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University Catalog 1978-1980

University of Northern Iowa

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The architecture of scholarship survives, time may break stained glass windows and tumble stones, but the edifice of faith and thought, poetry, art, harmony, the probing sciences, stands wherever men have cherished it.

"Evergreen Transformations"
by James Hearst
Emeritus Professor of Creative Writing
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2 Arts and Industries
3 Athletic Fields
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5 Baker Hall
6 Biology Research Complex
7 Ceramics Studio
8 Crafts Shop and Psychology No. 2
9 Education Center
10 Erickson Garage
11 Home Management House
12 Industrial Technology Center
13 Men's Gymnasium
14 Old Administration Building
15 Physical Education Center
16 Physics Building
17 Price Laboratory School
18 Psychology No. 1
19 Russell Hall
20 Sabin Hall
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22 Seerley Hall
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- Bender Hall (27)
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### Spring Semester 1978

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<thead>
<tr>
<th>Month</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Jan.</td>
<td>9</td>
<td>Mon., Orientation and Registration, 8 a.m. to 4 p.m.</td>
</tr>
<tr>
<td>Jan.</td>
<td>10</td>
<td>Tue., Instruction begins, 8 a.m.</td>
</tr>
<tr>
<td>March</td>
<td>4</td>
<td>Sat., End of first half semester, 12 noon.</td>
</tr>
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<td>March</td>
<td>4</td>
<td>Sat., Spring vacation begins, 12 noon</td>
</tr>
<tr>
<td>March</td>
<td>13</td>
<td>Mon., Instruction resumes, 8 a.m.</td>
</tr>
<tr>
<td>March</td>
<td>24</td>
<td>Fri., Academic Holiday</td>
</tr>
<tr>
<td>May</td>
<td>8-12</td>
<td>Mon.-Fri., Final examinations</td>
</tr>
<tr>
<td>May</td>
<td>13</td>
<td>Sat., Semester ends, 4 p.m.</td>
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<td>Sat., Commencement</td>
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### Summer Session 1978

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event</th>
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<tr>
<td>June</td>
<td>5</td>
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<td>Tue., Instruction begins, 7:30 a.m.</td>
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<td>30</td>
<td>Fri., End of first 4-week session</td>
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<td>July</td>
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<td>Mon.-Tue., Legal Holiday</td>
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<tr>
<td>July</td>
<td>5</td>
<td>Wed., Instruction resumes, 7:30 a.m.</td>
</tr>
<tr>
<td>July</td>
<td>28</td>
<td>Fri., 8-week session ends</td>
</tr>
<tr>
<td>July</td>
<td>28</td>
<td>Fri., Commencement</td>
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</table>

### Fall Semester 1978

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
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<tr>
<td>Aug.</td>
<td>21-23</td>
<td>Mon.-Wed., Orientation and Registration, 8 a.m. to 4 p.m.</td>
</tr>
<tr>
<td>Aug.</td>
<td>24</td>
<td>Thur., Instruction begins, 8 a.m.</td>
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<tr>
<td>Sept.</td>
<td>4</td>
<td>Mon., Legal Holiday</td>
</tr>
<tr>
<td>Oct.</td>
<td>20</td>
<td>Fri., Academic Holiday</td>
</tr>
<tr>
<td>Oct.</td>
<td>21</td>
<td>Sat., End of first half semester, 12 noon.</td>
</tr>
<tr>
<td>Nov.</td>
<td>22</td>
<td>Wed., Thanksgiving vacation begins, 12 noon</td>
</tr>
<tr>
<td>Nov.</td>
<td>27</td>
<td>Mon., Instruction resumes, 8 a.m.</td>
</tr>
<tr>
<td>Dec.</td>
<td>14-20</td>
<td>Thur.-Wed., Final examinations</td>
</tr>
<tr>
<td>Dec.</td>
<td>21</td>
<td>Thur., Semester ends, 5 p.m.</td>
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<tr>
<th>Month</th>
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<tbody>
<tr>
<td>Jan.</td>
<td>15</td>
<td>Mon., Orientation and Registration, 8 a.m. to 4 p.m.</td>
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<tr>
<td>Jan.</td>
<td>16</td>
<td>Tue., Instruction begins, 8 a.m.</td>
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<td>March</td>
<td>10</td>
<td>Sat., End of first half semester, 12 noon.</td>
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<tr>
<td>March</td>
<td>10</td>
<td>Sat., Spring vacation begins, 12 noon</td>
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<tr>
<td>March</td>
<td>19</td>
<td>Mon., Instruction resumes, 8 a.m.</td>
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<tr>
<td>April</td>
<td>13</td>
<td>Fri., Academic Holiday</td>
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<tr>
<td>May</td>
<td>14-18</td>
<td>Mon.-Fri., Final examinations</td>
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<tr>
<td>May</td>
<td>19</td>
<td>Sat., Semester ends, 4 p.m.</td>
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<td>May</td>
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<td>May</td>
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<td>Sat., Commencement</td>
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### Summer Session 1979
- **June 4**: Mon., Registration, 8 a.m. - 4 p.m.
- **June 5**: Tue., Instruction begins, 7:30 a.m.
- **June 29**: Fri., End of first 4-week session.
- **July 2**: Mon., Second 4-week session begins, 7:30 a.m.; 8-week session instruction continues.
- **July 4**: Wed., Legal Holiday.
- **July 5**: Instruction resumes, 7:30 a.m.
- **July 27**: Fri., Summer sessions end.
- **July 27**: Fri., Commencement.

### Fall Semester 1979
- **Aug. 22-24**: Wed.-Fri., Orientation and Registration, 8 a.m. to 4 p.m.
- **Aug. 27**: Mon., Instruction begins, 8 a.m.
- **Sept. 3**: Mon., Legal Holiday.
- **Oct. 18-19**: Thur.-Fri., Academic Holiday.
- **Oct. 20**: Sat., End of first half semester, 12 noon.
- **Nov. 21**: Wed., Thanksgiving vacation begins, 12 noon.
- **Nov. 26**: Mon., Instruction resumes, 8 a.m.
- **Dec. 17-21**: Mon.-Fri., Final examinations.
- **Dec. 21**: Fri., Semester ends, 5 p.m.

### Spring Semester 1980
- **Jan. 14**: Mon., Orientation and Registration, 8 a.m. to 4 p.m.
- **Jan. 15**: Tue., Instruction begins, 8 a.m.
- **March 8**: Sat., End of first half semester, 12 noon.
- **March 22**: Sat., Spring vacation begins, 12 noon.
- **March 31**: Mon., Instruction resumes, 8 a.m.
- **May 12-16**: Mon.-Fri., Final examinations.
- **May 17**: Sat., Semester ends, 4 p.m.
- **May 17**: Sat., Commencement.

### Summer Session 1980
- **June 6**: Fri., Registration, 8 a.m. to 4 p.m.
- **June 9**: Mon., Instruction begins, 7:30 a.m.
- **July 3**: Thur., End of first 4-week session.
- **July 4**: Fri., Legal Holiday.
- **July 7**: Mon., Second 4-week session begins, 8-week session instruction continues, 7:30 a.m.
- **Aug. 1**: Fri., Summer sessions end.
- **Aug. 1**: Fri., Commencement.
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 fully accredited through the master's degrees and the sixth-year specialist's degrees 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 also accredited by the National Association of Schools of Music, the National Council of Social Work Education, the American Speech and Hearing Association, the American Home Economics Association, the Iowa State Department of Public Instruction, and the National University Extension Association, and approved by the American Chemical Society. In addition, the University Museum has achieved accreditation 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, six degrees are offered: the Master of Arts, the Master of Arts in Education, the Master of Business Administration, the Master of Music, and the sixth-year Specialist and Specialist in Education degrees.

Four instructional colleges and the Graduate College comprise the academic structure of the university, with colleges and departments grouped as follows:

College of Business and Behavioral Sciences —
          School of Business
          Business Education and Office Administration
          Economics
          Geography
          History
          Home Economics
          Political Science
          Psychology
          Sociology, Anthropology, and Social Work

College of Education —
          Curriculum and Instruction
          Educational Psychology and Foundations
          Library Science
          Physical Education for Men
          Physical Education for Women
          School Administration and Personnel Services
          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

College of Natural Sciences —
Biology
Chemistry
Earth Science
Industrial Technology
Mathematics
Physics

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. This change made the school’s increased facilities of greater service to the state with the offering of degree programs for those not planning to teach. Two programs leading to the Bachelor of Arts degree, one with certification to teach and one without certification, became available.

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 function of the institution was redefined as follows:

"The University shall offer undergraduate and graduate courses of instruction, conduct research and provide extension and other public services in the areas of its competence to facilitate the social, cultural and economic development of Iowa. Its primary responsibility shall be to prepare teachers and other educational personnel for schools, colleges and universities and to carry out research and provide consultative and other services for the improvement of education throughout the state. In addition, it shall conduct programs of instruction, research and service in the liberal and vocational arts and sciences and offer such other educational programs as the State Board of Regents may from time to time approve."

University status has brought, over the last decade, increased 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 first three degrees are available on programs with both certification to teach and programs without certification. The degree programs cover a wide diversity of teaching and vocational and liberal arts career fields. The Bachelor of Fine Arts and the Bachelor of Music are professional degrees with specific programs for the preparation and training of professional performers as well as other fields of the arts where a high degree of specialized knowledge or performance skill is required. The expansion of the graduate-level degree programs reflects the university’s continuing efforts to meet the needs of higher education; six 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. The graduate program is given in detail beginning on page 220.
The University of Northern Iowa has grown from its 1876 original campus site of 40 acres with one building — Central Hall which originally had housed orphaned children of Civil War soldiers — until it now embraces more than 40 principal buildings on a campus of some 720 acres, with a faculty of about 575 members and a student body of approximately 10,500. In addition to its physical growth, the university continues to underwrite the development of new programs which 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 University of Iowa and Iowa State University of Science and Technology, the University of Northern Iowa is governed by the State Board of Regents.
General Information

The University of Northern Iowa has available for its students a wide variety of services, facilities, and activities for educational enrichment beyond the academic work in the classroom and serving 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. ). 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 room preferences of returning students prior consideration. 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 have not been made for later occupancy which are acceptable to the Housing Office, 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 $588 per academic semester for a double room with full board. These rates may vary with single room occupancy or if less than full board option is selected. Charges include a $4 activity fee and a telephone in each room.

Bartlett Hall is a coeducational residence hall that provides housing for both graduate and undergraduate students. One section of the building is designed for graduate students and some qualifying undergraduates who are over 22 years of age, and the other section is designed for regular undergraduates. A "no board" option is available to all residents of Bartlett at a cost of $254 per semester in double occupancy.
A double room with full board for the 8-week summer session is $292. 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 examination date, the plan of refunding as stated in the contract will apply, but 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 maximum occupancy of 4,700 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 its occupants.

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, known as a Resident Assistant, lives in each house to serve as an information resource to all students.

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

Married Student Housing

One and two-bedroom apartments, furnished and unfurnished, are available to married students. College Courts and South Courts provide units for 147 student families. Hillside Courts houses 278 families. Assignments are made on a date of deposit priority basis. Applications and all inquiries should be directed to:

Married Student Housing Office
105 “E” Street
Hillside Courts
Cedar Falls, Iowa 50613

Food Service

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

Three meals are served daily, Monday through Saturday, but only breakfast and midday dinner are served on Sunday. Three options are available: “no breakfast,” “no weekend,” and “no breakfast and no weekend” as well as the customary full board. A student who lives off campus may make arrangements 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 $2,570 for the academic year.

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
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<tbody>
<tr>
<td>Basic fee</td>
<td>$694</td>
</tr>
<tr>
<td>Board and room</td>
<td>1176</td>
</tr>
<tr>
<td>Books, supplies and incidentals</td>
<td>700</td>
</tr>
</tbody>
</table>

Non-resident students are charged an additional $626 basic fee. For a full statement of fees (summer session, applied music, etc.) for both undergraduate and graduate students, see pages 48 and 49.
Students are required to provide their own textbooks. Ordinarily the cost for these books will be $90 to $100 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 AND NEW STUDENT ORIENTATION -- Through this office three basic services are provided for students at UNI and for entering students, both new freshman and transfer students.

Throughout the year academic advising is available to students who are undecided about a major or for those students who are registered as "unclassified."

The examination services through this office are available for undergraduate and graduate students in a variety of areas. These examinations provide for appropriate assessment and placement of students as they plan their educational programs.

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.

COUNSELING SERVICES — Counseling services at the University of Northern Iowa are designed to assist students in becoming more effective as students and as persons, and to grow in self-understanding in order to cope more effectively with immediate situations and with future decisions. UNI Counseling Services, located in the Student Counseling and Health Center, is 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, weight control, human sexuality, and biofeedback.

2. Testing in the vocational interest, personality, aptitude, and ability (intelligence) areas.

3. Career information files which include vocational trends, job qualifications, training courses for hundreds of occupations.

4. Educational information files including requirements for all major and minor areas of study at UNI and catalogs for many colleges and universities which provide information for individuals desiring information about other schools.

5. Study skills seminars which provide efficient and practical study methods and "test taking" techniques.

6. Referral services to other areas and agencies. A close relationship is maintained with the UNI Health Service for students who desire appointments with a psychiatrist or who request medication.
7. 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.

Counseling is completely voluntary, and the services of the Counseling staff are available to all currently enrolled without charge and to spouses of students who have purchased the activity ticket available to spouses of students. Limited services are available on a fee basis to former students, faculty, staff, and non-students.

Interviews are confidential. Information is not released without permission of the individual unless there is evidence of danger to the individual or society.

Appointments at the Counseling Services may be made directly at the Center, by a telephone call, or with a referral blank. 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 (including foreign or regional dialects), 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 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, and includes an out-patient clinic, laboratory, X-ray, pharmacy, and physical therapy facilities. Nominal charges are made for these services.

The Health Center is open from 8 a.m. to 5 p.m., Monday through Friday, when university classes are in session. When the Health Center is closed, health problems should be discussed with a Health Aide. Health Aides work under the direct supervision of the Health Center staff and function on a health education layman’s level of competence. All residence hall coordinators and resident assistants have been trained in first aid and the handling of medical problems. Arrangements have also been made for emergency coverage at Allen Hospital in Waterloo when the Health Center is closed.

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.

STUDENT SPOUSE ACTIVITY PROGRAM — The spouses of full-time UNI students may, by paying a fee of $14 per semester or $6 for the summer session, entitle themselves to the university services and benefits which are available to students; e.g., health services, counseling 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.

CAREER PLANNING AND PLACEMENT — The Office of Career Planning and Placement assists prospective graduates and alumni to secure positions in accordance with their qualifications and personal interests. The office 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 for employment, and counsels with individuals regarding career planning and placement concerns.

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

There is no charge for consulting with office staff regarding career or placement concerns. Students or alumni who wish to register with the office 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 ensure 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 Aid 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 advantage 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 Aid.

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 $1,400 minus the amount expected as a family contribution. 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 500 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 two high school seniors interested in becoming art teachers. Their value is the same as that of the Student Aid Scholarships.

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 Leslie I. Reed Memorial Scholarship, 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 Dale F. Groote Industrial Arts Scholarship, 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-Amy 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 Department of Physical Education for Women.

THE MOSEBACH, GRIFFITH, SIMMER & CO. SCHOLARSHIP is available to junior accounting students from Iowa and is based on need, academic achievements, and desire for the public accounting profession. Each scholarship is for $250 and two scholarships are awarded annually. Selection of the recipients is made by the School of Business.

THE I.B. McGLADREY EDUCATION AWARD is available to senior accounting students and is based on academic excellence. An award of $150 is presented each fall. Selection of the recipient is made by the School of Business.

THE MERCHANT SCHOLARSHIP is awarded 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.

THE MARY JENSEN SHACKELFORD AWARD is available to graduate students at the University of Northern Iowa. Preference is given to applicants seeking a Master of Arts in Education degree; however, the award is open for any area of graduate study at UNI. To be eligible, a student must have at least six hours of graduate work at this institution with a minimum grade point average of 3.0 and desirable personal and professional qualifications as determined by the selection committee. Each award is for $500 and will be made to a full-time graduate student for the regular academic year only. Additional information on the award may be secured at the Office of the Dean of the Graduate College as well as the Office of the Director of Financial Aids.

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 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 filing 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
General Information

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.

ATHLETICS — Various intercollegiate sports are available and extensive programs in intramural sports are conducted for both men and women.

The university engages in intercollegiate athletic competition in football, basketball, baseball, track, wrestling, tennis, golf, gymnastics, softball, field hockey, and volleyball. For the non-participant in intercollegiate sports, the activities provide recreational value. For the participant, these provide general educational value and constitute a laboratory for the preparation of future high school athletic coaches.

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, Chamber Choir, Marching Band, Wind Ensemble, Symphonic Band, Jazz Bands, University Orchestra, Opera/Music Theater, plus various instrumental ensembles.

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.

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.

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, secretary, and business manager. 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, Married Student Housing, Graduate Students, the Senate adviser, and the UNISA president. The UNISA Senate endeavors to promote cooperation
between students and faculty, to seek solutions to student and university 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 the Maucker Union is composed of 10 students and eight non-students. The Board recommends policies 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 composed of 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 UNISA, and appointed by the Policy Board.

Throughout the academic year the Union Policy Board may discuss and decide on issues ranging from building operating 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. Participation in such organizations broadens the individual and helps him to become acquainted with new ideas.

HONOR ORGANIZATIONS — Superior achievement in various lines of education work is recognized by membership in the following honor organizations:

- Beta Beta Beta (Biology)
- Chimes (Junior Women Scholarship and Leadership)
- Delta Sigma Rho (Debate)
- Gamma Theta Upsilon (Geography)
- "I" Club (Intercollegiate Athletics)
- Kappa Delta Pi (Education)
- Kappa Mu Epsilon (Mathematics)
- Omicron Delta Epsilon Zeta (Economics)
- Phi Alpha Theta (History)
- Phi Delta Kappa (Education)
- Phi Mu Alpha Sinfonia (Music)
- Phi Upsilon Omicron (Home Economics)
- Pi Gamma Mu (Social Science)
- Pi Omega Pi (Business Education)
- Purple Arrow (Freshman and Sophomore Women Scholarship)
- Sigma Alpha Iota (Music)
- Sigma Delta Phi (Spanish)
- Theta Alpha Phi (Drama)
- Theta Theta Epsilon (Home Economics)
- Tomahawk (Independent Sophomore Service)
- Torch and Tassel (Senior Women Scholarship and Leadership)

SOCIAL ORGANIZATIONS — There are six sororities and five 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. All of the 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 — The university radio service, Station KCRS, is 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, and the UNI Magazine are student publications on the UNI campus. The Board of Student Publications, a committee consisting of five students and four faculty members, establishes basic policies for publications under its jurisdiction. The Board appoints the executive editors for each of the student publications, which are advised by staff members of the Office of Public Information Services.

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 center of the campus, has a capacity of 600,000 volumes and provides seating for 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.

As of July 1, 1977, book collections totalled 460,880 volumes, including a carefully selected Reference Collection of 13,541 volumes. The Library has current subscriptions to 2,930 periodicals and 58 newspapers with extensive back files of most periodicals. The Library has a rapidly growing collection of microform materials consisting of 14,479 reels of microfilm, 181,359 microfiche, and 11,126 microcards. Also in the Library's holdings, as of July 1977, are 24,673 maps in the Map Collection and 4,937 recordings in the Audio Collection. As a selective depository for United States government publications, the Library adds thousands of items annually to the Documents Collection which now totals 170,444 items. The Youth Collection, a representative collection of elementary and secondary school library material, is of special interest to prospective teachers and currently consists of 14,622 volumes.

A full-time staff of 54, which includes 20 professional librarians, and more than 100 part-time student assistants and other hourly employees provide a public service week of 101 hours. Among special services and facilities available are group studies, lounges, faculty studies, the Graduate Study Room, the Art and Music area, Documents and Map Collections, Special Collections, the Youth Collection, Microforms Room, Browsing Room, Career Collection, a room for blind students, rental typewriters, photocopy machines, free calculators, and video cassette players.

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, table tennis 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 from the Georgian Lounge is the ballroom, a multi-purpose room with facilities for banquets, movies, dances, and lectures. Also on the first floor are the food service administrative offices. 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.
General Information

THE MUSEUM — The University Museum is accredited by the American Association of Museums, and is located in the Plant Services Building on 31st Street west of Hudson Road, Cedar Falls. The Museum 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.

Museum collections embrace four subject categories: geology, biology, anthropology, and history. The geology collection consists of minerals, rocks, and fossils of worldwide distribution. The bird collection consists of most birds indigenous to the midwest as well as some exotic, rare, and extinct species. Large and small mammals, reptiles, fish, arthropods, 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. A large and elegant demitasse collection includes pieces from the world’s finest china factories in the past several centuries. The anthropology area, which began with a collection of Indian arrowheads, axes, mauls, and Pueblo pottery, is at present the most rapidly expanding area at the Museum and includes important collections from Africa, Asia, the Pacific Islands, and South America.

The Museum is open, free of charge, from 9 a.m. until noon and from 1 to 4:15 p.m. Mondays through Fridays throughout the year and from 2 to 4:30 p.m. two Sundays a month from September through May and one Sunday a month in summer. It is closed on legal and university holidays. Although large groups as classes and clubs 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 curriculum guides and resource units, research monographs, learning packets, tests, free materials, sample classroom periodicals, education journals, pictures, textbooks, 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, classroom presentation by publisher’s representatives, special displays, as well as numerous other services.

The Curriculum Laboratory is open during fall and spring semesters from 8 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
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 audiovisual 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.

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 multi-racial student body of 750 pupils in nursery school-kindergarten and grades one through twelve.

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

THE 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 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 RESOURCE CENTER — The Learning Resource Center, located in Room 144 of the Education Center, offers free tutoring service to all university students in reading, study skills, writing, and course-work subject matter, as well as English language assistance for international students. Experienced tutors work on a one-to-one basis in an informal setting in providing assistance in remedial and developmental writing and reading to help students improve study skills. Students may voluntarily request assistance or may be referred to the Learning Resource Center by faculty members.

Assistance is available on all aspects of writing and on all kinds of writing from short, informal papers to research and term papers. Assistance in speed reading and instructional reading is also available.

TEST SCORING SERVICES — The Test Scoring Services section of Academic Computing Services contains equipment which processes "mark sense" documents, e.g., multiple-choice answer sheets. The equipment can be used to convert data recorded on "mark sense" documents to a computer-readable punched card. The punched card can then be processed on the university's computer equipment. The staff in Test Scoring Services can assist students, who are under faculty sponsorship, design and process "mark sense" documents.

ACADEMIC COMPUTING SERVICES — The computer services for the faculty and students involved in instruction and research are provided by Academic Computing Services. The services available are among the most advanced in the country, utilizing two large-scale computer systems and an independent, dedicated, interactive computer system. Many students will use the computer facilities as a result of taking courses which require it. Other students, under faculty sponsorship, may also use the services.

EXAMINATION SERVICES — The Office of Examination Services offers university-wide and standardized examinations. This office operates as the university's Testing Center for many national standardized graduate and undergraduate examinations. Some individual and residual examinations are offered upon request of faculty and/or administrative offices. Examination information concerning scheduling, fee payment, scoring, interpretation and evaluation is available to students and faculty through the Office of Examination Services.
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 undergraduates 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.

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 is being developed; this experimental program is designed to teach young children communication skills to prepare them for elementary school. Five evenings a week Nation Time, aired on university radio station KUNI, brings contemporary music, poetry, news, and interviews on subjects of public interest to the black community of Eastern Iowa, providing a strong daily link between the university and community.

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
general information

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
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.
STUDY ABROAD — The University of Northern Iowa has several programs for study abroad. These include annual foreign language summer institutes, College of Business and Behavioral 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 Université 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.

Business and Behavioral Sciences Foreign Study Seminars are sponsored by academic units within the College of Business 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 Campostela, 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.

INTERNATIONAL STUDENT PROGRAM - Undergraduate and graduate students who come to UNI from countries throughout the world are served by the university's International Student Program. Through the Office of International Student Affairs 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 under the supervision and guidance of the Director of International Student Affairs who certifies the student's enrollment necessary for entry to this country. Housing arrangements are made in advance for single students in Bartlett Hall as well as on-campus housing in the Married Student Housing areas for married students who bring their families. Throughout the year international students may seek the assistance of the Office of International Student Affairs for obtaining tutorial assistance and other needs which may occur.

The International Student Association, which is supported by the Student Senate on campus, is open to all international students. Regular meetings are held for discussion of current issues as these relate to international students on campus, and various social events are an important part of the activities of the ISA. The International Student Center, located on College Street across from the campus, provides an opportunity and facilities for students to gather informally for meetings, social activities, studying, and visiting.

For information concerning the International Student Program, contact the Office of International Student Affairs, Gilchrist Hall, University of Northern Iowa.

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.

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 new 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 218.

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 218.

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.

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.

COLLEGE-LEVEL EXAMINATION PROGRAM (CLEP) — The University of Northern Iowa is a participating institution in the College-Level Examination Program (CLEP). Students who plan to attend UNI and who wish further information on CLEP may write to the Office of Admissions for information. (Information is also available in most high school counselors' offices.) Enrolled students interested in earning credit through CLEP should contact the Office of Examination Services at UNI for information and dates of examinations. There are two types of CLEP examinations: the General Examinations and the Subject Examinations; both types are given at UNI.

At the present time five General Examinations are given — English Composition, Humanities, Mathematics, Natural Sciences, and Social Sciences-History. The test scores are
given 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 General Examinations may be applied only to general education requirements at UNI with the 70th percentile the minimum achievement level for credit. Tests are ordinarily taken early in the freshman year, usually at the time of first registration, but must be completed before registering for general education courses in the subject areas to which the tests apply.

The CLEP Subject Examinations are end-of-course tests developed for widely taught undergraduate courses. Percentile ranks for these 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 is available from the Office of Admissions.

The General Examinations are given during the first week of classes of each semester as well as other times during the year as set by the Office of Examination Services. The Subject Examinations are given at least once during each semester, usually on a Saturday near the middle of the term. See p. 58 for additional information on 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 allow the regular semester time schedule, permitting a student to enroll any time.

Any 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 57). 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 a 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 and 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 Dean 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 mornings. Some of these are especially for graduate students; others are open to junior and senior students; a few are available for freshmen and sophomores. While the selection of courses is made with in-service teachers in mind, other courses are scheduled as the demand seems to justify.

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 new Speech/Art Complex building.

In cooperation with the Speech Department’s broadcasting courses, the Department of Broadcasting Services provides a comprehensive broadcasting internship 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 daily 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 press who call or visit the campus seeking background information for news stories or magazine articles. The quarterly Alumnus magazine and the UNI Century, newspaper for parents of students, alumni, and friends of the university are edited in the office.

The publications service supervises the design and printing of the more than 200 booklets, catalogs, and other publications produced at the university annually. It also serves in a consultative capacity to faculty responsible for university publications.

The sports information service keeps the public informed about both men’s and women’s intercollegiate athletic events through news releases, photographs, radio and television programs, sports brochures, and wall posters.
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 Alumnus 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 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 10-year, 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 multipurpose 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 and tests. Those who do not give reasonable promise of success as students at the university may be denied.

The application for admission forms neither require nor invite the applicant to indicate race, color, religion, or nationality; and the representatives of the university, both on and off campus, encourage or discourage an applicant on the basis of his academic or co-curricular 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 registration forms provide a space in which the religious preference of the applicant may be indicated by using a coded number. This is to provide information to the directors of the student religious centers. This space may be left vacant if the registrant so desires.

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 Office of the Director of Admissions, University of Northern Iowa, Cedar Falls, Iowa. 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.

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. The fee will be applied to this later entry only if the student notifies the Admissions Office of a change in plans before the beginning of the session for which the application was originally made.

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.
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 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 or additional tests before acting on an application for admission. Students are notified by mail if these are 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 or are experiencing health problems provide the Director of the Health Center with information concerning their situation. (See page 14 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. 221-223. Classification of residents and non-residents for admission and fee purposes for all students is listed on p. 42.

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 re-
quired 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 ad-
mitted 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 proba-
tion 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
do successful university work.

4. An Applicant Who Is Not a High School Graduate must submit all data required above
in so far 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 Associa-
tion of Colleges and Secondary Schools or similar regional associations. For schools not re-
gionally accredited the recommendations contained in the current issue of the Transfer
Credit Practices published by the American Association of Collegiate Registrars and Ad-
misions Officers will be followed. Note: The acceptance and applicability of this credit is sub-
ject 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 at-
tended 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 examina-
tions. 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 at-
tended 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 date 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-Accredited 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 any grade point deficiency (at any college previously attended) shall be placed on probation. Transfer students who have no grade point deficiency (at any college previously attended) but whose previous college grade distribution, high school rank, test scores, or major objective raises questions about probable success may be admitted with a transfer warning.

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 having two or more years of college work will be examined in terms of the following requirements:

(1) The number of hours required for the degree less the number of hours accepted by 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 at this university on his major.

(4) Competence in reading, speaking, and 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. 44).

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 to 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 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 attending 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 course 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 required courses in education, psychology, 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 application for admission has been approved by the Registrar. See p. 221 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 Registrar. 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 three baccalaureate degree programs, there are other specific requirements for graduation which apply to all undergraduate students seeking a bachelor's degree. These are listed below. See pages 227 and 258 for graduation requirements for a master's and specialist's degree programs.

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: If a student has failed to be recommended for graduation because of deficiencies in scholarship, the deficiencies may be removed only by work taken in residence.

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 appropriate physical education department.

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 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.
Office of Career Planning and Placement

Registration with the Office of Career Planning and Placement 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 Office of Career Planning and Placement 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 certificates 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 of health, character, and personality 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 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 Public 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 1978 and 1979 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>Holiday</th>
<th>1978</th>
<th>1979</th>
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<tbody>
<tr>
<td>New Year’s Day</td>
<td>Mon., Jan. 2</td>
<td>Mon., Jan. 1</td>
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<tr>
<td>Memorial Day</td>
<td>Mon., May 29</td>
<td>Mon., May 28</td>
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<tr>
<td>Independence Day</td>
<td>Mon.-Tue., July 3-4</td>
<td>Wed., July 4</td>
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<tr>
<td>Labor Day</td>
<td>Mon., Sept. 4</td>
<td>Mon., Sept. 3</td>
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<tr>
<td>Thanksgiving</td>
<td>Thur.-Fri., Nov. 23-24</td>
<td>Thur.-Fri., Nov. 22-23</td>
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<tr>
<td>Christmas</td>
<td>Mon.-Tue., Dec. 25-26</td>
<td>Mon.-Tue., Dec. 24-25</td>
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<td>Mon., Dec. 31</td>
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<td>(New Year’s Day 1980)</td>
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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 program.

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.

<table>
<thead>
<tr>
<th>I.</th>
<th>BASIC FEES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Resident</td>
<td>Non-Resident</td>
</tr>
<tr>
<td>A.</td>
<td>Academic year(^1)</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Undergraduates, per semester</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Less than 5 hours (0-4 hours), per hour</td>
<td>$29.00</td>
</tr>
<tr>
<td></td>
<td>b. Minimum fee</td>
<td>58.00</td>
</tr>
<tr>
<td></td>
<td>c. Five to eleven (5-11) hours, per hour</td>
<td>29.00</td>
</tr>
<tr>
<td></td>
<td>d. Twelve (12) or more hours, full-load fee</td>
<td>347.00</td>
</tr>
<tr>
<td>2.</td>
<td>Graduates, per semester</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Less than 5 hours (0-4 hours), per hour</td>
<td>$40.00</td>
</tr>
<tr>
<td></td>
<td>b. Minimum fee</td>
<td>80.00</td>
</tr>
<tr>
<td></td>
<td>c. Five to eight (5-8) hours, per hour</td>
<td>40.00</td>
</tr>
<tr>
<td></td>
<td>d. Nine (9) or more hours, full-load fee</td>
<td>363.00</td>
</tr>
<tr>
<td>B.</td>
<td>Summer Session(^2)</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Undergraduates</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Less than 3 hours (0-2 hours), per hour</td>
<td>$29.00</td>
</tr>
<tr>
<td></td>
<td>b. Minimum fee</td>
<td>58.00</td>
</tr>
<tr>
<td></td>
<td>c. Three to seven (3-7) hours, per hour</td>
<td>29.00</td>
</tr>
<tr>
<td></td>
<td>d. Eight (8) or more hours, full-load fee</td>
<td>215.00</td>
</tr>
<tr>
<td>2.</td>
<td>Graduates</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Less than 3 hours (0-2 hours), per hour</td>
<td>$40.00</td>
</tr>
<tr>
<td></td>
<td>b. Minimum fee</td>
<td>80.00</td>
</tr>
<tr>
<td></td>
<td>c. Three to seven (3-7) hours, per hour</td>
<td>40.00</td>
</tr>
<tr>
<td></td>
<td>d. Seven (7) or more hours, full-load fee</td>
<td>260.00</td>
</tr>
</tbody>
</table>

\(^1\) Includes $29.00 per student per semester for student activities and specified building and debt service fees.

\(^2\) Includes $12.00 per student for student activities and specified building and debt service fees.
II. RESIDENCE HALL FEES

Double Occupancy, all residence halls:
- Full board and room: $584
- No board plan (Bartlett only): $254

Residence Hall activity fee
- $4

Single Occupancy, all residence halls: Add $100 to above rates.
No breakfast meal board option: Deduct $20 from above rates.
No weekend meals board option: Deduct $25 from above rates.
No breakfasts and no weekend meals board option: Deduct $40 from above rates.
(*each semester)

Residence Hall fees for the summer sessions are approximately as follows: 4 weeks, $146; 8 weeks, $292 (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. Change of registration (after grace period), for each form filed: $5.00

D. Credit by examination, university courses, per course: $20.00

E. Correspondence, per semester hour: $22.00

F. Extension or Television class, per semester hour
   1. Undergraduate: $36.00
   2. Graduate: $36.00

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

H. Application for admission to the university: $10.00

I. Reinstatement of enrollment after cancellation: $10.00

J. Replacement of ID card or registration certificate: $3.00

K. Iowa Lakeside Laboratory fee - per session: $143.00

L. College-Level Examination Program (CLEP) tests
   1. General examinations
      a. One examination: $20.00
      b. Two examinations: $30.00
      c. Three-five examinations: $40.00
2. Subject examinations
   a. One examination ........................................... 20.00
   b. Two examinations ...................................... 30.00
   c. Three-five examination ................................ 40.00
   d. Six examinations ........................................... 60.00
   e. Seven examinations ......................................... 70.00
   f. Eight examinations ........................................ 80.00
   g. Nine examinations ........................................... 80.00

All fees and all policies governing the refund of fees are subject to change by the 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>1-3</td>
</tr>
<tr>
<td>80</td>
<td>2</td>
<td>4-5</td>
</tr>
<tr>
<td>70</td>
<td>3</td>
<td>6-7</td>
</tr>
<tr>
<td>60</td>
<td>4</td>
<td>8-9</td>
</tr>
<tr>
<td>50</td>
<td>5</td>
<td>10-11</td>
</tr>
<tr>
<td>40</td>
<td>6</td>
<td>12-13</td>
</tr>
<tr>
<td></td>
<td>later than 6th week</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 director 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 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 in-
dex 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 regular work of an undergraduate student for the 8-week summer session is eight to nine
hours. However, a student on academic probation should not plan to carry more than eight
semester hours.

Graduate students who have a UNI graduate grade point index of 3.00 or higher may enroll
for a maximum of 9 semester hours of course work during the 8-week summer session without
securing special permission. (See current Summer Schedule of Classes for detailed information.)

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>up to 31</td>
</tr>
<tr>
<td>Sophomore</td>
<td>32-63</td>
</tr>
<tr>
<td>Junior</td>
<td>64-95</td>
</tr>
<tr>
<td>Senior</td>
<td>96 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 begin-
ing of the sophomore year, in order to complete the program and fulfill requirements for gradu-
ation within 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 to 65 hours of credit and has declared a major, he 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.

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 de-
partment in which the course is offered, and the Dean of the College in which the course is of-
fered. Courses dropped after the deadline for dropping with a W (Withdrawn), which is five 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.

Students may change registration without charge up through the seventh instructional day of the fall or spring semester. After the seventh instructional day, a charge of $5.00 will be made for each Change of Registration form filed. Any decision to waive the fee will be made by the Associate Registrar in the Scheduling Office.

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 embarrassing 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.
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. Graduate students do not receive "plus" or "minus" grades.

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 guide lines but allows the Committee on Admissions and Retention consideration discretion in the application of these guide lines 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. 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 Value Clarification Seminar: Interpersonal Influence Preferences (20:020), and for Student Teaching (28:xxx), 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.
CORRESPONDENCE STUDY/EXTENSION CREDIT

Correspondence study and extension classes comprise the media by which extension credit may be earned. Not more than one-fourth 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.

With special, advance permission from the Dean of the Graduate College, credit earned through Correspondence Study may occasionally be applied on the 30-hour minimum requirement for a master's degree at the University of Northern Iowa.

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.

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
University of Northern Iowa

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 30 and 218 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 or complete other work; nor are they permitted to take part in class discussion. They are present as observers.

WRITING COMPETENCY EXAMINATION

Beginning with the 1978 Fall Semester, 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)

Two types of CLEP examinations are given at UNI — General Examinations, which may be applied to general education requirements, and Subject Examinations. The General Examinations are given during the first week of classes of each semester and the summer session as well as at other times during the year as set by the Office of Examination Services. The Subject Examinations are given at least once during each semester, usually on a Saturday near the middle of the term. Students who plan to attend UNI and who wish further information on CLEP may write to the Office of Admissions. Enrolled students interested in earning credit through CLEP should contact the Office of Examination Services for information and dates of examinations.

At the present time five General Examinations are given — English Composition, Humanities, Mathematics, Natural Sciences, and Social Sciences-History. The test scores are given 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 may be applied only to general education requirements at UNI with the 70th percentile the minimum achievement level for credit. Tests are ordinarily taken early in the freshman year, usually at the time of first registration, but must be completed before registering for general education courses in subject areas to which the tests apply. General Examinations administered by the UNI Testing Center are locally scored and students are advised soon after completing the examination(s) whether or not they have earned credit.

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 Admission. Subject Examinations are not scored locally. Students should expect a delay of at least four weeks between the time of testing and receipt of scores.

A maximum of 32 semester hours of credit earned through examination may be applied toward degree requirements at UNI. This includes credit earned by CLEP or any other kind of examination taken to earn credit. Credit earned through CLEP is not considered residence credit and is governed by policies established for correspondence, extension, radio, and television courses. Credit earned by CLEP is entered on the student’s permanent record as credit and is not awarded a letter grade and, therefore, is not used when computing the student’s grade-point index. The student is permitted only one trial for each examination to establish credit.

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 has previously attempted or completed an equivalent course, a course of similar level, or one that is more elementary in content level. A course in which a student was enrolled until such time that a W or a grade was earned is considered to be an attempted course.

A fee is charged for the examinations at the following rate:
- $20 for one General or Subject Examination
- $30 for any two General Examinations or any two Subject Examinations
- $40 for any three to five General Examinations or any three to five Subject Examinations
(See pages 49 and 50 for a full statement of fees.)
For General Examinations, new freshmen and other enrolled students pay the examination fees at the Business Office prior to taking the examinations. (The receipt received must be presented for admittance to the testing center.) For Subject Examinations, students must register and pay examination fees at the UNI Testing Center (Office of Examination Services) at least 20 days prior to the scheduled examination date. If more convenient, students may write or call the UNI Office of Examination Services requesting a registration form and mail the completed form and fees to the Office of Examination Services. No refunds of fees will be made after tests have been administered.

