chemistry, biology, art, psychology, educational psychology, counseling, social work and/or sociology.

I. Emphasis in Home Economics Education

Required: 31:280; 31:282 or 31:284; 31:283

II. Emphasis in Family Life

Required: 31:252; 31:250 or 31:251; 31:290

At least 15 of the total hours for either program must be in the emphasis area selected. 31:281, 31:282, 31:284, 31:285, 31:286, and 21:289 may be counted toward either emphasis depending upon the content of the course.
Major in Industrial Arts

The industrial arts major is available on both the thesis and non-thesis options. A minimum of 30 semester hours is required for the thesis option, and 32 semester hours for the non-thesis plan.

Required for Professional Core A (K-14 teachers): 20:214 or 26:234; 33:214; 33:226; 33:228; 33:270 (6 hours) or thesis; 33:292.


Required for Departmental Core (individually planned programming): 33:292; 33:270 (6 hours) or thesis; and program requirements based on student's needs and interests as cooperatively planned by student and adviser and approved by departmental Graduate Committee.

All students must complete a minimum of 40 semester hours in industrial arts counting both undergraduate and graduate courses. To be admitted as a candidate for the degree in this major, a student must have completed a minimum of 20 semester hours of undergraduate and/or graduate credit in industrial arts.

Candidates selecting the non-thesis option must write a formal research paper (usually initiated in 33:270) approved by the departmental Graduate Committee.

Major in Library Science

Applicants for the master's degree must hold or be eligible for the Iowa Professional Certificate or its equivalent upon completion of the degree.


Additional course requirements for either the thesis or non-thesis plan will be determined by the department. Requirements will be governed largely by certification needs.

Non-thesis plan requires a minimum of 32 semester hours.

Major in Mathematics

This major requires as a prerequisite a bachelor's degree with a major in mathematics or the equivalent. It prescribes no specific graduate courses; upon successful completion of the Candidacy Examination, the individual student programs are chosen with the help of the student's committee chairman.

A minimum of 30 semester hours is required for both the thesis and non-thesis options.

Students expecting to teach may choose one of the two core programs; however, no core is required for this program.
Major in Mathematics for Elementary and Middle Schools (K-9)

This major is intended for teachers and supervisors. Candidates are expected to hold appropriate certification or to provide for it in the program.


Notes:

1. The department may substitute as many as 2 credit hours from 80:133, 80:233, 80:285, 80:286, and 80:297 for courses in the categories of “Mathematics Education” and “Mathematics Content.”

2. The department may substitute 6 credit hours from 80:299 for courses listed in the three categories for students on the thesis option. This will normally be accomplished by reducing the required credit hours in each of the above categories by 2 credit hours.

3. A student on this major must have completed 80:134 (or the equivalent) as an undergraduate or else complete this course as a graduate student in addition to the preceding requirements.

4. The specific courses on a student’s program will be selected by the student and his or her adviser.

MUSIC

(Students wishing to take courses for graduate credit in the School of Music, or wishing to pursue a degree program in this department, should 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.)

Two major programs of study lead to the Master of Arts degree in music: the major in Music Education which serves the needs of public school teachers who wish to continue their training at a higher level, and the major in Music which involves a course of study comprising a minimum of specialization and a maximum of curricular flexibility.

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 and music history, 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 remedial courses to make up any deficiency; such remedial courses will not count toward degree requirements.

In addition to other requirements, the student must pass a comprehensive examination which preferably will take place after completion of course work required for the degree. Students who do not complete a recital or thesis also must pass a written examination prior to the oral examination. For discussion of credit for applied music under the M.A. degree, see page 196.
Students on either major program may elect Professional Education courses from either Professional Core A or Professional Core B to fulfill electives.

**Major in Music**

This major is offered on both the thesis and non-thesis options for a minimum of 30 hours. Students selecting the non-thesis option will write a research paper.

- **Required:** 52:221; 58:210; 58:211;  
  Music history and literature (59:xxx) — 6 hrs.;  
  Applied music (54:1xx) — 4 hrs.  

- **Electives:** Music (all areas except applied music) — 8 hrs.  
  Other electives as approved by the department — 6 hrs.

**Major in Music Education**

This major is offered on both the thesis and non-thesis options for a minimum total of 30 hours.

- **Required:** 52:221; 58:210; 58:211;  
  Music literature (59:1xx) — 6 hrs.  

- **Required specialization:** 57:220; 57:289 (Music Education — 3 hrs); plus seven (7) hours from one of the following areas:
  
  A. Choral-General Area: 56:110; 56:122; 56:135; 57:130; 57:148; 57:165; 57:190; 57:240; 57:250; 57:289 (General Music)  

- **Electives:** 6 semester hours approved by Graduate Coordinator.  
  *Students whose career plans include research activity or graduate work at the doctoral level in Music Education should pursue a thesis option, in which case the six hours of electives shall be in Research, 52:299.

  A maximum of four (4) semester hours of applied music (54:1xxg) may be used as electives on the non-thesis option. The non-thesis option requires the completion of a research paper.

**Major in Physical Education**

This major is available only to students taking Professional Core A or B. A minimum of 30 hours is required on the thesis option, and a minimum of 32 hours on the non-thesis plan. The student must have at least 40 semester hours of physical education at the undergraduate and graduate level, exclusive of activity courses.

- **Required:** 42:273.  
  Electives as recommended by the departmental committee.  
  Candidacy and comprehensive examinations will be required of all students.

**Major in Physics**

Two emphases are available.

**PHYSICS TEACHING (Secondary).** The program is for high school teachers, and Professional Core A or a departmentally approved core is required. The total number of hours required (minimum of 30) will depend upon the student's undergraduate preparation. Both non-thesis and thesis options are available but non-thesis is recommended unless the student has a large number of undergraduate credits in physics.
PHYSICS TEACHING (Junior College). Professional Core B or a departmentally approved core is required. However, Professional Core B must be taken by students who do not hold (or who are not eligible to hold) an Iowa Professional Certificate endorsed for Junior 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.

Both programs require 82:200 unless a suitable undergraduate course is approved as a substitute.

88:120, 88:130, 88:131, 88:157, and 88:158 may not be used for credit on this major.

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. For the thesis plan, a minimum of 24 semester hours plus 6 hours for the thesis is required. A student on the non-thesis plan must complete a minimum of 33 graduate hours.


A student may, with departmental approval, take as much as 12 hours in other disciplines. Each student’s program will be determined by individual needs and in consultation with the student’s adviser and graduate committee.

All students must take a final comprehensive examination, both written and oral.

Major in General Psychology

This program is designed to provide strong basic training in experimental design, scientific methodology, and the analysis and interpretation of data; familiarize students with research and theory in several major areas of psychology; and provide direct experience in evaluating, planning, conducting, and reporting research projects. In addition to meeting general university admission requirements, applicants must submit to the department Graduate Record Examination scores for aptitude and advanced psychology tests, and three letters of recommendation. Students must also complete a departmental application form.

Note: All core courses assume at least one undergraduate course in the same area as a prerequisite.


Required: 40:297 (1 hr.); 40:299 (2 hrs.); thesis (6 hrs.); and one 3-hour course (may be 100g level) in each of the following areas: developmental, social, biological, for a total of 9 hours.

Electives: minimum of three (3) hours.

A minimum of 36 semester hours, including the thesis, is required for this major.

Major in School Business Management

This major is offered cooperatively by the Department of Business Education and Office Administration and the Department of School Administration and Personnel Services. Students completing the major in the Department of Business Education and Office Administration are
awarded the Master of Arts degree; students completing the major in the Department of School Administration and Personnel Services are awarded the Master of Arts in Education degree. For the Master of Arts degree the program is as follows:


Electives as approved by chairman or co-chairman.

The student's chairman will be appointed by the Department of Business Education and Office Administration and a co-chairman by the Department of School Administration and Personnel Services. Candidacy and comprehensive examinations will be under the joint jurisdiction of the two departments.

**Major in Science**

A minimum of 32 hours is required for this major. The student's total number of graduate hours will depend upon his undergraduate preparation. This major requires either a thesis or a research paper.

A student must complete 82:200 or an acceptable substitute.

Detailed information on this major, including directions for procedures to follow in planning an individualized program and in requesting assignment of an adviser, may be obtained from the Dean of the College of Natural Sciences, UNI, or the Dean of the Graduate College.

A chemistry-physics teaching program is available with this major. Detailed information may be secured in the Chemistry Department office or the Physics Department office.

**Major in Science Education**

Major offered on both the thesis and non-thesis option. Program requires a minimum of 32 semester hours.

Required: 82:280; 82:200 (or acceptable substitute); 28:250 or 8x:297; 25:294 or 84:292 or 86:292 or 87:292 or 88:292.

Required: At least 12 hours in one and no less than 6* hours in a second of the following disciplines: biology, chemistry, earth science, and physics (*or in closely related courses in disciplines different from the 12-hour emphasis).

Required: Minimum of 6 hours as optioned —

Thesis option — thesis in science education or a laboratory science; Non-thesis option — electives as approved by the Science Education Coordinating Committee.

**Major in Social Science**

This major is available only to students taking Professional Core A or B. A student must select two areas of study, one of which should be his emphasis, from the following departments:

- Economics
- Geography
- History
- Political Science
- Sociology and Anthropology

Inquiries for additional information on this major should be directed to the graduate coordinator of social science, College of Social and Behavioral Sciences or to the Dean of the Graduate College.
Major in Sociology

The major in sociology is available only on the thesis option. A minimum of 30 hours, including six (6) hours of research credit is required.


Electives: at least 12 hours in sociology with three of these elective hours at the 200 level. Candidates for the degree may take six hours outside sociology. These electives must be approved by the Department of Sociology.

A reading knowledge of a foreign language is recommended.

Comprehensive examinations, written and/or oral, at the discretion of the department.

Students entering graduate study in this department should have taken the following courses or should be able to demonstrate competency in them: 98:058, 98:060, 98:080, 98:085, and 98:170.

Major in Spanish

The major in Spanish is available on both the thesis and non-thesis options; a minimum of 30-32 hours is required for either option. Half of the course work taken (12 hours for the thesis option, 15 hours for the non-thesis option) must be at the 200 level. In the case of the non-thesis option, a research paper must be approved by the candidate's committee and filed with the Department of Modern Languages before the comprehensive examinations may be taken.

Required: a minimum of 8 hours in literature courses
          a minimum of 8 hours in linguistics and/or grammar courses

The remainder of the program will be determined by the student's needs in consultation with his or her adviser. No more than six (6) hours in Written Translation or six (6) hours in Oral Translation may be applied toward this major.

Major in Speech

A student may seek a general program or specialize in Interpretation, Communication/Public Address, or Theatre. The major is available only on the thesis plan, and requires a minimum of 30 semester hours.

Required: 50:225;
          one graduate seminar;
          six (6) hours of research/thesis;
          plus nine (9) hours of 200-level courses.

At least twenty (20) hours must be taken from departmental courses. Comprehensive examinations are required of all students in this major.

Students taking Professional Core A or B must take 50:230 and 50:233.

Detailed information on the major, including directions for procedures to follow in planning an individualized program and requesting assignment of an adviser, may be obtained from the head of the Department of Speech.
Major in Speech Pathology

This major is available on two plans (A and B), both of which have the following requirements in common. These requirements 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 and must precede additional work in speech pathology.

Required in speech pathology: *51:010; *51:105; *51:106; *51:111; *51:125; *51:135; *51:150; *51:155; *51:156; *51:165; *51:195; *51:196; 51:130; 51:140; 51:240; 51:241; 51:255; 51:275; 51:290.

Required in physics: *88:008.

The student, in consultation with his adviser, must choose electives to meet the American Speech and Hearing Association requirements in basic and related areas.

In addition to the above courses, the student must complete 150 clock hours of supervised clinical practice. Neither Professional Core A nor Core B are required on this major.

Plan A. A minimum five-year program based on an undergraduate teaching major. The non-thesis option will require 30 to 36 semester hours, depending upon the previous preparation of the individual student.

The professional program in speech pathology is a program of both undergraduate and graduate courses leading to a Master of Arts degree. Recommendation for certification in speech pathology is made only upon completion of the combined undergraduate-graduate program. This program is designed primarily to prepare students for careers as clinicians providing remedial services to the speech and hearing handicapped, with emphasis on children in public schools.

A student on this program must complete all the requirements for the B.A. degree, Speech Pathology Major - Teaching, and must meet all the requirements for admission to graduate work at UNI, and complete all other requirements for the master’s degree.