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. 28 for details.)
NONDISCRIMINATION POLICY OF THE UNIVERSITY OF NORTHERN IOWA

Believing that the freedom of an individual should in no way be restricted or circumscribed because of race, national origin, or religious beliefs, the administration of the University of Northern Iowa pledges its unqualified endorsement and support of the Nondiscrimination Policy Statement adopted by the Iowa State Board of Regents on September 25, 1954.

The administration of the University of Northern Iowa also pledges its compliance with Iowa Fair Employment Practices and Public Accommodation laws and the federal Civil Rights Act of 1964 and its cooperation with the Iowa Civil Rights Commission.

The University of Northern Iowa recognizes a responsibility to observe the spirit as well as the letter of the federal and state laws regarding discrimination. It is the intent of the university not only to avoid policies and practices which tend to deny opportunity to, or deprecate or denigrate, any individual or group because of race, color, creed, sex or national origin, but also to work actively to provide opportunities for disadvantaged individuals.

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 Code 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 must comply 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” (commonly referred to as the Buckley Amendment). This Act was passed by Congress and became effective November 19, 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 Code. 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.
The University of Northern Iowa offers degrees at both the undergraduate and graduate levels. The graduate program is given in detail on pages 220-266. At the undergraduate level the University of Northern Iowa offers four baccalaureate degrees: the Bachelor of Arts, the Bachelor of Fine Arts, the Bachelor of Music, and the Bachelor of Technology. 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, the 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, speech correction; and as school librarians.

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 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 45 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 these 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 45 transfer hours of work required for R.N. certification are applied to general education requirements in the areas of science and communication. The student shall complete the General Education program by taking an additional 30 semester hours in approved General Education courses in accordance with the following distribution:

(1) Humanities (at least 2 areas) ....................................... 8-10 hours
(2) Social Sciences (at least 2 areas) .................................. 8-10 hours
(3) Science (at least 1 area) .............................................. 4-5 hours
(4) Physical Education ................................................... 2 hours
(5) Other Cultures .......................................................... 3 hours
(6) Electives, if necessary, to make a total of ........................ 30 hours

Transfer Credit ............................................................ 10 hours

General Education total .................................................. 40 hours

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.
Curricula

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. In addition, medical technologists shall successfully complete the examinations of the Registry of Medical Technology of the American Society of Clinical Pathologists; physical therapists must pass the examination of the American Registry of Physical Therapists.

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 Registrar.

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 theater 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 theater graduates are prepared for professional careers in the music theater 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 composers, or for entrance to graduate schools where further excellence in a performance area might be pursued. Students earning the Bachelor of Music degree are prepared as performers, college teachers, and in all areas where a high degree of music or performing skill is required.

BACHELOR OF TECHNOLOGY

This program allows the student a choice of majoring in three areas: technical institute, trade and industrial education, or industrial 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 machines shop, carpentry, electrical, and other trade programs. Two years 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. The degree program requires one year of recent and significant technical experience in industry in the major area in addition to the required course work.

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 for 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 six 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.

For details of graduate programs, see pages 220-266.
General Education Program

All candidates for the baccalaureate degrees on any curriculum are required to complete the designated program of General Education. Credit earned in General Education and in the major or minor may be used to meet requirements in one or the other, but not in both. 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.

GENERAL EDUCATION REQUIREMENTS —

Required: 26-34 hours from the following specific areas:

<table>
<thead>
<tr>
<th>Humanities — courses from at least two of the following areas</th>
<th>8-10 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>Music</td>
</tr>
<tr>
<td>History</td>
<td>Philosophy</td>
</tr>
<tr>
<td>Humanities</td>
<td>Religion</td>
</tr>
<tr>
<td>Literature</td>
<td>Theater</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Sciences — courses from at least two of the following areas</th>
<th>8-10 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology</td>
<td>History</td>
</tr>
<tr>
<td>Business</td>
<td>Political Science</td>
</tr>
<tr>
<td>Economics</td>
<td>Psychology</td>
</tr>
<tr>
<td>Geography</td>
<td>Sociology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Science — courses from at least two of the following areas</th>
<th>8-10 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>Physical Anthropology and Archaeology</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Physical Science</td>
</tr>
<tr>
<td>Earth Science</td>
<td>Physics</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Technology</td>
</tr>
</tbody>
</table>

Physical Education: at least 2 hours from 38:001 or 39:001. ................. 2-4 hours

Electives: from the following groups (student must select at least
3 hours from the category “Other Cultures”) .............................. 6-14 hours

<table>
<thead>
<tr>
<th>Communication:</th>
<th>Mass Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition</td>
<td>Speech</td>
</tr>
<tr>
<td>Foreign Language</td>
<td></td>
</tr>
</tbody>
</table>

Other Cultures:

<table>
<thead>
<tr>
<th>American Indian</th>
<th>Culture of the Ghetto</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Negro Culture</td>
<td>Foreign Area Studies</td>
</tr>
<tr>
<td>Comparative Religion</td>
<td></td>
</tr>
</tbody>
</table>

Independent Study:

Open-credit:

Seminars:

Total 40 hours
## 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.

<table>
<thead>
<tr>
<th>Pattern Description</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Preparation for teaching in the secondary school or in special subjects.</strong></td>
<td></td>
</tr>
<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)** |
| General education                                                                  | Minimum 40     |
| Common professional sequence                                                       | 23             |
| Major requirements                                                                 | 14             |
| Professional semester                                                              | 17             |
| Subject field and electives                                                        | 36             |
| **Total**                                                                         | 130            |

| **C. Preparation for teaching in the elementary school (kindergarten and grades 1-6)** |
| General education                                                                  | Minimum 40     |
| Common professional sequence                                                       | 23             |
| Major requirements                                                                 | 13-15          |
| Professional semester                                                              | 17             |
| Other requirements and electives                                                   | 36-38          |
| **Total**                                                                         | 130            |

| **D. Preparation for teaching in early childhood education (nursery school and kindergarten).** |
| General education                                                                  | Minimum 40     |
| Common professional sequence                                                       | 23             |
| Major requirements                                                                 | 12             |
| Professional semester                                                              | 17             |
| Other requirements and electives                                                   | 38             |
| **Total**                                                                         | 130            |
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.

Phase I

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>20:017</td>
<td>Interpersonal Patterns (field experience)</td>
<td>1</td>
</tr>
<tr>
<td>20:020</td>
<td>Interpersonal Influence Preferences (seminar)</td>
<td>2</td>
</tr>
<tr>
<td>20:030</td>
<td>Dynamics of Human Development</td>
<td>2</td>
</tr>
</tbody>
</table>

Phase II

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>20:040</td>
<td>Nature and Conditions of Learning</td>
<td>3</td>
</tr>
<tr>
<td>25:050</td>
<td>Classroom Evaluation Instruments</td>
<td>2</td>
</tr>
<tr>
<td>20:018</td>
<td>Teacher as Change Agent (field experience)</td>
<td>1</td>
</tr>
</tbody>
</table>

Phase III

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>26:020</td>
<td>Educational Purposes and Practices</td>
<td>2</td>
</tr>
<tr>
<td>26:030</td>
<td>The Community and the Curriculum</td>
<td>2</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

Note: During the past several years the former common professional sequence included 20:014 Teacher and the Child, 20:016 Psychology of Learning, and 26:118 Social Foundations of Education, and part of this has been taken by some students. Students who have completed a portion of the previous program should consult with the Department of Educational Psychology and Foundations for course substitutions.

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 directed observation, participation, and the September Experience, to culminate in the actual period of student teaching in the senior year.

Directed observation gives the student an opportunity to see the teaching-learning operation
without becoming involved in the on-going activity itself. In the participation experience, the student takes an active part under direction and guidance in the teaching-learning situation or other community activities. The September Experience calls for a student in teacher education to spend a brief period of time in an elementary or secondary school during late August and early September, and always includes the pre-school faculty workshop and the first several days of classes.

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. The September Experience is voluntary and credit is not offered. 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 142.)

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 (Men)
Physical Education and Health (Men)
Physical Education (Women)
Physics
Political Science
Psychology

MINORS

Art
Biology
Business Education
Chemistry
Coaching
Coaching of Women's Sports
Dance
Earth Science
Economics
Education of the Handicapped — Secondary Level
English
Religion
Safety Education
Science
Social Science
Sociology
Spanish
Speech
Speech Pathology
TEFL/Foreign Languages
Vocational Home Economics
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 98 to 212.

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>Minimum 40</td>
</tr>
<tr>
<td>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 minor is required for those majoring in geography. 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
Economics
English
English and Foreign 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 Area Studies
Science
Science: Environmental Planning
Social Work
Sociology
Spanish
Speech
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 Theater.

The Art major offered on the B.F.A. requires a total of 75 semester hours in art, including 18 semester hours of studio work. Students will complete a program of 15 semester hours of basic art courses and 12 hours of art history. The remainder of the major requirements will follow the student’s particular area of specialization. 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 , for additional information.)

The Music Theater 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 such as band, orchestra, chorus, music theater,
Curricula

and other ensembles, is required of all Music Theater 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 166, for additional information.)

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>
<th>General Education</th>
<th>Music requirements (applied, theory, history and literature, conducting, ensembles, recital, composition, electives)</th>
<th>General electives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>40</td>
<td>65-80</td>
</tr>
<tr>
<td></td>
<td></td>
<td>65-80</td>
<td>10-25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>130</td>
<td></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 70). 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 theater, 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 167, 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 (p. 196).

Teaching Program

All candidates on the teaching (education) programs for this degree will choose one of the following patterns not later than the beginning of the sophomore year.

A. Preparation for teaching in area technical and community colleges.

<table>
<thead>
<tr>
<th></th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td>minimum 40</td>
</tr>
<tr>
<td>Mathematics-Science</td>
<td>28</td>
</tr>
<tr>
<td>Related Technical</td>
<td>16</td>
</tr>
<tr>
<td>Applied Science</td>
<td>4</td>
</tr>
<tr>
<td>Professional sequence</td>
<td>23</td>
</tr>
<tr>
<td>Concentration in special area</td>
<td>22</td>
</tr>
</tbody>
</table>

133

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

<table>
<thead>
<tr>
<th></th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td>Minimum 40</td>
</tr>
<tr>
<td>Mathematics-Science</td>
<td>16</td>
</tr>
<tr>
<td>Related Trade</td>
<td>13</td>
</tr>
<tr>
<td>Applied Science</td>
<td>9</td>
</tr>
<tr>
<td>Professional sequence</td>
<td>23</td>
</tr>
<tr>
<td>Supervision</td>
<td>6</td>
</tr>
<tr>
<td>Concentration in special area, electives</td>
<td>21</td>
</tr>
</tbody>
</table>

133

Technology Program

All candidates on this program will complete the following pattern:

<table>
<thead>
<tr>
<th></th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td>40</td>
</tr>
<tr>
<td>Mathematics-Science</td>
<td>28</td>
</tr>
<tr>
<td>Related Technical (required and electives)</td>
<td>27</td>
</tr>
<tr>
<td>Applied Science</td>
<td>4</td>
</tr>
<tr>
<td>Concentration in special areas</td>
<td>28</td>
</tr>
</tbody>
</table>

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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) of 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.

Complete details of this degree program and its administration are available from the Dean of Extension and Continuing Education, Office of Extension and Continuing Education Services, University of Northern Iowa, Cedar Falls, Iowa.
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., 57:181(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

Students are classified as follows:

<table>
<thead>
<tr>
<th>Classification</th>
<th>Earned Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>up to 31</td>
</tr>
<tr>
<td>Sophomore</td>
<td>32-63</td>
</tr>
<tr>
<td>Junior</td>
<td>64-95</td>
</tr>
<tr>
<td>Senior</td>
<td>96 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.

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 57.)

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 229 and 259.

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 30 and 218 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 by colleges. 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. 233-265.
College of Business and Behavioral Sciences

The College of Business and Behavioral Sciences houses nine instructional units: the School of Business, and the departments of Business Education and Office Administration, Economics, Geography, History, Home Economics, Political Science, Psychology, and Sociology, Anthropology, and Social Work. All units share a concern for understanding man in his social and economic relationships.

The college is the home of excellent professional programs as well as significant segments of the university's course offerings in the liberal arts. One commitment of the faculty is to assure that all students, including those in career-oriented programs, 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, except the School of Business, have programs which lead to a "Bachelor of Arts - Teaching," the requisite degree for certification in a discipline as a secondary school teacher. Two interdisciplinary programs housed within the college, namely 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 accounting, marketing, and management and in all fields of the departments of Economics, Geography, History, Home Economics, Political Science, Psychology, and Sociology, Anthropology, and Social Work. The college also cooperates in intercollegiate 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 School of Business has recently initiated a strong, new graduate degree program leading to a Master of Business Administration degree - M.B.A. The Master of Arts degree is awarded upon completion of excellent graduate programs in business education, geography, history, home economics, political science, sociology, and social science.

The primary function of the university and the College of Business and Behavioral Sciences is instruction. Every effort is made to provide a diversity of educational experiences tuned to the needs of the students. In addition to regular classroom activities, many students receive individualized instruction through field experiences, internship assignments, and individual study projects. The college offers or participates in a great variety of special, on-campus and off-campus programs and activities dedicated to enriching and deepening the educational experiences of its students.

Research and service are an integral part of the mission of the college. The Center for Business and Behavioral Research is an agency within the college which performs both research and service functions.

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 the college office or that of any department.
Business, School of


*on leave

Business Core

ACCOUNTING MAJOR
Required: Business Core
Required: 12:129; 12:130
Electives: at least 12 hours from other accounting courses

Students who qualify to sit for the CPA Examination in Iowa must include 12:131, 12:132, and 12:134. In addition, the student 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
Electives: at least 9 hours from one of the emphases listed below


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


BUSINESS MINOR
Required: 12:030; 13:040; 15:050
Electives: at least 9 hours from one of the following areas — accounting, management, or marketing
**ACCOUNTING**

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


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: 12:031.

Federal taxes as applied to individual and to 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.

12:138(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.

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

Decisions advertising executives make. Emphasis on selection of media, establishing, and operating advertising budgets, and evaluating advertising effectiveness. Prerequisite: 13:154.

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: 13:158.

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: 13:040 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: 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.
15:110(g). Linear Programming — 3 hrs.
Basic principles; techniques of formulation; simplex algorithm; Kuhn-Tucker Conditions; duality and sensitivity analysis; relationship to game theory; applications. Prerequisites: 15:020; 15:070; or equivalent.

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: 15:050.

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. Prerequisite: 15:153.

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; 15:153.

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: 15:151; 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: 15:153.

15:187(g). Organizational Behavior — 3 hrs.

15:188(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.
15:260. Administrative Theory and Practice
- 3 hrs.
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: 15:050 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.

- 3 hrs.
Financial decision making for student with the basic background in business and introductory finance; expands practical ability to deal with complex financial decisions. Prerequisite: consent of MBA 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 and Office Administration

Warner, Head. M. Blanford, Corbin, Ditzenberger, Hahn, Handorf, G. Hansen, Klink, Reed, Timpany.

BUSINESS EDUCATION MAJOR — TEACHING

Required: one of the emphases listed below —

(minimum total) ........ 50 hours

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 —


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; 14:151; 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) —
8 required: 14:012; 14:051; 14:060; 14:151; 14:152; 14:158; 17:112; 17:113; 17:114; 17:118; 17:119; 17:140; 17:190 (typewriting, shorthand, and micro-teaching).

Students released from any business education requirement should elect courses from the following: 12:031; 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

55 hours

Areas:

5. Secretarial: 14:047; 14:051; 14:053 or 14:055; 14:158; 14:012; 14:151; 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; plus electives in Business and Business Education to total 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
Basic machine operation with opportunity for skill development. Review of business mathematics and business applications. Adding and calculating machines, including electronic calculators. Discussion, 2 periods; lab., 2 periods arranged.
14:047. Typewriting I — 2 hrs.
Beginning course 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: 14:047 or one semester of high school typewriting 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.
Machine transcription and dictation. Includes study of magnetic tape and magnetic card concepts.
14:151(g). Business Machines — Duplicating — 3 hrs.
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 knowledge. 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.
Open to majors and minors in Business Education; others should consult the head of this department.
17:111(g). Coordinated Occupation Experience — 2 hrs.
Job analysis and job training techniques, principles of supervision and human relations principles applied to the student's own jobs. 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 — 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.
17:193(g). Individual Instruction Laboratory — 2 hrs.
Supervised practice in designing individualized learning experiences for students with varied occupational objectives. Prerequisite: 17:119 or consent of instructor.

Trends, objectives, curricula, principles, and philosophy of business education.

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.

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.

17:284. Vocational Interdisciplinary Seminar — 2 hrs.
Intended primarily for those who teach or administer vocational programs, particularly at the post-secondary level. Explores correlation and cooperation of efforts among the vocational disciplines. May be repeated for a maximum of four hours of credit.

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.

17:297 Practicum — 2 hrs.
Prerequisite: consent of department head.

17:299. Research — 1-3 hrs.
Prerequisite: consent of department head.

OFFICE ADMINISTRATION

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.

Prerequisite: Departmental approval.
Economics


ECONOMICS MAJOR — TEACHING

Required: 90:190; 92:053; 92:054; 92:100; 92:139; 92:141 ........................................... 18 hours
Electives 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; 92:139; 92:141 ........................................... 15 hours
Electives 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 ........................................... 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.

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.

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.

Comparison and explanation of growth rates of advanced economies. Policies to increase growth. Benefit and costs of growth.

Nature, sources and treatment of economic fluctuations. Theories of economic fluctuation and policies to reduce economic fluctuations.

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.
Geography

Njim, Head. Austin, Chung, Clark, L. Goodman, Gunter, Lu.

GEOGRAPHY MAJOR - TEACHING

Required: 97:010; 97:016; 97:025; 97:031; 97:101; 97:109; 97:120 .......................... 17-18 hours
Required: 97:150 .................................................. 2-3 hours
Electives in geography ........................................... 15-17 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; 97:101; 97:109; 97:120 .......................... 14-15 hours
Required: 97:150 .................................................. 2-3 hours
Electives in geography ........................................... 18-20 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 .......................... 2-3 hours
Required: 97:150 .................................................. 2-3 hours
Electives in geography ........................................... 12-14 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 man and his environment.
Spatial patterns of: population distribution, population characteristics, population movement, livelihood, economics.

97:025. World Geography — 3 hrs.
97:031. Elements of the Natural Environment — 3 hrs.
Major elements of the natural environment: weather and climate, oceans, landforms, vegetation, and soils; analysis of relationships and patterns. Lecture, 2 hours; lab., 2 hours.

Use and evaluation of maps; understanding and reading of maps; map symbols and design studied in terms of cultural and physical phenomena. No credit toward a geography major.

Cartographic drawing and map symbolism. Use and evaluation of maps. Field mapping and airphoto interpretation. Lecture, 2 periods; lab., 2 periods. Prerequisite: 97:010 or 97:025 or 97:031, or consent of instructor.

97:105(g). Advanced Cartography — 3 hrs.
Elements of map reproduction, map design, representation of landforms and the use of color in maps. Map projections. Mapping and charting quantitative relationships. Lecture, 2 hours; lab., 2 hours. Prerequisite: 97:101 or consent of instructor.

97:107(g). Use and Interpretation of Aerial Photographs — 3 hrs.
Introduction to the basic principles of photogrammetry and air photo interpretation. Emphasis on interpretation and mapping of surface features. Prerequisite: consent of instructor.

97:109(g). Quantitative Methods in Geography — 3 hrs.
Application of selected mathematical models and statistical techniques (descriptive and inferential) to the analysis of aerial problems. Prerequisite: either 97:010 or 97:025 or 97:031 or consent of instructor. Lecture, 2 hours; lab., 2 hours.

97:110(g). Climatology — 3 hrs.
The elements and controls of climate and their world distribution; climatic classification and distribution of climatic types. Prerequisite: 97:031, or consent of instructor.
97:112. Landform Analysis — 3 hrs.
Landforms — their development, distribution of major types, and association with other natural phenomena. Emphasis on methods of morphometric and descriptive analysis. Prerequisite: 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). Geography of Transportation: Planning and Evaluation — 3 hrs.
Agents, routes, terminal complex, and basic commodity exchange services of transportation (land, water, air) within the framework of regional and interregional relationships. Prerequisite: 97:010 or 97:025 or 97:031 or consent of instructor.

97:130. 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.

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.

97:134(g). Location, Land Use, and Spatial Economics Behavior — 3 hrs.
Spatial influences on economic behavior, including location, production, consumption, trade, and development. Prerequisite: 97:109 or 97:120 or 92:053 or consent of instructor.

97:135(g). Urban Location and Land Use — 3 hrs.
Theories and models for urban location, form, and structure; major focus on public policy. Prerequisite: 97:132 or consent of instructor.

97:136(g). Rural Location and Land Use — 3 hrs.
Physical, regional, economic, and institutional factors in a rural environment; returns from land; land value; property rights and tenure rights; rural and urban land development. Prerequisite: 97:120 or 92:053 or consent of instructor.

97:140. Historical Geography of the United States — 3 hrs.
Prerequisite: either 97:010 or 97:025 or 97:031 or consent of instructor.

97:142(g). Industrial and Regional Analysis — 3 hrs.
Locational theory applied to the relationship between geographic facts in the industrial location process; case studies of selection and evaluation of industrial sites; factors affecting location of commercial activities. Prerequisite: 97:120 or 92:053 or consent of instructor.

97:150. 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.

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.

Prerequisite: either 97:010 or 97:025 or 97:031 or consent of instructor. Junior standing recommended.

The use and management of natural resources, including studies of environmental issues. Prerequisite: 97:010 or 97:025 or 97:031.

Regional variations in population characteristics. Prerequisite: either 97:010 or 97:025 or 97:031 or consent of instructor.

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: 97:120 or 92:053 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.
History


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; 68:022 ........................................... 8 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

41 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; 68:022 ........................................... 8 hours
Electives in history .............................................. 18 hours
Electives from at least two related fields approved by the Department of History ........................................... 9 hours

49 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
96:015 and 96:155 are strongly recommended.

96:014. United States History to 1877 — 3 hrs.
Events, factors, and personalities which shaped social, economic, and political development of the United States from settlement to the end of Reconstruction.

96:015. United States History since 1877 — 3 hrs.
End of Reconstruction period to the present, including 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 centuries.

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 background into the 1970's, with an emphasis on the period since the end of slavery.

Problems facing the United States in its world relationships. 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.

Efforts of the people to raise the standard of living, their means of livelihood, and the development of the national economy. Explores theories of economic growth.

96:136(g). American Colonial History — 3 hrs.
Seventeenth and 18th Century America; development 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 relationship 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.

96:142(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.

96:151(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 Absolutism — 3 hrs.
History of the emerging nations of Europe with emphasis upon the age of absolutism and Louis XIV.

96:160(g). Twentieth Century Europe — 3 hrs.
Seeks the reasons for an age of conflict; 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 1668 — 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 1668 — 3 hrs.
English political, economic, social, and intellectual history with emphasis on the Victorians and the 20th century; the British Empire and Commonwealth.

96:168(g). European Imperialism — 3 hrs.
Motivations, institutions, and policies of European expansion in Asia, Africa, and Latin America.

96:169(g). History of Imperial Russia — 3 hrs.
Political, social, economic, and cultural aspects of Russia with emphasis on the 19th century.

96:170(g). History of Soviet Russia — 3 hrs.
Political, social, economic, and cultural developments of Russia in the 20th century; emphasis on ideology.

96:171(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.

96:172(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.

Surveys the cultural, economic and political history of France with emphasis on the period 1760 to the present.

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 developments 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
Required: 31:051 or 31:152
Required: 31:172 or 31:178 (sec. 4)
Required: 86:061; 86:063; 84:033
Electives: in one home economics area (4 in foods; 5 in clothing; 6 in all others)

Total: 40 hours

Required: 31:051 or 31:152
Required: science in addition to general education (may include 37:050)

Total: 36 hours

A minor (minimum of 15 hours) is required.

HOME ECONOMICS MAJOR—TEACHING

Required: 31:010; 31:035; 31:060; 31:065; 31:070; 31:051 or 31:152
Electives: home economics from areas of textiles and clothing, foods and nutrition, family relationships and child development, housing, family economics and home management

Total: 16 hours


Total: 12 hours

Recommended: 92:024 and 98:058

HOME ECONOMICS IN BUSINESS — Clothing and Textiles

Required: 31:010; 31:015; 31:060; 31:065; 31:070; 31:110; 31:111; 31:112; 31:114; 31:051 or 31:152; 31:115; 31:195

Total: 32-38 hours

Recommended: 92:024 and 98:058

HOME ECONOMICS IN BUSINESS — Food and Nutrition

Required: 31:035; 31:037; 31:038; 31:060; 31:062; 31:070; 31:142; 31:144; 31:145; 31:051 or 31:152; 31:137 or 31:130; 31:177; 31:195
Required: 86:061; 86:063; 84:033

Total: 59-65 hours
HOME ECONOMICS IN BUSINESS – Housing and Interior Design


Required: 33:115 ................................................................. 3 hours

55-61 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

18 hours

This minor does not qualify one for teaching home economics.

FAMILY LIFE EDUCATION MINOR

*Required: 29:102; 31:051; 31:055; 31:152; 31:070 .......................... 14 hours

Required: 98:105; 45:181 .................................................. 5 hours

19 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 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 118)

GENERAL HOME ECONOMICS

31:003. Introduction to Home Economics – 1 hr.
History, philosophy, and trends in home economics careers.

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.

31:195. Pre-Professional Experience – 2-8 hrs.
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.
Sec. 2. Foods and nutrition.
Sec. 3. Housing and interior design,
prerequisite: 31:166.


Examination of issues faced by home economists and current trends in the field.

31:289. Seminar in Home Economics – 1-3 hrs.
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.

TEXTILES AND CLOTHING

Problems in clothing decisions.

Clothing construction using commercial patterns.

31:110(g). 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 – 3 hrs.
Flat pattern making. Prerequisite: 31:010 and 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: 98:058 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.

31:116(g). History of Costume - 3 hrs.
Costume in the western world from ancient times to 21st century.

31:118(g). Problems - 1-4 hrs.
(1) Textiles, (2) Clothing.

FOODS AND NUTRITION

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, preparation, and serving of meals. Emphasis on management of time, energy, and money. Prerequisite: 31:035. Prerequisite or corequisite: 31:037. No credit if have taken 31:036.

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.

31:135. Food for the Family - 4 hrs.
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). Special Food Problems - 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, taste panels 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 and laboratory experience in quantity food production and purchasing. Prerequisite: 31:037, 31:038.

31:148(g). Problems - 1-4 hrs.
(1) Foods; (2) Nutrition.

FAMILY RELATIONSHIPS AND HUMAN DEVELOPMENT

Facilitating personal growth and satisfying interpersonal relationships, using group process to increase 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 meaningful interpersonal relationships, and definition and role of human sexuality in human relationships.

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 Crises—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 31:051 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.

Sec. 1. Personal and Family Relationships.
Sec. 2. Human Development
Sec. 3. Human Sexuality.

Explores human sexuality over the life cycle and its relation to family life; includes current literature, films, and research findings. Relevant for family life and sex education in home and school. Prerequisite: 31:152 or equivalent; highly recommended to be preceded by 31:051, 31:055, 98:105.

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.)

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: 31:165.

31:165(g). Interior Design—3 hrs.
Individual and group analysis of interior design problems to find various creative solutions to spatial treatment and meeting needs of people; further study of effects of lighting, window treatments, furniture, and accessories; experiences in abstract design and display. Prerequisite or corequisite: 31:166.

31:166(g). Presentation Techniques—2 hrs.
Methods of perspective drawing and rendering of interiors in various media. Prerequisite: 31:065. May be taken with 31:165.

31:167(g). Heritage of Interior Design—4 hrs.
Study of period styles of housing and furnishings, ancient through modern, and their use in contemporary homes; current trends and designers. Prerequisite: 31:060; prerequisite or corequisite: 31:065 (may be waived for non-majors).

31:168(g). Problems—1-4 hrs.
Sec. 1. Housing
Sec. 2. Interior design.
Sec. 3. Household Equipment

HOME MANAGEMENT, FAMILY ECONOMICS, AND CONSUMER EDUCATION

Significance of the management process in achieving family goals. Consideration of management problems unique to the various stages in the family life cycle. No credit if have taken 31:170 or 31:176. Prerequisite: at least sophomore standing.

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.

31:176(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: 31:038; 31:070; and consent of the department head. No credit if have had 31:172.

HOME ECONOMICS EDUCATION
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.

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.

Readings in various areas according to student needs.

Various areas according to students' needs.

31:299. Research.

Political Science


*on leave

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: 94:134; 94:162; 94:164;
94:165; 94:168; 94:183 .................................................. 3 hours
Electives in political science .................................................. 8 hours

A minor is required in one of the following: History, sociology, economics, or geography.
POLITICAL SCIENCE MAJOR

Required: 94:011; 94:014; 94:058; 94:124; 92:053 ...................................................... 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

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

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

Survey of American government and the Constitution to meet teacher certification requirements. Political Science majors may not take this course for credit. Student may not receive credit for this course and also for 94:014.

94:011. Introduction to Political Science — 3 hrs.
Not limited to American government.

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; a general education course. May not be taken for general education or political science credit by political science majors or minors.

94:024. Politics: Conflict and Cooperation — 3 hrs.
No credit for students with credit in 90:024.

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.
Origin, organization, and operation of political parties in the United States.

94:124(g). International Relations — 4 hrs.
Factors influencing the formation and execution of United States foreign policies and specific instruments of foreign policy.

94:128(g). Foreign Policies of Communist Countries — 3 hrs.
The formulation and implementation of communist foreign policy.

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-Presidental 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.

94:141(g). Constitutional Law — 3 hrs.
The Constitution of the United States as fundamental law.

94:143(g). International Law — 3 hrs.
Legalistic rules studies in the context of a case-by-case analysis and synthesis.

94:144(g). International Political Issues — 3 hrs.
Selected contemporary international issues and the effectiveness of existing international organizations in dealing with these issues.

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, insight 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.
94:180. Orientation to Fieldwork in Politics
- 2 hrs.
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.

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.

94:280. Seminar in Political Science - 3 hrs.

May be repeated.

94:289. Seminar in Comparative Politics - 3 hrs.


94:289. Seminar in Political Thought and Theory - 3 hrs.

94:292. Research and Bibliography - 3 hrs.


Psychology
Gilgen, Head. Frodi, Gilpin, G. Harrington, Hellwig, Somervill, Walsh, Whitsett, Yates.

PSYCHOLOGY MAJOR - TEACHING
Required: 40:030; 40:049; 90:190 .................................................. 12 hours
Required: 40:188 and/or 40:189 .................................................. 3 hours
Required: 40:193 and/or 40:180 .................................................. 3 hours
Electives in psychology (excluding 40:180, 40:188, 40:189, 40:193) .................................................. 21 hours

Note: Students are advised to qualify for approval to teach in an additional subject area.

PSYCHOLOGY MAJOR
Required: 40:030; 40:049 .................................................. 9 hours
Required: 40:188 and/or 40:189 .................................................. 3 hours
Required: 40:193 and/or 40:180 .................................................. 3 hours
Electives in psychology (excluding 40:180, 40:188, 40:189, and 40:193) .................................................. 21 hours

36 hours

PSYCHOLOGY MINOR - Teaching
Required: 40:030; 40:049 .................................................. 9 hours
Electives in psychology .................................................. 12 hours

21 hours
### PSYCHOLOGY MINOR

**Required:** 40:030; 40:049 .......................... 9 hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>40:008</td>
<td>Introduction to Psychology</td>
<td>3 hrs.</td>
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<tr>
<td>40:030</td>
<td>Psychological Processes</td>
<td>5 hrs.</td>
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<tr>
<td>40:049</td>
<td>Psychological Statistics</td>
<td>4 hrs.</td>
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<tr>
<td>40:060</td>
<td>Psychology and Contemporary Issues</td>
<td>2 hrs.</td>
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<tr>
<td>40:106(g)</td>
<td>Psychology of Human Differences</td>
<td>3 hrs.</td>
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<tr>
<td>40:118(g)</td>
<td>History and Systems of Psychology</td>
<td>3 hrs.</td>
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<tr>
<td>40:120</td>
<td>Introduction to Developmental Psychology</td>
<td>3 hrs.</td>
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<tr>
<td>40:123(g)</td>
<td>Introduction to Behavior Modification</td>
<td>3 hrs.</td>
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<tr>
<td>40:125(g)</td>
<td>Child Psychopathology</td>
<td>3 hrs.</td>
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<tr>
<td>40:130</td>
<td>Computer Programming for Psychological Applications</td>
<td>2 hrs.</td>
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<tr>
<td>40:142(g)</td>
<td>Abnormal Psychology</td>
<td>3 hrs.</td>
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<tr>
<td>40:150(g)</td>
<td>Conditioning and Learning</td>
<td>3 hrs.</td>
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<tr>
<td>40:151(g)</td>
<td>Psychological Measurement</td>
<td>3 hrs.</td>
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<tr>
<td>40:153(g)</td>
<td>Thought and Language</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>40:154(g)</td>
<td>Principles of Perceptual Learning and Development</td>
<td>3 hrs.</td>
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</tbody>
</table>

**Electives in psychology** .................................. 12 hours

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40:008. Introduction to Psychology — 3 hrs.
To provide a foundation for psychological understanding.

Examination of basic perceptual and response processes common to behavior; the modes of contact with the environment and internal representations thereof; and the organism’s attempts to cope and, in higher organisms, to master environment. Introduction to fundamentals of descriptive and inferential statistics and research design. Prerequisite: 3 hours of 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-parametrics. The course is designed to provide the student with the basic statistical concepts and skills necessary for laboratory and survey work and to provide adequate quantitative background for understanding psychological literature. Prerequisites: 40:008; 40:030.

May be repeated once for credit.

40:0106(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.

40:118(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: 40:049 and 40:030 or graduate standing.

40:151(g). Psychological Measurement — 3 hrs.
Provides a basic knowledge of measurement methods as they apply to the areas of psychology; a variety of quantitative methods to aid in the understanding of research literature and psychological theories; ways of gathering or evaluating quantitative measurement data. Introduces the student to fundamental concepts and problems relating empirical phenomena to an organized body of theory and knowledge in psychology. Prerequisite: 40:008; 40:049; or permission of the instructor.

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: 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: 40:030 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.

40:157(g). Industrial Psychology I:
Personnel Psychology — 3 hrs.
Processes involved in recruiting, selecting, training, and evaluating employees in all types of organizations; underlying assumptions and current techniques in use. Prerequisite: 40:008 or equivalent.

40:158(g). Industrial Psychology II:
Organizational Psychology — 3 hrs.
Work motivation, job satisfaction, work group influences, and the structure of work; explores the most influential theories in the field and the most widely used applications of theories. 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. Recommended be preceded by 40:157.

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.

40:163(g). Developmental Psychology — 3 hrs.
Research and theories on the processes of development. Prerequisites: 40:030; 40:049; 40:120; 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.

Written report based on the analysis of a psychological problem, supervised by faculty committee. Prerequisites: 40:049; senior standing; and approval of department.

40:188(g). Readings in Psychology — 1-3 hrs.
Supervised readings on a topic selected jointly by the student and instructor. Prerequisite: 40:030 or consent of instructor. May be repeated for up to 3 hours of credit.

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 40:030 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, 40:009, or 40:030. 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; 15 hours in psychology; and permission of the department. A total of six semester hours of credit may be allowed.


(Same as 31:252 and 98:252.)
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 Business and Behavioral Sciences. Students will be advised by committee members from the departments of Economics, Geography, History, Political Science, and Sociology and Anthropology.

SOCIAL SCIENCE MAJOR — TEACHING

Required: 97:025*; 92:053; 94:014; 98:058 ................................. 12 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

*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 social 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, 21:178, 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. 118)

GENERAL COURSES IN SOCIAL SCIENCE

90:010. Contemporary Affairs A — 1 hr.
May be repeated for credit.

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 hrs. Pre-  
requisite: departmental approval.

90:291. Problems in Teaching the Social Studies  
— 2 hrs.


90:299. Research.

Sociology, Anthropology, and Social Work


SOCIOLGY MAJOR — TEACHING

90:190; 94:014; 92:053 ......................................................... 24 hours
Electives in sociology ............................................................. 9 hours

At least 15 hours of credit toward the major must be in 100-level courses.
A minor is required, and it is strongly recommended that the minor be in another social science discipline.

SOCIOLGY MAJOR

Electives in sociology ............................................................. 15 hours

At least 15 hours of credit toward the major must be in 100-level courses.
No minor is required.

SOCIOLGY MINOR — Teaching and Liberal Arts

Required: 98:058; 98:060 ......................................................... 6 hours
Electives in sociology ............................................................. 15 hours

21 hours

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

SOCIAL WORK MAJOR

Required: 45:085; 45:140; 45:142; 45:144; 45:163; 45:166;
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

*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 45:184. 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.

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: 98:058 or 99:011.
The development of individual conforming, analyzing, and publishing sociological data. Prerequisites: 98:058, 98:080. (same as 45:085)
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)
98:123(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 labelling processes and examination of the social meaning of non-normative behavior. Prerequisite: 98:060.
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: 98:058; 98:060.
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.
Decision 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: 98:058.
98:150(g). Sociology of Conflict—3 hrs.
Past and current theories of human aggression, competition; rational and irrational 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.

98:189(g). Readings in Sociology — 1-3 hrs.
Prerequisite: 9 hrs 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: 98:085. Open to senior students with consent of department head.

(Same as 31:252 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). Anthropology of South Asia — 3 hrs.
The social and cultural organization of India and Pakistan with particular reference to contemporary village life. Prerequisite: 99:011 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 archaeological 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 societies. 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
Prerequisites: 98:058; 98:080. (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 98:121)

Historical development of social welfare services and the values which underlie them. A general survey of types of social welfare services; issues and controversies in social welfare.

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.

45:184. 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. Prerequisite: 45:191 and consent of Field Instruction Committee; 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.

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: 45:142 or consent of instructor.

Intermediate level, generic social work practice theory and skills; and task-centered intervention. Prerequisite: 45:191 or consent of instructor. Corequisite: 45:184.

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.
The College of Education has seven departments, each concerned with some aspect of professional education. Several departments include more than one field of study and/or service. The departments and subsidiary divisions include:

Curriculum and Instruction — (1) Early Childhood Education, Elementary Education, and Middle School/Junior High School Education, (2) Reading and Language Development, (3) Special Education, (4) Safety Education, (5) Educational Media and Communication Media, and (6) Education of the Gifted. The department also operates a Reading Clinic, an Instructional Laboratory for special education, 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 an Educational Clinic in conjunction with its program in school psychology. The department has four graduate degree programs.

Library Science —

Physical Education for Men

and

Physical Education for Women —
The physical education departments have undergraduate majors and minors in physical education, health, health education, and recreation, and related areas such as athletic training, coaching, dance, and elementary education. A master's degree program in physical education is also offered.

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

Teaching — This department is responsible for the operation of the Malcolm Price Laboratory School and for the supervision of all student teaching. The Laboratory School operates as a center for research and experimentation and provides an on-campus laboratory for all university teacher education programs. It offers instructional programs for school pupils in nursery-kindergarten through senior high school including special education classes for educable mentally retarded children and for children with severe, profound, and multiple handicaps.

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.

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.