The completion of the undergraduate major or its equivalent will be considered adequate undergraduate preparation for the graduate portion of the program. Deficiencies in undergraduate preparation must be made up before the student can begin his graduate sequence in speech pathology.

Plan B. This program is for students who do not desire formal teaching certification but who will be eligible for the Iowa Statement of Professional Recognition in speech pathology. If the student has no previous school experience and no teaching certification, the student will take 51:195 and 28:250. If the student's undergraduate major was other than speech pathology, he will complete the same work as the other students plus any deficiencies in background work.

Note: The maximum academic load, per semester, for any regular graduate student in speech pathology is 12 semester hours of course registration. In addition, as an integral part of the training program, students are assigned part-time professional activities of a clinical and/or research nature. These activities are commensurate with each student's abilities and professional goals. Time required for such activities is approximately 10 hours per week. No registration is required for these part-time professional activities and no academic credit is given; however, clock hours spent in direct, supervised, clinical work will be counted toward ASHA certification. This requirement applies to all graduate students in speech pathology who are enrolled for more than six semester hours. Part-time professional activities are in no way connected with or related to the awarding of an assistantship or fellowship.
Major in Teaching of English as a Foreign Language

All students who have not had the following courses, or the equivalent, must include these courses as part of their graduate major: 63:130; 63:156; 63:154; 63:192; 63:194. Students selecting the non-thesis option are strongly recommended to take six (6) hours of education and/or psychology, chosen to meet their individual needs.

Before being admitted to graduate degree candidacy, students are required to meet with a departmental committee for a Candidacy Interview. Students should arrange with the Coordinator of TEFL and Linguistics to complete this interview during the first semester of their coursework. The departmental Candidacy Interview Committee may require a candidate to complete course work in addition to the minimum of 30 semester hours required for a master's degree. In such cases, these hours will be specified at the time of the interview.

Required: 63:292; 63:297

Required: 63:280 to be taken each semester offered up to a maximum of three (3) semester hours credit.

Candidates for this degree program must achieve a cumulative grade point average of at least 3.00 for all courses taken in the Department of English Language and Literature.

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 specifically designed examination. International students must have achieved a 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 as a Foreign Language courses at the discretion of the TEFL and Linguistics faculty. Work taken to satisfy the language proficiency requirement does not count toward the 30 semester hours required to complete the major program.

Students on the non-thesis option are required to complete a comprehensive examination.

Major in Technology

This major requires a minimum of 33 semester hours and is available on both the thesis and non-thesis options in three specific emphases.

The candidate must:

1) possess a baccalaureate degree in technology, industrial arts, mathematics, physics, engineering, or some related field;

2) have earned a minimum of 8 semester hours of college mathematics and 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);

3) have earned a minimum of 15 semester hours in a major technical field and 8 semester hours in supporting technical subjects;

4) have or acquire one year of recent and significant trade or technical experience in industry in his particular field of emphasis.

The successful completion of a written Departmental (Department of Industrial Technology) Candidacy Examination is required in all three emphases, and students on non-thesis programs must successfully complete a written final comprehensive examination. In addition to the above, the emphases in Vocational-Technical Teaching and in Vocational-Technical Education Supervision and Administration must have credit in the following courses (or their equivalent): 33:101; 33:181; 33:188; and 33:191. These courses do not apply for credit on the major.

EMPHASIS IN VOCATIONAL-TECHNICAL TEACHING

Required: 27:250; 33:214; 33:270 (6 hours); 33:292; 33:297; 80:170.

Electives as approved by the department from a selected list.
EMPHASIS IN VOCATIONAL-TECHNICAL EDUCATION SUPERVISION AND ADMINISTRATION
Electives as approved by the department from a selected list.

EMPHASIS IN INDUSTRIAL SUPERVISION AND MANAGEMENT
Electives as approved by the department from a selected list.

Major in TEFL and Modern Languages
The major is normally available on only the non-thesis basis. A minimum of 31 semester hours is required. The student who has not completed 7x:101 and either 63:130 or 63:125 (or the equivalent) before entering the master's degree program must add these courses to the requirements stated below. There is no separate modern language requirement.

Required: 63:192; 63:194; 63:256 or 63:285; 63:292; 63:297; at least one semester or 63:280; for a total of 16 hours.

Required: one of the following language emphasis for a minimum total emphasis of 15 hours of which six (6) hours must be at the 200-level.

**French:** 72:124 or 72:125; 72:180; 72:203 or 72:207; 70:190; plus course(s) approved by the graduate French adviser.

**German:** 74:123; 74:180; 74:203; 70:190; plus course(s) approved by the graduate German adviser.

**Spanish:** 78:123 or 78:140 or 78:152; 78:107 or 78:180 or 78:185 or 78:195; 78:203 or 78:205; 70:190; plus course(s) approved by the graduate Spanish adviser.

Note: International students must have achieved a 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 by attending 63:105 or 63:106 at the discretion of the TEFL and Linguistics faculty. Neither 63:105 nor 63:106 may be counted for credit on the TEFL and Modern Language program.

This major does not make one eligible for certification 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 joint jurisdiction and supervision of the heads of these two departments.

Major in Two Languages: French/German, Spanish/French, German/Spanish
The two-language major in Modern Languages is available on the non-thesis option only. A minimum of 32 semester hours is required, of which at least seven (7) hours in each language must be on the 200 level.

Required in each language: a 200-level course in literature;
- a 200-level course in linguistics;
- a course in culture and civilization.

The remainder of the program will be determined by the student's needs and through consultation with his or her adviser.
Master of Business Administration Degree

Graduate study in business at UNI provides a broad, integrated program with emphasis in the functional areas of business and on selected, specialized techniques in order to provide a 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, technical sciences, or engineering, as well as those with degrees in business.

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 within the field of business administration.

Admission to candidacy for the Master of Business Administration degree is dependent upon the quality of the applicant's undergraduate record and a test score on the Graduate Management Admission Test. The GMAT must be taken prior to unqualified acceptance into the program.

Major in Business Administration

This major is designed to qualify men and women for creative leadership in business. Students who enter the program with the undergraduate requirements of a baccalaureate degree in one of the areas of business will normally require 30 semester hours to complete the program; those who enter the program with a baccalaureate degree in an area other than business may be required to complete a proportionately greater number of hours. Candidates will be required to pass a comprehensive examination in the last semester of the program.


Electives: a minimum of 6 hours.

Detailed information for the M.B.A. may be obtained from the School of Business, UNI.
Master of Music Degree

Students wishing to take courses for graduate credit in the School of Music or wishing to pursue a degree program in the School of Music should consult with the Graduate Coordinator 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) a college or secondary school teaching career, (2) a performance career as a professional musician or composer, or (3) further graduate work at the doctoral level. The following majors are offered:

Composition
Conducting
Music History
Performance

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, composition, 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.
- Music History majors: scholarly paper.
- Performance 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 and music history, and (if necessary) 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 may not be counted toward degree requirements.

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.

Major in Composition

This major requires a minimum of 30 semester hours and the completion of a composition recital acceptable to the student's recital committee.

Required: 52:221; 58:210; 58:211;
Applied composition (54:2xx) — 8 hrs.;
Music literature (59:xxx) — 6 hrs.

Electives: 10 hours primarily in the areas of Music Literature and Theory.
Major in Conducting

This major requires a minimum of 30 semester hours completed in the following program:

**Graduate Music Core — 12 hours**
- Required: 52:221; 58:210; 58:211; and
- 6 hours of Music Literature from any 59:1xxg courses.

**Specialization — 18 hours**
- Required: 56:211 or 56:222 (for 6 hours); 59:131 or 59:142 (for 3 hours); plus two (2) hours in Ensembles (participation required each semester of residence)
- Electives: as approved by adviser for a total of 7 hours.

**Additional requirements:** Conducting recital/document
Piano proficiency

Major in Music History

This major requires a minimum of 30 semester hours and the completion of a thesis in music history.

- Required: 52:221; 58:210; 58:211;
- 59:299 Research for thesis — 6 hrs.;
- Music literature (59:xxx) — 13 hrs.
- Electives: 5 hours (maximum of 2 hrs. may be in applied music.)

Major in Performance

This major requires the completion of a minimum of 30 hours and a performance recital acceptable to the student’s recital committee.

- Required: 52:221; 58:210; 58:211;
- 59:120 (2-4 hrs.);
- Applied music (54:2xx) — 10 hrs.
- Music literature (59:xxx) — 6 hrs.
- Electives: 4-6 hours primarily in the areas of Music Literature and Theory.
- Additional requirements: Two successful applied jury examinations; and for voice majors, demonstrated proficiency in foreign languages.
## OUTLINE OF ORGANIZATION AND REQUIREMENTS FOR MASTER’S DEGREES, UNIVERSITY OF NORTHERN IOWA

### MASTER OF ARTS IN EDUCATION

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### MASTER OF ARTS

| 1. Graduate study in field specialization | 1. Thesis plan (open to all) |
| 3. Preparation for college training | 1. Unconditional admission to graduate study |
| | 2. General graduate examination(s) and dept. candidacy examinations passed |

**Core A**

(1) 20:214 or 26:234 — 2 hrs.  
(2) 25:294 — 3 hrs., or departmental research course  
(3) Methods course in major field, or 200-level course in Education or Teaching

**Core B**

(1) 27:250 Teaching in College — 3 hrs.  
(3) 297 Practicum — 2 hrs.

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**MASTER OF BUSINESS ADMINISTRATION** — See p. 291 for specific information.  
**MASTER OF MUSIC** — See p. 292 for specific information.
Specialist in Education Degree

The Specialist in Education degree is designed to serve a qualitative need for highly trained specialists in various fields of educational endeavor. Many salary schedules have recognized advanced preparation beyond the master's degree, but such recognition is often based on a collection of hours not necessarily representing a planned program of study. The Specialist in Education degree requires careful planning with the resultant advantages. It is a program designed to meet the needs of students in professional areas in which the master's degree is not sufficient, but in which the rigorous research emphasis of the doctorate is not necessary. The sixth year of preparation is being recognized in certification standards of several states and as a membership requirement in the American Association of School Administrators.

The program 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. Persons majoring in a professional area of specialization will take work in cognate fields to help develop this broadened base of understanding, such work to be determined in cooperation with the student's adviser. At the same time the program is flexible enough to permit variation in accord with individual backgrounds and aspirations. The flexibility is such that persons with the master's degree in either professional education or in an academic area may participate in the program.

Majors are available in the following areas:

CURRICULUM AND SUPERVISION
  Curriculum Coordinator
  Elementary Consultant
  Secondary Consultant

EDUCATIONAL PSYCHOLOGY
  Evaluation
  School Psychology

READING
  Reading Clinician

SCHOOL ADMINISTRATION
  Superintendent
  Elementary Principal
  Secondary Principal

SCHOOL BUSINESS MANAGEMENT
  School Business Management

SPECIAL EDUCATION
  Special Education:
    Administration Emphasis
    Curriculum Consultant Emphasis

STUDENT PERSONNEL SERVICES
  Director of Guidance Services
  Elementary Guidance and Counseling
  Secondary Guidance and Counseling
  College Student Personnel Services

BUSINESS EDUCATION
  Business Education

INDUSTRIAL ARTS
  Industrial Arts
Detailed information for each of the above program areas may be obtained from the head of the department offering the major. These include:

- Department of Curriculum and Instruction
  - Reading

- Department of Educational Psychology and Foundations
  - Educational Psychology

- Department of School Administration and Personnel Services
  - Curriculum and Supervision
  - School Administration
  - School Business Management
  - Student Personnel Services

- Department of Special Education
  - Special Education

- Department of Business Education and Office Administration
  - Business Education

- Department of Industrial Technology
  - Industrial Arts

The programs leading to this degree are open to students who hold a master's degree from an accredited graduate school, who have had at least one year of teaching experience, and who meet the requirements set forth below.

With special approval, the student may work directly toward the Specialist in Education degree without going through a master's degree program.
Admission to Candidacy

A student must successfully complete the following examinations: (a) Miller Analogies test, (b) Professional Education Examination, and (c) Departmental Examinations; however, the major in College Student Personnel Services involves only parts (a) and (c).

A student's application, including program, must be approved by the departmental committee, the head of his or her department, the dean of the appropriate college and the Dean of the Graduate College. Normally the student may be admitted to candidacy during or immediately following the first semester of enrollment following the receipt of the master's degree, but capable students may be admitted to candidacy for the Specialist in Education degree at any time after being admitted for the master's degree.

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. The student must be eligible for certification as a teacher, if required for the major, before the degree will be granted. In some cases, appropriate certification endorsement will be recommended for those who meet the standards set by the university in conjunction with the appropriate certification agency. Receipt of the degree is not a necessary prerequisite to recommendation for the appropriate endorsement(s) unless state standards require such. Students seeking only specific endorsement will not be required to secure admission to candidacy, complete the thesis requirement, or take comprehensive examinations. A cumulative graduate grade point average of 3.00 or better will be required prior to recommendation for endorsement(s).

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 period of enrollment for the master's degree.

Certain limitations on the amount and kinds of credit must be observed:

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 p. 262.) Not more than six (6) hours of research credit can be included in the 30 (or more) hours of post-master's credit.

2. RECENCY OF CREDIT. Courses taken more than 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, 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 courses, and radio and television classes are the same as those for the master's degree. (See p. 261.)

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.

CANDIDACY. The requirements for admission to candidacy are described above.
ON-CAMPUS RESIDENCE. A student must have completed at least 18 hours in residence credit on campus, including one semester or two summer sessions of full-time 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 any. 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 normally be considered to involve about 6 semester hours of credit. 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 an Unfinished (U) 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 Dean of the Graduate College may authorize an extension of time for the completion of an Unfinished in Research up to one additional calendar year but if at the end of that time the work has not been completed, the grade of U 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 will appoint 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 p. 263.

APPLICATION FOR GRADUATION. The same regulations apply as for the master's degree. See p. 263.

ATTENDANCE AT COMMENCEMENT. The same regulations apply for the master's degree. See p. 264.

REQUIREMENTS FOR VARIOUS MAJORS

Course work requirements for the Specialist in Education degree are defined in terms of a two-year graduate program, including work taken on the master's degree. A minimum of 60 semester hours is required for completing the program.

Worksheets giving complete details of the various majors and emphases are available in the offices of the departments in which the majors are offered.
CURRICULUM AND SUPERVISION

The programs in curriculum and supervision provide preparation to serve as curriculum director or consultant in city and county systems or college instructor. Competency is required through examination or the following courses: 25:181; 25:180.

plus 8 semester hours of non-professional course work.

Major in Curriculum Coordinator

Must hold a certificate for elementary or secondary teaching prior to completing the program.

Major in Elementary Consultant

Must hold a certificate for elementary teaching prior to completing the program.

Major in Secondary Consultant

Must hold a certificate for secondary teaching prior to completing the program.

EDUCATIONAL PSYCHOLOGY

The major in Evaluation provides preparation in the area of research and measurement in schools and in higher education. The major in School Psychology prepares a student to apply principles and techniques from psychology to the process of (a) identifying the dynamic forces in the child, his/her family, and his/her social environment which are affecting the child's learning and development, and (b) developing solutions to the problems generated by those forces.

Major in Evaluation

Competency is required through examination or the following courses: 40:008; 20:100 or 20:116, 25:181, 25:180.

Major in School Psychology

The completion of the following courses (or their equivalents) is required in the student's undergraduate preparation, and students who are deficient in any of these courses must make up the deficiency in addition to the specific courses required for the graduate major program:
Education: 21:152; 22:150; 26:120
two approved courses in counseling;
one approved course in speech or language development;
one approved course in reading.
READING

Major in Reading Clinician

To be eligible for a degree in this major the student must be certified as an elementary or secondary teacher. This program and two years of teaching experience satisfy requirements for certification as Reading Clinician.

Competency is required through examination or the following courses: 20:100; 20:116; 21:044 or 21:144; 23:110; 23:130; 23:147; 23:148; 25:180; 25:181; 62:165.

:289 — 2 hrs.
:290 — 2-4 hrs.
8 semester hours required in non-professional course work.
Work in speech pathology and sociology recommended.

SCHOOL ADMINISTRATION

The sixth-year program in administration prepares qualified people to serve as superintendent, assistant superintendent, business manager, or principal, or to teach in related areas at the college level.

The student must hold a certificate to teach in the elementary or secondary school and must have successfully completed one year of teaching at the elementary or secondary level prior to completing his degree. (Check certification requirements.)

One course in educational psychology, or guidance.
8 semester hours of non-professional course work.

Major in Superintendent

Major in Elementary Principal

Major in Secondary Principal

SCHOOL BUSINESS MANAGEMENT

Major in School Business Management

This major is offered cooperatively by the Department of School Administration and Personnel Services and the Department of Business Education and Office Administration. The program is as follows:

Electives as approved by chairman or co-chairman.
The student’s chairman and co-chairman will be appointed according to the department in which the student files his major. Candidacy and comprehensive examinations will be under the joint jurisdiction of the two departments.
SPECIAL EDUCATION
Major in Special Education

Administration Emphasis:
To be eligible for this degree, the student must be certified as a teacher of the handicapped or as a school psychologist or speech and hearing clinician.


plus
Two courses in mental retardation, emotionally disturbed or speech correction, and
8 semester hours chosen from non-professional course work.

Curriculum Consultant Emphasis:
This emphasis prepares the qualified person to serve as a curriculum consultant for special education in local, intermediate, or state school systems provided that certification standards for such positions are met, including degree, approval, and teaching experience (type and duration) requirements. An adviser should be consulted on the specifics of certification requirements.

To be eligible for this degree, the student must be certified as a teacher of the handicapped upon completion of the program requirements, and the student should consult a department adviser regarding the course work required for this certification if such has not yet been completed. To enter the program, the candidate must have completed at least one year of successful teaching, although more are recommended.

Required: 25:294; 20:214 or 26:234

Required: 8 semester hours chosen from non-professional course work.

STUDENT PERSONNEL SERVICES
The appropriate program in student personnel services may lead to counseling work in the elementary or secondary school, colleges or universities.

The majors in the area of Student Personnel Services, with the exception of the major in College Student Personnel Services, must comply with the following: In consultation with an adviser, the student will complete a minimum of twelve (12) semester hours in psychological and/or sociological foundations from courses with the following departmental prefixes: 20, 22, 25, 26, 27, 31, 40, or 98, which must include a course in Psychology of Personality and a course in Abnormal Psychology.

Major in Director of Guidance Services
Must be certified as a teacher and must have successfully completed one year of teaching at the elementary or secondary level. (Check certification requirements.)


29:290 Elementary Counseling Practicum — 3 hrs.
29:290 Secondary Counseling Practicum — 3 hrs.
29:290 Group Counseling Practicum — 3 hrs.

Required: Thesis (6 hrs.)
Major in Elementary Guidance and Counseling
Must hold certificate to teach in the elementary school and have successfully completed one year of elementary school teaching before completing the program. (Check certification requirements.)


29:290 Field Experience — 3 hrs.

Required: Thesis (6 hrs.)

Major in Secondary Guidance and Counseling
Must hold certification to teach in the secondary school and have successfully completed one year of secondary school teaching before completing the program. (Check certification requirements.)


29:290 Secondary Counseling — 6 hrs.
29:290 Field Experience in Secondary Counseling — 3 hrs.

Required: Thesis (6 hrs.)

Major in College Student Personnel Services
Competency is required through examination or the following courses: 25:181; 25:180.


29:289 College Student Personnel Programs (may be repeated once)
29:290 Practicum in Education and Psychology: (three areas required)
College Counseling Services — 3 hrs.
College Student Housing — 3 hrs.
College Student Personnel Administration — 3 hrs.
College Student Activities — 3 hrs.
8 semester hours chosen from a list of restricted electives.

Required non-professional: 8 semester hours including academic psychology.
BUSINESS EDUCATION

Major in Business Education

The number of hours in Business and Business Education courses, counting both graduate and undergraduate hours, must total at least 60 and must include basic background in Economics. At least 15 hours of Business and Business Education credit must be taken during the student’s sixth-year program.

Required: 20:214; 26:234; 25:294; 25:181; 15:297; 17:207; 17:280; and 8 semester hours in cognate fields (these could include economics, education and psychology, and mathematics).

Students interested in serving as a master teacher in one of the Business Education areas must have a minimum of 20 semester hours of graduate credit in subject matter courses chosen from the following areas with no less than 6 hours of graduate credit in each of two areas: Accounting, General Business, Marketing, Secretarial. At least 9 hours of this requirement must be taken during the student’s sixth-year program.

Students seeking to be college teachers, supervisors, or to hold certain administrative posts in the field of business or vocational education will need to select courses particularly suited to the desired goal. Such courses should be made a part of the candidacy program.

INDUSTRIAL ARTS

Major in Industrial Arts

The Specialist in Education degree program with a major in Industrial Arts offers qualified persons an opportunity to prepare for such leadership positions as master teacher in public or private secondary school, supervisor of student teaching, college teacher, technical institute teacher, supervisor, or director of industrial arts. The student should have established an aim so that his sixth-year program can be designed to help attain his goal.

Required: 33:214; 33:226; 33:228; 33:292 and 15 hours in one of the following: drafting, electricity-electronics, graphic arts, metal, power mechanics, or wood. The number of hours in Industrial Arts courses, counting both graduate and undergraduate hours, must total at least 60.

Specialist Degree

The requirements concerning candidacy, graduation, scholarship, residence, examinations, and thesis are the same as for the Specialist in Education degree. (See pp. 296-297.)

Major in Science Education

For admission to candidacy, the student's program must be approved by the Science Education Coordinating Committee and the Coordinator of Science Education. In addition to examinations required for the specialist's degree, this major requires examinations administered by the Science Education Coordinating Committee.

Each candidate's program will include an emphasis in a particular science discipline that is at least equivalent to an acceptable major on the M.A. program with Professional Core A. In addition, the emphasis must include any courses needed to match the specific UNI requirements for an undergraduate teaching major in that discipline, plus mathematics through the equivalent of 80:060. (Not all courses taken to meet this requirement will necessarily be eligible for graduate credit.)

Research experience (not necessarily as credit "Research") in both laboratory science and science education must be a part of the total post-B.A. program. Not more than six (6) hours of research credit may be included in the 30 (or more) hours of post-master's credit.

(Worksheets giving complete details of the major and emphases are available in the office of the Dean of the College of Natural Sciences.)

Required Science — minimum of 30 hours, including 82:200, selected from biology, chemistry, earth science, and physics. Must include at least 12 hours in science outside the area of emphasis, preferably in two different disciplines.

Required Research, Thesis and related courses — 12-19 hours

- 25:294
- 8x:299
- Thesis (if optioned or required)
- 3 of the following: 25:180 or 80:172; 80:170; 82:288 (1-2 hours); 25:281

Required Internship — 4-6 hours

- 28:250 (2-4 hours); 82:280

Required Education — 6-8 hours

- 20:214 or 26:234
- and 2 of the following: 25:280; 27:227; 21:142; 27:220

Additional hours required (0-8 hours) may be selected from:

- a. any course listed above but not required
- b. any 100g or 200-level mathematics course
- c. any course numbered 82:1xxg or 82:2xx
- d. 82:280 (taken as a Professional Core A requirement in a master's program)
- e. 27:226; 20:191; 24:137
Doctor of Industrial Technology Degree

The University of Northern Iowa offers the newly established Doctor of Industrial Technology degree in an endeavor to meet the increasing need for advanced degree work in this field of knowledge. The degree program was approved in 1978 and the program inaugurated with the 1978 Fall Semester. Industrial technology is a relatively new and rapidly expanding knowledge base for a wide variety of professional fields, including industrial arts, trade and industrial education, technical institute education, and industrial technology. This new degree program 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 field of education and industry. Programs emphasize the development of a thorough knowledge of (a) industrial technology as an intellectual discipline, (b) the behavior of the technological systems used in industry and their effect on people and the environment, and (c) the potential and limitations of possible 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 practice in the field of industrial technology while developing in each student the interest and desire to commit the time and effort required for a leadership role in improving current education and industry 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 programs will be prepared for one or more of the following professional careers:

1. Teachers of industrial arts, trade and industrial education, technical institute education and industrial technology in secondary schools, colleges and universities.
2. Supervisors and consultants for secondary, college, and university-level industrial arts, trade and industrial education, technical institute education, and industrial technology programs at the local, area, state, regional, and national levels.
3. Administrators of industrial arts, trade and industrial education, technical institute education, and industrial technology programs as directors or department heads, or as deans.
4. Researchers and research coordinators for education and industry in specific content fields in industrial technology.
5. Coordinators and directors of industrial training programs.