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 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 21:152, 80:134, and 4 hours of 28:134.
ELEMENTARY EDUCATION MAJOR

The student will complete the General Education requirements, the Common Professional Sequence, the major requirements, the Emphasis requirements, as indicated, and electives to complete a minimum of 130 hours. The prescribed program is as follows:

Major requirements: 20:100; 21:044; 22:150; 24:031 or 24:131; 37:013; 2- or 3-hour elective in reading ........................................ 13 to 15 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 earned at the University of Northern Iowa 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 with an emphasis in Lower or Upper Elementary 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. 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

   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 approval as an elementary reading teacher.

   Required: 23:147; 23:148; 23:192; 23:193; 50:130; 63:130 or another course in linguistics;
   and an additional reading course ........................................ 18-21 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 16 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; 80:134 .......................................................... 17 hours

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: Option I, Option II

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, professional 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 ............................................. 21 hours
   (*If 72:103 is elected, the student is strongly advised to take one of the two courses in French Civilization.)
   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 .................................... 21 hours

   Home Economics –

   Required: 31:010; 31:015; 31:035; 31:037; 31:051; 31:060;
   31:065; 31:070; 31:152; 31:190 ................................................. 25 hours
### Curriculum and Instruction

#### 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

29 hours

#### Language Arts —

29 hours

#### Mathematics —
- Required: 80:030; 80:131; 80:134; 80:191; 80:111; 80:112; 80:070 or 80:080; 80:153 or 80:172; 80:113 or 80:144 ................. 25 hours

25 hours

#### Science —
The student wishing approval to teach science in the Middle School/Junior High School will have a program planned to meet his individual needs. The program must be approved by the Science Education Coordinating Committee.

#### 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

30 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. It is offered in two options as follows:

**OPTION I**
- Required: (coaching theory) 38:115; 38:150; 38:155; 38:175 ................. 10 hours
- Optional elective: *selection of 38:101 requires addition of 38:020 (Football) ................. 0-1 hour

16-17 hours

**OPTION II**
The student should have directed or supervised laboratory experience in coaching; ordinarily this would be done during the time of student teaching.
- Required: 2-3 hours from 39:036 ................. 2-3 hours
- Required: 4-6 hours from 39:140 ................. 4-6 hours

19-20 hours

### 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
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.

This fused course deals with the methods and materials used in the elementary school in relation to the development of the child. It embodies the content of such courses as the teaching of elementary social studies, science, art, and music. Prerequisites: 20:018; 20:040; 25:050.

Experiences, methods, and materials for teaching young children. Prerequisites: 20:018; 20:040; 25:050.

Activity based on pedagogical investigation of manipulative materials and activities used in elementary science and mathematics followed by critical analysis using task analysis and research investigations. Prerequisite: 80:134 and 21:101 or equivalents.

Investigation and implementation of commercial and teacher-constructed materials and appropriate instructional strategies for contemporary elementary school science programs.

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. An elementary course in children's literature should precede this course.

21:145(g). Storytelling — 2 hrs.
Art and techniques of storytelling to enrich the elementary classroom learning experiences. 21:044; 21:144 or 35:132 should accompany or precede this course.

Procedures for developing home-community-school relationships to promote the education of each child in reaching his 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.

Background for establishing and administering a preschool facility; investigates equipment, supplies, staffing, financing, policy statements, and curriculum planning for day care, nursery school, and kindergarten.

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 progress. Prerequisite: 21:154 or equivalent.

21:170. Methods and Materials for the Middle School/Junior High School — 10 hrs.
Teaching strategies, materials, and school organization for grades 4 through 9 in both the traditional junior high and middle school settings; methods of teaching both the preadolescent and the adolescent. Prerequisites: 20:018; 20:040; 25:050.

21:171(g). Recent Developments in Middle School/Junior High School — 3 hrs.
Characteristics of middle school pupils with emphasis on the ways social needs, interests, physical and psychological characteristics relate to developing 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.
Current ideas influencing the planning and implementation of curriculum in elementary schools. Prerequisite: 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 approval.

Various research investigations for examining the content and processes of contemporary curricula. Prerequisite: 21:101 or 21:143 or departmental approval.

Review of implications of research to gain techniques for improving instruction and programs for young children. Prerequisites: 21:105 or equivalent.

21:220. Administration and Supervision of Programs for Young Children — 3 hrs.
Preparation to plan, organize, and operate public and private programs for young children, including working with families and with other social agencies, obtaining and administering funds, staffing, providing for health and safety, and curriculum decisions. Prerequisite: 21:154 or equivalent.

21:221. Analysis and Design of Curriculum for Young Children — 3 hrs.
Basic assumptions underlying curriculum for young children to prepare students to improve teaching practices; and provide direction to future decision making on programs and materials. Prerequisite: 21:105 or 21:151 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 department approval.

Educational needs of the gifted and talented child. Emphasis on characteristics, identification, under-achievement, counseling, and motivation. Attention to curriculum and organization adaptations. Prerequisites: 25:294; 20:214 or 26:234; plus two years teaching experience and consent of department head.

Trends in educational programming for gifted learners. Prescription implementation and evaluation of appropriate educational intervention strategies. Prerequisite: 21:254 or equivalent.


Special topics listed in Schedule of Classes.


SPECIAL EDUCATION

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 understanding and attitudes. Emphasis on needs, curriculum, and special education program.

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 Library of Congress certification for Braille transcribers; introduction to Nemeth code, Cranmer abacus, and teaching materials and equipment. Prerequisite: 22:161.


22:174(g). Teaching the Handicapped — 2 hrs.
Overview of instructional programs for the handicapped from preschool through secondary levels. Lab. experience in the selection and evaluation of curriculum methods and materials. Prerequisite: 22:150.

22:180(g). Teaching the Handicapped:
Primary — 3 hrs.
Instructional methods and materials for handicapped functioning at primary level. Emphasis on social and beginning academic skills. Includes teaching of retarded, learning disordered, and/or behaviorally handicapped individuals. Prerequisite: 22:174.

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. Prerequisite: 22:174.

22:182(g). Teaching the Handicapped:
Intermediate — 3 hrs.
Instructional methods and materials for the handicapped functioning at intermediate level. Emphasis on acquisition of social and academic skills. Includes teaching of mildly retarded, learning disordered, and/or behaviorally handicapped individuals. Prerequisite: 22:174.

22:183(g). Teaching the Handicapped:
Preacademic — 3 hrs.
Instructional methods and materials for the handicapped functioning at the preschool or preacademic level. This may include teaching the trainable mentally retarded, severely brain injured, psychotic, and other handicapped pupils. Prerequisite: 22:174.

Utilization and coordination of special education services with the home and school to maximize the potential of the handicapped. Communication techniques 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.


22:187(g). Teaching the Handicapped:
Profound — 3 hrs.
Instructional methods and materials for handicapped children functioning at developmental ages 0-3. Emphasis on definitions, characteristics, educational programs and adaptations. Includes teaching of children with severe or profound mental, physical and/or health problems. Prerequisite: 22:174.

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 specific experience.

Examination, analysis, and application of a methodological model for consulting with teachers of handicapped children. Emphasis on process considerations including interpersonal relations, interaction 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 inservice 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: 22:174.

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.

Modification of classroom procedures and instructional programs for handicapped pupils. Development, construction, alteration, and approval of prosthetic equipment for educational settings. Prerequisites: 22:150; 22:187; or departmental approval.

22:278. Administration of Special Education — 3 hrs.
Prepares administrators to plan programs for various areas of special education, to select personnel, provide instructional material, interpret the program to the community, and be informed concerning legal provisions for special education.


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. Prerequisites: 23:110 or 23:130.

23:130(g). Reading for 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.

23:132(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 — 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.

23:148(g). 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.

23:193(g). Experience in Reading: Field — 3-4 hrs.
One half day teaching in a school reading program. Prerequisites: 23:147 and 23:148 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.

23:240. 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 multisensory 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. Prerequisite: 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 hours 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

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.)
Educational Psychology and Foundations


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.

The following five courses are a part of the Common Professional Sequence and should be taken according to the pattern on page 70.

Field Experience:

20:017. Interpersonal Interaction Patterns — 1 hr.
Direct and indirect experiences focused on the dynamics of classroom groups. Must be taken on "ungraded" (Credit/No Credit) basis.

20:018. Teacher as Change Agent — 1 hr.
Direct experiences will be provided which encourage student to apply concepts and principles of learning and evaluation. Must be taken on "ungraded" (Credit/No Credit) basis.

Value Clarification Seminar:

20:020. Interpersonal Influence Preferences — 2 hrs.
Consideration of the use of authority and power in classroom management/guidance functions. Emphasis upon leadership styles as an interaction of personal needs and varied interpretations of authority and power. Must be taken on "ungraded" (Credit/No Credit) basis.

Developmental Psychology Core:

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.

Learning and Instruction Core:

Cognitive, affective and psychomotor learning processes; including behavior modification, concept learning, problem solving, creativity, attitude formation and skill learning. Corequisite: 25:050.

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.

Growth attitudes, and concepts from age eleven to maturity.

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, antintellectualism, 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.

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.
20:187(g). Educating Disadvantaged Children and Youth — 3 hrs.
Definition and extent of cultural deprivation in the United States. Sociological and psychological factors that interfere with the intellectual development of the disadvantaged child. Programs designed to provide experiences essential for intellectual growth.

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 to 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.

See pp. 57 and 78.

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
The following course is a part of the Common Professional Sequence and should be taken according to the pattern on page 70.

Measurement and Evaluation Core:


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 of 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.

25:299 Research

SOCIAL FOUNDATIONS
The following two courses are a part of the Common Professional Sequence and should be taken according to the pattern on page 70.

Socio-Cultural Core:

Critical analysis of educational problems and issues; potential solutions; the examination of contemporary positions on education purpose and form. Must be taken during the same semester as 26:030.

26:030. The Community and the Curriculum — 2 hrs.
Socio-political forces which shape school policy and curriculum. Must be taken during the same semester as 26:020. Prerequisite: 26:020.

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.

26:120(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.
Library Science

E. Martin, Head. Hiland, Hodges, M. McGrew.

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).

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). Introduction to Librarianship — 2 hrs.
Survey of history and development of libraries, administration and services of all types of libraries, library professional organizations and literature of librarianship.

35:113(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.

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.

35:223. 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.

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 or problem based on student’s need or aspirations. Prerequisite: 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.
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Experience in the function and services of the instructional materials center. Prerequisite: 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.

Physical Education

Beginning with the 1978 Fall Semester, the major and minor programs offered by the physical education departments will be the same for men and women. Students should consult with the department head of either department concerning the new curricula.

General Education: At least two hours from 38:001 or 39:001 activity courses are required of all students; two additional hours from 38:001 or 39:001 may be elected.

RECREATION MAJOR

This major is under the joint jurisdiction of the Departments of Physical Education for Men and Physical Education for Women.


Required: 37:177; 37:188 .................................................. 16 hours

Electives: 10-15 hours from one of the five areas of emphasis* listed below; plus 5-10 additional hours from any of the remaining areas of emphasis ............................................. 20 hours

54-55 hours

*Emphases —

Administration**
Required: 37:178 ............................................................ 3 hours


10-14 hours

Urban Recreation**
Electives from: 45:140; 68:130; 68:131; 96:124;

Outdoor Recreation
Required: 37:173 ............................................................ 3 hours

Electives from: 37:170; 39:131; 84:021; 84:022;
84:023; 84:103; 84:168; 84:180; 87:010; 87:011;
87:021; 87:031; 97:031; 97:050 .................................................... 7-12 hours

10-15 hours
Program Supervision
In consultation with the adviser, the student must select one of the following six (6) areas of concentration:
Aquatics, Arts, Dance, Music, Sports, Theatre.
Required: a minimum total of 10-15 hours in one area of concentration from a selected list of courses ........................................... 10-15 hours

Therapeutic Recreation
Required: 37:134 ............................. 3 hours
50:130; 68:194; 98:120; 98:121; 98:123; 98:125 ..................................... 7-12 hours
10-15 hours

**In meeting the 20-hour elective requirement, student opting either "Administration" or "Urban Recreation" must take at least two semester hours from each of the following three areas: Therapeutic, Program Supervision, and Outdoor Recreation.

HEALTH EDUCATION MAJOR – TEACHING
This major is under the joint jurisdiction of the Departments of Physical Education for Men and Physical Education for Women.
Required: 31:030 or 31:037; 37:010; 37:015; 37:110; 37:113;
37:115; 37:117; 37:050 or 38:150; 37:114; 37:141;
84:033; 84:138 ........................................... 30 hours
Electives as approved by the appropriate department from a list in which two courses must be chosen from three stated categories of selected electives, for a total of ........................................... 20 hours
50 hours

HEALTH EDUCATION MINOR – Teaching
This minor is under the joint jurisdiction of the Departments of Physical Education for Men and Physical Education for Women.
Required: 20:118; 37:010; 37:015 or 37:141;
37:113; 37:115; 37:117 ........................................... 15 hours
22 hours

HEALTH MINOR
This minor is under the joint jurisdiction of the Departments of Physical Education for Men and Physical Education for Women.
Required: 20:118; 31:030 or 31:035; 37:010; 37:015; 37:113;
84:138; 84:033 or 84:151 ........................................... 16-18 hours
Electives: 22:150; 98:105 or 31:152; 84:140; 99:011 ........................................... 2-4 hours
20 hours

ATHLETIC TRAINING MINOR
37:171; 38:155; 84:138; 38:115 or 39:145; 38:150 or
37:050 and 37:151 ........................................... 27-31 hours
All students taking a PE activity course must wear the uniform or apparel which has been approved by the department.

37:001 or 37:003. Physical Education — 1 hr.
Games, recreational games, beginning folk dance, intermediate folk dance, advanced folk dance, American country dance, modern dance.

37:010. 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 credits. American Red Cross certification for those who qualify.

Leads to American Red Cross Water Safety Instructor certificate. Prerequisite: current Red Cross Life Saving certificate.

No credit for a student with credit in 39:014 or 37:014. Teaching methods and experience in activities. 3 periods. Prerequisite: sophomore standing.

No credit for a student with credit in 37:013. Materials, methods, and participation. Discussion, 1 period; lab., 2 periods. Prerequisite: sophomore standing.

Designed to develop the understandings, attitudes, and practices which contribute to better individual health.

37:016. 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.

Principles and problems. Program materials.

Techniques of adapting recreation programs to meet the leisure needs of special populations in today’s society. Corequisite for Recreation majors: 37:038.

37:037. Park and Recreation Administration in Contemporary Communities — 2 hrs.
Overview of the many facets of recreation; emphasis on roles of various state and national professional organizations in relation to the park and recreation movement. Corequisite for Recreation majors: 37:038.

37:038. Fieldwork in Recreation — 1 hr.
Field experience to learn full role and meaning of recreational leadership. May be taken during the freshman year even though student has not yet earned 12 hours at UNI. May be repeated once for credit. Must be taken on “ungraded” (Credit/No Credit) basis. One hour corequisite for 37:037, and one hour corequisite for 37:036. Primarily for Recreation majors.

Gross anatomy of the osseous and muscular system; joint structure. No credit for a student with credit in 38:150.

History, philosophy, trends, issues, and opportunities in health, physical education, and recreation professions.

Concepts of structure for an effective secondary program: learning process; development of instructional objectives; use of instructional aids; and pupil evaluation.

37:113(g). Community Health — 2 hrs.
Historical background of community health problems; concepts of structure of effective community health program, and structure and function of local, state, and federal health departments.

37:114(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: 37:015.

The evaluation, selection, and development of materials in school health as they relate to specific methods.

37:117(g). Administration of School Health — 3 hrs.
An 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.

Development of school-community programs. Problems of leadership, facilities, and organization.

37:134(g). Therapeutic Recreation — 3 hrs.
Methods and techniques used in therapeutic recreational services to meet the leisure needs of members of special populations. Prerequisite: 37:132.

Designed for the individual with special interest in elementary physical education. Program building and organization. Also concerned with activities and materials not included in 37:014. Prerequisite: 37:013 or 37:014.
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. Prerequisite: 37:015.

37:151(g). Kinesiology—3 hrs.
Application of principles of mechanics to body movement. No credit for a student with credit in 38:150. Prerequisite: 37:050.

37:152(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. Prerequisites: 37:050; 37:151; 84:138.

37:153(g). Physiology of Exercise—2 hrs.
Effects of exercise upon the organic functions of the body. Prerequisite: 37:050; 37:151, or equivalent, and 84:138.

37:156(g). Physical Education and Recreation for the Handicapped—3 hrs.
Role of physical education and recreation in the education of handicapped people. Problems in motor development related to these people, and techniques for working with them. Programs of activity and their organization. Laboratory experiences provided.

37:157(g). Instructors Course in Swimming for the Handicapped—1 hr.
Learning to teach swimming to handicapped children. May lead to Red Cross certification. Prerequisite: current Water Safety Instructor's certificate or approval of instructor.

Various aspects of sports safety; emphasis on player and spectator protection; legal liability as it relates to athletic training. Prerequisites: 38:150 or 37:050 and 37:151; 38:115 or 39:145.

Prerequisites: 38:150 or 37:050 and 37:151; 38:115 or 39:145; 84:138.

37:164(g). Rehabilitation of Athletic Injuries—2 hrs.
Physiological effects, indications and contraindications, and the physics of modalities used in injury rehabilitation. Prerequisites: 38:150 or 37:050 and 37:151; 38:115 or 39:145; 84:138.

The use of out-of-doors learning experiences to enhance education. Administration and program of school camping.

37:171. 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. Prerequisites: 38:150 or 37:050 and 37:151; 38:115 or 39:145; 84:138.

Administration of programs, personnel, and facilities; includes pool management and maintenance.

37:173(g). Camp Administration—3 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. Prerequisite: 39:131, or equivalent.

Uses of testing and evaluation in the physical education program; written and performance tests and other evaluative instruments.

Procedures of essential leadership preparation for the recreationist.

School and community relationships; budget, supervisory problems. Administration of programs, facilities, curriculum problems.

37:177. Internship in Recreation—14 hrs.
Comprehensive fieldwork experience in area of student's concentration. Prerequisite: senior standing; corequisite: 37:188. Must be taken on Credit/No Credit basis.

Techniques involved in directing and administering community recreation programs. Prerequisites: 37:132; 37:175.

From primitive ritual to the art forms of the twentieth century.

37:182(g). Developmental Aspects of Movement Performance—2 hrs.
How motor skills change with time; nature of factors affecting change; relationship of motor development to total human development; principles of motor development related to teaching motor skills.

Physical education in ancient and modern times. Principles basic to program development in elementary and secondary schools. No credit for person with credit in 37:190.

37:185. 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.

37:188. Seminar in Recreation—2 hrs.
Complements internship in regularly scheduled sessions throughout semester. Prerequisite: senior standing; corequisite: 37:177.
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37:189(g). Readings in Physical Education - 1-4 hrs.
Individual study in an area of physical education.
Credit to be determined at time of registration and
to be based on student's proposal. Requires ap­
proval of department head.


Analysis of motion with special emphasis upon ap­
plication 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. Prerequisite:
37:050 and 37:151, or 38:150.

Process of scientific inquiry into exercise physi­
ology and the identification of basic principles to
be applied for maximum performance without in­
jury. Discussion, 2 periods; lab., 2 periods.

37:273. Physical Education in the Public Schools
- 3 hrs.
Principles, movements, leaders, trends, purposes,
methods, and techniques of structuring the school
program in physical education.

37:274. Measurement and Evaluation in Physical
Education - 3 hrs.
Historical background of measurement in physical
education; evaluation as a part of teaching;
statistical techniques; construction and use of
motor and knowledge tests; criteria for test selec­
tion; administering a testing program; interpreta­
tion and use of test results. Prerequisite: 25:180 or
80:172.

Analysis of current supervisory practices and
problems of teaching in physical education. Prereq­
usite: 27:141.

Study and application of research findings to motor
learning and the variables which influence it.

37:289. Physical Education Seminar - 1-3 hrs.
Special topics as indicated in the Schedule of
Classes.


Physical Education for Men

Thrall, Head. J. Anderson, Beemer, Berry, Cryer, Erusha, Fielding, E. Green, K. Green, Henry,
L. King, Kortemeyer, Fatten, Remmert, Schwarzenbach, Sevy, Stiles, Styck.

Beginning with the 1978 Fall Semester the major and minor programs offered by the physical
education departments will be the same for men and women. Students should consult with the
department head of either department concerning the new curricula.

A student who desires to coach either intramural or interscholastic athletics must be ap­
proved for certification. The minimum requirement is a minor in coaching, and the recommenda­
tion of the university.

General Education: At least two hours from 38:001 or 39:001 activity courses are required of all
students; two additional hours from 38:001 or 39:001 may be elected.

PHYSICAL EDUCATION FOR MEN MAJOR - TEACHING

This major also requires the completion of a teaching minor.

38:190; 84:138 ................................................. 20 hours

Required: 38:020 (must select: two from Team Sports; two from
Individual and/or Dual Sports; two from Self-Testing Activities;
one from Aquatics; one from Combatives; one from Rhythms) .............. .9 hours

Health Education elective from: 37:110; 37:113; 37:115; 37:117 ...................... 2 hours

Sports Theory electives: at least three of the following:

Physical education electives: at least 4 hours from each group .......... 11 hours

Group I: 37:011; 37:031; 38:175; 38:114

48 hours
PHYSICAL EDUCATION AND HEALTH FOR MEN MAJOR — TEACHING

This major should also complete a minor for placement purposes.

Required: 37:014; 37:015; 37:060; 37:110 or 37:141; 37:176;
38:115; 38:150; 38:190; 84:138 ........................................... 22 hours

Required: 38:020 (must select: two from Team Sports; two from
Individual and/or Dual Sports; two from Self-Testing Activities;
one from Aquatics; one from Combatives; one from Rhythms) ....... 9 hours

Electives from: 20:118; 31:030; 31:057; 37:010; 37:113;

38:116; 38:155; 38:171; 38:172; 38:175 ........................................ 6 hours

49 hours

COACHING MINOR — Teaching
and
COACHING ENDORSEMENT — Middle School/Junior High Education Major

This program carries coaching endorsement for grades K-12. It does not, however, qualify the
student for certification to teach physical education at any level. (*See Department of Curriculum
and Instruction, page 118, for full Middle School/Junior High Education major program.)

Required: 38:115; 38:150; 38:155; 38:175 ........................................ 10 hours

Electives: 6 hours from **38:101; 38:102; 38:103; 38:104;
38:108; 38:109; 38:125 ............................................................ 6 hours

Optional elective: **selection of 38:101 requires
addition of 38:020 (Football) .................................................. 0-1 hour

16-17 hours

38:001. Physical Education - 1 hr.
Work in 38:001 is for General Education requirement and may be selected from a variety of activities as listed in the Schedule of Classes.

38:020. Fundamentals of Physical Activities - 1 hr.
Development of fundamental skills and instructional techniques. May be repeated for a total of 9 hours of credit. Open only to Physical Education and Recreation majors and Coaching minor or endorsement.

38:040. 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. Prerequisite: 37:010 or consent of instructor.

Coaching philosophies and theories for the development of a football program. Prerequisite: 38:020 (Football).

Coaching philosophies and theories for developing a basketball program.

Fundamentals, individual position play, offensive and defensive team strategy, and management. 3 periods.

38:104. Track and Field Theory - 2 hrs.
Rules and techniques in standard track events. Demonstration and coaching of each event required. Meet management stressed. 3 periods.

Coaching, philosophies, techniques, theories, and the organization of a competitive gymnastics program. 3 periods.

Coaching philosophies, techniques, theories, and the organization of a competitive swimming program. 3 periods. Prerequisite: ability to swim.

38:114. Sports Officiating - 1 hr.
Rule interpretation and mechanics of officiating for: 1) football, 2) basketball, 3) baseball. May be repeated for a total of 3 hours, but not in the same sport.

38:115(g). Prevention and Care of Athletic Injuries - 2 hrs.
Prevention, evaluation, first aid, supportive measures, and care of athletic injuries. Nutrition; facilities; and equipment. Prerequisite: 38:150 or equivalent.
Fundamentals, elementary and advanced skills, conditioning, strategy, and administration of wrestling. 3 periods.

38:140(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.

38:150(g). Anatomy and Kinesiology — 3 hrs.
Attention to the skeleton, the muscular system, and the joint construction. Application to analysis of skills and techniques used in teaching physical education. No credit for a student with credit in both 37:050 and 37:151.

Theory and practice in training and conditioning of athletes. 2 periods.

Advanced methods courses on coaching concepts in specific sports: (1) baseball, (2) basketball, (3) football, (4) gymnastics, (5) swimming, (6) track, (7) wrestling. May be repeated for a maximum of six (6) hours of credit. Prerequisite: department head approval for undergraduates.

38:171(g). Curriculum of Physical Education — 2 hrs.
Reform movement in physical education; cycles, scope, design and construction, and evaluation of curriculum and curriculum development; current trends affecting physical education programs in the schools.

38:172. Group Leadership — 1 hr.
Group leadership of different activities. Prerequisite, or corequisite: 37:190.

38:175(g). Organization and Administration of Competitive Sports — 3 hrs.
A study of the organization, administration, and management of interscholastic, intercollegiate, and intramural sports programs.

38:177(g). Psychological Aspects of Coaching — 2 hrs.
Positive approach to the psychology of coaching. Recommend coaching experience.

38:190. Methods and Principles of Physical Education — 3 hrs.
Role of physical education in the public school; includes legal responsibilities of teaching, development of instructional objectives, pupil evaluation, and a micro-teaching experience in physical education.

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## Physical Education for Women

Crawford, Head. Carr, Cathey, Cooper, Darling, Doody, W. Green, Huddleston, Marsh, Marston, Mertesdorf, C. L. Phillips, Sanders, Swanson, D. Thompson, Weishaupt, Winsberg, Yager, Zorink.

Beginning with the 1978 Fall Semester, the major and minor programs offered by the physical education departments will be the same for men and women. Students should consult with the department head of either department concerning the new curricula.

General Education: At least two hours from 38:001 or 39:001 activity courses are required of all students; two additional hours from 38:001 or 39:001 may be elected.

### PHYSICAL EDUCATION FOR WOMEN MAJOR – TEACHING


Required activities: 39:021 through 39:034

Electives and emphasis* .................................................. 5 hours

36 hours

13 hours

54 hours

*An emphasis is required on the major; however, a major declaring a minor which duplicates an emphasis area (physical education-elementary, dance, or coaching of women's sports) may substitute such a minor for an emphasis in the major.
Students declaring any of the following minors should confer with an adviser in the Department of Physical Education for Women.

**PHYSICAL EDUCATION FOR WOMEN MINOR — Teaching**

Required: 39:191; 39:193; *38:150 ............................ 9 hours

39:032; 39:034 ........................................ 7 hours

Electives: 6 hours from 37:010; 37:152 or 37:156;
37:176; 37:183; 39:083; 39:140 (1-2 hours in basket-
ball, volleyball, softball, tennis, or track and field) ..................... 6 hours

*37:050 and 37:151 may be substituted for 38:150.

**PHYSICAL EDUCATION FOR WOMEN MINOR**

Required activities: from 39:021 through 39:034; 39:036
through 39:039; and from 39:040, 39:050, 39:055 ............ 8-10 hours


37:181; 39:131; 39:194; 84:138 ............................ 8-10 hours

22 hours

**PHYSICAL EDUCATION MINOR — Elementary Teaching**

Required: 37:013 and 39:083; or 39:083 and 39:084 ........................ 5-6 hours

Required: 37:018; 37:182; 39:125 ................................ 5 hours

Required: activity courses to be chosen in consultation
with department ........................................... 5 hours

Electives: 4 to 5 hours chosen from — 37:010 (1 hr. only);
37:156; 50:130; 84:138 .................................... 4-5 hours

20 hours

**Note:** If student has taken 38:001 and/or 39:001 prior to declaring minor, then either or both will apply to activity elective hours on minor.

**DANCE MINOR — Teaching and Liberal Arts**

Required activities: 39:001 (ballroom or square dance);


Electives: 24:131 or 27:137; 50:034 or 62:070; 52:102
or 54:xxx; 60:001 or 60:003 or 60:095 or 60:141;
39:001 (ballet); 39:040 .................................... 4-5 hours

22-24 hours

*Student may test out of this course.
Required 37:198 must be relevant to dance minor.
COACHING OF WOMEN’S SPORTS MINOR — Teaching

Required: 2-3 hours from 39:036 or 39:040 .......................................................... 2-3 hours
(must include one experience each in officiating and assisting)
Required: 4-6 hours from 39:140 ................................................................. 4-6 hours

19-20 hours

Note: This minor will carry departmental recommendations for endorsement in coaching
7-12. It does not qualify the student to teach physical education at any educational level.

COACHING ENDORSEMENT — Middle School/Junior High School Education Major*

The coaching endorsement is for K-12. However, it does not qualify the student for certification
to teach physical education at any level. (*See Department of Curriculum and Instruction,
page 118, for full major program.)

OPTION II

The student should have directed or supervised laboratory experience in coaching:
or ordinarily this would be done during the time of student teaching.

Required: 2-3 hours from 39:036 .......................................................... 2-3 hours
Required: 4-6 hours from 39:140 ................................................................. 4-6 hours

19-20 hours

39:001. Physical Education — 1 hr.
Work in 39:001 is for General Education requirement
and may be selected from a variety of activities as listed in the Schedule of Classes.

Following courses primarily for physical education majors, minors, subject fields. Beginning, intermediate, advanced activities.

39:021. Archery-Badminton — 1 hr.
39:022. Basketball-Volleyball — 1 hr.
39:023. Folk Dance — 1 hr.
39:024. Golf — 1 hr.
39:026. Hockey — 1 hr.
39:027. Modern Dance — 1 hr.
39:029. Soccer-Speedball — 1 hr.
39:031. Swimming — 1 hr.
39:032. Tennis — 1 hr.

Following three courses primarily for majors and minors. Combination of activity fundamentals and organization of materials for teaching.

39:025. Gymnastics — 1 hr.
39:030. Stunts-Tumbling — 1 hr.
39:034. Track and Field — 1 hr.

39:036. Officiating — 1 hr.
Primarily for majors and minors in physical education and coaching. Rules and officiating techniques: (1) Aquatics; (2) Basketball; (3) Field Hockey; (4) Softball; (5) Volleyball. Lecture and lab. May be repeated in different activities up to 5 hours.

39:037. Fundamentals of Rhythm — 1 hr.
Basic experience within the structure of music and rhythmic response. For students with little experience in either area.

39:038. Advanced Swimming — Speed Swimming — 1 hr.

39:039. Conditioning and Massage — 1 hr.
Primarily for majors, minors subject fields. Conditioning: prevention, recognition, care of athletic injuries; basic techniques of massage.

39:040. Assisting in Physical Education — 1 hr.
Assisting departmental instructor in activity classes. Prerequisite: consent of instructor.

39:050. Dance Composition — 1 hr.
Application of art principles basic to good choreography; advanced technique and composition. Prerequisite: beginning modern dance or equivalent.

39:055. Advanced Folk Dance — 1 hr.
Basic and advanced folk dance skills and dances. Prerequisite: beginning folk dance or equivalent.
39:080. Introduction to Physical Education — 1 hr.
An orientation to the professions and professional preparation programs in physical education, health, and recreation.

Elementary physical education methods, organization and management, safety concepts, fundamental movement concepts; elementary dance teaching and theory. 4 periods.

Educational gymnastics theory and progressions suitable for elementary children; theory and concept of teaching games to grades K-6. 4 periods. Prerequisite: 39:083.

39:111. 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.

39:117. Techniques: Soccer-Speedball — 1 hr.

39:125(g). Educational Dance — 2 hrs.
Place of dance in the school curriculum; relationships, progressions, and curriculum building. Prerequisite: 39:193 or 39:083.

The camping movement. Leadership techniques and laboratory experience. Discussion, 2 periods; lab., 2 periods.

39:140. Advanced Skill and Coaching — 1 hr.
Development of a high level of performance and comprehensive understanding and knowledge pertinent to specific activities, such as: (1) Basketball; (2) Golf; (3) Gymnastics; (4) Field Hockey; (5) Softball; (6) Swimming; (7) Tennis; (8) Track and Field; (9) Volleyball. May be repeated for a total of 6 hours, but not in the same activity. Prerequisite: department head’s approval. (A student with a minor in Coaching in Women’s Sports may substitute 2 hours credit in 39:140 for the 2 hours of physical education activity credit required for graduation.)

Introductory philosophical aspects of sport, psychological and sociological dimensions of competitive sport experiences with a focus on women in sport.

39:145(g). Prevention and Rehabilitation of Women’s Athletic Injuries — 3 hrs.
Problems of preparing a participant for women’s competition; protection from potential injury, etiology, examination and first aid care of injuries, and rehabilitation principles and practices. Prerequisite: 37:050 or approved equivalent.

Practical experience working with high school coaches; planning and conducting all phases of the program. Prerequisites: junior standing and departmental approval. May be repeated in a different sport for a total of two sports.

Credit as a course in education for a student whose major is physical education. 4 periods. Prerequisite: 6 hours in sports activities. No credit for student with credit in 38:190.

Methods and materials in the elementary and secondary school. 4 periods.

Aquatics in educational and recreational programs dealing with instruction, management, and maintenance. Prerequisite: Lifesaving or approved equivalent. 3 periods.
School Administration and Personnel Services


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.

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.

140
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 29:205.

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 additlinal 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.

Teaching


*on leave

Completion of the present undergraduate teaching curriculum requires a minimum of 8 semester hours of credit in student teaching. Student teaching credit earned in other colleges or universities does not meet the student teaching requirements of the University of Northern Iowa. Students who have completed 3 semester hours 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 bachelor's degree are required to complete additional student teaching only if they major in an area other than early childhood, lower, or upper elementary teaching.

Any teacher education major may seek approval to complete additional student teaching beyond the minimum eight (8) hours credit required for graduation. Students may apply up to sixteen (16) hours of student teaching credit toward the 130-hour minimum required for graduation. Approval of the Committee on Teacher Education Standards and Practices, the major department, and the Department of Teaching is required of each student seeking permission to fulfill the student teaching requirement.

Undergraduates normally fulfill their student teaching requirements during their senior year although some juniors may be recommended for assignment.

Student teaching generally is offered in blocks of 8, 12, or 16 credit hours. The student who registers for 12 credit hours of student teaching 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 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.

A student with a double major is urged to do some student teaching in both majors. Elementary majors who wish to major also in a subject for teaching at the secondary level are required to complete 8 semester hours of elementary student teaching followed by a minimum of 4 hours in their secondary major. Secondary double majors (i.e., art, industrial arts, health, music, physical education, and speech pathology) receive K-12 endorsement. They must complete 8 semester hours in the special subject area with some student teaching experience at both elementary and secondary school levels. Double majors and special area majors, in particular, are urged to complete a semester of student teaching.

Elementary majors with an emphasis in Special Education must complete 8 semester hours of regular student teaching in an elementary school classroom plus 4 or 8 hours of student teaching in a special education setting.

Majors in both Safety Education and Religion must complete a teaching minor and are urged
Teaching

to do some student teaching in the minor in conjunction with the major student teaching assignment. Psychology majors are advised to qualify for approval to teach in an additional subject area and are encouraged to complete some student teaching in both teaching fields.

The primary purpose of student teaching is to provide the student 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) establishing 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) will focus upon providing greater depth and breadth of experiences. It will be 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 p. 70 and is the same as that required for graduation (see p. 44). A student must also have been approved on a teacher-education program and must file application for student teaching no less than three months 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 board.

Prerequisite: Common Professional Sequence (Phases I and II), Professional Semester, and approval of major department.

Prerequisite: Common Professional Sequence (Phases 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 (Phases I and II), Professional Semester, and approval of major department.

Prerequisite: Common Professional Sequence (Phases 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 (Phases 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 (Phases I and II), and approval of major department.

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 (Phases 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 Head of the Department of Teaching required.
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, the Learning Resources Center, and the non-instructional Broadcasting Services unit. The college is dedicated to these goals:

1) To provide a broad, liberal education in the arts and humanities for all students of UNI;
2) To provide the highest quality professional education possible for the students enrolled in the several disciplines of the college;
3) To provide the skills and knowledge necessary for students to pursue advanced degrees in the arts and humanities;
4) To provide the educational background necessary for students in other fields to pursue their educational and professional goals;
5) To engage in research, inquiry, and other 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 both teaching and liberal or professional arts emphases. Graduate programs offered in the college lead to the Master of Arts degree and to the Master of Music.

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, Communication, Radio-TV, and Theatre, as well as Speech Pathology, Audiology, Teaching English in the Community College, plus the combined programs of Comparative Literature, English and Foreign Language, and TEFL and Foreign Language which are offered cooperatively by the Departments of English Language and Literature and Modern Languages. The School of Music offers majors in Music Education, Performance, and Theory-Composition leading to the undergraduate Bachelor of Music and graduate programs in Composition, Music History, 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 Theater, available under the Bachelor of Fine Arts degree.

The College of Humanities and Fine Arts also offers undergraduate interdisciplinary programs in Humanities and in Russian Area Studies, and has a joint responsibility for the American Studies and the Latin American Studies majors, and the Women’s Studies minor. It administers an interdisciplinary program in film, which includes representatives from several departments from within the college as well as faculty from other divisions of the university. The college offers a wide variety of co-curricular opportunities in the areas of forensics, theater, music, opera, and music theater.
The Learning Resources Center is an instructional service unit which provides remedial instruction in a variety of areas for all university students, including composition and English for international students.

Broadcasting Services maintains two FM-stereo radio stations: KUNI, which operates at a power of 100,000 watts on 90.9 mhz., serving eastern Iowa with quality public radio programming, and KHKE which operate at a power of 8,000 watts on 89.5 mhz. and serves the Waterloo-Cedar Falls and Cedar Rapids metropolitan areas with fine arts programming.

Graduates of the College of Humanities and Fine Arts typically pursue advanced education in their major disciplines or enter professional careers for which their degree programs have prepared them. A wide variety of educational and occupational opportunities awaits students who are well educated in the arts and humanities.

Art


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

75 hours

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

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; 60:056; 60:057; 60:074; 60:075 ......................................................... 3 hours
Additional electives in art, excluding 60:021; 60:095; 60:195 ........................................... 13 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 student is required to demonstrate competence in art by the junior year.

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

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

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 adaption on the elementary school level. 6 periods.

Basic introduction to design ideas, methods, and tools of visual problem solving. 6 periods. Prerequisite: 60:001.

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 — 3 hrs.
Heightening preconceptual and conceptual awareness through the intermediary of the camera and photosensitive emulsions. 6 periods.

60:034. Printmaking — 3 hrs.
Woodcuts, etchings, serigraphs, lithographs, and collographs. 6 periods.

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.

60:075. Metalsmithing — 3 hrs.
Designing and forming metal objects by forging. 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(g). Life Drawing — 3 hrs.
Drawing from the model using a variety of media. 6 periods.

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

*First registration for 3 hours only.
60:125(g). Design II: Advanced Problems in Design — 3 hrs.
Intensive application of design methods and skills. Major problems in pure design research, graphic design, product design, environmental design. 6 periods. Prerequisites: 60:025.

60:126(g). Design III: Individual Design Study — 3 hrs.
Advanced design problems and practicum. Practical application of design skills in cooperation with local business and industry. May be taken for two semesters for a total of 6 hours credit. 6 periods. Prerequisite: 60:125.

*60:131(g). Advanced Photography — 1-5 hrs.
An extension of photography as creative image making; in-depth look at processes, criticism, and student's own ideas and directions in photography. May be repeated for credit.

*60:137(g). 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 Orient; 6. Classical Ancient; 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(g). Advanced Ceramics — 1-5 hrs.
Credit to be determined at time of registration. May be repeated for credit.

*60:156(g). 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(g). 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(g). 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(g). Advanced Metalwork — 1-5 hrs.
Credit to be determined at time of registration. May be repeated for credit.

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

60:195(g). Artist-Teacher Seminar — 2 hrs.
Evolution of contemporary art education philosophy and the dynamic role of the twentieth century artist-teacher. Place of the artist-teacher in society and in the community. Art demands of our present culture and implications for the art education program in terms of methods and materials. Prerequisite: 60:095.

60:198. Independent Study.
60:275. Graduate Studio — 2-8 hrs.
Credit to be determined at time of registration. May be repeated for credit. Prerequisite: approval of graduate adviser. 1. Drawing. 2. Ceramics. 3. Painting. 4. Printmaking. 5. Sculpture. 6. Crafts. 7. Metalwork. 8. Design. 9. Photography.

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 — 1 hr.
Analysis of concepts, forms and techniques encountered in own creative studio work and work of others. Investigation of individually selected concepts and materials. Examines role of professional artist and public.

60:289. Seminar: Intra-Media — 1 hr.
Theories and philosophies of contemporary artists and art criticism as related to student's studio work.

60:292. Research and Bibliography — 3 hrs.

60:293. Research in Art History — 1-5 hrs.
May be repeated for credit. Prerequisite: 6 hours of Art History or proficiency and department approval.

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.
*First registration for 3 hours only.
English Language and Literature


*on leave

ENGLISH MAJOR – TEACHING


Required: 6 hours of writing courses (only 3 hours may be taken from 62:002, 62:003, 62:004) .................................................. 6 hours

Required: two of the following: 63:130; 63:132; 63:125 .................................................. 6 hours

Electives in English .................................................. 15 hours

23:130 (Reading for Adolescents) may be taken for credit on this major.

ENGLISH MAJOR


Required: one of the following: 62:002; 62:003; 62:004;
   62:103; 66:040 .................................................. 3 hours

Required: one of the following: 63:125; 63:130; 63:132 .................................................. 3 hours

Electives in English .................................................. 24 hours

42 hours

TEACHING ENGLISH AS A FOREIGN LANGUAGE MAJOR (TEFL)

Required: 62:002; another writing course .................................................. 6 hours

Required: 62:034; 62:042; 62:052 .................................................. 9 hours

Required: 63:130; 63:125 or 63:132; 63:141; 63:144;
   63:147; 63:194 .................................................. 18 hours

Electives in literature or linguistics .................................................. 6 hours

39 hours

Note: Foreign students must have achieved a TOEFL score of 600 or the equivalent in order to demonstrate their proficiency in English. A foreign student may be required to take additional English by attending the 63:105 course at the discretion of the TEFL and Linguistics faculty. 63:105 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:** 62:002; 62:034; 62:042; 62:052 .......................... 12 hours

**Required:** 63:010; 63:125; 63:130; 63:132; 63:134; 63:141; 63:142; 63:144 .......................... 24 hours

**Cognate electives:** a 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:** 62:034; 62:042 or 62:043; 62:052; 62:190 .......................... 12 hours

**Required:** 6 hours of writing courses (only 3 hours may be taken from 62:002, 62:003, 62:004) .......................... 6 hours

**Required:** one of the following: 63:125; 63:130; 63:132 .......................... 3 hours

**Electives in English** .......................... 3 hours

24 hours

This minor requires achievement of a minimum cumulative grade point average of 2.25 in English courses.

### ENGLISH MINOR

**Required:** 62:034; 62:042; 62:043; 62:052 .......................... 12 hours

**Required:** one course in writing .......................... 3 hours

**Electives in English** .......................... 3 hours

18 hours

### TEACHING ENGLISH AS A FOREIGN LANGUAGE MINOR

**Required:** 63:130; 63:141; 63:144; 63:147; 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


15 hours

*Recommended for students on the teaching program.

### LINGUISTICS MINOR

**Required:** 63:125; 63:134; 63:141; 63:144; 63:142 .......................... 14-15 hours

### LANGUAGE ARTS SUBJECT FIELD — Middle School/Junior High Education Major

**Required:** 62:002; 62:034; 62:165; 62:190; 21:044; 23:110; 23:130; plus a 2-3 hour course in speech .......................... 24-25 hours

(*"See Department of Curriculum and Instruction, page 118.")
NOTE: Three interdepartmental programs offered cooperatively by the Department of Modern Languages and the Department of English Language and Literature are listed on pages 154 and 155. These are TEFL/Foreign Language Major — Teaching, English and Foreign Language Combined Major, and Comparative Literature Minor.

ENGLISH

Development of basic skills in writing, with emphasis on organization, the use of details, effective word choice, and sentence patterns. Does not count for credit on either English majors or minors.

Writing based on readings about language and the student's language experience.

Exploring and communicating, in writing, ideas stressing various prose patterns and techniques.

Writing on controversial issues with an emphasis on the development of evidence, the study of audience psychology and the objective evaluation of others.

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 credit.

Practice in written analysis of literary genres, including poetry, drama, short story, and novel.

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.

Major trends and masterpieces from Medieval, Renaissance, and 18th Century periods: 700-1800.

Major trends and masterpieces from the Romantic, Victorian, and Modern periods: 1800 to present.

Broad trends and important writers in the American literary tradition, from 1620 to 1950. Strongly recommended to precede advanced-level courses in American literature.

Selected works by major American writers from Colonial times to present. Does not count for credit on English major.

Masterpieces of Western and non-Western literature from the beginnings to 1650.

Masterpieces of Western and non-Western literature from 1650 to the present.

62:070. Creative Writing — 3 hrs.
Initial experiences in writing of fiction or poetry. May not be repeated for credit.

62:103. Advanced Writing — 3 hrs.

62:112(g). Western Drama: Aeschylus to Ibsen — 3 hrs.
Major dramatists of the Western tradition from ancient Greece to 19th-century Europe (in English translation).

62:113(g). British Drama to 1642 — 3 hrs.
Emphasis on contemporaries of Shakespeare such as Marlowe, Jonson, and Webster; consideration of medieval mystery and morality plays.

62:114(g). British Drama: 1660 to 1900 — 3 hrs.
Includes comedy of wit and manners, sentimental drama, melodrama, and drama of domestic and social problems.

62:115(g). Modern Drama — 3 hrs.
American, British and Continental.

62:116(g). English Renaissance — 3 hrs.
1500-1642.

62:117(g). 18th Century British Literature — 3 hrs.
Major writers of satire, verse, and prose including Dryden, Swift, Pope, and Johnson.

62:118(g). British Romantic Poets — 3 hrs.
Emphasis on Blake, Wordsworth, Coleridge, Byron, Keats, and Shelley.

Later 19th-century writers of verse and prose such as Tennyson, Browning, Arnold, Carlyle, Mill, and Ruskin.


62:121(g). The American Renaissance — 3 hrs.
Major writers of the 1840's and 1850's: Hawthorne, Melville, Emerson, Thoreau, and early Whitman.

62:123(g). American Realism and Naturalism to WWI — 3 hrs.
Fiction from 1870 through WWI.
62:125(g). Contemporary Southern Literature — 3 hrs.
1920 to the present.
62:126(g). The American Short Story — 3 hrs.
From Poe to the present.
62:127(g). Images of Women in Literature — 3 hrs.
Images, symbols, and myths of women in literature; feminist criticism. Prerequisite: 62:034.
Since 1914.
62:135(g). Continental Short Story — 3 hrs.
62:144(g). Chaucer — 3 hrs.
62:147(g). Milton — 3 hrs.
Milton's major English poetry and prose.
62:153(g). Major American Poets to 1900 — 3 hrs.
A study of Black writers in America.
Major works of prose fiction by writers such as Cervantes, Stendhal, Flaubert, Dostoevsky, Tolstoy, and Mann (in English translation).
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.
62:161(g). Literary Criticism — 3 hrs.
Important modern and traditional critical positions and their application to imaginative literature.
62:165(g). Literature for Adolescents — 2 hrs.
Reading and evaluation of literature suitable for adolescents.
62:174(g). Poetry Workshop — 1-6 hrs.
May be repeated for credit. Prerequisite or corequisite: 62:180 and consent of instructor.
62:175(g). Fiction Workshop — 1-6 hrs.
May be repeated for credit. Prerequisite or corequisite: 62:181 and consent of instructor.
62:180(g). The Craft of Poetry — 3 hrs.
Forms, techniques, and problems in poetry writing; primarily for students interested in creative writing.
Forms, techniques, and problems in fiction writing; primarily for creative writing.
62:184(g). Old English — 3 hrs.
62:188(g). Senior Seminar in Literature — 3 hrs.
For seniors only. Topic to be announced in semester schedule of classes.
62:189. Independent Reading in English — 1-4 hrs.
This course is not offered as a class. A student, with permission of the Head of the Department, secures a prepared reading list in one of the four areas: ancient drama, modern drama, fiction, poetry.
After completing the readings he submits himself to a departmental examination. Credit and grade are assigned on the same basis as other courses taken for credit by examination. The same fee system operates, the student is entirely on his own, since no group or individual discussion sessions are provided, but the student is free to consult the instructor who prepared the reading list concerning its scope and intent. Prerequisite: 62:034. May be repeated for a maximum of 8 hours.
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.
62:195(g). Teaching of Creative Writing — 3 hrs.
For English majors and minors, and elementary education majors with a language arts emphasis.
See pp. 57, 78.
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. Advanced 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)
(1945-present).
(1945-Present).
(1945-Present).
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.

LINGUISTICS
(See pages 149 and 150 for TEFL and English Linguistics programs.)

63:010. Language and Culture — 3 hrs.
Fundamental concepts used in the study of language, culture, and their interrelationships. Discussion of ethnolinguistic variations and universals.

63:105(g). English Language for Foreign Students — 3 hrs.
The patterns and idioms of English for non-native speakers with guided practice in speaking, writing, and comprehension. Offered only on ungraded (credit/no credit) basis. May be taken for graduate credit, but may not be applied to requirements for 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.

63:132(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: 63:130 or 63:125.

63:134(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.

63:141(g). Transformational Grammar — 3 hrs.
Theories of grammar from a generative-transformational point of view with special emphasis on English syntax. Prerequisite: 63:130 or 63:125.

63:142(g). Introduction to Semantics — 3 hrs.
Traditional and recent theories of meaning in language. Prerequisite: 63:125 or 63:130.

63:144(g). Introduction to Phonology — 3 hrs.
The sound systems of human languages, including articulatory and acoustic phonetics, structural phonemics, distinctive features, and generative phonology. Prerequisite: 63:130 or 63:125.

Prerequisite: 63:130 or 63:125.

63:160(g). Sociolinguistics and Dialectology — 3 hrs.
Language variation as an expression of socioeconomic, geographic, and personal status. Prerequisite: 63:132 or 63:134.

63:194(g). Teaching English as a Foreign Language — 3 hrs.
Methods and materials. Classroom practices, textbooks, language laboratory, testing. Prerequisite: 63:130 or 63:125.


Techniques of comparing the grammatical systems of a target and a native language, and the pedagogical applications of such analysis. Prerequisite: 63:130 or 63:125.

63:256. Syntax — 3 hrs.
Prerequisite: 63:141.

63:258. Semantics — 3 hrs.
Prerequisites: 63:141; 63:142.


Graduate-level student teaching of English as a foreign language.

63:299. Research.

SCHOOL JOURNALISM
(See page 150 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 organization; 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: 60:040 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.

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**English/Foreign 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/Foreign Language Major — Teaching**
- **English and Foreign Language Combined Major**
- **Comparative Literature Minor**

Advisers for these programs are assigned by the respective department heads.

**TEFL/FOREIGN 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 joint jurisdiction and supervision of these two departments.

Required core: 62:002; 62:034; 63:130; 63:141; 63:144; 63:147; 63:194; 70:110; and 6 hours of linguistic courses ........................................ 30 hours

Required: 30 hours from one of the language *emphases below ................................................................. 30 hours

60 hours

*Emphases —

- **French**: 72:011; 72:051 (3 hrs.); 72:061 (2 hrs.); 72:070; 72:101; 72:125; 72:180; 70:190; at least one 3-hour French literature course; and electives in French to make 30 hours.

- **German**: 74:051 (3 hrs.); 74:052 (3 hrs.); 74:061 (2 hrs.); 74:062 (2 hrs.); 74:071; 74:101; 74:123; 74:107; 74:160; 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; 78:105; 78:107; 78:123; 78:180; 70:190; and electives in Spanish to make 30 hours.
ENGLISH AND FOREIGN 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: 62:002; 62:034; 63:141; 63:144; 63:147; 63:130 or 63:125; 63:120; 70:110; and electives in linguistics to make 30 hours

Required: one of the language *emphases below 27 hours

*Emphases -
French: 72:011; 72:051 (3 hrs.); 72:061 (2 hrs.); 72:070 or 72:072; 72:010; 72:103; 72:125; and 5 hrs. in French to make 27 hours.
Spanish: 78:051; 78:052; 78:061; 78:062; 78:101; 78:103; 78:107; 78:123; 78:140; 78:180 for a total of 27 hours.

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 -

For Non-Foreign Language Majors -
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.
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 and. These programs are TEFL/Foreign Language Major – Teaching, English and Foreign 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.

FRENCH MAJOR – TEACHING

Required: minimum of 30 semester hours in French in courses more advanced than 72:002, including 72:070, 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 72:070, 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 74:070, 74:071, 74:101, 74:180, and 70:190, of which at least 20 hours must be in courses numbered 100 or higher.

GERMAN MAJOR

Required: minimum of 30 semester hours in German in courses more advanced than 74:002, including 74:071, 74:070, and 74:101, of which at least 20 hours must be in courses numbered 100 or higher.
GERMAN MINOR - Teaching
Required: 70:190 .................................................. 3 hours
Required: 16 hours in German in courses more advanced than 74:002 ....................... 16 hours
19 hours

GERMAN MINOR
Required: 74:101 or 74:103 ........................................... 3 hours
Required: courses in German more advanced than 74:002 ........................................ 16 hours
19 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 78:071, 78:080, 78:101, 78:180, and 70:190, of which at least 20 hours must be in courses numbered 100 or higher.

SPANISH MAJOR
Required: minimum of 30 semester hours in Spanish in courses more advanced than 78:002, including 78:071, 78:080, and 78:101, of which at least 20 hours must be in courses numbered 100 or higher.

SPANISH MINOR - Teaching
Required: 70:190 .................................................. 3 hours
Required: minimum of 16 hours in Spanish in courses more advanced than 78:002 ............ 16 hours
19 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
19 hours

FOREIGN LANGUAGE SUBJECT FIELD - Middle School/Junior High School Education Major**
French –
Required: 72:051 and 72:061 ........................................ 5 hours
Required: 72:001; 72:070; 72:101; 72:103 or 72:124 or 72:125; plus a 2-hour course in methods or pre-practicum ............ 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
GENERAL FOREIGN LANGUAGE COURSES

FRENCH
(See page 156 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: 72:051 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: 72:051 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.

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 practicum ...................................... 11 hours
21 hours

(**See Department of Curriculum and Instruction, page 118)
72:091. Bilingual Pre-Practicum — 3 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.

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. Prerequisites: 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: 72:072 or equivalent.

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: 72:101 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.

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 institute abroad for 2 hrs. credit. Prerequisite: 72:101 or equivalent.

72:128(g). Literature of Ideas — 3 hrs.
Montaigne, Pascal, La Rocheoucauld, 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, Musset, Labiche, Auier. 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 Romain, Pagnol, Claudel, Giraudoux, Anouilh, Sartre, Beckett, and others. Prerequisite or corequisite: 72:101 or equivalent.

Development of oral fluency and greater accuracy through structured oral exercises; free conversation dealing with civilization and topics of current interest. Structural, morphological and phonetic exercises designed to meet the needs of the individual participants. Prerequisites or corequisite: 72:101 or equivalent.

Basic linguistic concepts applied to learning the French Language. Prerequisite 72:101 or equivalent.

72:185(g). Written Translation — 3 hrs.
Fundamentals of written translation using varied text materials (public media, scholarly, professional and literary texts), from English to French and French to English. May be repeated once for credit. Prerequisite: 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.
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: 74:061 or equivalent; 74:062 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 — 3 hrs.
For the second or third-level student. Work with first-level classes which enable student to reinforce basic language skills through direct participation with first-level students. Prerequisite: consent of instructor.

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 compositions, 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.

74:117(g). German Media — 3 hrs.
Provides opportunity to reinforce and expand basic knowledge of the language through reading, writing, and discussing contemporary and realistic issues using German mass media (e.g., newspapers, magazines, radio, television, and film). May be repeated once for credit. Prerequisite: 74:101 or equivalent.

74:123(g). German Civilization — 3 hrs.
An introduction to the culture, history and geography of Germany. 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 Theater (German) — 1-3 hrs.
Participation in German Theater.
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 or 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.
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 area 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 157 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: 77:052 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, Balмонт, Bryusov, Blok, Mayakovsky, 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 157 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.
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: 78:002 or equivalent; corequisite: 78:051 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: 78:052 or other intermediate course with approval of the department head.

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.

78:080. 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.

78:090. 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 - 3 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.

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: 78:052 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 theater and poetry of the Spanish Renaissance and Baroque eras. Intensive reading of selected comedies of Lope de Vega, Tirso de Molina, and Calderon, and the poetry of Garcia de la Vega, Gongora, Quevedo, Fray Luis de Leon, 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). Contemporary Theater — 3 hrs.
Peninsular and Latin American theater from the Generation of '98 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 Theater: Spanish — 1-3 hrs.
Participation in Spanish theater. 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, especially those related to Soria as an example of old Castile; 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 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.

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 — 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.

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.

78:231. 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.

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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 Theater 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 Theater major under the Bachelor of Fine Arts degree is an interdisciplinary program combining courses from the Music and Speech departments. Graduates of this program could qualify for professional careers in music theater, 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 department 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; 2 hrs. each semester) ..... 4 hours
- Ensembles (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 department head 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 department.

**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 head of the department.

- 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: including 59:010 and 59:011 .................. 8-9 hours
Conducting: 57:020; 57:021 or 57:022 ........................... 4 hours
Methods from one of the following options for a total of .......... 10 hours
General music: 57:050; 57:141; 57:142; plus 4 hours of methods electives.
Vocal-Choral: 57:050; 57:165; plus 5 hours of methods electives.
Instrumental: 57:050; 57:155; plus 5 hours in 57:010.
Ensemble ................................................................. 6 hours
Electives (applied secondary recommended) ........................ 2-3 hours

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: 57:020; 57:021 or 57:022 ........................... 4 hours
Ensembles ....................................................................... 6 hours
Electives in music .......................................................... 8 hours

Additional requirements:
1. Junior recital (half recital)
2. Senior recital (full recital)

Recommended: All Bachelor of Music 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: 57:020; 57:021 or 57:022 ........................... 4 hours
Ensembles ....................................................................... 6 hours
Electives in music .......................................................... 9 hours

Additional requirement: Composition recital.
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) ........................................... 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) ........................................... 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) ........................................... 4-8 hours

( Departmental audition requirements apply to this minor.)

Bachelor of Fine Arts Degree Program

MUSIC THEATER 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: 57:020; 57:021 or 57:022 ........................................... 4 hours
- Ensembles ................................................................. 6 hours

52 hours
University of Northern Iowa

**Theater**

Required: 58:055 (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**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>52:020</td>
<td>Exploring Music</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>52:102(g)</td>
<td>Foundations of Music</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

Provides historical background of and emphasizes representative compositions by major composers. Specifically designed to provide the classroom teacher with techniques for teaching music in his or her own classroom. Basic skills of guitar, piano, singing, and music theory explored. Study of appropriate music literature, records, tapes, and film.

**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:

<table>
<thead>
<tr>
<th>Ensemble</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>53:010, 53:110</td>
<td>Chorus</td>
</tr>
<tr>
<td>(Chamber Choir, Concert Chorale, University Chorus, Varsity Men's Glee Club, Women's Chorus)</td>
<td></td>
</tr>
<tr>
<td>53:012, 53:112</td>
<td>Ensemble</td>
</tr>
<tr>
<td>53:015, 53:115</td>
<td>Band</td>
</tr>
<tr>
<td>(Marching Band, Symphonic Band, Wind Ensemble)</td>
<td></td>
</tr>
</tbody>
</table>

**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 165) 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. Baritone
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
54:054, 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 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.
57:020. Basic Conducting — 2 hrs.
Baton technique, score reading, rehearsal technique, and practice in conducting. Required of all music majors on teaching degree. Prerequisite: 58:021.
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: 57:020; 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 57:021. Prerequisites: 57:020; 58:013.
The role of music in the total public school curriculum. Principles of music learning. Required of all music education majors.
57:110(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.
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 music major or above.

57:131(g). Opera Production — 2 hrs.
May be taken twice for credit. One semester student directs a scene, and the other the student participates in a performance.

57:135(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.


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.

57:145(g). Advanced Music Methods — 2 hrs.
Contemporary methods of teaching general music, grades 1-12; intensive study of selected areas important to the teacher.

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.

57:152(g). Instrumental Jazz Improvisation — 1 hr.
Elements of improvisation which are currently practiced in the various styles of jazz. Intended as an aid to experienced instrumentalists who desire greater proficiency in this area, and as a tool for the potential instructor of school jazz ensembles. Prerequisite: consent of instructor.

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 rehearsal techniques and materials suitable for instrumental ensembles.

57:157(g). School Stage Band — 2 hrs.
Materials, procedures, and techniques of developing a stage band program in the schools.

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 for the Exceptional Child — 3 hrs.
Designed for special education and music majors relating to the areas of mental retardation, culturally deprived and emotionally disturbed children. Field experience supplements classroom instruction.

57:197(g). Instrumental Upkeep and Repair — 2 hrs.
A laboratory course where 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.

Problems in the vocal program of junior and senior high schools.

For the student with teaching experience. Practical situations studied and analyzed.

57:289. Seminar in Orchestra — 2 hrs.
To implement the orchestral program in the elementary and secondary schools.

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.

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.

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.

59:110(g). Music Literature — Middle Ages and Renaissance — 3 hrs.
Prerequisites: 59:010, 59:011.

59:111(g). Music Literature — Baroque — 3 hrs.
Prerequisites: 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-literture 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.
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


**REligion Major — Teaching**

Required: 64:020; 64:117; 64:124; 64:190 ................................. 12 hours
Required: two of the following — 64:130; 64:132; 64:134 ........................................ 6 hours
Required: one of the following — 64:112; 64:142; 64:111 ........................................ 3 hours
Electives in Religion .......................................................... 3-9 hours
Electives in related fields (up to 6 hours may be in philosophy, or, with permission of student's adviser, in any related course from another department) ........................................ 6-0 hours

It is strongly recommended that 68:021 and 68:022 be taken to fulfill General Education requirements.

Pending recognition of teaching about religions in the secondary school as a teaching field by the State Department of Public Instruction, students cannot graduate from this institution with the Religion Major — Teaching as their only major. At present, the student must combine the Religion Major — Teaching with another major in an area approved by the State Department as a teaching field. The Department of Philosophy and Religion is in the process of bringing a proposal to the State Department of Public Instruction for the establishment of certification standards for teaching about religions in the public schools.

It is recommended that a candidate for this major consider a double major with English, history, sociology, or anthropology as the second major. As a minimum, a minor in one of these fields is strongly recommended.

**Philosophy Major**

Required: three of the following: 65:100; 65:103; 65:101; 65:104 ................................. 9 hours
Required: 65:145 ................................................................. 3 hours
Electives in philosophy ...................................................... 18 hours

30 hours
RELIGION MAJOR

Required: 64:124 ......................................................... 3 hours
Required (from area of Bible and Christian history) two of the following: 64:111; 64:112; 64:141; 64:142 ........................................... 6 hours
Required (from the area of History and Phenomenology of Religion) three of the following: 64:130; 64:132; 64:134; 64:126; 64:160; 68:168; 68:194 ............................................. 9 hours
Electives in religion (may include 65:113) ...................................... 6-12 hours
Electives in related fields (up to 6 hours may be in philosophy or, with permission of student's adviser, in any related course from another department) ............................................ 30 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 ................................................... 6 hours
Electives* ................................................................. 24 hours
Electives in related fields (up to 6 hours may be in philosophy or, with the consent of the student's adviser, be in related courses from any department in the university) ...................... 30 hours

*At least 6 hours shall be in philosophy, and at least 6 hours shall be in religion; the remaining 12 hours may be in either philosophy or religion courses, but of these 12 hours up to 6 hours may, with the consent of the student's adviser, be in related courses from any department in the university.

PHILOSOPHY MINOR

Required: 65:021; 2 courses in history of philosophy series; and 6 hours of electives in philosophy .............................................. 15 hours

RELIGION MINOR

Required: 64:020; 64:124; and 9 hours of electives in religion, which may include 65:113 .................................................. 15 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.

65:113(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(g). 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(g). Ethics — 3 hrs.
A study of the major problems of moral conduct, with emphasis on contemporary ethical theories.

65:143(g). Aesthetics — 3 hrs.
Problems of experiencing and interpreting the arts presented through readings and discussion of the various arts.

65:145(g). 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.

65:170(g). The Present Predicament of Mankind — 3 hrs.
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.

65:186(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).

64:124(g). Religions of the World — 3 hrs.
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). Religions of China and Japan — 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.

64:139(g). Atheism — 3 hrs.
A critical introduction to various types of modern atheism.

64:141(g). Old Testament — 3 hrs.
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). Contemporary Religious Thought — 3 hrs.
A study of selected individuals and ideas in 20th century religious thought.

64:152(g). Religion and Public Education — 2 hrs.
Issues, problems, and curricula development in studying about religion in the public school.

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.

64:186(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.

64:190. The Teaching of Religion — 3 hrs.
Methods and techniques for securing and presenting knowledge in teaching about religion. Application to teaching stressed as well as careful examination and preparation of curricula materials.

Speech


*on leave

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; 50:070 ....................................................... 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; 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 ........................................... 1 hour

Electives in speech ........................................... 3-4 hours

15-16 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; 50:032; 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.)

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/RADIO-TV MAJOR

Required: 50:055 or 50:032; 50:018; 50:060; 50:061; 50:062;
50:072; 50:120; 50:121; 50:161; 66:032 ........................................... 29-30 hours


44-45 hours

A student must obtain a Radio-Telephone Third Class License with Broadcast endorsement to graduate with this major.
SPEECH/ THEATRE MAJOR

Electives: *a minimum of ............................................... 30 hours

50:154; 50:193 ................................................................. 54 hours

*May be taken from the remainder of theatre courses. Twelve (12) hours of electives may be taken from departmentally approved courses. Twelve (12) hours must be taken in courses numbered 100 or above.

SPEECH MINOR — Teaching

Required: 50:030 or 50:139; 50:031; 50:035; 50:053; 50:144; 50:154; 50:153 or 50:114 .................................................. 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.

Introductory course in performance and production with emphasis on radio. Prerequisites: 50:060; 50:026 or instructor's approval.

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.

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.

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.
Fundamentals of graphics for theatre design. Laboratory, 4 hrs.

50:053. Theatre Practice — 4 hrs.
Fundamentals of scene and costume construction and lighting. Requires work on technical crews for current 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 — 3 hrs.
Studio experiences in directing and producing television programs. Prerequisites: 50:161 and 50:018.

50:062. Television Performance — 3 hrs.
Development of understanding and skills needed for effective television performance. 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.

50:100(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.

50:112(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). Advanced Interpretation of Readers Theatre — 3 hrs.
Introduction to basic forms of staging and adapting poetry, prose, and drama with emphasis on directing group presentations. 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.

50:121. Television Production II — 4 hrs.
Laboratory experience in writing, producing, and directing feature length television programs. Prerequisites: 50:061; 50:062; 50:072.

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.

50:134(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 and 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.
50:141(g). History of the Theatre I - 3 hrs.
Examination of plays, production methods, and historical trends in the theatre from the beginnings to the Restoration.

50:142(g). History of the Theatre II - 3 hrs.
Examination of plays, production methods, and historical trends in the theatre from the Restoration to 1900. Prerequisite: 50:141.

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. For theatre-emphasis students. To be taken in junior or senior year.

50:150(g). Stage Costume I - 3 hrs.
Discussion, 3 periods; lab., 3 periods. Basic principles of stage costume design and construction, with emphasis on educational theatre.

50:151(g). Theatre Design I - 3 hrs.
Design theory as applied to the theatre. Analysis of selected scripts to develop design concepts in scenery and/or costume and/or lighting. May be repeated for a maximum of 9 hours. Prerequisite: 50:051 or consent of instructor.

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. Prerequisite: 50:154.

50:153. Acting I - 3 hrs.
Fundamentals of acting, stressing the basic skills and techniques of character analysis and interpretation culminating with elementary scenework. Discussion, 2 periods; lab., 2 periods.

50:154. Directing I - 3 hrs.
Analysis of plays and fundamentals of directing. Prerequisite: 50:053.

50:155(g). Acting II - 3 hrs.
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. Prerequisites: 50:153 or consent of instructor.

50:156(g). Lighting Design - 3 hrs.
Perception and use of light as a design medium with concentration on its use in stage, television, and film production. Discussion, 2 periods; lab., 2 periods. Requires work on productions.

50:157(g). Stage Costume II - 3 hrs.
Advanced study of costume design and research into historic dress. Emphasis on development of design concepts through rendering techniques. Prerequisite: 50:150 or consent of instructor.

Basic techniques and materials of makeup for the stage. Discussion, 1 period; lab., 2 periods.

50:160(g). Playwriting - 3 hrs.
Prerequisite: 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.

50:163(g). Business and Professional Oral Communication - 3 hrs.
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 scenery and/or lighting and/or costume design. May be repeated for 9 hours. Discussion, 2 periods; lab., 2 periods. Prerequisite: 50:151 or consent of instructor.

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.

50:180(g). Scene Painting—3 hrs.
Practicum in traditional scenic art, covering base
calcoating, scumbling, stenciling, texturing, and the
use of bronze powder, varnish, aniline, dyes, and a
variety of other techniques and materials. Lab.,
8 periods. Prerequisite: 50:051 or consent of in­
structor.

50:181(g). Acting 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: 50:155 and
consent of instructor.

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 ap­
lication 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 impor­
tant American statesmen after World War II.

Study of the rules of order which govern the pro­
cedings of organizations in a democratic society.

50:189(g). Readings in Theatre—3 hrs.
Intensive investigation of a theater style, form,
period, or concept. May be repeated for a max­
imum of 6 hours. Prerequisite: instructor approval.

50:192. Seminar in Student Teaching—1 hr.
Discussion of problems and advantages encoun­
tered in the student teaching experience. Evalua­
tion 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.

50:196(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 stu­
dent 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
teatre. Limited to advanced students. Prerequisites:
consent of department head.


50:205. Interpersonal Communication—3 hrs.
Synthesis of psychological, sociological, philosoph­
al analysis of person-to-person communication.

50:212. Speech Criticism—3 hrs.
Comparison of theories of criticism and their ap­
lication to selected speeches.

50:225. Bibliography and Methods of Research
—3 hrs.

The analysis of speech communication as a be­
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;
examines works of major rhetoricians.

50:242. British and American Public Address
—3 hrs.
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

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. Ap­
proval of departmental committee must be ob­
tained 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 re­
peated 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) de­
bate and discussion. May be repeated for a max­
imum of 6 hours.

50:289. Seminar in Interpretation—3 hrs.
Section 1. Historical developments of oral inter­
pretation from Sheridan and Walker, to present.
Section 2. Contemporary theories of teaching oral
interpretation. May be repeated for a maximum of 6
hours.

History and theory of scene design. Laboratory.
Prerequisite: 50:053 and 50:151.
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

Required: 51:010; 51:105; 51:111; 51:125; 51:127; 51:135; 51:150; 51:155; 51:156; 51:165; 51:196; 51:195 .................................................. 37 hours
Required in physics: 88:008 ................................................. 3 hours
Required in educational psychology: 25:180 .................................. 3 hours

43 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.
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.
Language in children from birth through age five. (The acquisition of the phonological, morphological, and syntactic systems of Standard English will be studied.) Theories of language learning will be studied as well as the effect of physiological, psychological, and environmental factors.
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 abnormal speech and language plus diagnosis and remediation of articulation problems. Prerequisite: 51:010.
51:127(g). Disorders of Language – 3 hrs.
Techniques for rehabilitation of language disorders. The mentally retarded and disadvantaged children will be considered as well as the language-delayed child in the normal classroom. Includes lectures, readings, discussion, and demonstrations. Prerequisite: 51:106 or instructor’s approval.
51:130(g). Cleft Palate – 2 hrs.
Etiology, nature and principles of remediation of speech problems resulting from cleft palate, and other structural facial deviations. Demonstration of applied techniques. Includes laboratory. Prerequisites: 51:105; 51:125; or instructor’s approval.
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.
Etiology, nature, and therapy for disorders of rhythm in speech production. Prerequisite: 51:125 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. Prerequisite to Sec. I: 50:010 or instructor's approval.

Clinical experience in diagnosis and remediation of the speech problems associated with disorders of articulation, cleft palate, stuttering, as well as experience in the testing of hearing. Prerequisite: 51:125 or instructor's approval. 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.

51:157(g). Introduction to Audiology — 3 hrs.
Types of hearing loss and audiometric measurement. Pertinent organic and psychological problems. 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.
Prerequisite: 25:180.

Competencies necessary for treating the language delayed/deficient child. Emphasis on specific strategies as indicated in the literature. Successful completion of course requires demonstration of proficiency in each method covered. Prerequisites: 51:106; 51:127.

Diagnosis and remediation of aphasia in adults.


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 question. 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.

51:275. Aural Rehabilitation — 3 hrs.
Speech reading, speech therapy, auditory training, and oral language for the hard of hearing and 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.

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 differential diagnostics, incorporating a multi-disciplinary approach. Opportunities will be provided to observe and administer appropriate evaluative materials.

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.
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.

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.
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, automotive technologist, analytical chemist, pharmaceutical salesman, food and drug inspector, and statistician. It should be emphasized that these are only representatives of many possibilities.

The College of Natural Sciences 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. Faculty members participate in a variety of interdisciplinary courses and seminars, many of them concerned with environmental science and ecology.

Biology


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; 84:168; 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; 84:128; 84:151.
Plan B

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

Required: 84:089 or 84:189 (seminars in biology)
One course from each of the two areas listed below
Electives in biology

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

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

BIOLOGY MAJOR

Plan A

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

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

Total minimum hours required

Plan B: Quality Control Bio-Technician Emphasis

Required: 86:044; 86:048; 86:050, or 86:120 and 86:121; 86:132
Required: Life series or equivalent
Required: 84:089 or 84:189
Required: 84:128; 84:132; 84:151
Electives from: 84:114; 84:130; 84:123 and 86:125;
88:052; 80:070; 80:172

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

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

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

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.

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 experience; acquaintance with similarities and differences, community composition, and habitats of representative 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 environments and how adaptive information is stored, transmitted, utilized and exchanged. Discussion, 2 periods; lab., 2 periods.

84:024. LIFE: Form and Function — 3 hrs.
Interdependence of biological structure and function 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. Discussion, 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 base concepts and practical applications of microbiology in daily life are stressed. The course is designed for students majoring in areas other than science. Sections may be offered exclusively for nurses in training. Discussion, 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 interrelationships 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, demonstrations and projects. Offered only at Iowa Teachers Conservation Camp.

84:106(g). Comparative Anatomy of the Vertebrates — 4 hrs.
Consideration of the origin of vertebrates and a comparison of the anatomy of the organ systems of the classes. Discussion, 2 periods; lab., 4 periods. Prerequisite: 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 86:120 (may be taken concurrently); 84:024; 84:025 plus one other Life course. One semester of physics recommended.

84:120(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: 86:124 or 86:050; 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.

84:146(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, and pathogenicity of microbes, with applications to agriculture, sanitation, and industry. Discussion, 2 periods; lab., 4 periods. Prerequisites: 84:023; 84:025; plus one other Life course.

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.
Biological of angiosperms, including classification, evolution, population structures, and breeding systems. Discussion, 2 periods; lab. and field work, 4 periods. Prerequisite: 84:022 plus two other Life courses.

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 wildlands. Prerequisites: Life series or equivalent, and 84:168. Discussion, 2 periods; lab., 2 periods.

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.

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.

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.
Chemistry

L. McGrew, Head, Chang, R. Hanson, Lyon, Macmillan, Richter, Rider, W. Wehner, Wiley, L. Wilson, Woo*.

*on leave

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 - 88:054 and 88:056; or 88:130 and 88:131 ............... 8 hours
- Methods - 82:190; 86:193 ................... 4 hours
- Electives: chemistry beyond 86:048 ...................... 4 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

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

(*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 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

66:030. 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 student with credit in 86:123 (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.

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.

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.

86:130(g). Advanced Organic Synthesis  
— 1-2 hrs.  
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. Prerequisites: 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. 80:061 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 II — 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 course 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; 88:054; 88:056; 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.
Earth Science


EARTH SCIENCE MAJOR — TEACHING

Required: 82:190; 82:194; 86:044; 86:046; 88:054; 88:056 .................................. 20 hours
Required: 87:010; 87:011; 87:021; 87:031; 87:035; 87:110 ...................................... 18 hours
Electives:
   a. One course from 87:129; 87:134; 87:141 .............................................. 3-4 hours
   b. One course from 87:125; 87:132; 87:136 .............................................. 4 hours

*86:048 may be substituted for 86:046.

An additional major, minor, or certification in a second science area is strongly recommended.

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

*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 and Liberal Arts

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. May not be applied to a major in the department. 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.
87:109 (g). Fundamentals of Astronomy — 3-4 hrs.
Basic principles of astronomy developed with more of a mathematical treatment than that used in 87:010. Prerequisite: departmental approval. Discussion, 3 periods; or discussion, 3 periods, and laboratory, 2 periods.

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. Prerequisite: 87:010 or equivalent, and 87:046 or equivalent.

87:125(g). Invertebrate Paleontology — 4 hrs.
Invertebrate animals of the geologic past, including their morphology, evolutionary trends, classification, and distribution. Field trips for the study of fossil occurrences and for the collection of fossil materials. Prerequisites: 87:035 or 84:034. Discussions, 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.

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: 87:044; 87:031 or permission 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: 87:031 or 97:031 or equivalent.

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.

87:136(g). Principles of Stratigraphy — 4 hrs.
Investigation of layered rocks, sedimentary processes, environments of deposition, correlation procedures, and classification and description of common sedimentary rocks. Field trips. Prerequisite: 87:035; or corequisite: 87:035 and a permission 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: 87:031 or 97:031 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.

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: 87:035; or graduate status and permission of instructor. Discussion, 2 periods.

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.

87:189(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.

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.
Industrial Technology


Bachelor of Arts Programs

INDUSTRIAL ARTS EDUCATION MAJOR

**Required** • mathematics-science: 80:040; 86:030; 88:052
Required: 33:005; 33:011; 33:016; 33:018; 33:020; 33:022;
33:032; 33:036; 33:190; 33:195

Electives in Industrial Technology

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12 hours
31 hours
12 hours
55 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; 15:050

Required • mathematics-science: 80:040; 86:030; 88:052

**Electives in Industrial Technology**

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34 hours
12 hours
12 hours
58 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, Architectural Design, Construction, Electronics, Mechanical Design, Mechanical (Production), 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

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29 hours

INDUSTRY MINOR

Required: 33:005; 33:020; 33:032

Electives in Industrial Technology

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6 hours
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

(*See Department of Curriculum and Instruction, p. 118.)