Admission to Doctoral Study

Application for Admission

Anyone possessing the master's degree from any accredited institution may apply for admission to the Doctor of Industrial Technology degree program. Application is made through the Dean of the Graduate College. Individuals indicating an interest in the program will be given appropriate application forms, a description of the program, and a copy of the policies and procedures which apply to this degree.
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.

Under certain circumstances an individual may be admitted to the DIT degree program with only a baccalaureate degree. Applicants interested in further information about this program should consult the Dean of the Graduate College.

**Types of Admission**

Admission to the Doctor of Industrial Technology degree program may be granted on a degree status or *provisional degree 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 an accredited institution.
   b) Each applicant must have an overall grade point average of 3.2 on all prior graduate coursework.
   c) The applicant must have completed the Graduate Record Examination and achieved a minimum combined total score of 1000 on the verbal and quantitative sections of this examination with a minimum of 400 for each section.
   d) Three references from persons familiar with the academic and professional potential of the applicant must be submitted which support the applicant’s request for admission to the program.
   e) Applicants for whom English is not their first language must complete the Teaching of English as a Foreign Language Examination (TOEFL) and achieve a score of at least 550.
   f) Each applicant must have a minimum of three years of professional-level educational or industrial experience in or related to the major content 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 Committee. The committee may recommend degree status only if the candidate meets all the above requirements. *Provisional* degree status admission may be recommended if an applicant does not meet all the above requirements or if the committee believes further graduate coursework or professional experience is desirable prior to an applicant’s being approved for *degree status* admission. The committee may require a personal interview with an individual before taking action on an application for admission.

2. **Provisional Degree Status Admission.**

   Applicants who do not meet all requirements for degree-status admission or are recommended only for *provisional degree status* admission by the Department of Industrial Technology Graduate Committee must meet one or both of the following criteria before they may be reconsidered for *degree status*:
   a) All deficiencies for admission to degree status have been removed.
b) A full graduate load of eight (8) semester hours for a summer session or twelve (12) semester hours for a semester is completed in coursework recommended by the faculty adviser appointed by the department head with a minimum grade point average of 3.2. Coursework completed while the individual is on provisional degree status admission may be applied toward degree requirements only if it is subsequently approved by the faculty advisory committee assigned to the student.

Faculty Advisory Committees

After degree status 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 adviser will be responsible for recommending members for appointment to the faculty advisory committee. The committee will consist of three (3) members from the Department of Industrial Technology and two (2) members outside the department. A committee member from within the Department of Industrial Technology will serve as chairman. The five committee members must be members of the University of Northern Iowa Graduate Faculty. This advisory committee shall have responsibility for the following:

1. Personal interview with student after completion of candidacy examination.
2. Approval of the application for candidacy and program of study for the individual student.
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.
9. Recommendation of candidate for degree. Four of the five committee members must approve all actions of the committee.

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 coursework in progress or completed prior to applying for admission to candidacy must be subsequently approved by the faculty advisory committee in order to be counted on a student’s program of study.

Admission to candidacy and program of study approval will be recommended only after a formal interview of the student has been conducted by the faculty advisory committee.

The program of study 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 program-of-study requirements after the application for candidacy 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 is allowed for a course in which the grade earned is below C, and courses in which the grade earned is below C are not applicable in meeting graduation requirements or in satisfying specific course requirements.

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 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. 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, full-time study for one academic year plus the preceding or following summer session. Full-time 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 full time if they carry at least nine (9) semester hours per semester in addition to the assistantship. Once a student's dissertation proposal has been approved, active registration must be maintained (at least one semester hour) during each succeeding semester and summer session.

5. MAXIMUM ACADEMIC LOAD. The maximum graduate student load during each semester of the academic year is fifteen (15) hours; that permitted during the eight-week summer session is eight (8) hours; that during the two-week post session, two (2) hours. Persons employed full time should not register for more than six (6) hours of graduate credit in any semester.

6. LEVEL OF COURSES. At least 38 semester hours for meeting minimum credit hour requirements for the Doctor of Industrial Technology degree must be in 200-level coursework. All 100(g) series courses available in the Department of Industrial Technology require activities beyond those required for undergraduate students; and some courses at both the 100(g) and 200 level 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 Examinations. Students applying for admission to the DIT degree program must forward, with their applications, their scores on the verbal and quantitative sections of the Graduate Record Examination. A combined minimum total score of 1000 on the verbal and quantitative sections of this examination with a minimum of 400 for each section is required for degree status admission.

   b. Departmental Candidacy Examination. The departmental Candidacy Examination for the DIT degree program is prepared and administered by the Department of Industrial Technology Graduate Committee. This examination will include a component on the impact of technological systems on the physical and biological environment. Both a written and an oral interview component are required. The candidacy examination must be completed early in the first semester or summer in residence. Results of the candidacy examination are used by the faculty adviser and faculty advisory committee in assisting
the student to develop a program of study and, therefore, must be completed prior to
submitting an application for admission to candidacy.

c. Comprehensive Examinations. Both oral and written comprehensive examinations are
required for the DIT degree program. Comprehensive examinations are prepared and
evaluated by the student’s faculty advisory committee. Students should consult with
their advisers about the appropriate time to apply to take the comprehensive examina­tions.

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 for publication at least one (1) scholarly paper to 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. Publications completed prior to
admission to the program may be submitted for consideration.

9. DISSERTATION. The steps for preparing and writing the dissertation are outlined in
detail in the Dissertation Manual which may be obtained from the department office or
from the office of the Dean of the Graduate College. A minimum of three (3) final copies of
the accepted dissertation are required to be delivered to the office of the Graduate Dean
no later than two (2) weeks before graduation. The original and two copies of the
dissertation must be on 16 pound (minimum weight), 100 percent rag-content, white paper; erasable paper is not acceptable.

10. 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
400 words in length. Please see the Dissertation Manual for details.
11. MICROFILM AGREEMENT. A “Microfilm Agreement” and “Survey of Earned Doctorates” must be completed and returned to the Graduate College office 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, Mich., 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 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 current Dissertation Manual for the amount of each of the above fees.

   The binding, microfilming, and copyrighting fees must be paid at the UNI Business Office and a copy of the receipt submitted to the Graduate College office at the time the final copy of the dissertation is deposited.

Graduation Requirements

The following requirements for graduation apply to all students on the Doctor of Industrial Technology degree program.

1. CREDIT HOUR REQUIREMENTS. A minimum of sixty-four (64) semester hours of credit must be completed beyond the master’s degree. At least fifty-two (52) hours of these credits must be earned at the University of Northern Iowa. At least thirty-eight (38) of the credit hours used for meeting minimum credit hour requirements for the degree must be in 200-level coursework.

2. RESEARCH REQUIREMENTS. A dissertation is required of all candidates. Research credit of twelve (12) semester hours will be granted for the successful completion of the dissertation. All dissertation research credit is recorded as Unfinished (U) 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 office of the Dean of 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 secured in the office of the Registrar. Applications received after the dates designated will be placed with those for the following season.

5. ATTENDANCE AT COMMENCEMENT. The candidate for the Doctor of Industrial Technology degree is expected to secure the appropriate academic costume and appear at commencement for the awarding of the degree.
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 specific information may be obtained from the head of the Department of Industrial Technology or the dean of the Graduate College.

Required Core Program
a) Industrial Technology Foundations —
   33:275 Historical Developments in Industrial Technology — 3 hrs.
   33:276 Contemporary and Future Developments in Industrial Technology — 3 hrs.
   33:277 Readings in Technology and Society — 3 hrs.

b) Seminars —
   33:282 Seminar in Industrial Technology — 4 hrs.
   (Students must enroll in a 1-semester hour seminar during each summer session and semester while meeting residence requirements.)

c) Research, Statistical Methods, and Computer Programming —
   33:292 Research Methods in Industrial Technology — 3 hrs.

d) Internship —
   33:288 Internship in Industrial Technology — 6 hrs.

e) Dissertation —
   33:299 Research — 12 hrs.

Supporting Coursework

Supporting coursework 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 coursework must be taken outside the Department of Industrial Technology.
Cooperative Doctoral Program in Educational Administration

An agreement has been worked out between the University of Northern Iowa and the University of Iowa to provide for transfer of graduate credit earned at the University of Northern Iowa at the sixth-year level to apply on the Doctoral Program in Educational Administration at the University of Iowa (U of I). A student may transfer any time during the sixth year. If a student completes the Specialist in Education program at UNI, it would be possible for an eligible candidate to complete the requirements for the Doctor of Philosophy degree at the U of I in three semesters (two semesters must be consecutive) of full-time residence work. The Office of the Dean of the Graduate College will provide further details upon request.
State Board of Regents

Officers of the Board:

Mrs. H. Rand Petersen, President
Harlan

R. Wayne Richey, Executive Secretary
Des Moines

Members of the Board:

Terms expire June 1981

Ray V. Bailey, Clarion
Mrs. H. Rand Petersen, Harlan
Donald H. Shaw, Davenport

Terms expire June 1983

Mrs. David Belin, Des Moines
Percy G. Harris, Cedar Rapids
Peter J. Wenstrand, Essex

Terms expire June 1985

S.J. Brownlee, Emmetsburg
Ann Jorgensen, Garrison
Arthur A. Neu, Carroll
Administrative Staff
1979-1980
Officers of Administration

JOHN J. KAMERICK — B.A., St. Ambrose College; M.A., Ph.D., University of Iowa
  President of the University
  Professor of History — 1970**

JAMES G. MARTIN — B.A., M.A., Indiana State College; Ph.D., Indiana University
  Vice-President and Provost
  Professor of Sociology — 1971

THOMAS W. HANSMEIER — B.A., M.A., University of Northern Iowa; Ed. D. Michigan State University
  Vice-President for Student Services
  Professor of Education — 1971

ROBERT D. STANSBURY — B.A., M.A., University of Northern Iowa; Ph.D., University of Iowa
  Vice-President for Administrative Services
  Associate Professor of Education — 1968 (1973)

EDWARD V. VOLDSETH — B.A., University of Montana; M.A., Teachers College, Columbia University;
  Ph.D., University of Iowa
  Assistant to the President for State Relations and Special Events — 1964 (1977)

DIVISION OF INSTRUCTION

Division Administration

JAMES G. MARTIN — B.A., M.A., Indiana State College; Ph.D., Indiana University
  Vice-President and Provost
  Professor of Sociology — 1971

FRED W. LOTT — B.S., Cedarville College, Ohio; M.A., Ph.D., University of Michigan
  Assistant Vice-President, Academic Affairs
  Professor of Mathematics — 1949 (1971)

MARGARETTE F. EBY — B.A., M.A., Wayne State University; Ph.D., University of Michigan, Ann Arbor
  Dean of the College of Humanities and Fine Arts
  Professor of Music — 1977

CLIFFORD G. MCCOLLUM — B.S., M.A., Ed.D., University of Missouri
  Dean of the College of Natural Sciences
  Professor of Biology — 1949 (1968)

ROBERT E. MORIN — B.S., M.S., Northwestern University; Ph.D., University of Wisconsin
  Dean of the College of Social and Behavioral Sciences
  Director of the Center for Business and Behavioral Research
  Professor of Psychology — 1972

DALE F. NITZSCHKE — B.A., Loras College; M.Ed., Ph.D., Ohio University, Athens
  Dean of the College of Education
  Professor of Guidance and Counseling — 1976

H. RAY HOOPS — B.S., Eastern Illinois University; M.S., Ph.D., Purdue University
  Dean of the Graduate College
  Professor of Speech Pathology — 1976

**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 present capacity.
University of Northern Iowa

RAYMOND J. SCHLICHER — B.A., Iowa Wesleyan College; M.A., Ph.D., University of Iowa
Dean, Division of Extension and Continuing Education — 1949 (1975)

ROBERT J. WALLER, JR. — B.A., M.A., University of Northern Iowa; D.B.A., Indiana University
Director of the School of Business
Professor of Management — 1968 (1979)

DONALD O. ROD — B.A., Luther College; B.A.L.S., University of Michigan
Director of Library Services
Professor of Library Science — 1953 (1966)

Academic Computing Services

JAMES L. WOLF — B.S., M.S., University of Dayton
Director, UNI Census Data Center
Adjunct Assistant Professor of Physics — 1974 (1977)

KENNETH L. COX — B.A., University of Northern Iowa
Systems Analyst — 1972

STEVEN Y. MOON — B.A., University of Northern Iowa; M.S., State University of Iowa
Programmer/Analyst — 1979