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Bachelor of Technology Programs

TECHNICAL INSTITUTE EDUCATION MAJOR

Required General Education ................................................................. 40 hours
Required mathematics-science*: 80:040; 80:048;
86:030; 86:054; 86:056 ................................................................. 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):

  Architectural Design: 33:011; 33:018; 33:022; 33:012; 33:115;
  33:116; 33:166; 33:167; 33:170; 33:173 ............................................... 36 hours
  Automotive/Diesel: 33:036; 33:160; 33:161; 33:162; 33:163;
  33:164; 33:165; 33:168; 33:170; 33:171 ............................................. 35 hours
  Construction Technology: 33:011; 33:018; 33:115; 33:116;
  33:166; 33:167; 33:170; 33:171; 33:173 ............................................. 32 hours
  Electronics Technology: 33:036; 33:152; 33:153; 33:154;
  33:162; 33:185; 80:070 (2 hrs.); 88:152; 88:154 .................................. 30 hours
  Mechanical Design: 33:011; 33:016; 33:012; 33:111; 33:112;
  33:113; 33:118; 33:143; 33:144; 33:170 .......................................... 35 hours
  Mechanical Technology: 33:011; 33:016; 33:111; 33:112;
  33:133; 33:141; 33:143; 33:144; 33:162; 33:170 ............................... 37 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                                   | 12 hours |
| Required core: 33:005; 33:020; 33:032                            | 6 hours  |
| Required Concentration**                                       | 39-44 hours |
| Electives                                                      | 7-12 hours |
| **Concentrations (one of the following):                       | 133 hours |
| Architectural Drafting: 33:011; 33:018; 33:022; 33:012; 33:172 | 40 hours |
| 33:115; 33:116; 33:118; 33:166; 33:167; 33:173; 33:185            |          |
| Mechanical Drafting: 33:011; 33:016; 33:022; 33:143; 33:144; 33:172; 33:111; 33:112; 33:113; 33:118; 33:141; 33:162 | 44 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.

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                                   | 25 hours |
| Required core: 33:005; 33:020; 33:032; 33:187; 15:153           | 12 hours |
| Required Concentration*                                        | 31-38 hours |
| Electives                                                      | 16-22 hours |
| **Concentrations (one of the following):                       | 127 hours |
| Construction Technology: 33:011; 33:018; 33:115; 33:116; 33:130; 33:162; 33:166; 33:167; 33:170; 33:173 | 36 hours |
| Electronics Technology: 33:036; 33:152; 33:153; 33:154; 33:162; 33:185 (6 hours); 88:152; 88:154 | 31 hours |
| Mechanical Design: 33:022; 33:012; 33:111; 33:112; 33:113; 33:118; 33:143; 33:144; 33:162; 33:170 | 36 hours |
| Mechanical Technology: 33:011; 33:016; 33:111; 33:112; 33:113; 33:141; 33:143; 33:144; 33:162; 33:170 | 38 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.

Building construction practices from site investigation to the finished structure; surveying, soil testing, excavation, foundation and superstructure construction, etc. 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). Architectural Drafting I — 3 hrs.
Design and plan development of residential structures. Prerequisites: 33:022 or consent of instructor.

33:116(g). Architectural Drafting II — 4 hrs.
Structural systems, materials, and processes for commercial buildings; emphasis on planning, drafting, and interpretation of architectural plans. Team approach used in developing plans for commercial structures. Prerequisite: 33:115 or departmental approval.

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: 33:012 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.

33:128(g). Building Trades Mechanical — 4 hrs.
Practical application and principles of plumbing, heating, electrical and air conditioning, including sheet metal. Instruction provided by journeyman tradesmen in respective areas; lab. and on-the-job experiences. Prerequisite: departmental approval.

33:130(g). Metal — 2 hrs.
Advanced instruction in one of the following: oxy-acetylene welding, electric arc welding, foundry, sheet-metal, 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.
Advanced study in metal machining processes with emphasis on recently developed techniques and their application in industry. Prerequisite: 33:011 or consent of instructor.

33:143(g). Planning Manufacturing Systems — 4 hrs.
Designing and engineering the production system for an identified product; product analysis and testing, process engineering, tool designs, quality control, plant layout, and material handling systems. Prerequisite: 33:016 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 of engineering, work measurement, and marketing goods. Prerequisite: 33:016 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, electronic 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, wave guides, 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 graphic 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-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: 80:045 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). Building Construction I — 3 hrs.
Site selection, building materials, and procedures for residential structures. Prerequisite: 33:018 or consent of instructor.

33:167(g). Building Construction II — 4 hrs.
Layout, materials, processes, and cost estimating for commercial structures. Prerequisite: 33:166 or departmental approval.

33:168(g). Problems in Power Trains and Suspensions — 3 hrs.
Design, performance, diagnosis and correctional procedures on automotive transmissions, suspensions, and hydro-mechanical systems. Prerequisite: 33:161 or departmental approval.

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.

Generating and controlling heat energy and transforming it into other useful forms of energy. Prerequisite: 88:054 or departmental approval.

Laboratory analysis, investigation, and testing of basic industrial materials with implications for industrial applications and environmental quality. Prerequisite: 86:030 or consent of instructor.
Construction procedures for residential and commercial buildings; advanced study of heating, plumbing, and electrical equipment. Prerequisite: 33:166 or departmental approval.

33:177(g). Industrial Plastics I — 3 hrs.
Introduction to plastics; industrial molding, thermoforming, casting and coating, reinforcing, foaming, joining, fastening. Prerequisite: 33:011 or consent of instructor.

33:178(g). Industrial Plastics II — 2 hrs.
Advanced instruction in one of the following: molding processes A (compression, transfer, blow); molding processes B (injection, rotational); thermoforming; reinforcing process; foaming processes. Prerequisite: 33:177 or departmental approval. May be repeated in different areas but not more than 8 hours may be counted toward a degree.

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 part-time 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 teaching principles, organizing instruction, methods of presentation, lesson planning, testing and evaluation of trade and technical students.

33:192(g). Special Problems in Career Education — 2 hrs.
Problems in instruction, program development and local program evaluation. Prerequisite: departmental approval. May be repeated once for credit.

Basic concepts and techniques for vocational-technical student evaluation and evaluation of other personnel. Prerequisite: 33:191 or departmental approval.

33:194(g). Management of Technical Instruction — 2 hrs.
Advanced teaching methods, organization of course content, lesson planning, experiment and problem development, testing, evaluation, and management for technical teacher preparation. 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.

See pp.

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.
33:282. Industrial Arts Seminar — 1 hr.
Selected problems dealing with the school shop and its operation. May be repeated once for credit.

Principles of methods and evaluation of research in industrial technology. Individual exploration of possible projects or thesis topics.

33:299. Research.

Mathematics


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.

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: 80:147; 80:148; 80:156
- Computer Science: 80:171; 80:176; 80:177; 80:184; 80:187
- Geometry: 80:155; 80:166; 80:189
- Mathematical Logic: 80:169; 80:179; 80:182; 80:188
- 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
- Analysis: 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, 80:030, 80:111, 80:112, 80:113, 80:131, 80:134, 80:139, 80:158, 80:183, 80:185, 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, 80:080, 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: 80:147; 80:148; 80:160; 80:161; 80:167
Electives: at least 10 additional hours to be chosen from the following areas:
- Algebra: 80:162
- Analysis: 80:149; 80:156
- Geometry: 80:155; 80:165; 80:166; 80:189
- 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
Electives: at least 14 hours from the following*: 80:062 or 80:063, 80:149,

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*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, 80:080, 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, 80:080, 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 80:172;
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 118.)
The language and ideas of mathematics.

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.

80:046. 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.

Laboratory approach to the applied problems of elementary analysis. Prerequisite: 80:046. 4 periods.

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 a 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.

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 80:030. 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 80:030.

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.
The language of geometry. Properties of selected geometric curves. Rigid motion. Selected activities from topology, measurement. Prerequisite: 80:030. Students with credit in 80:112 or 80:165 should not enroll without permission of the head of the department.

80:134(g). Teaching of Mathematics in the Elementary School — 2 hrs.
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: 80:030; 80:131.
Mathematics

80:136(g). Metric Measurement for Elementary School Teachers — 2 hrs.
Basic ideas of measurement (e.g., meaning, standard units, and errors). Experiments for experience 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.

80:144(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 triangles and transfinite numbers. Prerequisite: 80:046 or 80:111.

80:147(g). Advanced Calculus I — 3 hrs.
The real numbers. Euclidean n-space, continuous and differentiable functions of several variables. Infinite sequences and series of functions. Prerequisite: 80:062.

80:148(g). Advanced Calculus II — 3 hrs.

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-dimensional 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). Fundamentals of Statistical Methods — 3 hrs.
Intuitive approach to probability and inferential statistics. Students with credit in 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 data structures in memory or file structures on discs, tapes, and other devices. Examination of algorithms and programs for manipulating these structures with emphasis on applications. Prerequisite: 80:171 or equivalent.

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 non-linear 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.

80:179(g). Mathematical Logic II — 4 hrs.

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.

80:184(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.

80:185(g). Teaching Students with Learning Problems in Mathematics — 2 hrs.
Identification, characteristics, and needs of students with learning problems together with coordinated work with appropriate students. Prerequisite: 80:134.

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 Polya-Burnside theorem and applications to crystallography and design. Groups and the foundations of geometry. Prerequisite or corequisite: 80:165 and 80:160.

Teaching strategies for grades 7-12; roles of mathematics content and learning psychology in the secondary teaching situation. Prerequisite: 80:060.

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.

80:195(g). 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.

See pp. 57, 78.

80:201. Mathematical Analysis I — 3 hrs.


Basic interrelations of the system of integers.

80:220. Functions of a Real Variable — 3 hrs.

80:221. Measure and Integration — 3 hrs.

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.

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.

Projective geometry. Transformations in projective geometry, and the development of affine, Euclidean and non-Euclidean geometries as subgeometries within projective geometry. Prerequisite: 80:165.

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.

80:289. 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; combinational geometry; geometric inequalities; descriptive geometry. Prerequisite: 80:165.

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.

80:299. Research.
Physics

R. Hanson, Head. Engardt, H. Hsu, V. Jensen, Kaeck, Macomber, Olson*, Unruh*, Vilmair, R. T. Ward.

*on leave

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 44 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

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

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.

PHYSICS MAJOR – B

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 ................................................................. 3 hours
Electives in chemistry: normally 86:044 and 86:048 (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.) ................................. 7-8 hours 58-59 hours

Major B is recommended for students seeking a rigorous background in physics as preparation for graduate study in a science or in engineering, or for employment in applied or fundamental science in industry, government research laboratories, etc.
Students planning graduate study in physics should include in electives the theoretical courses 88:166, 88:167, 88:172, and, if possible, 88:136, plus at least three of the following courses which have associated laboratories: 88:152, 88:161, 88:170, 88:175. If possible, the student should take more than the required amount of mathematics; suggested possibilities are 80:147, 80:148, 80:149, 80:153, 80:156, 80:160, 80:161. Consult with adviser concerning need for foreign language.

**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.

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: 80:020 or equivalent. Discussion, 2 periods; lab., 2 periods.

Basic principles and interrelationships of matter, motion, and energy, including topics from classical and modern physics. Discussion, 3 periods, lab., 2 periods. Prerequisite: working knowledge of algebra and trigonometry.

88:056. General Physics II — 4 hrs.  
Continuation of General Physics I. Discussion, 3 periods; lab., 2 periods. Prerequisite: 88:054.

88:060. Experiments in Physics I — 1 hr.  
May accompany 88:130 only. No credit for a student with credit in 88:054.

88:061. Experiments in Physics II — 1 hr.  
May accompany 88:131 only. No credit for a student with credit in 88:056.

*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. Prerequisite: 12 hours of physics or approval of instructor.

88:136(g). Thermodynamics — 3-4 hrs.  
First and second laws of thermodynamics: PVT surfaces; reversibility, entropy; phase transitions; statistical viewpoint. Prerequisite: 80:061, 80:056 or 88:131. Discussion, 3 periods; lab., optional, 2 periods.

*Graduate credit for non-physics majors only.
88:152(g). Electronics I — 4 hrs.
Electronics principles, basic d.c. and a.c. circuits, electrical measurements, power supplies, amplification by vacuum tubes and transistors, amplifier circuits. Discussion, 2 periods; lab., 4 periods. Prerequisite: 88:056 or equivalent.

88:154(g). Electronics II — 4 hrs.
Oscillators, comparison measurements, and selected topics from: servo systems, operational amplifiers for measurements and control, electronic switching, and timing and digital counting systems. Discussion, 2 periods; lab., 4 periods. Prerequisite: 88:152 or equivalent.

88:157(g). Acoustics and Optics — 4 hrs.
Harmonic oscillators, wave theory, acoustics, and physical optics. Prerequisite: 80:061 and 88:131. Discussion, 3 periods; lab., 2 periods.

88:161(g). Holography Laboratory and Lasers — 1-2 hrs.
Basic physics and principles of the laser; use of the laser for holographic studies and applied physics. Lab course with lectures. Stresses readily applied information and techniques including equipment characteristics and safety. Prerequisite: knowledge of wave motion at an elementary physics level, or permission of instructor. Lab-discussion, 2-4 periods.

Dynamics of a system of particles. Motion of particles in a central force field. Collision problems. Fields (gravitational, electric, and magnetic) and associated energies. Lagrange’s equations, Maxwell’s equations, and their applications. Mathematical methods (vector analysis, differential equations, special functions, and complex variables) developed as needed. Prerequisites: 80:062 or 80:063; 88:131.

88:167(g). Modern Physics — 5 hrs.
Atomic and nuclear structure; special relativity; alpha, beta, gamma, and X-radiation; wave-particle duality; introductory quantum mechanics; elementary particles. Discussion, 4 periods; lab., 2 periods. Prerequisite: 80:061; 88:056. Recommended: 88:130 and 88:131.

Molecular binding; band theory of solids; electrical, thermal, and magnetic properties; imperfections; semiconductors; p-n junctions, and transistors. Prerequisite: 88:169 or equivalent. Discussion, 3 periods; lab., optional 2 periods.

88:172(g). Introductory Quantum Mechanics — 3 hrs.

88:175(g). Nuclear Physics — 3-4 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. Discussion, 3 periods; lab., optional, 2 periods.

88:180. Undergraduate Research in Physics — 1-3 hrs.
Research activities under direct supervision of sponsoring staff member. 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.

88:259. 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.
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.

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 recom-
mend 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; 84:168; 97:132 or 97:120

Electives in the sciences at 100 level, to be approved by
the student's adviser

Electives in geography at 100 level, to be approved by adviser

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

55 hours

SCIENCE SUBJECT FIELD — Middle School/Junior High School Education Major*

The student wishing approval to teach science in the Middle School/Junior High School will have a program planned to meet his individual needs. The program must be approved by the Science Education Coordinating Committee.

(*See Department of Curriculum and Instruction, page 118.)

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.

82:175. 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.

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. 57, 78.

82:200. History and Philosophy of Science — 2 hrs.

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.
Interdisciplinary Programs

Interdisciplinary Courses, Majors and Minors

In addition to programs and courses offered in the strict collegiate structure, 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).

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.

68:165(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. 57, 78.)
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

44 hours

*These courses may include seminars in the interpretation of texts, in philosophy of history, in aesthetics, in a theme or period, in a topic relating the Humanities to the natural or social sciences, or other appropriate courses as available.

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 (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 Business 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.

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 Business 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 courses:
- 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:
- senior colloquium* 3 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 Business 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

Elective 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, 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 faculty
members from any of the four undergraduate colleges. (See page 63 for General Studies program for Registered Nurses.)

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 at the University of Northern Iowa is a strong and growing program of advanced study with degree programs in a wide range of disciplines leading to graduate degrees. The university now offers six graduate degrees:

- Master of Arts
- Master of Arts in Education
- Master of Business Administration
- Master of Music
- Specialist in Education
- Specialist

UNI's graduate program continues to expand to meet the increasing demands of higher education and advanced preparation in a diversity of career fields.

In 1951 the university was authorized by the State Board of Regents to offer a program of graduate work leading to the Master of Arts in Education, and the program began with the summer session of 1952. The graduate program was extended in 1960 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.

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 266.)

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
The Graduate Program

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 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.)

APPLICATION

Anyone possessing the bachelor's degree from this or any other recognized institution who wishes to register for either undergraduate or graduate credit in this university must make application for admission to graduate study through the Registrar. Seniors in their final semester in this university who are within 14 semester hours of graduation, or in their final summer session and within seven (7) hours of graduation, and who wish to register for graduate credit in that semester or summer session must apply for admission to graduate study. The combined total of course credits (undergraduate and graduate) may not exceed 15 semester hours in a semester or eight 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 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.

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.

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.
TYPES OF ADMISSIONS

1. Unconditional admission to graduate study will be granted a student if:
   a. The student is 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 by a corresponding regional accrediting agency.
   b. All the necessary papers and information have been filed with the Registrar.
   c. There is nothing in the student’s undergraduate record or other data to indicate that he or she is of doubtful promise as a graduate student.

2. Conditional admission to graduate study may be granted a student if:
   a. At the time of registration some of the required information and data have not been received by the Registrar.
   b. The student has not completed the work for the bachelor’s degree at the time of application for admission to graduate study.

3. Provisional admission to graduate study may be granted (each case is considered on an individual basis) to a student if:
   a. He or she is a graduate of a college that at the time of graduation was not accredited by the National Council for Accreditation of Teacher Education or by the North Central Association of Colleges and Secondary Schools or by a corresponding regional accrediting agency.
   b. The student’s undergraduate record and other data indicate that he or she is of doubtful promise as a graduate student.

The conditional admission status will be removed by the Registrar as soon as the student has filed all the required records and reports, or in the case of a senior, he or she has received the bachelor’s degree.

Note: Individuals who have received unconditional admission to graduate study should not assume that they will be accepted by a department in a program of study leading to a graduate degree. Admission to candidacy is a subsequent, separate step (see page 226).

Admissions policies are currently under revision. Interested students should ask the Registrar for the most recent information.

GRADE POINT REQUIREMENTS

Graduate students are expected to maintain high academic standards. At the end of each term graduate student records are reviewed, and students with unsatisfactory performance are placed on probation, or advised to discontinue graduate study, or suspended.

Following are the categories used for review and action by the Graduate Council

1. Failing more than one-half of all work attempted—Suspend
2. After three (3) enrollments or 15 semester hours
   a. Cumulative average less than 2.00—Suspend
   b. Cumulative average of 2.00—2.49—Review for probation.
3. After twenty-four (24) semester hours
   a. Cumulative average less than 2.20—Suspend
   b. Cumulative average 2.20—2.49—Advise to discontinue graduate study
   c. Cumulative average 2.50—2.80—Review for probation
4. If students complete two enrollments while on probation without qualifying for removal of probation, they are advised to discontinue graduate study.

In determining a graduate student’s grade index, all course work attempted in graduate study at this university will be used as the basis of computation. If a graduate student repeats a course, both grades are counted in computing the index.
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 54). This applies only to those courses required for certification.

Note: Graduate students do not receive "plus" or "minus" grades.

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. THE GENERAL GRADUATE EXAMINATIONS. These examinations are administered by the Office of Examination Services during the period of the graduate student's first registration. The Miller Analogies Test, a test of general academic ability, is required of all graduate students in most departments. A Professional Examination, an instrument measuring professional interest, attitudes, and understandings, is required of (1) all students on the Master of Arts in Education program except those majoring in College Student Personnel Services, (2) students on the Master of Arts program or the Master of Music program taking the non-thesis plan and Professional Core A, and (3) all students on specialist degree programs. The Graduate Management Admission Test is required for the Master of Business Administration degree. The university will assess a minimal fee for these examinations.

2. MAXIMUM ACADEMIC LOAD. The maximum graduate student load during each semester of the academic year is 15 hours; that permitted during the eight-week summer session is 8 hours; that during the two-week post session, 2 hours. Persons employed full time should not register for more than 6 hours of graduate credit in any semester.

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.
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 9-12 hours of course work each semester. Most of the assistantships for students working toward the master’s degree carry a stipend of $2,226, but stipends may range up to $2,700. The associated work assignments vary from 10 to 15 hours per week. For students working toward a specialist’s degree, the stipend is usually $2,226; in special cases the stipend could be between $2,226 and $2,700. 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 non-teaching 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 degree and who are in residence through the academic year. The teaching position must be in the area of specialization. These provide a varying stipend up to a maximum of $3,500 for the academic year. Teaching assistants will carry a partial course-work load and will instruct, under careful supervision, introductory courses; the combination of teaching load and course-work may not exceed a maximum of 20 hours per semester.

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 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 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.

**GRADUATE RESIDENT ADVISERS** — In addition to the above, assistantships are available for graduate students who are interested in working and living in the residence halls. These assistantships involve a variety of responsibilities and experiences, usually directly related to the student’s formal program of graduate study. The graduate resident adviser assistantship is for the academic year only, and the student is expected to work from 15 to 18 hours per week. The assistantship carries a stipend of $1,600 plus room for nine months and allows a student to carry a maximum of 11 hours of graduate work each semester.

With the exception of the student activity fee, which is required of all students, this assistantship includes a tuition scholarship for the academic year.

The graduate resident advisers are utilized in the Division of Student Services. Application forms for this assistantship may be obtained from the Office of the Director of Housing and must be filed with that office no later than June 1.

**SCHOLARSHIPS**

The Mary Jensen Shackelford Award is available to graduate students at the University of Northern Iowa who are seeking a Master of Arts in Education degree. To be eligible, a student
must have at least six hours of graduate work at this institution with a minimum grade point average of 3.0 and desirable personal and professional qualifications as determined by the selection committee. Each award is for $500 and will be made to a full-time graduate student for the regular academic year only. Additional information on the award may be secured at the Office of the Dean of the Graduate College and the Office of the Director of Financial Aids.

One of the Martin J. and Cora G. Nelson Scholarships is awarded to an outstanding graduate student specializing in higher education, educational administration, or student personnel services. To be eligible, the student must have earned at least 15 semester hours of graduate credit at the University of Northern Iowa and have been admitted to candidacy for a graduate degree. Inquiries may be directed to the Office of the Dean of the Graduate College and the Head of the Department of School Administration and Personnel Services.

The Wray D. Silvey Award is made to an individual who has demonstrated an interest in public school personnel work, has an above average academic record, possesses potential for leadership, and is pursuing graduate study at UNI. Inquiries may be directed to the Head of the Department of School Administration and Personnel Services and the College of Education Scholarship Committee.

Ida Mae Wilson Scholarships are based on the following criteria: (1) need, (2) leadership, (3) high academic standing, (4) promise as a future teacher. Interested students should apply to the Director of Financial Aids at the University of Northern Iowa.

**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.
Admission to candidac y 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.

Admission for candidacy is normally made soon after the first semester or summer session of residence work and candidacy must be approved before the beginning of the semester or summer session in which the student expects to receive his degree. The forms on which the application is made are available in departmental offices. The 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 General Graduate Examinations, if required, have been completed successfully. The Graduate Management 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 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. 230.

**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. 239 to 252.
   - 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. 233 to 255). 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 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 by 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 or 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 dis-
   tribution 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.

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 attempted as a graduate student. No credit
   toward graduation is allowed for a course in which a grade below C is earned, 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 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. 226-228.

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 permissable
   amount of transfer credit is correspondingly reduced. Application of transfer credit to-
   ward 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 as they existed at the time he was 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. 223), and (2) the Departmental Candidacy Examination (see p. 226). 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 or 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 a single semester or 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 of Science and Technology, 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>
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<tr>
<td>Maximum usable hours combined in transfer and</td>
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<tr>
<td>Correspondence credit</td>
<td>10‡</td>
<td>10-12‡</td>
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<tr>
<td>Maximum usable hours of correspondence credit (requires special permission to use)</td>
<td>3</td>
<td>3</td>
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<tr>
<td>Minimum hours required in courses numbered 200 and above</td>
<td>9#</td>
<td>12##</td>
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</table>

*Included 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:

<table>
<thead>
<tr>
<th>Major</th>
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<tbody>
<tr>
<td><strong>EARLY CHILDHOOD EDUCATION</strong></td>
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<tr>
<td>Early Childhood Education</td>
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<tr>
<td><strong>EDUCATIONAL MEDIA</strong></td>
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<tr>
<td>Educational Media</td>
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<tr>
<td><strong>EDUCATIONAL PSYCHOLOGY</strong></td>
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<tr>
<td>General Educational Psychology</td>
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<tr>
<td>School Psychology</td>
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<tr>
<td>Teaching</td>
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<tr>
<td><strong>EDUCATION OF THE GIFTED</strong></td>
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<tr>
<td>Education of the Gifted</td>
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<tr>
<td><strong>ELEMENTARY EDUCATION</strong></td>
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<tr>
<td>Elementary Education</td>
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<tr>
<td><strong>READING</strong></td>
</tr>
<tr>
<td>Developmental Reading and Language Arts — Elementary</td>
</tr>
<tr>
<td>Developmental Reading — Secondary</td>
</tr>
<tr>
<td>Remedial Reading</td>
</tr>
<tr>
<td><strong>SCHOOL ADMINISTRATION AND SUPERVISION</strong></td>
</tr>
<tr>
<td>Secondary Principalship</td>
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<tr>
<td>Elementary Principalship</td>
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<tr>
<td>Elementary Supervision</td>
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<tr>
<td><strong>SCHOOL BUSINESS MANAGEMENT</strong></td>
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<tr>
<td>School Business Management</td>
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<tr>
<td><strong>SPECIAL EDUCATION</strong></td>
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<tr>
<td>Special Education</td>
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<tr>
<td><strong>STUDENT PERSONNEL SERVICES</strong></td>
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<tr>
<td>Elementary Guidance and Counseling</td>
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<tr>
<td>Secondary Guidance and Counseling</td>
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<tr>
<td>College Student Personnel Services</td>
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</tbody>
</table>

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:

**Department of Curriculum and Instruction**
- Early Childhood Education
- Educational Media
- Education of the Gifted
- Elementary Education
- Reading
- Special Education

**Department of Educational Psychology and Foundations**
- Educational Psychology

**Department of School Administration and Personnel Services**
- School Administration and Supervision
- School Business Management
- Student Personnel Services

**REQUIREMENTS FOR VARIOUS MAJORS**

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. 226 to 231.

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.

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

Prior to certification the student must have completed a minimum of one year of successful teaching experience and/or successful completion of 2-6 semester hours of 20:291.

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

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.
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 specialize in one of the four emphasis areas in order to function as a team leader or as a stronger teacher in a departmentalized system.


Required Emphases

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

These courses satisfy the requirements for certification as a reading teacher. 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 he seeks. He 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: Superintendency

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.
The Graduate Program

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, Department of Curriculum and Instruction.

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 he seeks.

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.


Electives from a selected list — 8 hours.
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
- School Business Management
- Science
- Science Education
- Social Science
- Sociology
- Spanish
- Speech
- Speech Pathology
- Teaching English as a Foreign Language
- Teaching English in the Community College
- Technology
- TEFL and Foreign Languages

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. 226-231.

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.

A student wishing to pursue a certificate for endorsement as a supervisor of art must have completed four years of successful teaching in art and must include the following in the graduate program:

60:296

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 —


Required in a related or tool area: 6 semester hours in a single area to be elected by the student and approved by his adviser. Suggested areas: acoustics, statistics, psycho-physical measurements, electronics, speech pathology, language pathology.

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 275 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 275 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: 84:189g 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 Department of Business.

Major in Business Education

Both the thesis and the non-thesis options are available for the major in Business Education. A professional core of seven or eight semester hours is required; it may consist of Core A, Core B, or the following courses: 17:113; 17:114; 17:119. When approved in advance by the departmental graduate committee, the core may be composed of other combinations of professional courses.

Required: 15:292 or 25:294; 17:203 and/or 17:207.

Graduate and undergraduate credit combined must include at least 50 semester hours in business, business education, and closely related subjects and must include credit in economics and in accounting.

Candidates selecting the non-thesis option must write a formal research paper approved by the departmental graduate committee. This may be a paper written independently without credit or may be one presented to meet a requirement of a business education course numbered 200 or higher.
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 may 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 this 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 student’s 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.

 29:290 (3 hrs.)
 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 the non-thesis options.

Required of all students: 62:201.

Thesis option: Minimum of 30 hours including 6 hours for the thesis.

Non-thesis option: Minimum of 30 hours—
    Core A or Core B. Required: 62:193 or equivalent
    No Core: Program planned by student and adviser.

At least one semester before the degree is conferred, all candidates for degrees in English must demonstrate a basic competence in a foreign language. This requirement may be met in one of two ways: either by obtaining at least a C grade in the second semester of a language course at this university (or its equivalent at another accredited institution) or by passing a proficiency examination. This requirement does not apply to a student whose native language is other than English. Work taken to satisfy the foreign language requirement does not count toward the number of hours required for the completion of the degree.

Major in English Linguistics

This major is offered on both the thesis and non-thesis options for a minimum total of 30 hours on either option. If a student has taken either of the stated required courses or their equivalents, he or she may substitute electives for these hours.


The remainder of the 30 hours shall be selected by the student in consultation with his adviser. Such electives may include appropriate course work from outside the discipline (e.g., foreign languages, philosophy, mathematics, anthropology, psychology, speech pathology, or literature).

Native speakers of English must demonstrate proficiency in another language by earning at least a "C" grade in a second semester, college-level language course or by passing a specially designed examination. Native speakers of other languages must register for 63:105 in order to demonstrate their proficiency in English; however, at the end of the first week of the term, the instructor may release the student from this requirement. Work taken to satisfy the language proficiency requirement does not count toward the 30 semester hours required to complete the program.

It is recommended that all students acquire some knowledge of at least one of the following: computer programming, mathematical logic, or set theory.
University of Northern Iowa

Major in French

This program prescribes no required courses. Each student's program will be determined by his needs and in consultation with his adviser. A minimum of 30-32 hours is required for both the thesis and the 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, 97:183. These examinations are required in order to assist in recommending specific courses which the student should take. The student must also demonstrate facility with material covered by the course 97:101.


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. Additional hours may be required if, upon entering the graduate program, the student lacks the equivalent of the undergraduate major in the graduate emphasis. Total hours for the thesis option includes 6 hours of credit for the thesis. Students selecting 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

and electives as approved by the departmental graduate committee. (These electives may include courses in related disciplines such as chemistry, biological science, art, psychology, educational psychology, social work and/or sociology.)
I. Emphasis in Home Economics Education
   Required: 31:280; 31:282; 31:283.

II. Emphasis in General Home Economics
   Required: 31:284; 31:290.

At least 15 of the total hours for either program must be in the emphasis area selected. 31:281, 31:284, 31:285, 31:286, 31:289, and 31:290 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 largely governed 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 the 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 Schools

This major is specifically intended for teachers and supervisors. Candidates are expected to hold appropriate certification or to provide for it in the program.

It is suggested that all candidates take Core A. Those particularly interested in college
teaching may use as part of their additional courses in education: 27:250; 27:252; 80:297.


Other electives as agreed upon by the student and the committee chairman.

Programs will depend on the level of mathematical training presented at the time of admission to candidacy.

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

Students on either major program may elect Professional Education courses from either Professional Core A or Professional Core B to fulfill electives. By including 27:227 or 27:228 and 27:220 or 27:221 in the graduate program, and with four years of prior successful teaching experience, the candidate becomes eligible for a certificate endorsement in music supervision. In this case, 57:240 should be included in the student's program.

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; 57:220; 58:210; 58:211;
Music history and literature (59:xxx) — 6 hrs.;
Music methods (at least 4 hours at 200 level) — 6 hrs.


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: 37:273.
Electives as recommended by the departmental committee.
Candidacy and comprehensive examinations will be required of all students.
For certificate endorsement as a supervisor of physical education, the student must have four years of successful teaching experience and include in her or his program of study:

27:141 and 37:276

Major in Physics

Two emphases are available.

Physics Teaching. The program is for high school teachers. 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.

Junior College Teaching. Professional Core B or a departmentally approved core is required. However, Professional Core B must be taken by students who do not hold (or 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.
University of Northern Iowa

**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 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 options. 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.
Candidate must:
1) hold an Iowa Professional Certificate or its equivalent;
2) have undergraduate preparation in science and mathematics equivalent to UNI B.A. in science major-teaching degree;
3) complete three years of teaching experience before degree is conferred;
4) pass a comprehensive examination in (a) science education and (b) the science areas of emphasis (unless a thesis is written, in which case one examination of the two — candidate’s choice — will be written).

Additional information on this major may be obtained from the Dean of the College of Natural Sciences, UNI, or the Dean of the Graduate College.

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

Additional information on this major may be obtained from the Dean of the College of Business and Behavioral Sciences or 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 six 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.

Required: one 200-level literature course — 3 hrs.
one 200-level linguistics course — 3 hrs.
one 100-level culture and civilization course — 3 hrs.
The remainder of the program will be determined by the student’s needs in consultation with his or her adviser.
Major in Speech

A total of 30 semester hours is required for this major on both the thesis and non-thesis options.

Required: 50:225.

Students taking Professional Core A or B must also take: 50:230 and 50:289 Seminar in Teaching 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 ac­
tivities are in no way connected with or related to the awarding of an assistantship or
fellowship.

Major in Teaching English in the Community College

This major is ordinarily taken only on the non-thesis option. To be accepted for this major the
student must have a baccalaureate major in English which included the following: film course
(3 hours); advanced composition (3 hours); ethnic literature (3 hours); structure of English
(3 hours); British literature to World War I (6 hours); American literature to World War I (6 hours);
and contemporary literature (6 hours). Any deficiencies must be taken as additional work beyond
the requirements of the master's program. All certification in Iowa requires a course in either
American history or American government.

Required: 63:147; 63:144 or 63:194


Required: a 3-hour course in journalism, television, or radio

Electives: Six (6) hours in 200-level literature courses

(*20:189g to be repeated once for a total of two hours credit.)

If the student has completed any of the above courses at the undergraduate level, he or she
may substitute additional electives to complete the total program hours.

A comprehensive examination is required of all students taking this major.

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 a part of their graduate major: 62:162; 63:141; 63:144; 63:147; 63:194. Students selecting
the non-thesis option are strongly recommended to take six hours of education and/or psychol­
ogy, chosen to meet their individual needs.


At least one semester before the degree is conferred, all candidates for degrees in English
must demonstrate a basic competence in a foreign language. This requirement may be met in one
of two ways; either by obtaining at least a C grade in the second semester of a language course at
this university (or its equivalent at another accredited institution) or by passing a proficiency ex­
amination. This requirement does not apply to a student whose language is other than English.
Work taken to satisfy the foreign language requirement does not count toward the number of
hours required for the completion of the degree.
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 course 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


Required: 92:139 or 92:141 or 92:224.

Electives as approved by the department from a selected list.

Major in TEFL and Foreign Languages

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.

The major is normally available on only the non-thesis basis. A minimum of 30 semester hours is required. If a student has not completed 7x:101 and either 63:130 or 63:125 (or the equivalent) before entering the master's degree program, he must add these courses to the required stated below. There is no separate foreign language requirement.


Required: one of the following language emphases for total minimum emphasis of 15 hours.


German: 74:123; 74:180; 74:201 (or equivalent); 74:203; 70:190.

Spanish: 78:180; 78:203; 78:220; 78:123 or 78:140; 78:282 or 78:205; 70:190.
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 enrollment in the program.

Major in Business Administration

This major is a non-teaching program 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 selecting the non-thesis option will be required to pass a comprehensive examination in the last semester of the program.


Electives: a minimum of 6 hours or completion of a thesis.

Detailed information for the M.B.A. may be obtained from the Head of 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 this department 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
- 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, theory-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.
- 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 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 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.
### Master of Arts in Education

| A. Purpose and Objectives | 1. Preparation of school service personnel  
|                          | a. administrators  
|                          | b. supervisors  
|                          | c. counselors  
|                          | d. school psychologists  
|                          | 2. Advanced preparation of elementary and secondary teachers  
|                          | 3. Preparation of community college teachers |

| B. Program Options | 1. Thesis plan  
|                    | 2. Non-thesis plan |

| C. Eligibility for Candidacy | 1. Unconditional admission to graduate study  
|                             | 2. General graduate examinations and dept. candidacy examinations passed  
|                             | 3. Hold or be eligible for Iowa Professional Certificate or equivalent* |

| D. Program Requirements | 1. On the non-thesis plan: at least one research paper approved by the department and filed in the departmental office  
|                         | 2. On all majors:  
|                         | 20:214 Advanced Educational Psychology — 2 hrs.  
|                         | 26:234 Philosophy of Education  
|                         | 3. On some majors:  
|                         | Teaching experience as specified |

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*Except for majors in College Student Personnel Services, General Educational Psychology, and School Business Management.

**Students completing Professional Core B with appropriate courses in one or more subject areas may be recommended for Iowa Public Junior (Community) College certification.

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**Master of Business Administration** — See p. 253 for specific information.

**Master of Music** — See p. 254 for specific information.
Specialist in Education Degree

The Specialist in Education degree is designed to served 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
  - Special Education
- 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 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 to candidacy 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:

200-/level Credit. A student must earn at least 24 semester hours of credit in courses numbered 200 or above, counting both the master’s and the post-master’s work but not counting any Research credit.

1. Research Credit. The provisions regarding research credit are the same as those for the master’s degree and in addition to the amount of such credit used toward the master’s degree. (See p. 229). 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. 228).

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 on p. 258.

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 fulltime enrollment in residence after the master’s degree.

EXAMINATIONS.

(a) A student must pass a comprehensive oral examination, including a defense of the thesis, if 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. 230.

**Application for Graduation.** The same regulations apply as for the master's degree. See p. 230.

**Attendance at Commencement.** The same regulations apply for the master's degree. See p. 230.

**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.


**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 school psychology prepares a student for work in educational psychology at the public school and college levels. The major in evaluation provides preparation in the area of research and measurement in schools and in higher education.

Competency is required through examination or the following courses: 40:008; 20:100 or 20:116; 25:181; 25:180.


8 semester hours of non-professional course work.
Major in Evaluation


Major in School Psychology

51:101; 20:194; 29:205;
:289 — 2 hrs.
An approved course in reading.
6 semester hours selected from a list of restricted electives.
Supervised internship under the direction of a certified school psychologist.

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; 23:130; 23:147; 23:148; 25:180; 25:181; 62:165.

Required: 20:214 or 26:234; 23:212; 23:114; 23:210; 23:240; 23:244; 25:294; 23:242;
: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 his advisor, 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.)


Required:
- 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.)


Required:
- 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.)


Required:
- 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.

8 semester hours in cognate fields (cognate fields could include fields such as 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.

Required: 25:180; 25:294; 20:214 or 26:234 and
8 hours of work in cognate fields, including 25:281 or 80:153; 92:116.
Specialist Degree

The requirements concerning candidacy, graduation, scholarship, residence, examinations, and thesis are the same as for the Specialist in Education degree. (See pp. 258-260.)