Broadcasting Services

DOUGLAS L. VERNIER — B.A., M.A., University of Michigan
Director of Broadcasting Services
Assistant Professor of Radio-Television — 1972

JENNIFER RUGG ALT — B.A., University of Northern Iowa; M.A., University of Iowa
Producer/Announcer — 1979

ERIK JOSEPH BAUM — B.A., Macalester College, Minnesota; M.A., University of Iowa
Producer/Program Associate — 1974

JOHN STUART FISCHER — B.A., University of Wisconsin
Arts and Public Affairs Producer — 1974

WAYNE NEIL JARVIS — B.A., University of Northern Iowa
News and Public Affairs Producer — 1973

CARL R. JENKINS — B.A., M.A., University of Northern Iowa
Assistant Director of Broadcasting Services — 1962 (1976)

ANDREW D. MARTI — B.A., Central Michigan University; M.A., University of Northern Iowa
Coordinator of Public Information — 1975

PHILIP NUSBAUM — B.A., City College of New York; M.A., Indiana University
Producer/Announcer — 1977

JONS CONRAD OLSSON — B.A., Thiel College, Pennsylvania
Assistant Director of Broadcasting — Development — 1978

Educational Media Center

ROBERT R. HARDMAN — B.S.Ed., Maryland State College; M.S.Ed., Ed.D., Indiana University
Director of the Educational Media Center
Professor of Educational Media — 1970 (1974)

NANCY A. HINSHAW — B.A., M.A., University of Northern Iowa
Coordinator of Slide and Multi-Image Services — 1978

EMRYS L. PUGH — Television Electronics, DeVry Institute, Chicago, Illinois
Senior Television Engineer — 1979

DENNIS B. REIMER — B.A., M.A., University of Northern Iowa
Television Producer/Director — 1973 (1977)

DUANE R. SEMLER — B.S., Iowa State University; M.A., University of Northern Iowa
Media Laboratories Manager — 1978

CAROL M. THOMPSON — B.A., University of Northern Iowa
Operations Manager — 1974 (1978)
Educational Opportunity Programs and Special Community Services

NORRIS G. HART — B.A., Huston-Tillotson College; M.A., Syracuse University
Director of Educational Opportunity Programs and Special Community Services — 1971 (1972)

JOANN ANDERSON
Program Assistant, Early Childhood Communication Laboratory UNI-CUE — 1979

*GLORIA BRONSEMA — B.A., M.A., University of Northern Iowa
Coordinator, Early Childhood Education, UNI-CUE — 1976

PATRICIA EDWARDS — B.S., Chadron State College
Assistant to Director for Ethnic Minorities Cultural and Educational Center — 1977

CHERYL EINSWEILER — B.S., M.S., University of Illinois, Urbana-Champaign
Coordinator of Development — 1979

CALVIN HALL — B.B.A., M.A., University of Iowa
Coordinator of Special Community Services — 1979

SARA HORNE — B.S.Ed., Knox College; M.A.Ed., University of Northern Iowa
Adviser-Counselor, On-Campus Educational Opportunity Program — 1975

DENISE JENKINS
Program Assistant, Early Childhood Communication Laboratory, UNI-CUE — 1979

SUSIE M. MCFARLIND — B.S., Northwestern University; J.D., University of Cincinnati College of Law
Assistant Director, UNI-CUE — 1979

CHARLIE GENE ROBINSON — B.A., University of Missouri, Kansas City
Assistant Director for Upward Bound Project — 1978

ANTHONY STEVENS — B.A., Wartburg College
Assistant Director for On-Campus Educational Opportunity Program — 1972 (1973)

IRA TOLBERT — B.A., Huston-Tillotson College; M.S., State University of New York, Albany
Coordinator, Graduate Educational Opportunity Program — 1976 (1977)

ALEX WALKER — B.A., California State University, Dominguez Hills; M.A., University of Northern Iowa
Program Coordinator, Upward Bound Project — 1978 (1979)

JUANITA WRIGHT — B.A., University of Northern Iowa
Adviser-Counselor, On-Campus Educational Opportunity Program — 1975

Extension and Continuing Education

ELAINE A. PFALZGRAF — B.A., University of Northern Iowa
Director, Women's Center — 1976

PAULINE L. SAUER — B.Ed., Chicago Teachers College; M.A., University of Michigan; Ph.D., Cornell University
Director of the University Museum
Associate Professor of Biology — 1949 (1958)

Office of Future Studies

JOHN E. VOLKER — B.A., University of Northern Iowa
Coordinator of the Office of Future Studies — 1970

Graduate College

RUTH E. RATLIFF — B.A., St. Olaf College; M.A., University of Iowa
Assistant to the Dean of the Graduate College — 1976

CHRISTINE Z. SOMERVILL — B.A., Southern Illinois University; M.A., University of Northern Iowa
Assistant to the Dean of the Graduate College — 1979

*on leave
Individual Studies Program

JERROLD E. PRITCHARD — B.A., M.A., California State University, Sacramento; D.M.A., University of Washington
Acting Director, Individual Studies Program
Associate Professor of Flute and Music History — 1969 (1978)

University Library

JUDY A. HANSEN — B.S., Iowa State University
Library Associate, Circulation — 1973

COYLA E. MCCANN — B.A., University of Northern Iowa
Library Associate, Circulation — 1964

TIMOTHY E. PIEPER — B.A., University of Northern Iowa
Library Associate, Circulation — 1975

NANCY HOUMES STAGE — B.A., University of Northern Iowa
Library Associate, Acquisitions — 1973

JUNE S. STAGEBERG — Ed.B., University of Hawaii; M.A., Columbia University; M.A., University of Northern Iowa
Library Associate, Cataloging — 1973

DELLA TAYLOR — B.A., University of Northern Iowa
Library Associate, Acquisitions — 1956

ELIZABETH VETTER
Library Associate, Reader Service — 1967

Office of the Vice-President and Provost

RUTH G. FAIRBANKS
Coordinator of Academic Publications — 1965 (1971)

College of Education

Learning Skills Center

WAYNE A. KING — A.B., State University of New York, Plattsburgh; A.M., Ph.D., University of Michigan
Director, Learning Skills Center
Assistant Professor of Education — 1978

EILEEN DIXON FLEISHACKER — B.A., University of South Dakota; M.A., University of Northern Iowa
Reading Specialist — 1979

JOHN R. TURNER — B.J., University of Missouri; M.A., University of Northern Iowa
Writing Specialist — 1978

Curriculum Laboratory

JOSEPH F. LAMBERTI, JR. — B.S.Ed., Edinboro State College; M.A., California State University at Northridge; Ed.D., University of Florida
Director of the Curriculum Laboratory
Assistant to the Dean of the College of Education
Associate Professor of Education — 1972 (1978)

CYNTHIA R. CUMMINGS
Materials Coordinator — 1971 (1976)
Department of Curriculum and Instruction

EDITH ANN HANTULA — B.A., University of Northern Iowa
  Coordinator, Day Care Center — 1975
JEANINE SAUER — B.A., University of Northern Iowa
  Assistant to Coordinator, Day Care Center — 1979
MARY L. THOMSON — B.A., M.A., University of Northern Iowa
  Reading Clinic Supervisor — 1979

Department of Educational Psychology and Foundations

DOUGLAS A. LAPLANTE — B.A., M.A., University of Northern Iowa
  Coordinator of Field Experience and Coordinator of the Education Center — 1977

School of Health, Physical Education, and Recreation

CLARK DAVID BURTON — B.A., Fort Hays State University; M.A., University of Northern Iowa
  Head Athletic Trainer — 1978

Department of Special Education

HARRIET A. HEALY — B.A., The College of St. Catherine; M.A., Ed.S., University of Northern Iowa
  Administrator, Northern Iowa Instructional Laboratory — 1973 (1977)

Department of Teaching

SUSAN FLEMR — R.N., Northwestern University; R.S.N., Wittenberg University
  School Nurse, Malcolm Price Laboratory School — 1979

College of Humanities and Fine Arts

Gallery of Art

SANFORD SIVITZ SHAMAN — B.F.A., Ohio University; M.F.A., Villa Schifanoi Graduate School of Fine
  Arts, Florence, Italy
  Gallery Director, Department of Art — 1977

Department of Modern Languages

JANICE M. HANISH — B.A., M.A., University of Northern Iowa
  Administrative Assistant for the Psycho-generative Program — 1977 (1979)

UNI Theatre

ROYAL HOLBROOK — A.B., M.A., Humbolt State College, Arcata, California
  Theatre Technician/Shop Manager — 1977
ROBERTA G. MORGAN — B.S., Morningside College, Sioux City, Iowa
  Theatre Business Manager/Production Coordinator — 1979

College of Natural Sciences

Department of Biology

RON D. CAMARATA
  Biology Greenhouse and Preserves Manager — 1968
OFFICE OF THE PRESIDENT

DORIS LEE MILLER — B.A., University of Northern Iowa
Administrative Assistant — 1949 (1965)

UNIVERSITY RELATIONS AND DEVELOPMENT

Office of Alumni Services and Development

L. M. (LEE) MILLER — B.A., University of Northern Iowa
Director of Alumni Services and Development — 1971 (1977)
ROBERT L. JUSTIS — B.A., University of Northern Iowa
Assistant Director for Development — 1974 (1977)
ELLEN STETTLER LESLIE — B.A., University of Northern Iowa
Assistant Director for Alumni Services — 1976 (1977)

Office of Public Information Services

DONALD A. KELLY — B.A., M.A., University of Iowa
Director of Public Information Services — 1964 (1971)
VICKI SUE GRIMES — B.A., University of Iowa
Assistant Director of Public Information Services
News Director — 1970 (1972)

SUSAN METZ CHILCOTT — B.A., Midland Lutheran College, Nebraska; M.A., Creighton University
Publications Administrator — 1976

CAROLE SHELLEY YATES — B.A., University of Nebraska, Lincoln
Alumni Publications Editor — 1975

ELIZABETH ANN CONRAD — B.A., Lawrence University, Wisconsin; M.A., Western Michigan University
Publications Designer — 1979

CHERRI J. HUDSON — B.A., Southern Illinois University, Carbondale
News Writer — 1979

ELISABETH H. MORRIS — B.A., Stockholm University, Sweden; M.A., Indiana University
Assistant Publications Administrator — 1971

DIVISION OF STUDENT SERVICES

Division Administration

THOMAS W. HANSMEIER — B.A., M.A., University of Northern Iowa; Ed.D., Michigan State University
Vice-President for Student Services — 1971

THOMAS P. ROMANIN — B.S., M.A., Kent State University; Ph.D., St. Louis University
Assistant Vice-President for Student Services — 1976

Academic Advising Services

JANICE F. ABEL — B.M.E., M.M.E., Drake University; Ed.D., Indiana University
Coordinator of Academic Advising Services — 1972

REGINALD JOHN GREEN — B.A., Luther College; M.A., University of Northern Iowa
Assistant Coordinator of Academic Advising and Coordinator of Testing Services — 1974 (1977)
Admissions

JACK L. WIELENGA — B.A., M.A., Ed.S., University of Northern Iowa
   Director of Admissions — 1959 (1972)
CHAR WOGENS BACKMAN — B.S., Iowa State University
   Admissions Counselor — 1975 (1979)
DENNIS L. HENDRICKSON — B.A., M.A., University of Northern Iowa
   Associate Director of Admissions — 1971 (1974)
NOREEN MARY HERMansen — B.S., Oklahoma College of Liberal Arts; M.A., University of Northern Iowa
   Associate Director of Admissions — 1968 (1978)
MICHAEL ALLEN HOVLAND — B.A., Luther College; M.A., Northern Arizona University
   Assistant Director of Admissions — 1978
JO L. MOELLER — B.A., University of Northern Iowa
   Admissions Counselor — 1979

Counseling, Placement, and Career Services

LARRY R. ROUTH — B.A., Kearney State College; M.S., Ph.D., University of Kansas
   Director of Counseling, Placement, and Career Services — 1979
JOYCE E. ALBERTS — B.A., M.A., University of Northern Iowa
   Counselor — 1968
PATRICIA A. BASSETT — B.A., University of Northern Iowa; M.A., University of Iowa
   Liberal Arts and Business Placement Director — 1979
SHERRY DAVISON CANDEE — B.A., M.A., University of Iowa
   Career Information Specialist — 1977 (1979)
JOANN CARLO CUMMINGS — B.A., M.A., University of Northern Colorado
   Counselor — 1972
MARTIN ROBINSON EDWARDS — B.S., M.A., Central Michigan University; Ph.D., North Texas State University
   Counselor/Psychologist — 1973
KENNETH E. JACOBSEN — B.A., Dana College; M.A., Arizona State University
   Career Services Coordinator — 1979
TRAVIS MONTGOMERY — B.A., M.A., University of Missouri
   Education Placement Director — 1975
NORMAN L. STORY — B.A., David Lipscomb College; M.A., Western Michigan University; Ph.D., California School of Professional Psychology
   Counselor/Psychologist — 1968

Cooperative Education Program

EVELYN D. BARON — B.S., Iowa State University; M.A., University of Northern Iowa
   Placement Specialist — 1976
LARRY J. BEDARD — B.A., M.A., University of Northern Iowa
   Placement Specialist — 1979
KENNETH A. SKINNER — B.A., Stanford University; M.A., Ph.D., University of Minnesota
   Cooperative Education Faculty Liaison
   Assistant Professor of Anthropology — 1978 (1979)
ALLAN J. STAMBERG — B.S., Western Michigan University; M.A., Appalachian State University
   Coordinator — 1976
Dining Services

JOHN S. ZAHARI — B.A., Michigan State University
Director of Dining Services — 1965 (1967)

GAYLE A. HODGSON — B.S., Iowa State University
Administrative Dietitian — 1965

MERLE V. HUBER — A.A.S., Iowa State University
Redeker Food Service Manager — 1976

JANE JUHL JUCHEMS — B.S., Iowa State University
Towers Food Service Manager — 1979

KENT RUBY — B.S., Northwest Missouri State College
Assistant Director of Dining Services — 1967 (1971)

Financial Aids

DENNIS P. JENSEN — B.A., M.A., University of Northern Iowa
Director of Financial Aids — 1958 (1965)

YANCY BEAVERS — B.A., M.A., New Mexico Highlands University
Assistant Director of Financial Aids — 1975 (1978)

JUDITH O. DECKER — B.A., University of Northern Iowa
Assistant to the Director, Financial Aids — 1975 (1979)

PETE SIDWELL — B.B.A., University of Iowa
Assistant Director of Financial Aids — 1977 (1978)

Housing

CLARK K. ELMER — B.A., University of Michigan; M.A., Michigan State University
Director of Housing — 1972

GARY C. DATES — B.A., University of Northern Iowa
Residence System Business Manager — 1973 (1978)

GOLDIE C. FOX
Executive Housekeeper — 1969

ROBERT A. HARTMAN — B.S., M.A., Ball State University
Associate Director of Housing — 1977

JAN HOLLINS
Residence Manager, Family Housing — 1972

CARL A. JARDINE — B.A., Ottawa University; M.S., Emporia State University
Coordinator of Residence Hall Programs — 1977

MATTHEW M. DUBAI, JR. — B.A., State University College at Geneseo; M.Ed., State University of New York
Hall Coordinator — 1977 (1979)

IRVIN W. EMIG — B.A., Fort Hays Kansas State College; M.S., Fort Hays State University
Hall Coordinator — 1979

STEVEN JOHN HOLTZ — B.A.Ed., M.A.Ed., Wichita State University
Hall Coordinator — 1977 (1979)

JACLYN JOAN HOY — B.A., University of Northern Iowa
Hall Coordinator — 1979

ANITA LOUISE JOHNSON — B.A., M.A., University of South Dakota
Hall Coordinator — 1979

ROSEMARY A. BEARDSLEY KUKLA — B.S., Southern Connecticut State College; M.S., Southern Illinois University
Hall Coordinator — 1977 (1979)

XUCHITL R. NODARSE — B.A., University of Northern Iowa; M.A., University of Illinois
Hall Coordinator — 1978 (1979)
DEBORAH JAYNE PATTERSON — B.S., M.S.Ed., Illinois State University
Hall Coordinator — 1979
MARTHA A. RUETER — B.A., Gustavus Adolphus College; M.Ed., M.S., Pennsylvania State University
Hall Coordinator — 1979

Maucker Union and Student Activities

JOHN F. KETTER — B.S., George Williams College; M.A., The Ohio State University
Director of Maucker Union and Student Activities — 1967
TIMOTHY M. MORRISON — B.A., Louisiana State University
Coordinator of Technical Services — 1977
LOYDENE L. CAVELTI PRITCHARD — B.A., M.A., University of Northern Iowa
Assistant Director — Program, Maucker Union — 1965 (1969)

Office of the Registrar

ROBERT D. LEAHY — B.S., Valparaiso University, Indiana; M.A., University of Iowa
Registrar — 1976 (1978)
MARY E. ENGEN
Associate Registrar, Scheduling — 1967 (1979)
PHILIP L. PATTON — B.A., M.A., University of Northern Iowa
Associate Registrar, Systems — 1972 (1978)

Student Health Services

KENNETH W. CALDWELL — B.S., Iowa Wesleyan, Mount Pleasant; M.D., State University of Iowa
Director of Student Health Services — 1977
FREDERICK C. LOOMIS — B.S., M.D., State University of Iowa
Staff Physician — 1972
ROBERT C. MILLER — B.S., Iowa State University; M.D., State University of Iowa
Staff Physician — 1976
PAUL D. TENNEY — D.O., College of Osteopathic Medicine and Surgery, Des Moines, Iowa
Staff Physician — 1971 (1976)
ROBERT L. TUJETSCH — B.S.C., M.H.A., State University of Iowa, M.A., University of Northern Iowa
Administrator, Student Health Services — 1976
JAMES J. HUGHES — B.A., Kearney State College, Nebraska; B.S.P., University of Nebraska, Lincoln
Pharmacist — 1973
PHYLIS A. BOLTE — R.N., Broadlawns School of Nursing, Des Moines, Iowa
Nurse — 1973
EILEEN T. JIRAK — R.N., Mercy School of Nursing, Dubuque, Iowa
Nurse — 1977
BARBARA MEYSENBURG — R.N., Michael Reese Hospital, Chicago; B.A., University of Northern Iowa
Nurse Supervisor — 1979
CARYL L. NIELSEN — R.N., Allen Memorial Hospital Lutheran School of Nursing, Waterloo, Iowa
Nurse — 1973
PATRICIA A. PETERSON — R.N., Allen Memorial Hospital Lutheran School of Nursing, Waterloo, Iowa
Nurse — 1978

Office of Student Research

PAUL C. KELSO — B.A., Northeast Missouri State University; M.Ed., Ed.D., University of Missouri
Coordinator of Student Research — 1948 (1978)
DIVISION OF ADMINISTRATIVE SERVICES

Division Administration

ROBERT D. STANSBURY — B.A., M.A., University of Northern Iowa; Ph.D., University of Iowa
Vice-President for Administrative Services
Associate Professor of Education — 1968 (1973)

GERALD D. BISEBY — B.A., University of Northern Iowa; M.S.; Iowa State University; Ph.D., University of Iowa
Administrative Research Assistant — 1964 (1977)

DONALD R. WALTON — B.A., Saint Ambrose College; M.A., University of Northern Iowa
Assistant Vice-President for Personnel Relations — 1966 (1979)

Budget Administration

JAMES A. STAMPP — B.B.A., Kent State University; M.B.A., State University of New York, Buffalo
Budget Administrator — 1976

EUNICE A. DELL — B.A., University of Northern Iowa
Administrative Assistant/Research — 1977

Business Services

RICHARD S. DOUGLAS — A.B., J.D., Duke University; Ed.S., Rutgers University Graduate School of Education
Director of Business Services — 1976 (1979)

JAMES L. BAILEY — B.A., M.A., University of Minnesota
Associate Director of Business Services and University Treasurer — 1950 (1977)

DONALD R. BOSS
Chief Purchasing Agent — 1964

ROXANNE CONRAD
Assistant Administrator of Purchasing — 1968 (1976)

ANN L. GEORGE
Assistant Payroll Coordinator — 1974 (1979)

GEORGE M. HANSEN — B.A., DePauw University
Payroll Coordinator — 1977

RAY G. HARRIS
Administrative Assistant — 1979

DIANE K. OLSON — B.A., University of Iowa
CETA Center Coordinator — 1977

BRUCE A. RIEKS — B.A., University of Northern Iowa
Senior Accountant — 1979

BARTON G. SHEFFER — B.S., University of Wisconsin
Accounts Receivable Coordinator — 1979

GARY B. SHONTZ — B.B.A., University of Iowa; M.A.E., University of Northern Iowa
Controller/University Secretary — 1974 (1976)

Grants and Contracts

HAROLD J. BURRIS — B.A., Drew University; M.Div., Garrett Theological Seminary; M.A., Northwestern University
Administrator, University Grants and Contracts
Adjunct Professor of Philosophy and Religion — 1975
Intercollegiate Athletics

STANLEY B. SHERIFF — B.S., M.A., California State Polytechnic University
Athletics Director and Head Football Coach
Administrative Head: UNI-Dome
Associate Professor of Physical Education — 1958 (1977)

JAMES L. BERRY — B.A., Creighton University; M.A., University of Northern Iowa
Head Basketball Coach — 1973 (1979)

DANIEL J. BREITBACH — B.A., Loras College; M.A., University of Northern Iowa
Assistant Basketball Coach
Instructor in Physical Education — 1973 (1975)

CHRISTOPHER BUCKNAM — B.S., Norwich University, Northfield, Vermont
Assistant Track Coach — 1979

ROGER FRENCH — B.S., University of Minnesota; M.A., Memphis State University
Assistant Football Coach — 1979

ANNABEL G. HILL
Athletic Business Manager — 1967 (1978)

ROBERT C. JOHNSON — B.A., University of Iowa; M.A., University of Northern Iowa
Associate Athletics Director — 1974 (1978)

NANCY A. ROSS JUSTIS — B.A., University of Iowa
Sports Information Director — 1974 (1979)

MICHAEL L. KOLLING — B.S., South Dakota State University; M.S., North Dakota State University
Assistant Football Coach — 1977

ROBERT D. MACKENZIE — B.A., Simpson College
Executive Secretary, UNI Athletic Club — 1979

LARRY N. NORMAN — B.A., M.A., University of Northern Iowa
Assistant Football Coach — 1976 (1979)

LOUIS R. PIRROTTA — B.S., M.S., Mankato State University
Assistant Football Coach — 1979

DENNIS L. REMMERT — B.A., M.A., University of Northern Iowa
Assistant Football Coach
Assistant Professor of Physical Education — 1964 (1969)

SANDRA C. WILLIAMSON — B.S., M.S., Eastern New Mexico University
Associate Athletic Director — 1978
Management Data Processing

Dwight A. Berryman — B.A., Western Illinois University
  Associate Director — 1977 (1979)
Russell F. Corum
  Systems Analyst — 1977 (1979)
David C. Fanter — B.S., Augustana College
  Senior Systems Analyst — 1978
Roberta L. Fox — B.A., University of Northern Iowa
  Programmer Analyst — 1976 (1979)
Judy George — B.S., University of Wisconsin
  Programmer Analyst — 1979
Dennis R. Lindner — B.A., Wartburg College
  Senior Systems Analyst — 1978 (1979)
Kevin Quarnstrom — B.A., University of Northern Iowa
  Systems Analyst — 1979
Lyke A. Rasmussen — B.S., Iowa State University
  Senior Systems Analyst — 1978 (1979)
Merlin D. Taylor — B.A., University of Northern Iowa
  Assistant Director/Operations — 1966 (1967)
Patricia Lynn Warren — B.S., Iowa State University
  Programmer Analyst — 1978

Personnel Services

John D. Mixsell, Jr. — B.S., Saint Lawrence University, New York; M.A., Webster College, Missouri
  Personnel Director — 1979
Raymond I. Harris — B.A., Huron College, South Dakota
  Employment Administrator — 1974
Jody A. Hinds — B.A., University of Iowa; B.S., Iowa State University
  Training Coordinator/Job Analyst — 1976 (1977)
Mary C. Lindaman
  Benefits Coordinator — 1966 (1972)
Vicki Lynn Pospisil — B.A., University of Iowa; M.A., University of Northern Iowa
  Interviewer/Analyst — 1977

Physical Plant

Thomas E. Paulson — B.S.C.E., University of North Dakota; B.S.B.A., University of Minnesota;
  M.B.A., University of Northern Iowa
  Physical Plant Director — 1974
Nevlyn M. Evans
  Accountant — 1967 (1979)