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 in “Research”) in both laboratory science and science education must be 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
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 1979

Stanley Barber, Wellman
S. J. Brownlee, Emmetsburg
Harry G. Slife, Cedar Falls

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
Administrative Staff
1977 - 1978

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

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)

H. RAY HOOPS — B.S., Eastern Illinois University; M.S., Ph.D., Purdue University
  Dean of the Graduate College
  Professor of Speech Pathology — 1976

RAYMOND J. SCHLICHER — B.A., Iowa Wesleyan College; M.A., Ph.D., University of Iowa
  Dean, Division of Extension and Continuing Education — 1949 (1975)

DONALD O. ROD — B.A., Luther College; B.A.L.S., University of Michigan
  Director of Library Sciences
  Professor of Library Science — 1953 (1966)

NORRIS G. HART — B.A., Huston-Tillotson College; M.A., Syracuse University
  Director of Educational Opportunity Programs and Special Community Services — 1971 (1972)

ROBERT R. HARDMAN — B.S.Ed., Maryland State Teachers College; M.S.Ed., Ed.D., Indiana University
  Director of the Educational Media Center
  Professor of Educational Media — 1970 (1974)

EDWARD W. AMEND — B.A., Midland Lutheran College; M.Div., S.T.M., Lutheran School of Theology; Ph.D., University of Chicago
  Director of Individual Studies
  Associate Professor of Religion and Humanities — 1967 (1972)

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)

**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.
Deans of the Colleges

ROBERT E. MORIN — B.S., M.S., Northwestern University; Ph.D., University of Wisconsin
   Dean of the College of Business and Behavioral Sciences
   Director of the Center for Business and Behavioral Research
   Professor of Psychology — 1972

DALE F. NIETZSCHKE — B.A., Loras College; M.Ed., Ph.D., Ohio University, Athens
   Dean of the College of Education
   Professor of Guidance and Counseling — 1976

MARGARETTE F. EBV — 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)

DIVISION OF STUDENT SERVICES

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

JANICE F. ABEL — B.M.E., M.M.E., Drake University; Ed.D., Indiana University
   Coordinator of Academic Advising and New Student Orientation — 1972

MERRILL F. FINK — B.A., Central Michigan University; M.A., University of Michigan
   Registrar — 1946 (1972)

JACK L. WELENGA — B.A., M.A., Ed.S., University of Northern Iowa
   Director of Admissions — 1959 (1972)

PAUL C. KELSO — B.A., Northeast Missouri State University; M.Ed., Ed.D., University of Missouri
   Director of Student Counseling Services — 1948 (1969)

DENNIS P. JENSEN — B.A., M.A., University of Northern Iowa
   Director of Financial Aids — 1958 (1965)

KENNETH W. CALDWELL — B.S., Iowa Wesleyan College; M.D., State University of Iowa
   Director, Student Health Services — 1977

CLARK K. ELMER — B.A., University of Michigan; M.A., Michigan State University
   Director of Housing — 1972

LARRY R. ROUTH — B.A., Kearney State College; M.S., Ph.D., University of Kansas
   Director of Career Planning and Placement — 1973

HAROLD J. BURRIS — A.B., M.T.A.B., Drew University, New Jersey; M.Th., Garrett Theological Seminary; M.A., Northwestern University
   Administrator, Grants and Contracts and International Student Affairs
   Adjunct Assistant Professor of Religion — 1975

JOHN F. KETTER — B.S., George Williams College; M.A., The Ohio State University
   Director of Maucker Union and Student Activities — 1967

JOHN S. ZAHARI — B.A., Michigan State University
   Director of Dining Services — 1965 (1967)

DIVISION OF ADMINISTRATIVE SERVICES

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)

RICHARD S. DOUGLAS — A.B., Duke University; J.D., Duke University School of Law; Ed.S., Rutgers University Graduate School of Education
   Director of Business and Personnel Services — 1976 (1977)

JAMES L. BAILEY — B.B.A., M.A., University of Minnesota
   Associate Director of Business Services and
   University Treasurer — 1950
GARY B. SHONTZ – B.A., University of Iowa; M.A.E., University of Northern Iowa
    Controller/University Secretary – 1974
DONALD R. WALTON – B.A., Saint Ambrose College; M.A., University of Northern Iowa
    Assistant to the Vice-President for Administrative Services – 1966 (1975)
DONALD F. TIERNAN – B.S., Iowa State University
    Director, Management Data Processing – 1967
THOMAS E. PAULSON – B.S.C.E., University of North Dakota; B.S.B.A., University of Minnesota
    Director, Physical Plant – 1974
RICHARD A. COTTRILL – B.B.E., M.A., Eastern Michigan University
    Associate Director, Personnel Services – 1973 (1976)
DONALD R. BOSS
    Chief Purchasing Agent – 1964
JAMES A. STAMPP – B.B.A., Kent State University; M.B.A., University of Buffalo
    Budget Administrator – 1976
ROLLIN G. EVERS
    Safety/Security Director – 1964
DAVID L. WALTER – B.S., Iowa State University
    Engineering Services Director – 1977
VICTOR C. POTTER – B.S.M.E., Iowa State University
    Plant Services Director – 1974
ALLEN D. FERRY – B.B.A., University of Iowa
    Assistant Director, Plant Services – 1972 (1975)
JAMES L. WOLF – B.S., M.S., University of Dayton
    Associate Director for Academic Computing Services – 1974
HAROLD J. BURRIS – A.B., M.T.A.B., Drew University, New Jersey; M.Th., Garrett Theological Seminary;
    M.A., Northwestern University
    Administrator, Grants and Contracts and International Student Affairs
    Adjunct Assistant Professor of Religion – 1975
DONALD D. GREENE – B.A., University of Northern Iowa
    Special Services Administrator: Management Data Processing – 1975 (1977)

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 Services Editor – 1970 (1972)
SUSAN M. CHILCOTT – B.A., Midland College; M.A., Creighton University
    Coordinator of University Publications – 1976

OFFICE OF 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)
WILLIE CRIDDLE, JR. – B.A., Texas Southern University; M.A., University of Oklahoma at Norman
    Associate Director for Upward Bound Project – 1973
ANTHONY STEVENS – B.A., Wartburg College
    Assistant Director for On-Campus Educational Opportunity Programs – 1972 (1973)
Administrative Staff

MEN'S INTERCOLLEGIATE ATHLETICS

STANLEY B. SHERIFF — B.S., M.A., California State Polytechnic University
Athletics Director and Head Football Coach
Associate Professor of Physical Education
Administrative Head: Uni-Dome — 1958 (1977)
ROBERT C. JOHNSON — B.A., University of Iowa; M.A., University of Northern Iowa
Assistant Athletics Director — 1974

Assistant to Administrators

Office of the President
DORIS L. MILLER
Administrative Assistant

DIVISION OF INSTRUCTION

Office of the Vice-President and Provost
RUTH G. FAIRBANKS
Coordinator of Academic Publications

Office of Broadcasting Services
ERIK JOSEPH BAUM
Producer/Program Associate
ELIZABETH LEE CAREY
Producer/Announcer
MICHAEL O. COLVIN
Coordinator of Stations' Development
JOHN STUART FISCHER
Arts and Public Affairs Producer
WAYNE N. JARVIS
News and Public Affairs Producer
CARL R. JENKINS
Assistant Director of Broadcasting
DEBORA J. KENNEDY
Announcer/Producer
BARBARA (TAL) KREIS
Listener Support/Volunteer Coordinator
ANDREW D. MARTI
Coordinator of Public Information
PHILIP NUSBAUM
Producer/Announcer
JEWEL A. ROBINSON
Producer/Announcer

Educational Opportunity Programs and Special Community Services

YANCY BEAVERS
Counselor and Financial Aids Coordinator, E.O.P.
GLORIA BONSEMA
Coordinator, Early Childhood Education, UNI-CUE
PATRICIA EDWARDS
Associate Director for Ethnic Minorities
Cultural and Education Center
DORIS B. GATES
Assistant Director, UNI-CUE
SARA HORNE
Adviser-Counselor, On-Campus Educational Opportunity Program
IRA TOLBERT
Coordinator, Graduate E.O.P.
JUANITA WRIGHT
Adviser-Counselor, On-Campus Educational Opportunity Program

Extension and Continuing Education
ELAINE PFALZGRAF
Director, Women's Center

Office of Future Studies
JOHN E. VOLKER
Coordinator of the Office of Future Studies

Graduate College
RUTH RATLIFF PITTS
Assistant to the Dean of the Graduate College
College of Education

Harriet A. Healy  
Administrator, Northern Iowa Instructional Laboratory

Douglas A. Laplant  
Coordinator of Field Experience and Coordinator of the Education Center

Cynthia R. Cummings  
Materials Coordinator, Curriculum Laboratory

Edith Ann Hantula  
Coordinator, Day Care Center

Judith M. Jensen  
Assistant Coordinator, Day Care Center

Yvonne Maria Duncan  
Registered Nurse, Malcolm Price Laboratory School

College of Humanities and Fine Arts

Sanford Sivistz Shaman  
Gallery Director, Department of Art

Pamela Bills  
Production Coordinator/Theatre Business Manager, Department of Speech

Royal Holbrook  
Theatre Technician/Shop Manager, Department of Speech

Gloria Owen Rapinchuk  
Administrator, Learning Resources Center

Gail Elaine Cutler  
Composition-TEFL Tutor, Learning Resources Center

Kay L. Nelson  
Reading Specialist, Learning Resources Center

UNIVERSITY LIBRARY

Judy A. Hansen  
Library Associate, Circulation

Joan Loslo  
Library Associate, Cataloging

Coyla E. McCann  
Library Associate, Circulation

Timothy E. Pieper  
Library Associate, Circulation

Nancy Humes Stage  
Library Associate, Acquisitions

June Talbott  
Library Associate, Cataloging

Della Taylor  
Library Associate, Acquisitions

Elizabeth Vetter  
Library Associate, Reader Service

DIVISION OF STUDENT SERVICES

Office of the Register

Lewis E. Glenn  
Associate Registrar, Scheduling

Robert D. Leahy  
Associate Registrar, Systems

Academic Advising and New Student Orientation

Reginald John Green  
Assistant Coordinator of Academic Advising and Supervisor of Educational Testing

Office of Admissions

Dennis L. Hendrickson  
Associate Director of Admissions

Philip L. Patton  
Assistant Director of Admissions, Transfer Relations

Noreen Mary Hermansen  
Assistant Director of Admissions, Campus Relations

Assistant to Vice-President for Student Services

Patricia E. Askam  
Admissions Counselor

Sheryl Rae Arnold  
Admissions Counselor

Career Planning and Placement

Terry L. Besser  
Liberal Arts and Business Placement Director

Travis Lee Montgomery  
Education Placement Director

Allan John Stambaugh  
Coordinator of Cooperative Education

Evelyn DeLaine Barron  
Cooperative Education Placement Specialist

Student Counseling Services

Joyce E. Alberts  
Counselor

JoAnn Carlo Cummings  
Counselor

Martin Robinson Edwards  
Counselor/Psychologist

Charlsie L. Ladley  
Counselor/Psychologist

Norman L. Story  
Counselor/Clinical Psychologist

Office of Financial Aids

Peter Randall Sidwell  
Assistant to the Director

Yancy Beavers  
Financial Aids Assistant
Student Health Services

FREDERICK G. LOOMIS
Staff Physician
ROBERT C. MILLER
Staff Physician
PAUL D. TENNEY
Staff Physician
ROBERT L. TUJETSCH
Administrator of Health Services
JAMES J. HUGHES
Pharmacist
GEOFFREY S. LAGARY
Physician’s Assistant
SUSAN MARY WESSELS
Nurse Supervisor
PHYLLIS A. BOLTE
Staff Nurse
EILEEN T. JIRAK
Staff Nurse
CARYL L. NIELSEN
Staff Nurse

Office of Housing (Student)

ROBERT A. HARTMAN
Associate Director of Housing
GOLDIE C. FOX
Executive Housekeeper, Residence Halls
JAN H. HOLLINS
Resident Manager, Married Student Housing
ROSEMARY BEARDSLEY
Residence Hall Coordinator
CARYL L. NIELSEN
Residence Hall Coordinator
MIKHAIL H. DUBAI, JR.
Residence Hall Coordinator
MARGARET A. HERRITY
Residence Hall Coordinator
JANICE J. HARDY
Residence Hall Coordinator
STEVEN J. HOLTZ
Residence Hall Coordinator
CARL A. JARDINE
Coordinator, Residence Hall/Programs
SALLY K. KOTVAL
Residence Hall Coordinator

Dining Services

KENT RUBY
Assistant Director of Dining Services
GAYLE A. HODGSON
Dietitian
MERLE V. HUBER
Unit Coordinator, Redeker Dining Center

Maucker University Union

LOYDEN E. CAVELT
Assistant Director, Program
DENNIS F. NELSON
Assistant Director, Scheduling and Operations
TIMOTHY M. MORRISON
Coordinator of Technical Services

DIVISION OF ADMINISTRATIVE SERVICES

Division Administration

GERALD D. BISBEY
Administrative Research Assistant
EUNICE DELL
Research Assistant
RICHARD H. BROWNELL
University Dome Business and Operations Manager
R. DANA WARG
University Dome Program and Facilities Manager

BUSINESS AND PERSONNEL SERVICES

Business Services

GEORGE M. HANSEN
Payroll Coordinator
ROGER D. PETERMAN
Coordinator of Accounts Receivable
JOHN C. O’LEARY
Accountant
GWENDYLYN K. BUSSEMANN
Accountant
DIANE K. OLSON
CETA Center Coordinator
ROXANNE CONRAD
Assistant Administrator, Purchasing

CETA Services

DAVID CARLSON
CETA Team Manager
SHARON DUNCAN
CETA Specialist
SUZANNE L. DIERS
CETA Specialist

Personnel Services

RAYMOND HARRIS
Employment Administrator
MARY LINDAMAN
Fringe Benefit Salary Administrator
VICKI LYNN POSPIEL
Interviewer/Analyst
JODY HINDS
Training Coordinator/Job Analyst
University of Northern Iowa

MANAGEMENT DATA PROCESSING

Academic Computing Services

Kenneth L. Cox
Systems Analyst

Ruth G. H. Smith
Senior Program Analyst

Administrative Data Processing

Dwight Berryman
Assistant Director

Michael J. Dougherty
Program Analyst

Donald D. Hennings
Senior Systems Analyst

Phyllis Michaelides
Senior Systems Analyst

Larry W. Proehl
Systems Analyst

Merlin D. Taylor
Assistant Director, Operations

John (Jack) F. Wilbur
Senior Systems Analyst

PHYSICAL PLANT

Administrative and Planning Services

Leland A. Thomson
Space Analyst

Kenneth A. Wiseman
Architectural Planner

Engineering Services

Victor P. Gibson
Construction Architect

Berwyn B. Johnson
Mechanical Engineer

OFFICE OF PUBLIC INFORMATION SERVICES

James E. Ferree
Sports Information Director

Nancy Ross Justis
Assistant Editor, Public Information Services

Elisabeth H. Morris
Assistant Coordinator of University Publications

Glenn E. Reedus
Assistant Editor, Public Information Services

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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

SUSAN G. DODDY — B.S., Northern Illinois University; M.S., University of Wisconsin
Assistant Professor of Physical Education for Women — 1977

GREGORY M. DOTSETH — B.A., Luther College; M.A., Western Washington State College; Ph.D., Iowa State University
Associate Professor of Mathematics — 1966 (1974)

JAMES L. DOUD — B.S.E., M.S.E., Drake University; Ph.D., University of Iowa
Assistant Professor of Teaching: Elementary Education — 1970
VIRGILE E. DOWELL - B.S., M.S., Kansas State Teachers College; Ph.D., University of Oklahoma
Professor of Biology - 1956 (1968)

FRANK (FRANCIS) A. DOWNES - B.A., Jersey City State College; M.A., Montclair State College; Ph.D.,
Colorado State University
Assistant Professor of Industrial Technology
Assistant Dean, Extension and Continuing Education - 1975

JOHN C. DOWNES - B.S., M.S., University of Utah; Ph.D., University of California, Davis
Professor of Biology
Head of the Department of Biology - 1968

WILLIAM H. DREIER - B.S., Iowa State University; M.A., Ph.D., University of Minnesota
Professor of Education - 1949 (1965)

JACQUES F. DUBOIS - B.A., Kearney State College; M.A., University of Nebraska
Assistant Professor of French - 1966 (1971)

JERRY M. DUEA - B.A., M.A.E., University of Northern Iowa; Ph.D., Iowa State University
Assistant Professor of Teaching: School Administration - 1966 (1969)

JOAN MEYER DUEA - B.A., M.A., University of Northern Iowa
Associate Professor of Teaching: Elementary Education - 1965 (1974)

ANN MARY DUNBAR - B.A., Clarke College; M.A., Ed.S., University of Northern Iowa
Associate Professor of Education - 1962 (1972)

DAVID R. DUNCAN - B.S., M.S., North Dakota State University; Ph.D., University of Michigan
Professor of Mathematics
Head of the Department of Mathematics - 1963 (1976)

ROBERTO A. DUNCAN - B.M.Ed., Universidad Nacional de La Plata, Argentina; M.S.Ed., Ed.D., University of
Southern California
Assistant Professor of Music Education - 1976

MARY K. EAKIN - B.A., Drake University; B.L.S., M.A., University of Chicago
Associate Professor of Education - 1958 (1968)

CHARLENE M. EBLEN - B.A., University of Wichita; M.A., University of Northern Iowa
Assistant Professor of English - 1967 (1970)

ROY E. EBLEN - B.A., Williams College M.A., Wichita State University; Ph.D., University of Iowa
Professor of Speech Pathology
Director of the Speech Clinic
Head of the Department of Speech Pathology and Audiology - 1960 (1973)

MARGARETTE F. EBY - B.A., M.A., Wayne State University; Ph.D., University of Michigan, Ann Arbor
Professor of Music
Dean of the College of Humanities and Fine Arts - 1977

FELIPE R. J. ECHEVERRIA - B.A., Florida Presbyterian College; M.F.A., University of Arkansas
Assistant Professor of Art - 1969 (1974)

JAY ALLEN EDELNANT - A.B., MacMurray College; M.A., Northwestern University
Instructor in Speech - 1971

JOHN R. EGGERS - B.S., Mankato State University; M.S., Temple University; Ed.S., Mankato State University;
Ed.D., University of Northern Colorado
Assistant Professor of Teaching - 1977

JOHN L. EIKLOR - B.A., University of Wichita; M.A., Ph.D., Northwestern University
Professor of History - 1963 (1970)

CHARLOTTE E. EILERS - B.A., M.A., University of Northern Iowa
Assistant Professor of Speech - 1965 (1970)

LAWRENCE JON EILERS - B.A., M.A., University of Northern Iowa; Ph.D., University of Iowa
Professor of Biology - 1968 (1977)

IVAN L. ELAND - B.A., University of Northern Iowa; M.A., University of Colorado
Associate Professor of Education
Director of Safety Education - 1960 (1966)

ROBERT ELLER - B.A., M.A., University of Iowa
Assistant Professor of Educational Media
Coordinator of Audio-Visual Services - 1961 (1966)

RALPH D. ENGARDT - B.S., Ph.D., Iowa State University
Associate Professor of Physics - 1965 (1973)

* on leave
University of Northern Iowa

Harley E. Erickson — B.S., Wisconsin State University, LaCrosse; M.S., Ph.D., University of Wisconsin
Professor of Education — 1963 (1967)
Donald R. Erusha — B.A., Coe College; M.A., University of Iowa
Associate Professor of Physical Education for Men — 1963 (1972)
Edward S. Esbeck — B.S., Drake University; M.A.Ed., State University of Iowa; Ph.D., Case Western Reserve
University
Associate Professor of Management — 1975
Brunhilde E. Eoka — B.S., University of California, Los Angeles; M.S., Ph.D., Purdue University
Assistant Professor of Home Economics — 1975
Reed Estabrook — B.F.A., Rhode Island School of Design; M.F.A., School of the Art Institute of Chicago
Assistant Professor of Art — 1974
Russell E. Euchner — B.A., M.A., University of Northern Iowa
Assistant Professor of Education — 1960
Wayne E. Evenson — B.A., B.S.E.E., J.D., University of Iowa
Professor of Business and Labor Law — 1966 (1972)
Beverly Wynn Ewald — B.A., Colorado State College
Instructor in Teaching: Elementary Education — 1975
Michael H. Faulkner — B.Mus., M.Mus., University of Cincinnati
Assistant Professor of Violin — 1976
Manuel A. Febles — B.A., B.S., Instituto de Cardenas, Cuba; Doctor in Law, University of Havana; M.A.,
Ph.D., University of Iowa
Associate Professor of Spanish — 1967 (1976)
Roy Russell Fielding — B.A., M.A., University of Northern Iowa
Adjunct Instructor in Physical Education for Men — 1977
Rosa Maria Findlay — B.A., University of Puerto Rico; M.A., University of Northern Iowa
Instructor in Teaching: Foreign Languages — 1974
Donald G. Finegan — B.F.A., M.A., Ohio State University
Professor of Art — 1955 (1966)
Judith M. Finkelstein — B.S.Ed., University of Illinois; M.A., University of Northern Iowa
Assistant Professor of Teaching: Early Childhood Education — 1968 (1971)
D. Louis Finsand — B.S., University of Wisconsin, LaCrosse; M.A., University of Northern Iowa
Associate Professor of Teaching: Science — 1964 (1973)
Louise C. T. Forest — B.A., M.A., Bryn Mawr College; Ph.D., Yale University
Professor of English — 1948 (1960)
Stephen J. Fortgang — B.A., University of Chicago; M.A., Ph.D., Syracuse University
Assistant Professor of Education — 1975
Jerold R. Fox — B.A., Hamline University, St. Paul; M.S.W., University of Georgia
Assistant Professor of Social Work — 1977
Joseph W. Fox — B.A., Pennsylvania State University; M.A., Louisiana State University; Ph.D., University of
Chicago
Professor of Philosophy and Humanities — 1947 (1959)
Adolfo Mariano Franco — B.A., Instituto de Cardenas, Cuba; Doctor in Law, Universidad de la Habana, Cuba; M.A., Ph.D., University of Iowa
Associate Professor of Spanish — 1967 (1975)
Robert L. Frank — B.S., M.E., Ed.D., University of Nebraska
Professor of Education and Psychology — 1962 (1970)
Mary L. Franken — B.S., University of Wisconsin, Stout; M.S., University of Wisconsin, Madison; Ed.D.,
Drake University
Assistant Professor of Home Economics — 1969
Joseph E. Fratianni — B.S., Bridgewater State College, Mass.; M.A., University of Wisconsin
Assistant Professor of Teaching
Coordinator of Student Teaching — 1971 (spring)
Arnold J. Freitag — B.S., Purdue University; M.S., Iowa State University
Assistant Professor of Industrial Technology — 1968
Paul J. Freund — B.A., Ambrose College; M.A., University of Iowa
Adjunct Instructor of Anthropology — 1977
RICHARD W. FRIES — B.S., DePaul University, Chicago; M.S., Ph.D., The University of Iowa
Professor of Chemistry — 1976
ANN M. FroDI — B.A., Psychologist's Degree, University of Lund, Sweden; Ph.D., University of Goteborg, Sweden
Assistant Professor of Psychology — 1977
LEN A. FROYEN — B.A., University of Northern Iowa; M.A., Michigan State University; Ed.D., Indiana University
Professor of Education — 1963 (1973)
SARAH JANE FRUDDEN — B.A., M.A., University of Northern Iowa
Assistant Professor of Psychology — 1977
EDWARD J. GABRIELSE — B.S., M.S., Stout State University
Assistant Professor of Educational Media
Coordinator of Graphic and Photographic Services — 1967 (1970)
JOYCE ALENE GAULT — B.A., University of Northern Iowa; M.Mus., D.Mus., Northwestern University
Professor of Piano — 1957 (1969)
PATRICIA L. GEADELMANN — B.A., University of Northern Iowa; M.A., University of Iowa
Assistant Professor of Teaching: Physical Education — 1972 (1976)
ROY E. GERRITSEN — B.S., M.A., Western Michigan University
Instructor in Radio/Television — 1977
ALBERT R. GILGEN — B.A., Princeton University; M.A., Kent State University; Ph.D., Michigan State University
Professor of Psychology
Head of the Department of Psychology — 1973
CHARLES C. GILLETTE — B.S., Iowa State University; M.A., University of Northern Iowa; Ph.D., Oklahoma State University
Associate Professor of Economics — 1966 (1972)
ANDREW R. GILPIN — B.S., M.A., Ph.D., Michigan State University
Assistant Professor of Psychology — 1974
JUDITH K. GISH — B.A., University of Northern Iowa
Instructor in Teaching: Elementary Education — 1976
ROBERT F. GISH — B.A., M.A., Ph.D., University of New Mexico
Associate Professor of English — 1967 (1975)
*KATHLEEN M. GJERDINGEN — B.A., University of Minnesota; M.Mus., University of Colorado
Instructor in Music Education — 1972
GEORGE DAVID GLENN — A.B., Shimer College; M.A., Northern Illinois University; Ph.D., University of Illinois, Urbana
Associate Professor of Theatre — 1966 (1975)
KENNETH G. GOGEL — B.S., M.A., Ohio State University
Professor of Art — 1950 (1974)
LOWELL R. GOODMAN — Ph.B., M.S., University of North Dakota; Ph.D., University of Illinois, Urbana
Associate Professor of Geography — 1966 (1976)
RALPH M. GOODMAN — B.A., M.A., Ph.D., University of California, Los Angeles
Associate Professor of English and Linguistics — 1964 (1970)
DAVID K. GORE — B.S., M.S., Eastern Illinois University
Instructor in Industrial Technology — 1977
TERRY D. GORO — B.A., M.S., Southern Illinois University
Assistant Professor of Educational Media
Coordinator of Media Laboratories — 1973
ROBERT C. Goss — B.S., Huntington College; M.S., Ph.D., Purdue University
Professor of Biology — 1961 (1968)
*Peter G. Goulet — B.A., Denison University; M.B.A., Ph.D., Ohio State University
Associate Professor of Management — 1974 (1977)
JACK E. GRAHAM — B.M.Ed., University of Wichita; M.Mus., North Texas State University
Assistant Professor of Clarinet — 1967 (1972)

*on leave
University of Northern Iowa

Stanley C. Grant — B.A., Coe College; M.A., University of Wyoming; Ph.D., University of Idaho
Adjunct Professor of Geology — 1970 (1975)

Elton E. Green — B.S., M.S., Kansas State University; Ed.D., University of Northern Colorado
Professor of Physical Education
Director of Professional Programs, Physical Education for Men — 1968 (1972)

Kenneth N. Green — B.A., Iowa State University; M.A., University of Northern Iowa; Ed.D., University of Arkansas
Associate Professor of Physical Education for Men — 1967 (1974)

Wanda Kay Green — A.B., M.A., University of Northern Colorado
Assistant Professor of Physical Education for Women — 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)

Carol S. Greenfield — B.A., Long Island University; M.S., Ed.D., Indiana University
Assistant Professor of Education — 1977

Harry C. Guillaume — B.S., M.A., Ed.D., Columbia University
Professor of Art — 1948 (1956)

John D. Gunter — B.A., California State University at Sonoma; M.A., Ph.D., University of Oklahoma
Assistant Professor of Geography — 1974

Ronald Dean Hahn — B.S., M.A., Northeast Missouri State College; Ed.D., Northern Illinois University
Assistant Professor of Business Education — 1969

*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)

G. Jon Hall — B.A., Central State College, Oklahoma; M.A., Ph.D., Southern Illinois University
Associate Professor of Speech
Head of the Department of Speech — 1973

Fred William Hallberg — B.A., M.A., Ph.D., University of Minnesota
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)

Elbert W. Hamilton — B.A., Tarkio College; M.A., Ph.D., University of Iowa
Professor of Mathematics — 1949 (1961)

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. Handorf — B.A., University of Northern Iowa; M.A., Colorado State College; Ph.D., University of
Northern Colorado
Associate Professor of Business Education — 1966 (1973)

Glenn L. Hansen — B.A., M.A., University of Northern Iowa; Ed.D., Texas A&M University
Associate Professor of Business Education
Field Instructor in Adult Distributive Education — 1964 (1976)

Jon Edward Hansen — B.A., M.A., University of Northern Iowa
Associate Professor of Trombone — 1969 (1974)

Donald L. Hanson — B.A., M.A., University of Northern Iowa; Ed.D., University of Wyoming
Professor of Education
Head of the Department of School Administration and Personnel Services — 1966 (1973)

Robert W. Hanson — B.A., Bemidji State College; M.S., University of Minnesota; Ph.D., University of Iowa
Professor of Chemistry and Science Education — 1963 (1966)

Roger J. Hanson — B.S., Gustavus Adolphus College; M.A., Ph.D., University of Nebraska
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)

*on leave
JAMES HARBOUR — B.F.A., Southern Oregon College; M.F.A., University of California, Riverside
Assistant Professor of Theatre — 1976

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)

E. JEANNE McCLAIN HARMS — B.A., M.A.E., Ed.S., University of Northern Iowa; Ph.D., Ohio State University
Associate Professor of Education — 1967 (1973)

*CORINNE D. HARPER — B.S., Kansas City Teachers College; M.Ed., Ed.D., University of Missouri
Professor of Teaching: Social Studies — 1947 (1956)

GORDON M. HARRINGTON — B.E.E., Georgia Institute of Technology; Ph.D., Yale University
Professor of Psychology — 1963 (1968)

JUDITH E. FINKEL HARRINGTON — B.S., Boston University; M.A., University of Iowa
Assistant Professor of Speech Pathology — 1965 (1969)

EDWIN H. HARRIS — B.A., M.A., University of Northern Iowa
Associate Professor of Art — 1970 (1976)

VIRGINIA L. HASH — B.S., Iowa State University; M.A., Ed.S., University of Northern Iowa; Ph.D., Iowa State University
Associate Professor of Education — 1966 (1976)

CATHERINE WOOLEIDGE HATCHER — B.A., M.S. in Ed., Ph.D., Purdue University
Assistant Professor of Education — 1975

SHIRLEY E. HAUP — B.A.E., School of the Art Institute of Chicago; M.F.A., University of Iowa
Associate Professor of Art — 1966 (1974)

RICHARD R. HAWKES — B.S., M.S., University of Nebraska at Omaha; Ph.D., University of Nebraska at Lincoln
Associate Professor of Teaching
Coordinator of Student Teaching — 1969 (1976)

SHARON K. HAWN — B.A., University of Northern Iowa; M.S., Colorado State University
Instructor in Teaching: Physical Education — 1974

D. C. HAWLEY — B.A.Ed., Kearney State College; M.A., Ph.D., University of Iowa
Professor of Spanish — 1966 (1975)

MARYON O. HELLER — B.S., M.E., University of Nebraska; Ed.D., University of Northern Colorado
Associate Professor of Education — 1970 (1974)

LOUIS R. HELLWIG — B.A., M.A., New Mexico State University; Ph.D., University of Missouri
Assistant Professor of Psychology — 1964 (1965)

GLEN F. HENRY — B.S.Ed., M.S.Ed., Nebraska State College at Chadron
Associate Professor of Physical Education for Men — 1966 (1974)

CLIFFORD H. HERROLD — B.A., Central State University, Oklahoma; M.A., Colorado State University; Ed.D., Stanford University
Professor of Art — 1947 (1962)

JAMES J. HINDDUKE — B.A., St. Joseph's College, Indiana; M.A., Marquette University
Assistant Professor of English — 1967 (1973)

CLIFFORD L. HIGHNAM — B.A., Western Washington State College; M.S.P.A., University of Washington;
Ph.D., Bowling Green State University
Assistant Professor of Speech Pathology — 1975

LEAH F. HILAND — B.S., M.A.L.S., Ph.D., Indiana University
Assistant Professor of Library Science — 1972

THOMAS W. HILL — B.S., University of Wisconsin; Ph.D., University of Pennsylvania
Assistant Professor of Anthropology — 1972

GERALD G. HODGES — A.B., University of North Carolina; M.A., University of Florida; M.L.S., Rutgers-The State University
Assistant Professor of Library Science — 1975

DARREL B. HOFF — B.A., Luther College; M.A., University of Northern Iowa; Ph.D., University of Iowa
Professor of Earth Science — 1964 (1975)

RANDY A. HOGANCAMP — B.A., University of Northern Iowa; M.Mus., Northwestern University
Assistant Professor of Percussion — 1972 (1976)

TELFORD F. HOLLMAN — Ph.B., J.D., University of Chicago; L.L.M., John Marshall Law School; M.B.A., DePaul University
Professor of Business Law — 1968 (1975)

*on leave
University of Northern Iowa

A. John Holstad—B.S., Northern State College, South Dakota; M.Mus., D.Mus., Northwestern University
Associate Professor of Piano—1962 (1973)

Karl M. Holvik—B.A., Concordia College, Minnesota; M.A., Eastman School of Music, University of Rochester; Ph.D., University of Iowa
Professor of Wind Ensemble and Conducting—1947 (1965)

Martha T. Holvik—B.S.Ed., University of Minnesota; M.A., University of Northern Iowa
Assistant Professor of Viola and Theory—1968 (1977)

James A. Hoobler—B.A., M.A., University of Northern Iowa
Assistant Professor of Education—1967 (1971)

H. Ray Hoops—B.S., Eastern Illinois University; M.S., Ph.D., Purdue University
Professor of Speech Pathology
Dean of the Graduate College—1976

Joyce J. Hornby—B.A., Northwestern College, Minneapolis; B.A., University of Minnesota, Duluth; M.A., University of Northern Colorado
Assistant Professor of Teaching: Elementary Education—1973

Max M. Hosier—B.A., Nebraska State Teachers College; M.A., Ed.D., University of Northern Colorado
Professor of Education and Psychology—1951 (1966)

Grace Ann Hovest—B.A., College of St. Catherine; M.A., University of Minnesota; Ph.D., University of Kansas
Associate Professor of English—1969 (1977)

Theodore R. Hovet—B.S., North Dakota State College; M.A., University of Minnesota; M.Phil., Ph.D., University of Kansas
Associate Professor of English—1969 (1973)

Hsiao Hua Hsu—B.S., National Taiwan University; M.S., Ph.D., Indiana University
Associate Professor of Physics—1968 (1974)

Sung-Peng Hsu—B.A., National Taiwan University; B.D., Th.M., Princeton Theological Seminary; Ph.D., University of Pennsylvania
Associate Professor of Religion—1977

Genevieve Erlene Hubly—B.A., Rice University; M.A., M.F.A., University of Iowa; D.A., University of Oregon
Assistant Professor of English—1967 (1970)

Sharon Huddleston—B.S., M.A.E., Stephen F. Austin State University
Instructor in Physical Education for Women—1973

George E. Immerzeel—B.A., M.A., University of Northern Iowa
Professor of Teaching: Mathematics—1960 (1973)

Robert G. Ivey—B.A., University of Florida; M.S., Colorado State University
Assistant Professor of Audiology—1977

Mary Ann Jackson—B.S., M.S., University of Arkansas
Assistant Professor of Teaching: Home Economics—1953 (1957)

Ramona Jacobsen—B.A., St. Olaf College
Instructor in Teaching: Music—1976

Edward Jamosky—B.A., M.A. in Russian, M.A., in Library Science, University of Wisconsin
Assistant Professor of Russian—1965

Allen D. Jedlicka—B.A., San Diego State College; Ph.D., Northwestern University
Associate Professor of Management—1973 (1977)

Marvin D. Jensen—B.A., Midland Lutheran College; M.A., University of Kansas
Assistant Professor of Speech—1966 (1969)

Verner Jensen—B.S., University of Nebraska; M.S., Iowa State University
Professor of Physics—1956 (1974)

M. Lathron Jernigan—B.Mus., M.Mus., Southern Methodist University
Assistant Professor of Music Theory—1971

Ross M. Jewell—B.A., Wabash College; M.A., Indiana University
Associate Professor of English—1951 (1969)

J. Keith Johnson—A.B., North Texas State University; M.Mus., University of Illinois
Associate Professor of Trumpet—1966 (1974)

Valdon L. Johnson—B.A., M.A., University of Northern Iowa
Assistant Professor of English and Linguistics—1968
GRACE JONES — B.Mus., Lawrence University; M.Mus., Indiana University  
Assistant Professor of Voice — 1976

HOWARD V. JONES, JR. — B.A., M.A., Ph.D., Harvard University  
Professor of History — 1954 (1964)

E. SUSAN JORGENSEN — B.A., M.A., University of Northern Iowa  
Assistant Professor of Teaching: Special Education — 1974

JACK A. KAEBCK — B.S., Northern Illinois University; Ph.D., Cornell University  
Assistant Professor of Physics — 1977

FRITZ A. KAENZIG — B.M.Ed., Ohio State University; M.Mus., University of Wisconsin, Madison  
Assistant Professor of Tuba and Euphonium — 1976

ELAINE B. KALMAR — B.A., M.A., Ph.D., University of New Mexico  
Assistant Professor of English — 1971

MIRIAM B. KAPFER — B.M.E., Drake University; M.M.E., University of Kansas, Lawrence; Ph.D., Ohio State University  
Professor of Teaching: Music — 1977

PHILIP G. KAPFER — B.A., M.A., University of Northern Iowa; Ph.D., Ohio State University  
Professor of Education — 1977

LAWRENCE L. KAVICH — B.S., M.S., Ed.D., University of California, Los Angeles  
Professor of Education  
Head of the Department of Educational Psychology and Foundations — 1977

RICHARD CRAIG KEEHNE — B.A., Mississippi State University; M.P.A., Ph.D., University of Oklahoma  
Assistant Professor of Political Science — 1977

LEONARD J. KEEFE — B.Ed., Illinois State University; M.A., Northern Colorado University  
Professor of Marketing — 1956 (1960)

THOMAS W. KEEFE III — B.A., University of Colorado; M.S.W., University of Denver, D.S.W., University of Utah  
Associate Professor of Social Work — 1973 (1976)

JAMES L. KELLY — B.S., M.S., Mankato State College  
Assistant Professor of Teaching: Science — 1969 (1973)

LINDA J. KELSEY — B.A., M.S., University of Iowa  
Instructor in Earth Science — 1977

DAVID E. KENNEDY — B.Mus., M.Mus., Eastman School of Music, University of Rochester; Ph.D., University of Iowa  
Professor of Theory (Music) — 1948 (1968)

DENNIS W. KETTNER — B.A., M.A., University of Northern Iowa  
Instructor in Teaching: Mathematics — 1975

JACK F. KIMBALL — B.A., University of Kansas City; M.A., Syracuse University; Ed.D., Columbia University  
Associate Professor of Education — 1967

JEAN KIMBALL — B.A., State University of New York, Binghamton; M.A., University of Northern Iowa  
Instructor in English — 1975

*KAREN MAE KING — B.S., Illinois State University; M.A., Baylor University  
Instructor in Speech — 1971

LYNN H. KING — B.A., M.A., University of Northern Iowa  
Adjunct Instructor in Physical Education for Men — 1976

AURELIA L. PRIOR KLINK — B.A., M.A., University of Northern Iowa  
Assistant Professor (Field) of Adult Office Education — 1966 (1969)

*JEROME F. KLINGKOWITZ — B.A., M.A., Marquette University; Ph.D., University of Wisconsin  
Professor of English — 1972 (1976)

JAMES EDWARD KNOWLTON — B.A., M.A., University of New Hampshire; Ph.D., University of Graz (Austria)  
Visiting Assistant Professor of German — 1977

HOWARD T. KNUXTON — B.A., Luther College; M.A., Ed.D., University of Wyoming  
Professor of Education  
Director of Teacher Education — 1953 (1959)

FRITZ HANS KÖNIG — B.A., University of Heidelberg; Candidatus Magisterii, University of Oslo, Norway;  
M.A., Ph.D., University of Iowa  
Professor of German  
Head of the Department of Modern Languages — 1967 (1975)

*on leave
Jürgen Koppensteiner — Ph.D., University of Graz (Austria)
  Professor of German — 1968 (1976)
Elmer John Korinemeyer — B.S., M.S., University of Wyoming
  Assistant Professor of Physical Education for Men — 1965 (1968)
Charles M. Kovich — B.A., Rockhurst College; M.A., St. Louis University
  Assistant Professor of English — 1977
Robert E. Kramer — Ph.B., M.A., University of North Dakota
  Assistant Professor of Sociology — 1965 (1970)
Marlou de Wall Kratzenstein — B.A., Calvin College; M.A., Ohio State University
  Associate Professor of Organ and Music History — 1975
Marian E. Krogmann — B.S., South Dakota State University; M.A., Ph.D., University of Iowa
  Associate Professor of Political Science — 1967 (1970)
  Assistant Professor of French Horn — 1975 (1976)
Raymond W. Kuehl — B.S., Upper Iowa College; M.A., University of Iowa; Ed.S., Drake University; Ph.D.,
  University of Iowa
  Associate Professor of Teaching
  Coordinator of Student Field Experiences — 1966 (1971)
Roger A. Kuster — B.A., Loras College; M.S., Ed.D., Indiana University
  Associate Professor of Education — 1970 (1974)
Loretta Sylvia Kuse — B.S., Wisconsin State University at Stevens Point; M.A., Ph.D., University of Iowa
  Assistant Professor of Education — 1972
Joel E. Lakin — B.Arch., Arizona State University
  Instructor in Home Economics — 1976 (1977)
Joseph F. Lamberti, Jr. — B.S., Ed., Edinboro State College; M.A., San Fernando Valley State College; Ed.D.,
  University of Florida
  Associate Professor of Education
  Director of the Curriculum Laboratory — 1972 (1974)
William C. Lang — B.A., Yankton College; M.A., Ph.D., University of Iowa
  Professor of History — 1949 (1952)
Geraldine E. Larocque — B.S., M.A., University of Minnesota; Ph.D., Stanford University
  Professor of English — 1972
James P. Larue — B.S., Southeast Missouri State College; M.A., Colorado State College of Education; Ed.D.,
  Pennsylvania State University
  Professor of Industrial Technology — 1956 (1971)
Kenneth Lash — B.A., Yale University; M.A., University of New Mexico
  Professor of Art
  Director of the Humanities Program — 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
Leigh C. Lawton — B.S., Valparaiso University; Ph.D., University of Wisconsin, Madison
  Assistant Professor of Marketing — 1976
Agnes Lebeda — B.A., Northwestern Oklahoma State University; M.S., Oklahoma State University; Ph.D.,
  University of Minnesota
  Professor of Management — 1953 (1963)
Key Ton Lee — B.S., Union College, Nebraska; M.A., Andrews University, Michigan; Ph.D., University of
  Oklahoma
  Associate Professor of Education — 1967 (1972)
Robert T. Lemke — B.S., M.S., Mankato State College; Ed.D., University of South Dakota
  Associate Professor of Education — 1974
Elliott I. Lesseen — B.A., Syracuse University; M.S., Hunter College; Ph.D., University of Florida
  Assistant Professor of Education — 1970
Thomas L. Little — B.A., Macalester College; M.Ed., University of Mississippi; Ed.D., Memphis State
  University
  Assistant Professor of Education — 1973
BONNIE H. LITWILLER — B.S.E., M.S.Ed., Illinois State University; M.A.T., Ed.D., Indiana University  
Professor of Mathematics — 1968 (1976)

JOHN C. LONGNECKER — B.A., M.A., University of Northern Iowa  
Instructor in Mathematics — 1966

FRED W. LOTT — A.B., B.S., Cedarville College, Ohio; M.A., Ph.D., University of Michigan  
Professor of Mathematics  
Assistant Vice-President, Academic Affairs — 1949 (1971)

BARBARA LOUNSBERRY — B.A., M.A., University of Northern Iowa  
Assistant Professor of English — 1976

JONATHAN J. LU — B.E., Taiwan Normal University; B.D., Asbury Theological Seminary, Kentucky; M.A.,  
Ohio State University; Ph.D., University of Washington  
Associate Professor of Geography — 1973

WILLIAM ERNEST LUCK — B.S., M.S., Stout State University; Ed.D., Oklahoma State University  
Professor of Industrial Technology  
Director of Technical Education — 1962 (1970)

GENE M. LUTZ — B.S., M.S., Ph.D., Iowa State University  
Assistant Professor of Sociology — 1973

H. LEWIS LYNCH — B.S., M.Ed., University of Nebraska; Ed.D., University of Wyoming  
Associate Professor of Teaching  
Coordinator of Student Teaching — 1951 (1969)

HOWARD WILLIAM LYON — B.A., M.S., University of Iowa  
Assistant Professor of Chemistry — 1956 (1959)

DAVID R. MABERRY — B.A., M.A., Ph.D., North Texas State University  
Assistant Professor of Speech — 1975

DAVID V. MCCALLEY — B.A., M.A., University of Northern Iowa  
Assistant Professor of Biology — 1966 (1968)

JANET E. MCCLAIN — B.S., Northern Illinois University; M.S.Ed., University of Dayton (Ohio)  
Instructor in Teaching: Elementary Education — 1976

CLIFFORD G. MCCOLLUM — B.S., M.A., Ed.D., University of Missouri  
Professor of Biology  
Dean of the College of Natural Sciences — 1949 (1968)

NORMAN L. McCUMSEY — B.S., Oregon College of Education; M.Ed., University of Oregon; Ed.D., Colorado State College  
Associate Professor of Education — 1967 (1970)

LEROY A. McGREW — B.A., Knox College; M.S., Ph.D., The University of Iowa  
Professor of Chemistry  
Head of the Department of Chemistry — 1977

MARY LOU McGREW — B.A., University of Northern Iowa; M.A., University of Iowa  
Assistant Professor of Library Science — 1970 (1975)

KENT A. McINTYRE — B.A., University of Iowa; M.A., University of Denver  
Associate Professor of Teaching: Educational Media — 1968 (1974)

KEITH F. MCKEAN — A.B., Williams College; M.A., University of Chicago; Ph.D., University of Michigan  
Professor of English — 1968

JAMES G. MACMILLAN — B.A., Western Washington State College; Ph.D., The Ohio State University  
Associate Professor of Chemistry — 1972 (1977)

HILLIARD K. MACOMBER — B.S., M.S., University of California, Berkeley; Ph.D., Harvard University  
Associate Professor of Physics — 1976 (1977)

JOSEPH J. MARCHANT — B.A., Fordham University; M.S., Brooklyn College; M.Ed., Temple University  
Assistant Professor of Educational Media  
Coordinator of Television Services — 1972

WILLIAM O. MARICLE — B.E., University of Southern Illinois; M.A., University of Illinois; Ed.D., University of Colorado  
Associate Professor of Teaching  
Coordinator of Student Teaching — 1949 (1970)

JEANETTE J. MARSH — B.S., Mankato State College; M.S., University of New Mexico  
Assistant Professor of Physical Education for Women — 1975
RIPLEY E. MARSTON — B.S., Madison College; M.S., University of Tennessee, Knoxville  
Instructor in Physical Education for Women — 1976

ELIZABETH ANN MARTIN — B.A., Wartburg College; M.A., University of Minnesota  
Associate Professor of Library Science  
Head of the Department of Library Science — 1962 (1972)

CHARLES D. MATHESON — B.Mus., M.Mus., University of Michigan  
Professor of Voice and Choral Music — 1955 (1973)

A. MARLETA MATHESON — B.M.Ed., Simpson College; M.Mus., University of Michigan  
Assistant Professor of Group Piano and Accompanying — 1964 (1976)

R. JANE MAUCK — B.Mus., M.Mus., Drake University  
Associate Professor of Voice and Choral Music — 1946 (1976)

Jvone L. MAXWELL — B.A., University of Northern Iowa; M.Mus., American Conservatory of Music  
Associate Professor of Piano — 1940 (1968)

PETER M. MAZULA — B.S., University of New York, Cortland; M.A., Ed.D., Columbia University  
Professor of Teaching: Safety Education — 1949 (1973)

JOSEPHINE J. MEGIVERN — B.A., M.A., University of Northern Iowa  
Assistant Professor of Home Economics — 1967 (1972)

HERBERT G. MEINERT — B.A., Brooklyn College; M.A., University of Iowa  
Assistant Professor of Radio/Television — 1974 (1975)

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Assistant Professor of Physical Education for Women — 1969 (1975)

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Professor of Political Science — 1961 (1969)

PETER S. MICHAELIDES — B.Mus., Baldwin-Wallace College Conservatory of Music, Ohio; M.Mus., Oberlin College; D.M.A., University of Southern California  
Associate Professor of Theory and Composition — 1965 (1970)

CARYL A. MIDDLETON — B.A., University of Northern Iowa; M.A., Ph.D., University of Iowa  
Professor of Teaching  
Coordinator of Student Teaching — 1949 (1970)

MICHAEL H. MILLAR — B.A., Harvard University; M.S., Ph.D., University of Chicago  
Professor of Mathematics — 1962 (1974)

RONALD DEAN MOHLIS — B.A., University of Northern Iowa; M.A., University of Illinois  
Assistant Professor of Mathematics — 1965 (1970)

Marilyn May Montz — B.A., M.A., University of Northern Iowa  
Adjunct Instructor in German — 1977

DAVID L. MORGAN — B.A., Swarthmore College; M.A., Washington University, St. Louis  
Assistant Professor of Philosophy — 1969

JANICE M. MORGAN — B.S.E., M.S.E., University of Missouri, Columbia; Ph.D., Iowa State University  
Associate Professor of Home Economics — 1972 (1975)

ROBERT E. MORIN — B.A., M.S., Northwestern University; Ph.D., University of Wisconsin  
Professor of Psychology  
Director, Center for Business and Behavioral Research  
Dean of the College of Business and Behavioral Sciences — 1972

RAÚL MUNOZ — 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)

ANDREW S. MUSEL — B.A., M.A., University of Northern Iowa  
Instructor in Teaching: Music — 1975

HYO CHUL MYUNG — B.S., M.S., Seoul National University, Korea; Ph.D., Michigan State University  
Associate Professor of Mathematics — 1970 (1974)

CLINTON NELSON — B.A., Midland Lutheran College; M.A., University of Nebraska; Ph.D., University of Iowa  
Assistant Professor of Speech — 1967

GLENN T. NELSON — B.Ed., Keene State College, New Hampshire; M.S.T., University of New Hampshire; Ph.D., University of Iowa  
Assistant Professor of Mathematics — 1974

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PHILIP JAMES NELSON — B.S., Augustana College; M.A., University of Nebraska, Omaha  
Assistant Professor of Teaching: Social Studies — 1969 (1974)

RICHARD N. NELSON — B.A., Upper Iowa College; M.A., University of Northern Iowa  
Visiting Assistant Professor of Political Science — 1977

THOMAS L. NEMMERS — B.A., M.A., University of Northern Iowa  
Instructor in Management — 1977

RICHARD S. NEWELL — B.A., M.A., University of Washington; Ph.D., University of Pennsylvania  
Professor of History — 1967 (1974)

LEE H. NICHOLAS — B.S.B.A., University of Kansas; M.B.A., University of Tulsa; C.P.A.  
Assistant Professor of Accounting — 1974

LYNN E. NIELSEN — B.A., University of Iowa; M.A., University of Northern Iowa  
Instructor in Teaching: Elementary Education — 1974

ROSS A. NIELSEN — B.A., Wartburg College; M.S., Ph.D., University of Iowa  
Professor of Teaching  
Head of the Department of Teaching — 1947 (1962)

BASHEER K. NIJIM — B.A., Augustana College, Illinois; M.A., Ph.D., Indiana University  
Professor of Geography  
Head of the Department of Geography — 1962 (1972)

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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; Ph.D., University of Illinois, Urbana  
Professor of Spanish — 1964 (1975)

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Assistant Professor of Accounting — 1973

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Assistant Professor of Astronomy — 1974

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Assistant Professor of English — 1977

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Associate Professor of German — 1964 (1973)

*JACK E. OLDS — B.S., M.S., University of Wisconsin at Milwaukee  
Adjunct Assistant Professor of Art  
Director of Iowa Arts Council Des Moines — 1966 (1967)

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Assistant Professor of Home Economics — 1976

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Associate Professor of Physics — 1968 (1973)

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Assistant Professor of Social Work — 1975

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Associate Professor of Biology — 1965 (1971)

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Professor of Art — 1961 (1964)

*on leave
University of Northern Iowa

ANANTHANARAYANAN PARASURMAN — B.Tech., Indian Institute of Technology, Madras, India; M.B.A., Indian Institute of Management, Ahmedabad, India; D.B.A. Indiana University
Assistant Professor of Marketing — 1975

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Assistant Professor of Teaching: Elementary Education — 1968

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Associate Professor of Latin — 1965 (1977)

CHERLE A. PATTEN — B.A., University of Northern Iowa; M.A., University of Oregon
Associate Professor of Physical Education for Men — 1964 (1972)

ROBERT L. PAULSON — B.S., M.A., University of Iowa
Associate Professor of Teaching: Educational Media — 1953 (1963)

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Associate Professor of Industrial Technology — 1965 (1972)

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Assistant Professor of Speech Pathology — 1976

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Instructor in Physical Education for Women — 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)

WARREN E. PICKLUM — B.A., Colorado State University; M.S., Ph.D., Iowa State University
Associate Professor of Biology — 1957 (1974)

DOUGLAS T. PINE — B.S., State University of New York at Oswego; M.A., Trenton State College; Ph.D., The Ohio State University
Assistant Professor of Industrial Technology — 1973

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
Assistant Professor of Education — 1967 (1970)

ALBERT A. POTTER — B.A., Nebraska State Teachers College; M.A., University of Iowa
Associate Professor of Teaching: Science — 1946 (1968)

LOIS SHEFTE POTTER — B.A., Yankton College; M.A., University of Iowa; Ph.D., University of Wisconsin
Professor of Teaching: Speech Pathology — 1950 (1972)

Associate Professor of Social Science — 1970 (1973)

JEROME C. PRIBENOW — B.A., Luther College; M.Div., Luther Seminary, St. Paul
Adjunct Assistant Professor of Religion — 1976

JAMES WILLIAM PRICE — B.S.Ed., B.A., 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 at Sacramento; D.M.A., University of Washington
Associate Professor of Flute and Music History — 1969 (1975)

JOSEPH PRZYCHODZIN — B.Ed., Southern Illinois University; M.A., University of Illinois; Ed.D., University of Missouri
Professor of Education — 1947 (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)

LORE LEE RACKSTRAW — B.A., Grinnell College; M.F.A., University of Iowa
Associate Professor of English — 1966 (1975)
NED H. RATEKIN — B.A., Parsons College; M.A., Ph.D., University of Iowa
Professor of Education and Psychology — 1965 (1971)

EDWARD C. RATHMELL — B.A., Central College; M.A., Western Washington State College; Ph.D., University of Michigan
Associate Professor of Mathematics — 1972 (1977)

JACK C. REED — B.A., M.A., University of Northern Iowa; Ed.D., University of Nebraska, Lincoln
Associate Professor of Business Education
Teacher Educator in Office Education — 1965 (1969)

F. SCOTT REGAN — B.A., State University of New York at Albany; M.A., Ph.D., University of Minnesota
Assistant Professor of Theatre — 1976

GAIL S. REMINGTON — B.A., Central College; M.A., Kansas State University
Instructor in English — 1977

THOMAS J. REMINGTON — B.A., Regis College, Colorado; M.A., Ph.D., Kansas State University
Associate Professor of English — 1970 (1977)

DENNIS L. REMMERT — B.A., M.A., University of Northern Iowa
Assistant Professor of Physical Education for Men — 1964 (1969)

BASIL J. REPPAS — B.A., Athens University, Greece; M.A., American University of Beirut, Lebanon; Ph.D., University of Iowa
Professor of Education — 1961 (1976)

THOMAS L. REUSCHLING — B.A., Hiram College; M.B.A., Kent State University; D.B.A., University of Colorado
Associate Professor of Marketing
Head of the School of Business — 1973

GOPAL S. REVANKAR — B.Eng. in Mechanical Engineering, B.Eng. in Metallurgy, University of Poona, India; M.S. in Material Metallurgical Engineering, M.S. in Metallurgical Science, Ph.D., University of Wisconsin
Assistant Professor of Industrial Technology — 1977

GORDON J. RHUM — B.A., Iowa Wesleyan College; M.A., Ph.D., University of Iowa
Professor of Education — 1948 (1959)

ERWIN W. RICHTER — B.S., Northern Michigan University; M.A., University of Northern Iowa; Ph.D., The University of Iowa
Associate Professor of Chemistry — 1963 (1972)

PAUL EDWARD RIDER — B.A., Drake University; M.S., Iowa State University; Ph.D., Kansas State University
Associate Professor of Chemistry — 1969 (1973)

FERDINAND C. RIECHMANN — B.A., M.A., University of Iowa
Associate Professor of Teaching: Social Studies — 1960 (1971)

DIXON L. RIGGS — B.A., Marietta College, Ohio; M.S., University of Michigan
Associate Professor of Biology — 1958 (1970)

GLENDA G. RILEY — B.A., Western Reserve University; M.A., Miami University, Ohio; Ph.D., Ohio State University
Professor of History — 1969 (1977)

VIRGINIA FERRELL RITTER — B.S. in Ed., Morris Harvey College; M.A., Teachers College, Columbia University; Ph.D., Florida State University
Associate Professor of Education — 1976

JAN C. ROBBINS — B.A., Pennsylvania State University; M.A., Ph.D., University of Minnesota
Professor of English
Head of the Department of English Language and Literature — 1976

JAMES B. ROBERSON — B.S., Middle Tennessee State College; M.A., George Peabody College for Teachers
Associate Professor of Teaching
Coordinator of Student Teaching — 1964 (1971)

RONALD EDWARD ROBERTS — B.A., Drake University; M.A., Ph.D., Louisiana State University
Professor of Sociology — 1969 (1976)

JAMES B. ROBINSON — B.A., Wabash College; M.A., Ph.D., University of Wisconsin
Assistant Professor of Religion — 1971

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Assistant Professor of Accounting — 1972 (1977)

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SONYA AGNESE RODOLFO-SIASON - B.S., University of the Philippines; M.A., Case Western Reserve University; Ph.D., Iowa State University
Assistant Professor of Biology - 1977

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Associate Professor of Education - 1975

ROBERT L. ROSS - B.A., University of Northern Iowa; M.A., Columbia University; Ph.D., Michigan State University
Professor of Political Science
Head of the Department of Political Science - 1962 (1971)

RONALD D. ROSS - B.A., Marshall University, West Virginia; M.Mus., Indiana University; Ph.D., University of Cincinnati
Associate Professor of Music
Head of the School of Music - 1975

BERNARD ROTHMAN - B.A., Emporia State College; Ph.D., Iowa State University
Assistant Professor of Economics - 1977

JULIA J. ROZENDAAL - B.A., M.A., Ed.S., University of Northern Iowa
Assistant Professor of Education - 1966 (1967)

ALVIN E. RUDISILL - B.S., Moorhead State College; M.S., University of North Dakota; Ed.D., University of Northern Colorado
Professor of Industrial Technology
Head of the Department of Industrial Arts and Technology - 1971

MARTIN F. RUDNICK - B.S., Ed.M., Temple University; Ed.D., Indiana University
Assistant Professor of Education (Media) - 1976

JOSEPH M. RUFFO - B.F.A., Pratt Institute; M.F.A., Cranbrook Academy of Art
Professor of Art
Head of the Department of Art - 1976

ROBERT L. RULE - B.S., M.S., Iowa State University
Assistant Professor of Mathematics - 1966 (1977)

KATHLEEN RUNGE - B.A., California State University, Fresno; M.F.A., Texas Christian University
Assistant Professor of Theatre - 1976

EDWARD RUTKOWSKI - B.S., Marquette University; M.A., Ph.D., Michigan State University
Professor of Education - 1963 (1970)

THOMAS G. RYAN - B.S.C., M.A., University of Iowa
Assistant Professor of History - 1960 (1963)

WILFRED D. SAMUELS - B.A., University of California, Riverside; M.A., Ph.D., University of Iowa
Assistant Professor of English - 1975

GARY E. SANDERS - B.A., Moorhead State University; M.S., Colorado State University
Instructor in Physical Education for Women - 1977

ROY E. SANDSTROM - B.A., Williams College; M.A., Ph.D., State University of New York at Buffalo
Assistant Professor of History - 1969

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Associate Professor of Biology
Director of the UNI Museum - 1949 (1958)

OTIS RHEA SCHMIDT - B.J., M.J., University of Texas, Austin; M.A., Sam Houston State College
Assistant Professor of English - 1965 (1968)

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Associate Professor of Education - 1976

MARY MARGARET SCHMITT - B.A., University of Northern Iowa; M.Ed., University of Minnesota
Associate Professor of Teaching: Art - 1946 (1974)

ROBERT J. SCHNEIDER - B.S., M.A., University of Iowa
Instructor in Teaching: Physical Education - 1976

JAMES O. SCHNUR - B.S., M.S., State University College, Fredonia, New York; Ed.D., State University of New York at Buffalo
Professor of Education
Director, Division of Special Education
Head of the Department of Curriculum and Instruction - 1972
ALEGONDA SCHOKKENBROEK – B.A., M.A., University of New York at Buffalo
Assistant Professor of Anthropology – 1976

CHARLES B. SCHOLZ – B.S.Ed., M.A., Northern Illinois University
Assistant Professor of Radio/Television
Coordinator of Instructional Broadcasting – 1969 (1976)

AUGUSTA L. SCHURRER – B.A., Hunter College; M.A., Ph.D., University of Wisconsin
Professor of Mathematics – 1950 (1963)

LYNN C. SCHWANDT – B.A., Coe College; M.A., University of Northern Iowa; M.A., Stanford University
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Professor of French – 1962 (1972)

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Associate Professor of Speech Pathology and Audiology – 1963 (1968)

LYLE E. SCHWARZENBACH – B.A., M.A., University of Northern Iowa; Ed.D., University of Wyoming
Associate Professor of Physical Education for Men
Director of Service Programs, Department of Physical Education for Men – 1969 (1976)

PHYLLIS SCOTT – B.S.E., Northeast Missouri State University; M.S., Ph.D., Southern Illinois University
Assistant Professor of Speech – 1976

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Professor of Education and Psychology
Director of the Education Clinic – 1965 (1968)

DONALD A. SCOVEL – B.A., University of Northern Iowa; M.A., Ph.D., University of Iowa
Professor of Teaching: Social Studies – 1961 (1974)

RUTH SEVY – B.S., Central Missouri State University; M.A., University of Northern Colorado
Associate Professor of Physical Education – 1967 (1969)

SATISH SHARMA – B.A., M.S., Punjab University, Chandigarh, India; Ph.D., Ohio State University
Assistant Professor of Sociology – 1974 (1976)

DONALD E. SHEPARDSON – B.S., Eastern Illinois University; M.A., Ph.D., University of Illinois
Associate Professor of History – 1970 (1974)

WILLIAM J. SHEPHERD – B.S.Ed., M.F.A., Ohio University
Associate Professor of Marching/Symphonic Band and Low Brass – 1976

STANLEY B. SHERIFF – B.S., M.A., California State Polytechnic College
Associate Professor of Physical Education
Athletic Director and Head Football Coach

ALLAN SHICKMAN – B.F.A., Washington University, St. Louis; M.A., University of Iowa
Assistant Professor of Art – 1970 (1977)

CAROLYN L. SHIELDS – B.A., Ph.D., University of Texas, Austin
Assistant Professor of English and Linguistics – 1976

MICHAEL SHULTZ – B.A., Illinois State University; M.A., University of Northern Colorado
Instructor in Speech – 1976

VERA JO SIDDENS – B.A., M.A., University of Northern Iowa
Assistant Professor of Art – 1968 (1971)

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Instructor in Teaching: Social Studies – 1974

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Associate Professor of Mathematics – 1954 (1972)

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Associate Professor of Biology – 1965 (1968)

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Visiting Assistant Professor of Management – 1977

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Assistant Professor of Education – 1976
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JAMES C. SKAINE — B.A., Sioux Falls College; M.A., University of South Dakota
   Assistant Professor of Speech — 1965
KENNETH C. SLAVETT — B.A., University of California, Santa Barbara; M.A., University of Connecticut
   Instructor in Violoncello and Double Bass — 1973
DAVID T. SMALLEY — B.Mus., M.Mus., University of Michigan
   Associate Professor of Voice — 1964 (1977)
AUDREY L. SMITH — A.B., Kentucky Wesleyan College; M.A., Northwestern University; M.A.Ed., Ed.D., Ball State University
   Assistant Professor of Education — 1973
Beverly Moore Smith — B.A., Cornell College
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   Associate Professor of Biology — 1967 (1971)
FRANCIS E. SMITH — B.A., University of Massachusetts; M.A., Ph.D., University of Iowa
   Professor of English — 1950 (1963)
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   Assistant Professor of Education — 1971 (1972)
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   Associate Professor of Psychology — 1975
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   Associate Professor of Sociology — 1977
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   Coordinator of Student Teaching — 1969 (1972)
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WILLIAM C. STAINBACK — B.S., Atlantic Christian College; M.S., Radford College; Ed.D., University of Virginia
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This University of Northern Iowa BULLETIN is a general catalog of information regarding fees, curricula, and related policies and procedures. Every effort has been made to make the bulletin accurate as of the date of publication; however, all policies, procedures, fees and charges are subject to change at any time by appropriate action of the faculty, the university administration, or the State Board of Regents.
This supplement amends appropriate sections of the 1978-80 UNI Catalog Bulletin

August 15, 1979
SUPPLEMENT 2

UNIVERSITY OF NORTHERN IOWA BULLETIN

Cedar Falls, Iowa

This supplement amends appropriate sections of the 1978-80 UNI Catalog Bulletin.

August 15, 1979

VISITING CLASSES (revision of statement)
— Change last paragraph to read:

Specific information on visiting (auditing) classes may be obtained from the Office of the Registrar. Visitors in the course 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.

DIRECTED EXPERIENCES — (revision of last paragraph on page 71)
— Add to last paragraph of statement:

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.

B.F.A. MUSIC THEATER CURRICULA — (revision of advisory statement)
— Change last sentence on page to read: Participation in a performance organization and/or opera/music theater classes is required of all Music Theater majors every semester in residence.

BACHELOR OF MUSIC CURRICULA — (revision of advisory statement)
— Change sentence after listing of Bachelor of Music majors to read:

If certification to teach is desired, the student must complete the Common Professional Sequence (see page 70) and a 10-hour Music Methods emphasis (see Music Education major, page 166).

COLLEGE OF BUSINESS AND BEHAVIORAL SCIENCES

SCHOOL OF BUSINESS

Add the following advisory note immediately preceding the statement of the "Business Core" —

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 overall 2.2 grade point average in 12:xxx, 13:xxx, and 15:xxx courses taken at UNI.

ACCOUNTING MAJOR (restatement of major)
— Change advisory paragraph accompanying the major statement to read:

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.

(All other statements and requirements remain the same.)

12:031 Change description; add prerequisite. Description: delete "continuation of 12:030." Prerequisite: C—or better in 12:030.

13:142g Add prerequisite. Prerequisite: 13:152 or consent of instructor.

Change prerequisite, to read: Prerequisites: 15:070; 13:158.

Change prerequisite, to read: Prerequisite: C- or better in 15:020.

Change title, description, and prerequisite. Title from "Linear Programming" to Operations Research In Business. Description: 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.

BUSINESS EDUCATION AND OFFICE ADMINISTRATION

Change title, credit, and description; add prerequisite. Title from "Machine Transcription and Word Processing" to Word Processing. Credit from 1 to 2 hrs. Description: Development of word processing skills and techniques including machine dictation and transcription and the use of automated word processing equipment. Prerequisite: 14:060 or equivalent.

Change course number to 18:220 (Business Report Writing).


ECONOMICS

ECONOMICS MAJOR — TEACHING (restatement of major)
ECONOMICS MAJOR (restatement of major)
ECONOMICS MINOR — Teaching and Liberal Arts (restatement of minor)
— In each of the above three programs change the statement of "Electives" to read:

Electives in economics (92:139 and 92:141 recommended to be taken before other advanced courses in economics). . . .

(All other statements and requirements, including hours, remain the same for each program.)

92:100g Add prerequisite. Prerequisite: junior standing or consent of instructor.

92:120g Add prerequisite. Prerequisite: junior standing or consent of instructor.

GEOGRAPHY

GEOGRAPHY MAJOR — TEACHING (restatement of major)
— Revise to read:

Required: 90:190; 97:010 or 97:025; 97:031; 97:060; 97:108; 97:150; 97:180 ... 22-25 hours
Required: 97:120 or 97:132 .................................................. 3 hours
Required: 97:130 or 97:170 or 97:185 ...................................... 3 hours
Electives in geography .......................................................... 5-8 hours

36 hours

(All other statements and requirements remain the same.)

GEOGRAPHY MAJOR (restatement of major)
— Revise to read:

Required: 97:010 or 97:025; 97:031; 97:060; 97:108; 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

(All other statements and requirements remain the same.)

97:010 Change description (Human Geography), to read: Interaction between peoples and their environments. Spatial patterns and processes of: population distribution, population characteristics, population movement, human environmental impact, economic activity.
Catalog page 92

97:025 Add description (World Geography), to read: Reasons for and consequences of variations over the surface of the earth of cultural, economic, physical, and other attributes of places.

97:031 Change credit and description. Change credit from 3 to 4 hrs. Description: 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.

97:050 Change description, to read: The map as a communication tool, from perspectives of map maker and map user. Representation of same data in different ways. [Delete last sentence beginning "No credit ..."]

97:060 Change course number from 97:101 to 97:060 (Maps and Map Interpretation). (Other changes with present number.)

97:101 Change course number, title, and description; drop prerequisite. Change number to 97:060. Title from "Maps and Map Interpretation" to Introduction to Cartography. Description: 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.

97:105g Change description and prerequisite. Description: 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.

97:107g Change title and description. Title from "Use and Interpretation of Aerial Photographs" to Aerial Photography and Remote Sensing. Description: 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 satelliteborne cameras and other remote sensors of electromagnetic radiation.

97:109g Change title, description, and prerequisite. Title from "Quantitative Methods in Geography" to Quantitative Methods in Spatial Analysis. Description: Application of selected mathematical models and statistical techniques (descriptive and inferential) to the analysis of spatially varying phenomena.

97:110g Change description (Climatology), to read: Fundamentals of general climatology. Climatic classification and the geographical distribution of climatic types. Focus on climate as a principal component of our physical environment.

97:112 Add "g"; change description and prerequisite. (Landform Analysis) Description: Analysis of processes by which geomorphic agents shape the landscape and examination of resulting landforms. Prerequisite: add "junior standing."

97:125g Change title, description, and prerequisite. Title from "Geography of Transportation: Planning and Evaluation" to Transportation Planning and Analysis. Description: 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 Add "g"; and change prerequisite. (Cultural Geography) To prerequisite, add: "junior standing."

97:134g Drop course. (Location, Land Use, and Spatial Economics Behavior — 3 hrs.)

97:135g Change title, description, and prerequisite. Title from "Urban Location and Land Use" to Urban Land Use and Planning. Description: Theories and models of urban form, structure, and land use. Public policy and urban planning methods emphasized. Prerequisite: 97:132 or equivalent.

97:136g Change title, description, and prerequisite. Title from "Rural Location and Land Use" to Rural Land Use and Planning. Description: 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 Add "g"; change title, credit, and prerequisite; add description. Title from "Historical Geography of the United States" to Historical Geography of a Selected Region. Credit from 3 to 2-3 hrs. Description: 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. Prerequisite: add "junior standing."
Catalog page 93: Change title, description, and prerequisite. Title from "Industrial and Regional Analysis" to Regional Analysis and Planning. Description: 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 Add "g" and change prerequisite. (Regional Geography) Prerequisites: 97:010 or 97:025 or equivalent; junior standing or consent of instructor.

97:170 *Add "g" and change prerequisite. (Political Geography) Prerequisite: add "junior standing."

97:185 Add "g"; change description and prerequisite. (Population Geography) Description: Patterns, models, and process of the spatial structure of population growth, distribution and movement. Prerequisite: add "junior standing."

97:180 New course. 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.

HISTORY

95 96:147g New course. 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 20th-century internationalism, and the economic collapse of 1929. Prerequisite: junior standing or consent of instructor.

96:175g New course. Modern African History — 3 hrs. Survey of 19th and 20th-century sub-Saharan Africa including economic and social 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.

96:290 Change credit (Historical Methods) from 2 to 3 hrs.

HOME ECONOMICS

98 HOME ECONOMICS IN BUSINESS — Food and Nutrition Major (restatement of major) — Revise last list of "required" courses. Change 13:153 to read 15:153. (All other requirements and statements remain the same.)

99 31:111g Change course title from "Costume Design" to Costume Design-Flat Pattern.

31:195 Change title and prerequisite for Section 3 of Pre-Professional Experience. Title from "Housing and Interior Design" to Design and Human Environment. Prerequisite: 31:126

POLITICAL SCIENCE — No proposals submitted.

PSYCHOLOGY

105 PSYCHOLOGY MAJOR — TEACHING (restatement of major) — Revise to read:

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

Totals: 40 hours

Note: Students are advised to qualify for approval to teach in an additional subject area.
PSYCHOLOGY MAJOR (restatement of major)
— Revise to read:
  Required: two 100-level courses having 40:049 and 40:150 as prerequisites ...................... 6 hours
  Required: 40:193  .................................................. 12 hours
  Electives in psychology .................................................. 37 hours

PSYCHOLOGY MINOR — Teaching (restatement of minor)
— Revise to read:
  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
  40:030  Drop course. (Psychological Process — 5 hrs.)
  40:045  Change course number and title. Number from 40:050 to 40:045. Title from "Psychological Methods II: Research Design" to Research Methods. (See old number for other changes.)
  40:050  Reinstate course; and change number, title, description, and prerequisite. Change number to 40:045. Title from "Psychological Methods II: Research Design" to Research Methods. Description: 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.
  40:060  Drop course. (Psychology and Contemporary Issues — 2 hrs.)
  40:106g  Change prerequisite; add: 40:150.
  40:150g  Change prerequisite. Drop all of present prerequisites; and add 40:045.
  40:152g  Reinstate course; and change title, description, and prerequisite. Title from "Perception" to Sensation and Perception (3 hrs. cr.) Description: Sensory and perceptual processes and states with emphasis on visual experiences. Prerequisite: 40:045.
  40:153g  Change prerequisite. Add 40:150.
  40:162g  Change prerequisite. Add 40:150.
  40:180  Drop course. (Senior Thesis — 1-6 hrs.)
  40:188g  Drop course. (Readings in Psychology — 1-3 hrs.)
  40:192g  Change description. To read: Organization and teaching of psychology; student serves as participant-observer in 40:008 or 40:045.
  40:193g  Change prerequisites. Add 40:150.
SOCIAL SCIENCE

SOCIAL SCIENCE MAJOR — TEACHING (restatement of major)
— Revise introductory paragraph, last two lines, to read: "... by committee members from the departments of Economics, Geography, History, Political Science, Psychology, and Sociology and Anthropology."
— Revise first list of "Required" courses to read:
  Required: 40:008; 92:053; 94:014; 97:025*; 98:058 .............................. 15 hours
— Increase total hours of the major from 45 to ........................................ 48 hours

(All other statements and requirements remain the same. Addition of 40:008 to required courses with consequent increase of hours raises total hours.)

90:030 New course. Introduction to Urban Life — 3 hrs.
The American urban system and society; a transdisciplinary approach to how cities work, change and influence our society.

SOCIOLOGY, ANTHROPOLOGY, AND SOCIAL WORK

SOCIOLOGY MAJOR — TEACHING (restatement of major)
— Add following paragraph to major's advisory statements:
  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.

(All other statements and requirements remain the same.)

SOCIOLOGY MAJOR (restatement of major)
— Add following paragraph to major's advisory statements:
  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.

(All other statements and requirements remain the same.)

SOCIOLOGY MINOR — Teaching and Liberal Arts (restatement of minor)
— Add following paragraph to minor's advisory statement:
  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.

(All other statements and requirements remain the same.)

CRIMINOLOGY AND CORRECTIONS MINOR (restatement of minor)
— Add following paragraph to minor's advisory statement:
  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.

(All other statements and requirements remain the same.)
New course. Research Experience in Sociology — 1-3 hrs.
Research participation and/or independent supervised research. Prerequisite: 15 semester hours in sociology including 98:080 and 98:085, and consent of instructor. May be repeated for up to 6 hours of credit.

New course. 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 5 hours of credit.

New course. Experience in Applied Sociology — 3-6 hrs.
Work experience in applied sociology. Consultation with instructor required prior to registration. Prerequisites: 12 semester hours in sociology and consent of instructor. Must be taken on ungraded (credit/no credit) basis.

Change course title, description, and prerequisite. Change title from "Anthropology of South Asia" to Social Anthropology of India. Description: The social organization of India with particular reference to contemporary village life. Prerequisite: 99:011 or 68:125 or consent of instructor.

Change description and prerequisite. Description: add "offered only on ungraded (credit/no credit) basis. Prerequisite: 45:191 and consent of instructor; Corequisite: 45:192.

Change description. Add: "Offered only on ungraded (credit/no credit) basis."

COLLEGE OF EDUCATION
CURRICULUM AND INSTRUCTION

EARLY CHILDHOOD EDUCATION MAJOR (restatement of major)
— Change second sentence in statement under "Professional Semester" to read:
   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.

ELEMENTARY EDUCATION MAJOR — REMEDIAL READING emphasis (restatement of emphasis)
— Change initial advisory statement and change in required courses (delete 23:148; add 23:140) — to read:

   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

MIDDLE SCHOOL/JUNIOR HIGH SCHOOL EDUCATION MAJOR (restatement of major)
— Add following "Professional Semester" requirements:

   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.
<table>
<thead>
<tr>
<th>Page</th>
<th>Change</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>120</td>
<td>21:144g</td>
<td>Change course description, and add prerequisite. Description: delete second sentence of description. Prerequisite: 21:044 or equivalent beginning course in children's literature.</td>
</tr>
<tr>
<td>123</td>
<td>23:130g</td>
<td>Change title from &quot;Reading for Adolescents&quot; to Teaching Reading to Adolescents.</td>
</tr>
<tr>
<td>123</td>
<td>23:140g</td>
<td>Change title from &quot;Diagnostic Teaching of Reading&quot; to Diagnostic Teaching of Reading and Language Arts.</td>
</tr>
<tr>
<td>123</td>
<td>23:148g</td>
<td>Change course number and description. Change number to 23:238. Description: 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.</td>
</tr>
<tr>
<td>123</td>
<td>23:238</td>
<td>Change course number and description. Change number from 23:148g to 23:238. (See former number for other action.)</td>
</tr>
<tr>
<td>123</td>
<td>23:240</td>
<td>Change course title, from &quot;Reading Disability&quot; to Language, Learning, and Reading Disability.</td>
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<tr>
<td>125</td>
<td></td>
<td>SAFETY EDUCATION MAJOR (restatement of major)</td>
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<td>— Change advisory statement regarding &quot;Approval to teach driver education ...&quot; To read:</td>
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<td>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.</td>
</tr>
<tr>
<td>126</td>
<td>20:100g</td>
<td>Change course description and add prerequisite. Description: 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.</td>
</tr>
<tr>
<td>126</td>
<td>20:116g</td>
<td>Change description and add prerequisite. Description: 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.</td>
</tr>
<tr>
<td>127</td>
<td>20:187g</td>
<td>Change course title and description. Title from &quot;Educating Disadvantaged Children and Youth&quot; to Multicultural Studies: Equality In Education. Description: 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.</td>
</tr>
<tr>
<td>129</td>
<td>35:110g</td>
<td>Change title and description. Title from &quot;Introduction to Librarianship&quot; to Libraries and Information Services. Description: Historical development of libraries and graphic records; functions, organization patterns and services of different types of libraries.</td>
</tr>
<tr>
<td>129</td>
<td>35:210</td>
<td>New course. 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.</td>
</tr>
</tbody>
</table>
PHYSICAL EDUCATION [to be retitled the School of Health, Physical Education, and Recreation]

RECREATION MAJOR (restatement of three emphases: Administration, Urban, and Program Supervision)

Administration—
(All other requirements and hours remain the same.)