Engineering Services

David L. Walter — B.S., Iowa State University
  Engineering Services Director — 1977
Victor P. Gibson — B.S., Iowa State University
  Construction Architect — 1971
Berwyn Johnson — B.S.M.E., Iowa State University
  Mechanical Engineer — 1974
Facilities Planning and Space Assignment

LELAND A. THOMSON — B.A., M.A., University of Northern Iowa; Ed.D., University of Denver
  Facilities Planning and Space Assignment Director — 1968
KENNETH ALAN WISEMAN — B.Arch., University of Nebraska
  Architect/Planner — 1973

Plant Services

ALLEN D. PERRY — B.B.A., University of Iowa
  Maintenance and Operations Director — 1972 (1978)
JOHN W. ACKERMAN
  Manager, Transportation Services — 1942 (1971)
HENRY J. DODEN
  Manager, Ground Services — 1959 (1961)
EUGENE S. EDDY
  Manager, Electrical Services — 1963
JOSEPHINE GLEASON
  Manager, Building Services — 1973 (1979)
MERLYN HEIDT
  Manager, Greenhouse and Landscaping Services — 1975
DONALD C. LUCHTENBURG
  Manager, Mechanical Services — 1959 (1978)
KENNETH NIEMAN
  Manager, Central Stores/Central Receiving Services — 1964 (1974)
VICTOR B. RHODES
  Manager, Heating and Power Plant Services — 1942 (1970)
DARYL E. STONER
  Planner/Technical Assistant — 1979
ROGER UHLENHOPP
  Manager, Carpentry Services — 1975 (1976)

Safety and Security

ROLLIN G. EVERS
  Director, Safety and Security — 1964
JOHN DUANE STALBERGER
  Assistant Director, Safety and Security — 1965

Special Services

DONALD DEAN GREENE — B.A., University of Northern Iowa
  Special Services Administrator — 1975 (1977)

UNI-Dome Administration

RICHARD H. BROWNELL — B.A., Loras College; M.A., University of Northern Iowa
  UNI-Dome Business and Operations Manager — 1974 (1977)
R. DANA WARG — B.S., Iowa State University
  UNI-Dome Promotion and Events Manager — 1977 (1979)
Emeritus Faculty

GEORGE G. BALL — B.S., M.A., Kent State University; Ed.D., University of Wyoming
Professor of Education and Psychology — 1958 (1978)

PAUL F. BENDER — B.A., University of Iowa; M.A., Columbia University; Ed.D., New York University
Dean of Students — 1921 (1964)

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)

CLIFFORD L. BISHOP — B.A., Western College of Colorado; M.A., University of Denver; Ed.D., University of Colorado
Professor of Education and Psychology
Head of the Department of Education — 1950 (1977)

MILDRED R. BLACKMAN — B.S., Northwest Missouri State College; M.Ed., University of Missouri
Assistant Professor of Teaching — 1948 (1977)

JAMES T. BLANFORD — B.S., Central Normal College, Indiana; M.S., Ed.D., Indiana University
Professor of Accounting — 1946 (1979)

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)

E. JEAN BONTZ — B.A., M.A., Ph.D., University of Iowa
Professor of Physical Education for Women
Head of the Department of Physical Education for Women — 1949 (1972)

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)

LENA P. BUCKINGHAM — B.S., Northeast Missouri State Teachers College; M.S., Iowa State University
Associate Professor of Home Economics — 1953 (1968)

MARJORIE D. CAMPBELL — B.Sc.Ed., M.A., Ohio State University
Associate Professor of Art — 1949 (1979)

WALTER Barton Coleman — B.A., Swarthmore College; M.Mus., University of Texas; D.M.A., Eastman School of Music, University of Rochester
Associate Professor of Flute and Cello — 1953 (1974)

JOHN PAUL COWLEY — B.A., Heidelberg College, Ohio; M.A., University of Wichita; Ph.D., Yale University
Professor of English — 1945 (1973)

ELINOR 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)

LEONARD R. DAVIS — B.A., Coe College; M.S., University of Iowa
Counselor (Counseling Psychologist), Counseling Center — 1964 (1976)

WALTER D. DEKOCK — B.A., Western Michigan University; M.A., Ed.D., Columbia University
Professor of Education — 1956 (1971)

E. C. DENNY — B.A., Indiana University; M.A., University of Chicago; Ph.D., University of Iowa
Professor of Education and Head of the Department — 1923 (1955)

MARY DIETERICH — B.A., Grinnell College; B.S.L.S., Columbia University
Reference Librarian (Social Science)
Archives Librarian — 1950 (1970)

MARGARET DIVELBESS — B.A., Grinnell College; M.A., Columbia University
Associate Professor of Teaching — 1927 (1964)

CHARLOTTE E. EILERS — B.A., M.A., University of Northern Iowa
Assistant Professor of Speech — 1965 (1979)
MERRILL F. FINK — B.A., Central Michigan University; M.S., University of Michigan
Registrar — 1946 (1978)

EARNEST C. FOSSUM — B.A., Augustana College, South Dakota; M.A., Ph.D., University of Iowa
Associate Professor of Speech
Director of the Placement Bureau — 1943 (1973)

V. D. FRENCH — B.S., Drake University; M.D., Rush Medical College
Director, Student Health Service — 1962 (1955)

LAURA K. GILLOLEY — B.S., M.A., University of Minnesota
Associate Professor of Teaching — 1950 (1971)

LEWIS E. GLENN — L.L.B., George Washington University
Associate Registrar, Scheduling — 1966 (1979)

WALTER J. GOHMAN — B.A., St. Cloud State College, Minnesota; M.A., University of Minnesota
Associate Professor of Teaching; Science — 1951 (1977)

HERBERT V. HAKE — B.A., Central Wesleyan College, Missouri; M.A., University of Iowa; Doctor of Humane Letters, University of Northern Iowa
Director of Radio and Television — 1938 (1973)

ELBERT W. HAMILTON — B.A., Tarkio College; M.A., Ph.D., University of Iowa
Professor of Mathematics

ALDEN B. HANSON — B.A., St. Olaf College; M.Ph., University of Wisconsin
Associate Professor of English
Foreign Student Adviser — 1946 (1975)

ROSE L. HANSON — B.S., University of Nebraska; M.A., University of Iowa
Assistant Professor of Teaching — 1920 (1966)

WILLIAM P. HAPP, JR. — B.S., Northwestern University; M.S., Ph.D., University of Iowa
Professor of Teaching — 1948 (1974)

LETA NORRIS HARMON — B.S., Central State College, Oklahoma; M.Ed., University of Oklahoma
Associate Professor of Teaching
Coordinator of Student Teaching — 1950 (1975)

JAMES S. HEARST — Doctor of Literature, University of Northern Iowa
Professor of Creative Writing — 1943 (1975)

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<table>
<thead>
<tr>
<th>Name</th>
<th>Degrees and Institutions</th>
<th>Position or Role</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HUGO L. BEYKIRCH</strong></td>
<td>B.A., M.A., Ph.D., Wayne State University</td>
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GORDON B. DENTON — B.B.A., University of Texas; M.B.A., University of Iowa
   Associate Professor of Marketing — 1965 (1970)
JOAN ENGLUND DIAMOND — B.A., Knox College; M.S., University of Illinois
   Associate Professor of Teaching: Educational Media — 1967 (1973)
SAUL L. DIAMOND — B.S., Syracuse University; M.B.A., Wharton School of Business, University of Pennsylvania
   Assistant Professor of Marketing — 1967
ERNEST K. DISHNER — B.S., M.A., East Tennessee State University; Ed.D., University of Georgia
   Professor of Education
   Head of the Department of Curriculum and Instruction — 1979
ROGER DITZENBERGER — B.A., M.A., University of Northern Iowa; Ph.D., Iowa State University
   Associate Professor of Business Education and Teacher Educator-Materials Specialist — 1968 (1977)
DOUGLAS A. DIXON — B.Mus. Ed., Augustana College, Illinois; M.A., University of Iowa
   Adjunct Instructor in Guitar — 1978
DAVID R. DOCKSTADER — A.B., Temple University; M.S.-Physics, University of Wisconsin; M.S.-Geology, Ph.D., University of Rochester
   Assistant Professor of Geology — 1979
DOUGLAS D. DOERZMAN — B.A., M.A., University of Northern Iowa
   Assistant Professor of Teaching
   Coordinator of Student Teaching — 1967 (1970)
H. THEODORE DOHRMAN — A.B., Nebraska State College; S.T.B., Ph.D., Harvard University
   Professor of Sociology — 1966
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   Associate Professor of Physical Education — 1979
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GREGORY M. DOTSETH — B.A., Luther College; M.A., Western Washington State College; Ph.D., Iowa State University
   Associate Professor of Mathematics — 1966 (1974)
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   Associate Professor of Teaching: Elementary Education
   Principal, Malcolm Price Elementary School — 1970 (1978)
VIRGILE. DOWELL — B.S., M.S., Kansas State Teachers College; Ph.D., University of Oklahoma
   Professor of Biology — 1966 (1968)
*JOHN CHARLES DOWNEY — B.S., M.S., University of Utah; Ph.D., University of California, Davis Campus
   Professor of Biology
   Head of the Department of Biology — 1968

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Professor of Education — 1949 (1965)

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Instructor in Home Economics — 1979

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   Associate Professor of Theatre — 1966 (1975)
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   Coordinator of Media Laboratories — 1973
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JOHN S. GOSSETT — B.S., University of Houston
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   Assistant Professor of Physical Education — 1967 (1975)
MITCHELL A. GREENE, JR. — B.S., Dillard University; M.A., Case Western Reserve University; Ph.D., University of Iowa
   Associate Professor of Social Work — 1972 (1977)
MARY ELLEN GREENLEE — B.A., Catholic University of America; M.A., Ph.D., University of California, Berkeley
   Assistant Professor of English and Linguistics — 1979
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   Assistant Professor of Management — 1979
CAROL ANN GRUBER — B.A., California State University; M.A., University of Southern California
   Instructor in Physical Education — 1978
HARRY C. GUILLAUME — B.S., M.A., Ed.D., Columbia University
   Professor of Art — 1948 (1956)
LESLIE W. HALE — B.M.E., M.M.E., Drake University; D.M.A., University of Missouri, Kansas City
   Professor of Teaching: Music — 1960 (1974)
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   Associate Professor of Speech
   Head of the Department of Speech — 1973
FRED WILLIAM HALLBERG — B.A., M.A., Ph.D., University of Minnesota; M.S., Iowa State University
   Associate Professor of Philosophy — 1967 (1972)
GAYLON L. HALVERSON — B.A., Luther College; M.A., University of Northern Iowa; D.B.A., Indiana University; C.P.A.
   Professor of Accounting — 1963 (1972)
ALBERT CHARLES HAMAN — B.A., University of Iowa; M.A., Michigan State University
Associate Professor of Biology — 1961 (1972)

NELLIE D. HAMPTON — B.S., Central Missouri State University; M.A., State University of Iowa; Ph.D.,
University of Wisconsin
Professor of Education — 1945 (1959)

JAMES L. HAN DORF — B.A., M.A., University of Northern Iowa; Ph.D., University of Northern Colorado
Associate Professor of Business Education — 1966 (1973)

GLENN L. HANSEN — B.A., M.A., University of Northern Iowa; Ph.D., Texas A&M University
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JON EDWARD HANSEN — B.A., M.A., University of Northern Iowa
Associate Professor of Trombone — 1969 (1974)

RICHARD B. HANSEN — B.A., St. Ambrose College; M.A., Ph.D., University of Nebraska, Lincoln
Assistant Professor of Economics — 1978

DONALD L. HANSON — B.A., M.A., University of Northern Iowa; Ed.D., University of Wyoming
Professor of Education — 1966 (1970)

ROBERT W. HANSON — B.A., Bemidji State College; M.S., University of Minnesota; Ph.D., University of
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Professor of Chemistry and Science Education — 1963 (1966)

ROBERT J. HANSON — B.S., Gustavus Adolphus College; M.A., University of Nebraska; Ph.D., Indiana
University
Professor of Physics
Head of the Department of Physics — 1969

JAMES N. HANTULA — B.A., M.A., University of Michigan
Associate Professor of Teaching: Social Studies — 1965 (1975)

ROBERT R. HARDMAN — B.S., Maryland State College; M.S., Ed.D., Indiana University
Professor of Educational Media
Director of the Educational Media Center — 1970 (1974)

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Associate Professor of Education — 1967 (1973)