Urban Recreation—
— From “electives” delete 68:130; 68:131. And add to electives 94:142.
(All other requirements and statements, including hours, remain the same.)

Program Supervision— (restatement of entire emphasis) to read:
In consultation with the adviser, the student must select one of the following six (6) areas of concentration: Aquatics, Art, Dance, Music, Sports, or Theatre, for a total program of 15 hours.

Aquatics
Required: 42:124; 42:125 4 hours
Required competency: current WSI certification
15 hours

Art
Electives: selected from courses leading to art minor 15 hours

Dance
Required: 42:124; 42:125 4 hours
Electives: courses selected in consultation with dance specialist 11 hours
15 hours

Music
Electives: selected from courses leading to music minor 15 hours

Sports
Required: 42:124; 42:125 4 hours
Required activity; 42:001; 42:011; 42:012; 42:013; 42:014; 42:015; 42:016 4-6 hours
15 hours

Theatre

HEALTH EDUCATION MAJOR — TEACHING (restatement of major)
— To elective “Groups” of courses add the following:

Group I: add 41:020
Group II: add 41:138; 41:164
Group III: add 41:162

(All other statements and requirements remain the same.)

COMMUNITY HEALTH EDUCATION MAJOR (restatement of major)
— To elective “Groups” of courses add the following:

Group I: add 41:138; 41:164
Group II: add 41:020; 41:162

(All other statements and requirements remain the same.)
HEALTH EDUCATION MINOR — Teaching (restatement of minor)
— Revise list of Electives by adding: 41:138; 41:164

(All other statements and requirements remain the same.)

COMMUNITY HEALTH EDUCATION MINOR (restatement of minor)
— Revise list of Electives by adding: 41:020; 41:162; 41:164

(All other statements and requirements remain the same.)

DANCE MINOR — Teaching and Liberal Arts (restatement of minor)
— Revise list of “required” courses as follows:
  Change 42:001 to 42:013 (Folk and Square Dance)
  42:001 to 42:013 (Rhythm, Jazz, and Creative Movement)
  Drop 42:040 from required and add to elective Group I
  Drop 42:198 from required and add to elective Group I

  Change “required” hours from 12-13 hours to 10 hours.

  — Change listing of “electives” to read:
    Electives selected from at least two of the following groups for a total of 6 hours

    Group I
    42:040 Participation with Students (dance) — 1 hr.
    42:168 Assisting in Physical Education (dance area) — 1 hr.
    42:198 Independent Study (project relevant to dance) — 1-2 hrs.
    42:001 Ballroom Dance — 1 hr.
    42:035 Dance for the Actor — 2 hrs.

    Group II
    50:034 Human Communication — 3 hrs.
    62:070 Creative Writing — 3 hrs.
    50:102 Non-Verbal Communication — 3 hrs.

    Group III
    52:102 Foundations of Music — 3 hrs.
    54:xxx Applied Music — 1 hr.

    Group IV
    60:001 Visual World — 3 hrs.
    60:095 Philosophy and Materials of Art Education — 4 hrs.
    60:141 Art History — 3 hrs.

  Total hours for minor program changed from 22-24 hours to 22 hours

  [Spl. I, p. 24]
  42:117 Change description (Officiating), to read: (3) Football.
  [delete “flag”]

  [Spl. I, p. 25]
  Introduction to and preparation for the events surrounding motherhood; emphasis on conception, pregnancy, prenatal health care, childbirth, and development of early infant handling skills.

  133-139 41:138g New course. 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.

  133-139 41:162 New course. Women’s Health — 2 hrs.
  A study of contemporary women’s health issues. 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.
New course. 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.

New course. 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.

SCHOOL ADMINISTRATION AND PERSONNEL SERVICES

Change credit from 2 to 3 hrs. (School Laws)

Change credit from 2 to 3 hrs. (School Business Management)

New course. Collective Negotiations in the Public Sector — 3 hrs.
Current issues in public sector bargaining with emphasis on the Iowa law. Includes a simulated contract negotiation problem.

SPECIAL EDUCATION

New course. Vocational Assessment of the Handicapped — 2 hrs.
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.

COLLEGE OF HUMANITIES AND FINE ARTS

ART

Change course description, to read: 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.

Correct course number (General Crafts) shown from 60:005 to 60:055.

Change description, to read: 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.

Change in description as follows: Section 5, change section title from “Ancient Orient” to Ancient Greece. Section 6, change section title from “Ancient Classical” to Ancient Rome.

ENGLISH LANGUAGE AND LITERATURE

ENGLISH MAJOR — TEACHING (restatement of major)
— Revise to read:

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

45 hours
**ENGLISH MAJOR** (restatement of major)

- Revise to read:
  - 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

- 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

**TEACHING ENGLISH AS A FOREIGN LANGUAGE MAJOR (TEFL)** (restatement of major)

- Revise requirements and statements to read:
  - 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

**NOTE:** Foreign students must have achieved a TOEFL score of 600 or the equivalent in order to demonstrate their proficiency in English. A foreign 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 MINOR — TEACHING** (restatement of minor)

- Revise to read:
  - Required: 62:193 or 23:130 .................................................. 3 hours

  This minor requires a minimum cumulative grade point average of 2.25 in English courses.

**ENGLISH MINOR** (restatement of minor)

- Revise to read:
  - Required: 63:125 or 63:130 .................................................. 3 hours

**JOURNALISM MINOR — Teaching and Liberal Arts** (restatement of minor)

- Revise electives to read:

(All other statements and requirements remain the same.)

**62:002** Drop course. (Writing: Language — 3 hrs.)

**62:003** Change title, description, and prerequisite. Title from "Writing: Exposition" to **Intermediate Writing: Exposition**. Description, add: Does not count for credit on either English majors or minors. Prerequisite: pass on Writing Competency Examination.

**62:004** Drop course. (Writing: Argument and Persuasion — 3 hrs.)

**62:031** Change last sentence of description, to read: May not be taken for major or minor credit.

**62:034** Change title and description; and add prerequisite. Change title from "Analysis of Literary Forms" to **Critical Writing About Literature**. Description: Practice in analysis of poetry, drama, and fiction. Prerequisite: pass on Writing Competency Examination.

**62:041** New course. **Non-Western Literature** — 3 hrs. Short stories, essays, novels, plays, and poems from modern India, China, Japan, Africa, and Latin America.
Add prerequisite, to read: Prerequisite or corequisite: 62:034.

Add prerequisite/corequisite, to read: Prerequisite or corequisite: 62:034.

Add prerequisite/corequisite, to read: Prerequisite or corequisite: 62:034.

Change description (last sentence of) to read: Does not count for credit on either English majors or minors.

Change title and description; add prerequisite/corequisite. Title from "World Literature I" to Tradition of European Literature to 1650. Description: Masterpieces of Western literature from the beginnings to 1650. Prerequisite or corequisite: 62:034.

Change title and description; add prerequisite/corequisite. Title from "World Literature II" to Tradition of European Literature since 1650. Description: Masterpieces of Western literature from 1650 to present. Prerequisite or corequisite: 62:034.

Change title and prerequisite; add description. Title from "Advanced Writing" to Specialized Writing: _______. Description: 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: 62:003 or 62:034.

Change title and add prerequisite. Title from "Western Drama: Aeschylus to Ibsen" to European Drama: Ancient Greeks to 1900. Prerequisite: 62:034.

Change title and description; add prerequisite. Title from "British Drama to 1642" to British Drama to 1900. Description: Emphasis on contemporaries of Shakespeare such as Marlowe, Jonson, and Webster; also includes selected medieval, Restoration, 18th and 19th-century dramas. Prerequisite: 62:034.

Drop course. (British Drama: 1660 to 1900 — 3 hrs.)


Change title and description; add prerequisite. Title from "British Romantic Poets" to British Romantic Writers. Description: Early 19th-century writers such as Wordsworth, Keats, Hazlitt, and Scott. Prerequisite: 62:034.


Change description and add prerequisite. Description: Literary selections 1870 to World War I; emphasis on fiction. Prerequisite: 62:034.


Change title; delete description; add prerequisite. Title from "Contemporary Southern Literature" to Literature of the American South. Prerequisite: 62:034.

Change title; delete description; add prerequisite. Title from "The American Short Story" to The Short Story. Prerequisite: 62:034.


Drop course. (Continental Short Story — 3 hrs.)

Drop course. (Faulkner — 3 hrs.)

Add description and prerequisite. Description: The poetry of Chaucer; may include other medieval writers. Prerequisite: 62:034.


Change course number and description. Change number to 62:057. (Afro-American Literature) Description, add: Does not count for credit on either English majors or minors.

Change title; add prerequisite. Title from "Continental Novel" to European Novel. Prerequisite: 62:034.


New course. Modern Afro-American Literature — 3 hrs. Selected works by prominent Afro-American writers since 1940. Prerequisites: 62:034; junior standing or consent of instructor.


Change title; add prerequisite. Title from "Literature for Adolescents" to Literature for Young Adults. Prerequisite: 62:034.

Change prerequisite to: 62:070 or consent of instructor.

Change title; add prerequisite. Title from "European Novel" to "American Novel." Prerequisite: 62:034.


Drop course. (The Craft of Poetry — 3 hrs.)

Drop course. (The Craft of Fiction — 3 hrs.)

Drop course. (Old English — 3 hrs.)

Change title and description; add prerequisite. Title from "Senior Seminar in Literature" to Seminar in Literature. Description, to: Topic to be announced in Schedule of Classes. Prerequisite: 62:034.

Drop course. (Independent Reading in English — 1-4 hrs.)

Drop course. (Teaching of Creative Writing — 3 hrs.)

Change title, from "Advanced Literary Criticism" to Topics in Literary Criticism.

Change title and description. Title from "Contemporary Fiction" to Contemporary Literature. Description: Literature from 1945 to the present; may include poetry, drama, and/or fiction.

Drop course. (Contemporary Poetry — 3 hrs.)

Drop course. (Contemporary Drama — 3 hrs.)

Add description: 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.

New course. 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.

Add description: Topic to be announced in Schedule of Classes; may be repeated for credit.

SCHOOL JOURNALISM — change this subhead to JOURNALISM.
ENGLISH/MODERN LANGUAGE PROGRAMS

154

TEFL/FOREIGN LANGUAGE MAJOR — TEACHING (restatement and retitling of major)

— Change title to: TEFL/MODERN LANGUAGE MAJOR — TEACHING

(introductory advisory statement stands)

— To read:

Required core: 62:003; 62:034; 63:130; 63:154; 63:156; 63:192; 63:194; 70:105 or 70:110 or 70:120 or 70:180; and 5-6 hours of linguistics courses 

30 hours

Required: 30 hours from one of the language emphases below 

30 hours


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; 70:180; 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.

155

ENGLISH AND FOREIGN LANGUAGE COMBINED MAJOR (restatement & retitling of major)

— Change title to: ENGLISH LINGUISTICS AND MODERN LANGUAGE COMBINED MAJOR

(introductory advisory statement stands)

— To read:

Required core: 62:033; 62:034; 63:145; 63:154; 63:156; 63:130 or 63:125; 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

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. (statement of major continued on page 23)

Spanish: 27 hours beyond 78:002, including 78:071, and at least one course in civilization, literature, and translation/linguistics.

MODERN LANGUAGES

156

Introductory advisory statement — to last paragraph of statement preceding department majors, add: The total program hours will depend on the student’s background and will vary from 23 to 43 hours.

GERMAN MAJOR — TEACHING (restatement of major)

— Revise to read:

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 (restatement of major)

— Revise to read:

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
SPANISH MAJOR — TEACHING (restatement of major)

— Revise to read:

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; 78:116; 78:130; 78:132; 78:134; 78:139; 78:142; 78:144

SPANISH MAJOR (restatement of major)

— Revise statement of "required" courses to read:

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 . . .

(All other statements and requirements remain the same.)

FOREIGN LANGUAGE SUBJECT FIELD — Middle School/Junior High School Education and Major (restatement and retitling of major)

— Change title of major to: MODERN LANGUAGE SUBJECT FIELD — Middle . . .

— Revise subject field of French to read:

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.

72:091 Change credit and description. (Bilingual Pre-Practicum) Change credit from 3 to 1-6 hrs. To description, add: May be repeated, but not to exceed 6 hours.

Participation in lower-level class activities to acquire first-hand knowledge of methodology involved. Participants meet on regular basis with instructor to discuss, in French, their experiences; reinforces and expands conversational command of the language. May be repeated, but not to exceed 3 hours. Prerequisites: 72:091 and consent of instructor.

74:091 Change credit and description. Change credit from 3 to 1-6 hrs. To description, add: May be repeated, but not to exceed 6 hours.

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.

78:091 Change credit and description. (Bilingual Pre-Practicum) Change credit from 3 to 1-6 hrs. To description, add: May be repeated, but not to exceed 6 hours.

78:151g Change description. Delete: "... especially those related to Soria as an example of Old Castile . . . ."

78:152g Change credit and description. Change credit from 3 to 3-5 hrs. To description, add: May be repeated but not to exceed 5 hours.

78:191g Change credit and description. Change credit from 3 to 1-3 hrs. To description, add: May be repeated, but not to exceed 3 hrs.
PERFORMANCE MAJOR (Bach. of Music) (restatement of major)
— Change "Recommended" statement to read:

Performance majors are encouraged to complete at least 10 hours in foreign languages.

THEORY-COMPOSITION MAJOR (B. of Music) (restatement of major)
— Add to "Additional Requirement(s)"

Recommended: Theory-Composition majors are encouraged to complete at least 10 hours in foreign languages.

52:020 Change credit (Exploring Music). Change from 2 to 3 hrs.

52:102g Change title, credit, and description. Title from "Foundations of Music" to Music in Childhood Education. Credit from 3 to 2 hrs. Description: 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.

54:038 Change title, from "Baritone" to Euphonium.

54:052 Add listing of "applied" instrument: Guitar.

56:121g Change title and description. Add "I" to title; to read: Advanced Instrumental Conducting I. To description, add: May be repeated for credit.

56:122g Change title and description. Add "I" to title; to read: Advanced Choral Conducting I. To description, add: May be repeated for credit.

56:155 New course. 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 New course. 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 New course. 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.

57:143 New course. 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 New course. 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.

57:145g Change title and description; add prerequisite. Title from "Advanced Music Methods" to Development and Trends in Music Education. Description: Evolving issues important to the music educator. May be repeated for credit. Prerequisite: 57:050 or consent of instructor.

57:155g Change description. Change last sentence to read: Emphasis on band, orchestra, marching band, and jazz ensemble rehearsal techniques and materials.

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.
PHILOSOPHY AND RELIGION

172 RELIGION MAJOR — TEACHING (Drop major)

[ Spl. l, p. 32]

PHILOSOPHY AND RELIGION MAJOR (restatement of major)

— Revise (*) Electives advisory statement to read:

*At least 6 hours shall be in philosophy and at least 6 hours shall be in religion. The remaining 15 hours may be in either philosophy or religion courses.

(All other statements and requirements remain the same.)

173 RELIGION MAJOR (restatement of major)

[ Spl. l, p. 33]

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

173 PHILOSOPHY MINOR (restatement of minor)

— To read:

Required: 65:021; 2 courses in history of philosophy series; and 12 hours of electives in philosophy ....................... 21 hours

174 RELIGION MINOR (restatement of minor)

— To read:

Required: 64:020; 64:124; and 15 hours of electives in religion, which may include

65:113 ........................................... 21 hours

64:105g New course. 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.

65:119g Delete "g" (Philosophy of Science)

65:142g Delete "g" (Ethics)

65:143g Delete "g" (Aesthetics)

65:145g Delete "g" (Logic)

65:170g Delete "g" (The Present Predicament of Mankind)

64:121g New course. 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.

64:124g Delete "g" (Religions of the World)

64:132g Change title from "Religions of China and Japan" to Confucianism, Taoism, and Zen.

64:135g New course. 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.

64:150g Change title and description. Title from "Contemporary Religious Thought" to Faith and Reason. Description: 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.

64:152g Drop course. (Religion and Public Education — 2 hrs.)
New course. 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.

Drop course. (The Teaching of Religion — 3 hrs.)

SPEECH

SPEECH MAJOR — TEACHING: Interpretation Emphasis (restatement of emphasis)
— Revise to read:

Required: 50:055; 50:112; 50:113; 50:114 ........................................ 11 hours
Required: 50:198 or 50:132 ..................................................... 1 hour
Required: 50:122 or 50:123 or 50:124 ........................................ 3 hours

15 hours

[Spl. I, p. 34]

SPEECH/RADIO-TV MAJOR (restatement of major)
— Revise to read:

50:120; 50:161 ................................................................. 26-27 hours
24:156 ................................................................. 18-19 hours

45 hours

SPEECH/THEATRE MAJOR (restatement and revision of major)
— Revise to read:

50:050; 50:025; 50:027 ................................. 35 hours
One of the following options, for total of .................................... 21 hours

56 hours

General option: 21 hours from theatre courses.


50:015; 50:115g New course. 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.

50:018 Change prerequisites, to read: Prerequisites: 50:080; 50:031 and 50:032 or 50:055.

50:021 New course. Play Analysis for Production I — 3 hrs.
Analysis of dramatic forms and styles in preparation for production.

50:022 New course. 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 New course. Movement for the Actor — 3 hrs.
A beginning exploration of movement for the stage. Discussion, 3 periods; lab., 3 periods.

50:025 Change course number from 50:154 to 50:025 (Directing I).

50:027 Change course number from 50:156 to 50:027 (Makeup)

50:045 Change course number from 50:150g to 50:045 (Stage Costume I)

50:050 Change course number and title. Number from 50:153 to 50:050. Title from "Acting I" to Acting I — Fundamentals.
50:051 Change title and description. Title from "Graphic Techniques for Theatre" to Theatre Graphics I. Description: Fundamentals of graphics for theatre technology. Laboratory: 4 hours; lab. fee.

50:052 Change course number from 50:141g to 50:052 (History of the Theatre I).

50:053 Change title and description. Title from "Theatre Practice" to Technical Theatre I. Description: 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.

50:061 Add to prerequisites. Add: and at least "junior standing."

50:080 Change course number and title; drop "g". Change number from 50:155g to 50:080. Title from "Acting II" to Acting II — Intermediate. (Prerequisite number changes to 50:050.)

50:082 Change course number from 50:142g to 50:082. (History of the Theatre II)

50:107g New course. Costume History — 3 hrs. Survey of fashion history concentrating on Europe and the United States. Discussion, 3 periods. Prerequisites: 50:045; "junior standing" or consent of instructor.

50:114g Change title and description. Title from "Advanced Interpretation of Readers Theatre" to Readers Theatre. To description, add: Includes work in chamber theatre.

50:120 Add to prerequisite: and at least "junior standing." (Broadcast Mgmt.)

50:122g New course. 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.

50:123g New course. 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.

50:124g New course. Interpretation of Literature through Electronic Media — 3 hrs. The 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.

50:125g New course. Readings in Interpretation — 1-3 hrs. Extensive individual study of special topic in interpretation theory, history, or research. Prerequisites: consent of instructor; junior standing.

50:126g New course. 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.

50:132g New course. Readers Theatre Production — 1 hr. Advanced problems in preparing scripts and directing readers theatre for public performance. Usually involves directing a readers theatre production. Prerequisite: 50:114 and consent of instructor.

50:141g Drop "g" and change course number to 50:052 (History of the Theatre I).

50:142g Drop "g" and change course number to 50:082 (History of the Theatre II).

50:148g Change description; add prerequisites. (Theatre Aesthetics). Description: Theories of the theatre arts. Prerequisites: 50:021; senior standing.

50:149g New course. 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.

50:150g Drop "g" and change course number to 50:045 (Stage Costume I).
50:151g Change description and prerequisites. (Theatre Design I) Description: 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.

50:152g Change prerequisite; add: 50:021 (Directing II).

50:153 Change course number and title. Number to 50:050. Title from "Acting I" to Acting I —
Fundamentals.

50:154 Change course number to 50:025 (Directing I).

50:155g Change course number and title; drop "g". Change number to 50:080. Title from "Acting II" to
Acting II — Intermediate.
[Prerequisite number changes to 50:050.]

50:156g Drop "g" and change title, description, and prerequisite. Title from "Lighting Design" to Theatre
Lighting Technology. Description: Lighting instrumentation, control devices, distribution sys-
tems, lenstrains, and mechanics. Discussion, 2 periods; lab., 2 periods. Prerequisites: 50:021; 50:051; 50:053.

50:157g Change description and prerequisites. Description: Pattern drafting techniques for theatrical
costumes, and special construction problems. Discussion: 3 periods. Prerequisites: 50:045 or
consent of instructor.

50:158 Change course number to 50:027. (Makeup)

50:160g Add prerequisite: 50:022. (Playwriting)

50:167g Change description and prerequisite. Description: 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.

50:180g Change description (Scene Painting). Add: lab. fee.

50:181g Change title and prerequisite. Title from "Acting Styles" to Acting IV — Styles. Prerequisite:
50:149.

50:190g New course. Theatre Graphics II — 3 hrs.
Introduction to design techniques and media including chiaroscuro, perspective, color, and
figure drawing. Lab., 4 hours. Prerequisite: 50:051.

50:191g New course. Technical Theatre II — 3 hrs.
Advanced studies in theatre technology: problem solving — complex structures, hidden con-
structions, scene shifting and rigging. Discussion, 3 periods. Prerequisites: 50:051; 50:053;
50:151; or consent of instructor.

50:195g New course. 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.

50:289 Add and change descriptions (Seminar in Interpretation).
Section 1., description to read: Interpretation of literary styles; critical and historical perspec-
tives.
Section 2., description to read: Interpretation theories and research with applications to teach-
ing.
Add Section 3, with description to read: Advanced study of interpretation performance, direct-
ing, and/or coaching.
Change credit statement to read: May be repeated for a maximum of 9 hours; no section may be
repeated.
SPEECH PATHOLOGY AND AUDIOLOGY

181 SPEECH PATHOLOGY MAJOR — TEACHING (restatement of major)

— Correct total hours of first list of “required” courses to read .................................................. 38 hours
— Change total hours of major to read .............................................................................................. 44 hours

(All other statements and requirements remain the same.)

51:010 Add corequisite: 51:150 (Section I).

51:106g Change description, to read: 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.

51:125g Change description, to read: Normal and disordered phonological/articulatory systems; exploration of assessment and intervention principles and practices.

51:127g Change description, to read: Assessment and intervention principles and techniques for preschool and school-aged language-disordered children. Examination of medical, psychological and linguistic orientations.

51:130g Change description, to read: Etiology, nature, habilitation and associated problems resulting from facial clefts and other structural facial deviations. Evaluative and therapeutic principles and practices. Includes laboratory.

51:150 Change prerequisite for Section I, to read: Corequisite: 51:010; prerequisite: consent of instructor.

51:155 Change description, to read: Clinical experience in diagnosis and remediation of the speech problems associated with disorders of language, articulation, and voice, as well as experience in the testing of hearing. [remainder of statement stands]

51:165g Change description, to read: Basic hearing science, types of hearing loss, and audiometric measurement.

51:196g Add description, to read: Introduction to methodology, various designs, and report preparation for research. Requires participation in research project.

51:230 Change description and prerequisite. Description: 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.

51:271 Change in description. Hyphenate “pure-tone.” [remainder stands]

51:275 Change title and description: Title from “Aural Rehabilitation” to Aural Habilitation/Rehabilitation. Description: Amplification systems, auditory training, visual communication, and manual and total communication systems for the hard-of-hearing or deaf.

51:290 Change title and description: add prerequisite. Title from “Differential Diagnostics” to Advanced Diagnostics. Description: 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.
COLLEGE OF NATURAL SCIENCES

BIOLOGY

186  84:033  Change description, to read: The basic concepts and practical applications of microbiology in medicine, immunology, sanitation and food preparation in daily life. Designed for students majoring in areas other than science. Sections may be offered exclusively for nurses in training. Discussion, 2 periods; lab., 2 periods.

187  84:193  Add "g" (Current Curricula in Biology).

CHEMISTRY — No proposals submitted.

EARTH SCIENCE

193  EARTH SCIENCE MAJOR — TEACHING (restatement of major)

— Revise to read:

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

(Delete all other statements and requirements.)

EARTH SCIENCE MINOR — Teaching and Liberal Arts (restatement of and division of minor into two separate minors)

— New minors to read:

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
### EARTH SCIENCE MAJOR (new major)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>86:044</td>
<td>General Chemistry I</td>
<td>4 hrs</td>
</tr>
<tr>
<td>86:046</td>
<td>General Chemistry II</td>
<td>4 hrs</td>
</tr>
<tr>
<td>86:048</td>
<td>General Chemistry III</td>
<td>4 hrs</td>
</tr>
<tr>
<td>88:054</td>
<td>General Physics I</td>
<td>4 hrs</td>
</tr>
<tr>
<td>88:056</td>
<td>General Physics II</td>
<td>4 hrs</td>
</tr>
<tr>
<td>88:130g</td>
<td>Physics I</td>
<td>4 hrs</td>
</tr>
<tr>
<td>88:131g</td>
<td>Physics II</td>
<td>4 hrs</td>
</tr>
</tbody>
</table>

**Required from the following for:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>86:040</td>
<td>Basic Collegiate Mathematics</td>
<td>4 hrs</td>
</tr>
<tr>
<td>80:046</td>
<td>Elementary Analysis</td>
<td>4 hrs</td>
</tr>
<tr>
<td>80:048</td>
<td>Condensed Calculus</td>
<td>5 hrs</td>
</tr>
<tr>
<td>80:060</td>
<td>Calculus I</td>
<td>4 hrs</td>
</tr>
<tr>
<td>80:070</td>
<td>Introduction to Programming</td>
<td>1-2 hrs</td>
</tr>
<tr>
<td>80:172g</td>
<td>Statistical Methods</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

**Required for total of:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>87:010</td>
<td>Astronomy</td>
<td>3 hrs</td>
</tr>
<tr>
<td>87:011</td>
<td>Astronomy Laboratory</td>
<td>1 hr</td>
</tr>
<tr>
<td>87:021</td>
<td>Elements of Weather</td>
<td>3 hrs</td>
</tr>
<tr>
<td>87:031</td>
<td>Physical Geology</td>
<td>3 hrs</td>
</tr>
<tr>
<td>87:035</td>
<td>Earth History</td>
<td>4 hrs</td>
</tr>
</tbody>
</table>

**Required: 100-level courses in earth science:**

6 hours

**Required from one of three categories (a, b, or c):**

- 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

**Total program**

44 hours

---

*aElectives from outside earth science must be approved by the head of the Department of Earth Science.

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**87:033** Change description (Geology Spring Field Trip). Delete: May not be applied to a major in the department.

**87:036** New course. 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.

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**194**

**87:109g** Change credit, description, and prerequisite. Credit from 3-4 hrs. to 3 hrs. Description: 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.

**87:125g** Change title and description; correct prerequisites. Title from "Invertebrate Paleontology" to Principles of Paleontology. Description: 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. Prerequisites: 87:035 or 84:024. Discussion, 2 periods; lab., 4 periods.

**87:132g** Correct prerequisites to read: 86:044; 87:031 or consent of instructor.

**87:136g** Change title and description. Title from "Principles of Stratigraphy" to Stratigraphy and Sedimentation. Description: Investigation of layered rocks, sedimentary processes, sedimentation, environments of deposition, correlation procedures, and classification and description of common sedimentary rocks. Field trips.

**87:191** New course. Undergraduate Practicum — 1-2 hrs. Practical experience in teaching; participation in laboratory and instructional assistance under direct supervision of staff member. Prerequisite: junior or senior standing; consent of instructor and department head. May be repeated for credit to maximum of 4 hours.
**INDUSTRIAL TECHNOLOGY**

195 **INDUSTRY MAJOR** (restatement of major)

- Change second paragraph of advisory statement to read:
  
  "• **Students should complete electives (12 hours) in one of the following concentrations:** Power, Construction, Electronics, Mechanical Design, Mechanical Production, or Graphic Arts."

196 **TECHNICAL INSTITUTE EDUCATION MAJOR** (Bach. of Tech.) (restatement of major)

- Drop following two areas of "concentration":
  
  Construction Technology
  Architectural Design

197 **TRADE AND INDUSTRIAL EDUCATION MAJOR** (B. Tech) (restatement of major)

- Revision of "concentration": Building Construction

- Change title to **Construction Technology**; revise program to read:

  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

- Drop Architectural Drafting concentration.

196 **CONSTRUCTION TECHNOLOGY** (new major — Bachelor of Technology degree)

(Required General Education) .............................. 40 hours

**Required mathematics** ........................................ 8 hours

  80:040 Basic Collegiate Mathematics — 4 hrs.
  80:046 Elementary Analysis — 4 hrs.

**Required physical sciences** ............................... 12 hours

  86:030 Contemporary Chemical Problems — 4 hrs.
  88:054 General Physics I — 4 hrs.
  88:056 General Physics II — 4 hrs.

**Technical requirements** ..................................... 39 hours

  33:005 Production Systems — 2 hrs.
  33:011 Material Processing Technology — 6 hrs.
  33:018 Construction Technology — 2 hrs.
  33:115 Residential Planning and Drawing — 4 hrs.
  33:116 Plans and Specifications — 3 hrs.
  33:136 Construction Surveying — 2 hrs.
  33:167 Commercial Building Construction — 3 hrs.
  33:170 Statics and Strengths of Materials — 4 hrs.
  33:179 Cooperative Education — 3 hrs.

**Management requirements** ................................. 16 hours

  33:167 Applied Supervision and Management — 3 hrs.
  33:196 Industrial Safety — 2 hrs.

  plus five (5) hours of electives in management selected from:

  40:158 Industrial Psychology II: Organizational Psychology — 3 hrs.

**Total program** ............................................. 75 hours

(General university electives) ................................... 15 hours

**Total degree requirements** ............................... 130 hours
INDUSTRIAL TECHNOLOGY MAJOR (restatement of major)
— Drop following two areas of concentration:

Construction Technology
Architectural Design

33:018 Change description, to read: Management, personnel, and production practices of the construction industry. Lab includes topographic mapping, surveying, concrete, masonry, and wood frame building construction.

33:115g Change title, credit, and description. Title from "Architectural Drafting I" to Residential Planning and Drawing. Credit from 3 to 4 hrs. Description: Design and development of working drawings for a residential structure. Prerequisite: 33:166 and junior standing, or consent of instructor.

33:116g Change title, credit, and description. Title from "Architectural Drafting II" to Architectural Plans and Specifications. Credit from 4 to 3 hrs. Description: 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.

33:127g New course. 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.

33:126g Change title, description, and prerequisite. Title from “Building Trades Mechanical” to Electrical and Mechanical Systems in Construction. Description: 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 33:001; or consent of instructor.

33:136g New course. 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: 33:005, 33:011, 33:018; or consent of instructor.

Materials of construction; their properties, manufacture, characteristics and application. Prerequisites: 33:005, 33:011, 33:018; or consent of instructor.

33:166g Change title, credit, description, and prerequisites. Title from “Building Construction I” to Residential Construction. Credit from 3 to 4 hrs. Description: 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.

33:167g Change title, credit, description, and prerequisites. Title from “Building Construction II” to Commercial Construction. Credit from 4 to 3 hrs. Description: 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.

33:173g Change title, description, and prerequisites. Title from “Building Construction III” to Construction Management and Estimating. Description: 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 structures. Prerequisites: 33:116 and junior standing, or consent of instructor.

33:178g Drop course. (Industrial Plastics II — 2 hrs.)
To the Introductory statement which precedes all of the department's programs add the following paragraph:

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.

(The remainder of the statement stands as written.)

— Revise last sentence of advisory statement to read:

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.

(All other statements and requirements remain the same.)

— Revise "Electives" statement (last part) to read:

... and (at most) one of the following: 80:070, 80:072, 80:080, and 80:172; to make a minimum total of ............................................... 20 hours

(All other statements and requirements remain the same.)

— Revise second list of "required" courses: delete 80:172; and add 80:072. To read:

Required: 80:070 or 80:080; 80:153 or 80:072; 80:113 or 80:144 8 hours

(All other statements and requirements remain the same.)

New course. Introduction to Statistical Methods — 3 hrs.
Descriptive statistics including correlation and curve fitting. Intuitive treatment of probability and inferential statistics including estimation and hypothesis testing. Students with credit in 80:172 should not enroll in 80:072.

Change description to: Language, content and pedagogy of elementary school geometry (K-8). Students with credit in 80:112 or 80:165 should not enroll without permission of the head of the department.

Change title, from "Metric Measurement for Elementary School Teachers" to Metric System and Management.

Change title and description. Title from "Fundamentals of Statistical Methods" to Statistical Methods. Description: 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.

Change course number and prerequisite. Change number to 80:292. Prerequisite: 80:134 or 80:190.

Change course number and prerequisite. Change number to 80:295. Prerequisite: 80:134 or 80:190.
Change course number from 80:1859 to 80:292. (See former number for other change.)

Change course number from 80:1959 to 80:295. (See old number for other change.)

PHYSICS

New course. 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-week course. Discussion, 1 period; lab., 2 periods.

Change prerequisite to: 80:040 or consent of instructor.

Change prerequisites to: 88:056 or 88:131; 80:048 or 80:061; or consent of instructor.

Change description to: Basic d.c. and a.c. circuits, electrical measurements, power supplies, transistor circuits, operational amplifier circuits. Discussion, 2 periods; lab., 4 periods.

Change description to: 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.

Change credit, description, and prerequisite. Change credit from 1-2 hrs. to 2 hrs. Description: 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.

SCIENCE — No proposals submitted.
THE GRADUATE PROGRAM

Master of Arts in Education Degree —

235 MAJOR IN DEVELOPMENTAL READING AND LANGUAGE ARTS — ELEMENTARY (restatement of major)
— Delete first sentence of introductory paragraph. All other statements and requirements remain the same.

Master of Arts Degree —

243 MAJOR IN ENGLISH (restatement and revision of major)
— Revise to read:

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 Schools 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 Test 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 speciality).
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: 62:165; 62:193; 23:130
- Required: 63:190; one of the following: 63:192, 63:143, 63:156
- Required: 6 hours in 200-level literature courses
- Electives: 6 hours*

*Students who have not had 28:138 (Secondary School Teaching) in English are required to take 62:297 (Practicum) — 1 hour.

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 (speciality 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 Examination.

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 deficiency 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:

(Continued on page 31)
(continuation of Option II, Emphasis C)

Required: 20:189 (to be repeated once for total of 2 hours credit) or 20:214
Required: 23:130; 62:193; 62:201
Required: 63:192; 63:190 or 63:194
Required: 6 hours of 200-level literature courses
Required: one 3-hour course in journalism, television, radio, or film
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 (speciality in teaching English in community colleges).

MAJOR IN ENGLISH LINGUISTICS (restatement of major)
— Revise to read:

This major is offered on both the thesis and non-thesis options for a minimum total of 30 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 course work. 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, 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 languages, 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 GEOGRAPHY (restatement of major)

— Revise introductory paragraph of major statement to read:

All students planning to enroll in the 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 courses 97:060. These examinations are required in order to assist in recommending specific courses which the student should take.

(All other statements and requirements remain the same.)

MAJOR IN HOME ECONOMICS (restatement of major)

— Revise to read:

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, counselling, social work and/or sociology.

I. Emphasis in Home Economics Education

Required: 31:260; 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 on the content of the course.

MAJOR IN LIBRARY SCIENCE (restatement of major)

— Change list of required courses to read:


(All other statements and requirements remain the same.)

MAJOR IN MATHEMATICS FOR ELEMENTARY AND MIDDLE SCHOOLS (K-9) (restatement of major)

[Sp. I, p. 45]

— Under “Required mathematics education courses” —


(All other statements and requirements remain the same.)

MAJOR IN SOCIOLOGY (restatement of major)

— Revise statement on “Electives” to read:

Electives: at least 12 hours in sociology with three (3) of these elective hours at the 200 level.

(All other statements and requirements remain the same.)
MAJOR IN SPEECH (restatement of major)

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 50:283.

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 TEACHING ENGLISH IN THE COMMUNITY COLLEGE (Drop major)

MAJOR IN TEACHING OF ENGLISH AS A FOREIGN LANGUAGE (restatement of major)

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 course work. 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 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 TEFL AND FOREIGN LANGUAGES (restatement of and rettting of major)

— Change title to: MAJOR IN TEFL AND MODERN LANGUAGES

(introductory advisory statement stands)

— Revise major to read:

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 required stated below. There is no separate modern language requirement.

Required: 63:192; 63:194; 63:285 or 63:256; 63:292; 63:297; at least one semester of 63:280; for a total of 16 hours.

Required: one of the following language emphases 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: Foreign students must have achieved a TOEFL score of 600 or the equivalent in order to demonstrate their proficiency in English. A foreign 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.

Master of Business Administration Degree —

MAJOR IN BUSINESS ADMINISTRATION (restatement of major)

— In list of "required" courses, delete 92:210, and add 92:139.

(All other requirements and statements remain the same.)

Specialist in Education Degree —

AREA OF EDUCATIONAL PSYCHOLOGY (restatement of "Area" and both majors in Area)

— Revise "area" statements to read:

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. The major in Evaluation provides preparation in the area of research and measurement in schools and in higher education.

— Delete all other "Area" statements and requirements.

MAJOR IN EVALUATION (restatement of major)

— Revise to read:

Competency is required through examination or the following courses: 40:008; 20:100 or 20:116; 25:181; 25:180.


MAJOR IN SCHOOL PSYCHOLOGY (restatement of major)
— Revise to read:

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.

Master of Arts Degree — new major

MAJOR IN TWO LANGUAGES: French/German, Spanish/French, German/Spanish (new major)

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 Music Degree — new major

MAJOR IN CONDUCTING (new major)

This major requires a minimum of 30 semester hours completed in the following program:

Graduate Music Core — 12 hours

Required: 52:221 Research and Bibliography — 2 hrs.
58:210 Advanced Form and Style Analysis I — 2 hrs.
58:211 Advanced Form and Style Analysis II — 2 hrs.
and 6 hours of Music Literature from any 59:1xxg courses.

Specialization — 18 hours

Required: 56:211 Advanced Instrumental Conducting II for 6 hrs.
or
56:222 Advanced Choral Conducting II for 6 hrs.
59:131g History and Literature of Large Choral Forms — 3 hrs.
or
59:142g History and Literature of the Wind Band — 3 hrs.
plus Ensembles (participation required each semester of residence) — 2 hrs.

Electives: as approved by adviser for a total of 7 hours.

Additional requirements: Conducting recital/document
Piano proficiency