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GORDON M. HARRINGTON — B.E.E., Georgia Institute of Technology; Ph.D., Yale University
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JUDITH F. HARRINGTON — B.S., Boston University; M.A., University of Iowa
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CATHERINE WOOLEIDGE HATCHER — B.A., M.S., Ph.D., Purdue University
Assistant Professor of Education — 1975

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Associate Professor of Art — 1966 (1974)

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Director of Forensics — 1978

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GLORIA KIRKLAND — B.A., Fisk University; M.S., Ph.D., Indiana State University
Assistant Professor of Teaching: Early Childhood Education — 1978

AURELIA L. KLINK — B.A., M.A., University of Northern Iowa
Assistant Professor of Business Education — 1966 (1969)
University of Northern Iowa

JEROME F. KLINKOWITZ — B.A., M.A., Marquette University; Ph.D., University of Wisconsin
Professor of English — 1972 (1976)

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Visiting Assistant Professor of German — 1977

HOWARD T. KNUTSON — B.A., Luther College; M.A., Ed.D., University of Wyoming
Professor of Education
Director of Teacher Education — 1953 (1959)

FRITZ H. KÖNIG — B.A., University of Heidelberg; Candidatus Magisterii, University of Oslo, Norway;
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Professor of German
Head of the Department of Modern Languages — 1967 (1975)

JÜRGEN KOPPENSTEINER — Ph.D., University of Graz, Austria
Professor of German

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Assistant Professor of Physical Education — 1965 (1968)

MARTA MARIA KOSARCHYN — B.A., Kent State University; M.S., University of Illinois
Instructor in Mathematics — 1979

ROBERT E. KRAMER — Ph.B., M.A., University of North Dakota
Assistant Professor of Sociology — 1965 (1970)

MARILOU DEWALL KRAZENSTEIN — B.A., Calvin College; M.A., Ohio State University; D.M.A.,
University of Iowa
Associate Professor of Organ — 1975

MARIAN E. KROGMANN — B.S., South Dakota State University; M.A., Ph.D., University of Iowa
Associate Professor of Political Science — 1967 (1970)

ROBERT WALTER KREUGER II — B.Mus.E., M.Mus., Northwestern University
Assistant Professor of French Horn — 1975 (1976)

RAYMOND W. KUEHL — B.S., Upper Iowa University; M.A., University of Iowa; Ed.S., Drake University;
Ph.D., University of Iowa
Associate Professor of Teaching
Director of Student Field Experiences — 1966 (1971)

ROGER A. KUETER — B.A., Loras College; M.S., Ed.D., Indiana University
Associate Professor of Education — 1970 (1974)

DHIRENDRA KUMAR — B.S., I.I.T., India; M.S., Iowa State University; M.S., Ph.D., University of
Nebraska
Adjunct Instructor in Industrial Technology — 1979

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Assistant Professor of Education — 1972

JOSEPH F. LAMBERTI, JR. — B.S.Ed., Edinboro State College; M.A., California State University at
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Associate Professor of Education
Director of the Curriculum Laboratory
Assistant to the Dean of the College of Education — 1972 (1978)

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Assistant Professor of Home Economics — 1978

*GERALDINE E. LA ROCQUE — B.S., M.A., University of Minnesota; Ph.D., Stanford University
Professor of English — 1972

MARGARET L. LA RUSE — B.M.E., Morningside College; M.M., Northwestern University
Instructor in Education — 1976

JAMES P. LA RUE — B.S., Southeast Missouri State College; M.A., Colorado State College of Education;
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Professor of Industrial Technology — 1956 (1971)

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KENNETH LASH — B.A., Yale University; M.A., University of New Mexico  
Professor of Art — 1970

*RICHARD T. LATTIN — B.A., University of Northern Iowa; M.A., Ph.D., University of Iowa  
Professor of Education — 1947 (1969)

RICHARD J. LAWN — B.Mus., M.Mus., Eastman School of Music, University of Rochester  
Assistant Professor of Jazz Studies — 1976

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Instructor in Teaching: Foreign Languages — 1978

AGNES LEBEDA — B.A., Northwestern Oklahoma State University; M.S., Oklahoma State University; Ph.D., University of Minnesota  
Professor of Management — 1963 (1963)

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Professor of Education — 1967 (1978)

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Associate Professor of Education — 1974

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Associate Professor of Special Education — 1973 (1978)

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Professor of Mathematics — 1968 (1976)

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Instructor in Teaching: Counseling — 1979

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Instructor in Mathematics — 1966

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Assistant Vice-President, Academic Affairs — 1949 (1971)

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Assistant Professor of English — 1976

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Assistant Professor of Industrial Technology — 1979

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Associate Professor of Geography — 1973

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Associate Professor of Industrial Technology — 1979

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Associate Professor of Sociology — 1973 (1978)

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Coordinator of Student Teaching — 1951 (1969)

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Assistant Professor of Speech — 1975

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Visiting Assistant Professor of Accounting — 1979

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Assistant Professor of Biology — 1966 (1969)

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Instructor in Teaching: Elementary Education — 1976

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Professor of Biology
Dean of the College of Natural Sciences — 1949 (1968)

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Head of the Department of Chemistry — 1977

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Assistant Professor of Social Work — 1979

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Professor of Teaching: Safety Education — 1949 (1973)

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Director, Center for Business and Behavioral Research
Dean of the College of Social and Behavioral Sciences — 1972

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Assistant Professor of Sociology — 1979

RAÚL MUÑOZ — B.A., M.A. in Sociology, University of Nebraska; M.A., in Spanish Literature, Ph.D., Michigan State University
Associate Professor of Spanish — 1963 (1974)

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Professor of Mathematics — 1970 (1978)

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Assistant Professor of Speech — 1967

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Assistant Professor of Teaching: Social Studies — 1969 (1974)

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Assistant Professor of Accounting — 1974

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Professor of Guidance and Counseling
Dean of the College of Education — 1976

VIRGIL C. NOACK — B.A., M.A., University of Northern Iowa
Assistant Professor of Sociology — 1967 (1970)

SAMUEL NODARSE — Doctorate in Social Sciences, Doctorate in Law, Universidad de la Habana, Cuba;
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Professor of Spanish — 1964 (1975)

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Assistant Professor of Accounting — 1973

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Assistant Professor of Industrial Technology — 1973

MICHAEL DAVID OATES — A.B., Fairfield University; M.A.T., Assumption College; Ph.D., Georgetown
University
Professor of French — 1967 (1975)

EARL OCKENGRA — B.S., Augustana College, South Dakota; M.S., University of South Dakota
Assistant Professor of Teaching: Mathematics — 1975

JOANNE CURRY O'CONNELL — B.S., South Dakota State University; M.Ed., University of North Carolina,
Chapel Hill
Assistant Professor of Special Education — 1979

*ANDREW P. ODELL — B.A., University of Iowa; Ph.D., University of Wisconsin
Assistant Professor of Astronomy — 1974

KARL EDWARD ODWARKA — Diplom, Akademie fuer Welthandel, Frankfurt, Federal Republic of Germany;
A.B., M.A., Wayne State University; Ph.D., University of Michigan
Professor of German — 1964 (1979)

DALE WILSON OLSON — B.A., Carleton College; Ph.D., University of Rochester
Associate Professor of Physics — 1968 (1973)

ALAN R. ORR — B.A., Simpson College; M.S., Ph.D., Purdue University
Professor of Biology — 1965 (1978)

*JOHN H. PAGE, JR. — B. of Design University of Michigan; M.F.A., University of Iowa
Professor of Art — 1960 (1964)

DAVE PAN — B.S.W., Wartburg College; M.S.W., Washington University, St. Louis

*on leave
BHAGABAN PANIGRAHI — B.Com., Bhadrak College, Utkal University, India; M.Com., LL.B., Utkal University; M.B.A., North Texas State University
Assistant Professor of Marketing — 1979

JOHN W. PAPE — B.Mus., M.Mus., Southern Illinois University
Instructor of Opera/Music Theatre — 1979

EUGENIA G. PARISHO — B.A., University of Northern Iowa; M.A., University of Chicago
Assistant Professor of Teaching: Elementary Education — 1968

HENRY H. PARKER — B.A., St. Thomas College, Minnesota; M.A., University of Minnesota; Ph.D., University of Illinois
Associate Professor of Latin — 1965 (1977)

BARBARA J. PARRISH — B.A., M.A., University of Northern Iowa
Instructor in Home Economics — 1977 (1979)

CHARLES A. PATTON — B.A., University of Northern Iowa; M.A., University of Oregon
Associate Professor of Physical Education — 1964 (1972)

ROBERT L. PAULSON — B.S., M.A., University of Iowa
Associate Professor of Teaching: Educational Media — 1954 (1963)

BARBARA E. PERSHING — B.S., Western Illinois University; M.A., University of Northern Colorado; Ph.D., Iowa State University
Assistant Professor of Home Economics — 1971 (1976)

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CAROL L. PHILLIPS — B.S., The Ohio State University; M.A.T., Washington State University
Instructor in Physical Education — 1975

CECIL K. PHILLIPS — B.S., Southwest Missouri State College; M.Ed., Ed.D., University of Missouri
Professor of Teaching
Coordinator of Student Teaching — 1948 (1962)

GROVER O. PHILLIPS — B.S., Southwest Missouri State University; M.S., University of Missouri; Ph.D., University of Arkansas
Assistant Professor of Marketing — 1979

JOSEPH W. PHILLIPS — A.B., Rutgers University; M.A., Ph.D., University of California, Berkeley
Visiting Assistant Professor of History — 1979

WARREN E. PICKLUM — B.A., Colorado State University; M.S., Ph.D., Iowa State University
Associate Professor of Biology — 1957 (1974)

BRUCE L. PLAKKE — B.A., M.A., Western Michigan University; Ph.D., Memphis State University
Assistant Professor of Audiology — 1978

GEORGE R. POAGE — B.A., University of Northern Iowa; M.A., Ph.D., University of Iowa
Professor of History — 1954 (1965)

PAUL J. PORTER — B.A., M.A., Ed.S., University of Northern Iowa; Ed.D., Drake University
Assistant Professor of Education — 1967 (1970)

LOIS SHEFTE POTTER — B.A., Yankton College; M.A., University of Iowa; Ph.D., University of Wisconsin
Professor of Teaching: Speech Pathology — 1960 (1972)

JAMES W. PRICE — B.S.Ed., A.B., University of Missouri; M.A., University of Northern Iowa
Assistant Professor of Teaching: Foreign Language — 1964 (1970)

W. DEAN PRIMROSE — B.A., M.A., University of Northern Iowa
Assistant Professor of Teaching: Business Education — 1973 (1976)

JERROLD E. PRITCHARD — B.A., M.A., California State University, Sacramento; D.M.A., University of Washington
Associate Professor of Flute and Music History
Acting Director, Individual Studies Program — 1969 (1978)

JOSEPH PRZYCHODZIN — B.Ed., Southern Illinois University; M.A., University of Illinois; Ed.D., University of Missouri
Professor of Education — 1949 (1968)
*CHARLES E. QUIRK — B.A., Carroll College, Wisconsin; B.D., McCormick Theological Seminary; Ph.D., University of Iowa
Associate Professor of History — 1963 (1969)

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DON W. RAJECKI — B.A., Kent State University; Ohio; Ph.D., University of Michigan
Associate Professor of Psychology — 1979

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Assistant Professor of Special Education — 1979

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Professor of Education and Psychology — 1965 (1971)

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Associate Professor of Mathematics — 1972 (1977)

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Associate Professor of Business Education — 1965
Teacher Educator in Office Education — 1965 (1969)

F. SCOTT REGAN — B.A., State University of New York, Albany; M.A., Ph.D., University of Minnesota
Assistant Professor of Child Drama — 1976

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Visiting Professor of Management — 1979

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Instructor in English — 1979

THOMAS J. REMINGTON — B.A., Regis College, Colorado; M.A., Ph.D., Kansas State University
Associate Professor of English — 1970 (1977)

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Professor of Education — 1961 (1976)

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Associate Professor of Biology — 1958 (1970)

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Professor of History — 1969 (1977)

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Associate Professor of Education — 1976

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Professor of English
Head of the Department of English Language and Literature — 1976

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Professor of Art
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GARY E. SANDERS — B.S., Moorhead State University; M.Ed., Colorado State University
Instructor in Physical Education — 1977

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Associate Professor of History — 1969 (1978)

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Director of the UNI Museum — 1949 (1958)

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